

OASIS Grade 5
Check Lists of Target Based Learning Activities
 English Language Arts, Math, Fine Arts, Fitness/Health
 (Social Studies and Science are in separate documents on the OASIS web site.)

Learning Targets are grouped in topics, not in order of mastery.

English Language Arts
Grade 5

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Foundational Reading Phonics and Word Recognition ■ Know and apply grade-level phonics and decoding → Use knowledge of all letter-sound correspondence, syllabication patterns, roots, suffixes and prefixes to accurately read unfamiliar words in and out of context</p> <p>Fluency ■ Read grade level texts with purpose and understanding → Read grade level text orally with accuracy, appropriate rate, and expression Use context to confirm or self-correct word recognition and understanding, re-reading as necessary</p>
	<p>Literature Reading (Fiction) Key Ideas and Details ■ Gather key ideas and details from a variety of grade level texts → Quote from a text to explain content and when drawing inferences → Determine the theme of a story, drama, or poem; explain how characters respond to challenges, how a poet reflects on a topic; summarize the text → Compare/contrast two or more characters, settings, and events in a story, drama or poem</p> <p>Craft and Structure ■ Analyze the structure of texts including word meaning and author's purpose → Determine the meaning or words and phrases in a text, including figurative language such as similes and metaphors → Explain how parts (chapters, scenes) of a text (story, drama, poem) fit together to provide an overall structure of the text → Describe how a narrator's point of view influences how events are described</p> <p>Integration of Knowledge and Ideas ■ Compare and contrast content from various sources on the same topic → Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text → Compare and contrast stories from the same genre (e.g. mysteries, science fiction) in how they approach similar topics or themes</p> <p>Range of Reading and Level of Text Complexity ■ Read and comprehend grade-level literary text independently → By the end of the year, demonstrate the ability to read and comprehend literature (stories, dramas, poetry) at the high fifth and beginning sixth grade level</p>
	<p>Informational Reading (Non-Fiction) Key Ideas and Details ■ Gather key ideas and details from a variety of grade level texts → Quote from a text to explain and when drawing inferences → Determine two or more main ideas and explain how the key details support them; summarize the text → Explain relationships or interactions between two or more people, events, ideas or concepts found in history or science, based on information in text</p>

	<p>Craft and Structure</p> <ul style="list-style-type: none"> ■ Analyze the structure of texts including word meaning and author’s purpose → Determine meaning of generic academic and domain-specific words and phrases in fifth grade text → Compare and contrast overall text structure (e.g. chronology, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts → Analyze multiple accounts of the same event or topic, noting differences in point of view <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Compare and contrast content from various sources on the same topic → Locate answers quickly in multiple print and digital resources to answer a question → Explain how an author uses reasons and evidence to support points in a text → Gather information about the same topic from several texts to write or speak knowledgeably about the topic <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ■ Read and comprehend grade-level informational text independently → By the end of the year, demonstrate the ability to read and comprehend informational texts, including social studies, science and technical texts, at the fifth and beginning sixth grade level independently and proficiently
	<p>Writing</p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> ■ Compose and write clearly and effectively at grade-level in a variety of forms, for a variety of purposes → Compose and write opinion pieces supporting a point of view and reasons and information; state the opinion, organize reasons, support reasons with facts and details, include linking words (e.g. consequentially, specifically), provide concluding statement or section → Compose and write to inform/explain; introduce a topic, group related information together in paragraphs and sections; include formatting (e.g. headings); add illustrations, facts, definitions, details, quotations; use linking words (e.g. another, also, because); use vocabulary from social studies or science studies; provide a concluding statement or section → Compose and write narratives to develop real or imaginary experiences or events; use descriptive language, clear event sequence; introduce setting, characters, narrator, organize events in sequence and use transitional words; include dialog and descriptions to develop events and show how characters react; use interesting, sensory and precise vocabulary; provide a logical conclusion to the events <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ■ Plan, revise, edit, rewrite, produce final copy and publish or present written compositions → Produce clear and coherent writing that is relevant to task, purpose and audience → Plan, compose, revise and edit writing (Edit for conventions to demonstrate command of Language standards) → With guidance and support from adults, use technology to produce and publish compositions, interact and collaborate with others; demonstrate keyboarding skills to type a minimum of two pages in a single sitting <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> ■ Research to gather information and build knowledge, and assess sources for credibility → Do short research projects to investigate several sources and gather multiple aspects of a topic → Gather relevant information from print and digital sources, paraphrase information in notes, categorize information, and provide a list of resources → Apply fifth grade Literature Reading Standards to compositions (e.g. Compare/contrast two or more characters, settings or events in a story); describe parts of a story in depth, such as character interactions) →

	<p>→ Apply fifth grade Informational Reading Standards to compositions (e.g. Explain how an author uses reasons and evidence to support point in a texts about events, ideas or concepts found in history, science and technical texts; including what happened and why)</p> <p>Range of Writing</p> <ul style="list-style-type: none"> ■ Write routinely over extended and shorter time frames, for a variety of purposes → Write to research, compose, reflect, revise → Write for a variety of assigned tasks, purposes and audiences
	<p>Speaking and Listening Comprehension and Collaboration</p> <ul style="list-style-type: none"> ■ Prepare for and participate in a range of conversations; build on others' ideas and express own clearly and accurately → Engage effectively in collaborative discussions with diverse partners about fifth grade topics and texts; prepare for discussions, use information gathered to explore topics and ideas, follow agreed upon rules for discussion; ask and answer questions to clarify information, and make comments that contribute to the discussion; review key ideas expressed by others and explain own ideas → Paraphrase portions of a text read aloud or information presented in diverse media and formats; → Summarize points a speaker makes and explain how points were supported with reasons and evidence <p>Presentation of knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Present information and supporting evidence so that listeners understand the speakers' reasoning; use digital media and visuals as appropriate to enhance understanding → Report on a topic, tell a story, recount experience in an organized manner with relevant facts and descriptive details; speaking clearly → Add multimedia (graphics, sound) and visual displays to a presentation that support the main idea and themes → Demonstrate an understanding of when to use formal English and when informal English is appropriate
	<p>Language Conventions of Standard English</p> <ul style="list-style-type: none"> ■ Demonstrate grade-level appropriate use of standard English grammar and usage → Explain the use of conjunctions, interjections, prepositions, interjections → Form and use the perfect verb tense → Use verb tenses accurately for various times, sequences, states and conditions → Self edit for accurate verb tense → Use either/or and neither/nor accurately → Use commas accurately for words in a series, sentence introductions, and direct address → Use underlining, quotation marks, italics for titles → Spell grade appropriate words correctly, using references as needed <p>Knowledge of Language</p> <ul style="list-style-type: none"> ■ Use knowledge of language as appropriate for different contexts → Expand, combine and reduce sentences for meaning, reader interest, and style → Compare/contrast English language dialects used in stories, dramas or poems <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ■ Develop strategies for learning the meaning of new vocabulary words and figurative language ■ With fifth grade reading and content, use resources and a variety of strategies to learn the meaning of new words, pronounce words, clarify meaning (e.g. sentence context, prefixes and suffixes, root words, glossaries, dictionaries, thesauruses, both print and digital) → Demonstrate understanding of figurative language, word relationships and nuances in word meanings (e.g. similes, metaphors, idioms, adages, proverbs, antonyms, synonyms) → Accurately use grade appropriate general academic, and domain specific words and phrases, especially those related to a topic in science or social studies

Mathematics
Grade 5

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Operations and Algebraic Thinking ■ Write and interpret numerical expressions → Use parentheses, brackets or braces in numerical expressions and solve equations → With words and numbers, create expressions; e.g. "Add 8 and 7, then multiply by 2" means $2 \times (8 + 7)$ ■ Analyze patterns and relationships → Accurately graph ordered pairs on a coordinate plane</p>
	<p>Number and Operations in Base Ten ■ Understand place value system → Explain that in a multi-digit number, a digit in one place is 10 times as much as in the place to the right and $1/10^{\text{th}}$ of the place to the left → Look for and explain patterns in numbers when multiplied or divided by powers of 10 → Use and explain whole-number exponents for powers of 10 → Read, write, and compare decimals to thousandths; round decimals to any place ■ Operations with multi-digit whole numbers and decimals → Fluently multiply multi-digit whole numbers → Divide whole numbers up to four-digit dividends and two-digit divisors; explain process with arrays or area models → Add, subtract, multiply and divide decimals to hundredths; explain process with arrays or area models</p>
	<p>Number and Operations Fractions ■ Addition and subtraction of fractions → Add and subtract fractions and mixed numbers with unlike denominators → Solve word problems with addition and subtraction of fractions and mixed numbers → Explain reasonableness of answers to fraction problems, using models or drawings ■ Multiplication and division of fractions → Explain and illustrate or model that a fraction is division of the numerator by the denominator → Solve word problems requiring division and state remainders in fractions → Multiply a fraction or whole number by a fraction → Demonstrate understanding of why a given number multiplied by a fraction less than one leads to an answer smaller than the given number → Solve real world problems with multiplication of fractions and mixed numbers; use visual models or equations → Divide fractions by whole numbers and whole numbers by fractions; use models, drawings, fraction bars to demonstrate understanding</p>
	<p>Measurement and Data ■ Convert measurements → Convert within a standard system; e.g. $5 \text{ cm} = .05 \text{ m}$ → Use measurement conversions to solve word problems ■ Represent and interpret data → Create a line plot to display a data set of measurements in fractions of units ($1/2, 1/4, 1/8$). Solve problems using data from a given line plot</p>

	<ul style="list-style-type: none"> ■ Geometric measurement: volume → Explain that volume is an attribute of solid figures → Accurately use and define (with words or visuals): cube, cubic units → Measure volume by counting unit cubes, using cubic cm, cubic in, cubic ft → Calculate volume of a right rectangular prism with whole number side lengths by packing it with unit cubes to demonstrate that the number of cubes is the same as multiplying height by the area of the base. → Apply formulas accurately: $V = l \times w \times h$; and $V = b \times h$ for right rectangular prism
	<p>Geometry</p> <ul style="list-style-type: none"> ■ Graph points on the coordinate plane → Use terms accurately: axis, coordinate → Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret the data in the context of the situation <ul style="list-style-type: none"> ■ Classify two-dimensional figures based on properties → Explain attributes of all two-dimensional figures in a category (e.g. all rectangles have 4 sides, thus a square has 4 sides)

**Fine Arts
Grade 5**

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	<p>Knowledge and Skills: → Learn and use art concepts, vocabulary, skills, and techniques in dance, music, theater and visual arts → Examine, create and experience a variety of genres of various artists, cultures and times → Practice appropriate audience behaviors in a variety of arts settings and performances</p>
	<p>Creating, Performing/Presenting and Responding: → Use the creative process (e.g. identify audience and purpose, gather information from various sources, use elements and skills of the arts) in a creative work → Self-evaluate and improve as needed; present work in a performance or exhibition; reflect upon work and/or performance and set goals for improvement Respond to an arts exhibit or performance; describe what was seen, felt and/or heard; analyze the use of elements and skills; interpret meaning; evaluate using evidence and aesthetic criteria</p>
	<p>Communicate Through the Arts: → Present ideas and express feelings through a variety of artistic genres and styles in dance, music, theater and visual arts → Create and/or perform an artwork to communicate for a given purpose in dance, music, theatre, and visual arts</p>
	<p>Connecting the Arts to Content, Life, Cultures, Work: → Apply art skills, concepts, and vocabulary common among and between the arts and other content areas → Share and apply how the arts impact personal and community choices → Compare and share how artistic presentations and performances reflect cultures and traditions → Identify how arts knowledge, skills and work habits are needed and used in the world of work</p>

**Health and Fitness
Grade 5**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Physical Fitness: → Continue to improve physical skills (e.g. field ground ball and throws to base, serve tennis ball, perform handoff in relay race, perform cartwheel, set volleyball, pass basketball, dribble and pass a ball); critique own and others' skills → Understand etiquette, rules and procedures of various sports → Warm up prior to stretching → Analyze social skills and physical strategies for effective participation and cooperation in group activities → Note lifetime activities to maintain health related fitness → Analyze how nutrients support a healthy body; compare/contrast food labels for nutrition information; draw conclusions from fitness journal for missing nutrients</p>
	<p>Health and Safety: → Discuss healthy habits that contribute to overall health including healthy friendships, making healthy food choices → Understand function of the endocrine system → Understand how to maintain sexual health throughout life → Explain hereditary factors that affect growth (e.g. parent height influences child's height) → Discuss HIV/AIDS and Hepatitis; understand that HIV/AIDS can spread through body fluids of an infected person → Understand how to reduce risk of spreading germs, and how to prevent non-communicable disease such as high blood pressure → Analyze scenarios to identify risky situations and appropriate responses (e.g. someone offers a cigarette, weigh the risk as an unhealthy choice, say "no" and tell an adult) → Point out risk of sharing contact information on the internet → Describe how to prepare for emergency; demonstrate how to administer basic first aid → Explain steps of stress management; understand issues and risks of illegal drugs, second hand smoke, and how to resist pressure to use drugs</p>
	<p>Health and Fitness in Daily Life: → Recognize family cooperative activities might include chores and social events → Understand that environmental factors affect health (e.g. what triggers asthma) → Find and evaluate reliable health information; analyze marketing strategies on health and fitness choices (e.g. healthy food on top shelf and sugary foods at eye level in grocery store) → Predict positive and negative effects of peer pressure (e.g. choose not to smoke when offered a cigarette, or discourage a friend from smoking) → Take action to keep from feeling left out (e.g. ask to sit with others) → Demonstrate respect for others, consider other points of view, agree to disagree, explain feelings calmly, identify adults to go to when there is a conflict</p>
	<p>Plan for Health and Fitness: → Set personal goals for healthy changes; create personal health and fitness plan</p>