

Grade 5 TEKS

English Language Arts

K-5 Student determines the purpose for listening such as to get information, to solve problems, and to enjoy and appreciate.

4-8 Eliminate barriers to effective listening

4-8 Understand the major ideas and supporting evidence in spoken messages

4-8 Monitor his/her own understanding of the spoken message and seek clarification as needed

4-8 Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening

4.13.A Form and revise questions for investigations, including questions arising from interests and units of study

4.21.A Frame questions to direct research (4-8);

4.21.B Organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

4.21.C Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

4-8 Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

4-8 Evaluate his/her own research and raise new questions for further investigation

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

(B) Demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8);

D) Use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(E) Give precise directions and instructions such as for games and tasks (4-5); and

(F) Clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);

(B) Read regularly in instructional-level materials that are challenging but manageable

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) Use his/her own knowledge and experience to comprehend (4-8);

(B) Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(G) Paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(C) Support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) Form and revise questions for investigations, including questions arising from interest and units of study (4-5);

(C) Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) Interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5);

(H) Use compiled information and knowledge to raise additional, unanswered questions (3-8).

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:

(A) Write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);

(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);

(I) Select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8)

(21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8);

F) evaluate his/her own research and raise new questions for further investigation (4-8).

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8).

Mathematics

(5.1) **Number, operation, and quantitative reasoning.** The student uses place value to represent whole numbers and decimals.

(5.2) **Number, operation, and quantitative reasoning.** The student uses fractions in problem-solving situations.

(5.3) **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, and divides to solve meaningful problems.

(5.4) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results.

(5.5) **Patterns, relationships, and algebraic thinking.** The student makes generalizations based on observed patterns and relationships.

(5.6) **Patterns, relationships, and algebraic thinking.** The student describes relationships mathematically.

(5.10) **Measurement.** The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems.

(5.12) **Probability and statistics.** The student describes and predicts the results of a probability experiment.

(5.14) **Underlying processes and mathematical tools.** The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(5.15) **Underlying processes and mathematical tools.** The student communicates about Grade 5 mathematics using informal language.

(5.16) **Underlying processes and mathematical tools.** The student uses logical reasoning.

Science

(1) **Scientific processes.** The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.

(2) **Scientific processes.** The student uses scientific methods during field and laboratory investigations.

(3) **Scientific processes.** The student uses critical thinking and scientific problem solving to make informed decisions.

(4) **Scientific processes.** The student knows how to use a variety of tools and methods to conduct science inquiry.

(5) **Science concepts.** The student knows that a system is a collection of cycles, structures, and processes that interact.

(6) **Science concepts.** The student knows that some change occurs in cycles.

(7) **Science concepts.** The student knows that matter has physical properties.

(8) **Science concepts.** The student knows that energy occurs in many forms.

(11) **Science concepts.** The student knows that certain past events affect present and future events.

(12) **Science concepts.** The student knows that the natural world includes earth materials and objects in the sky.

Social Studies

- (4) **History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century.
- (7) **Geography.** The student understands the concept of regions.
- (8) **Geography.** The student understands the location and patterns of settlement and the geographic factors that influence where people live.
- (9) **Geography.** The student understands how people adapt to and modify their environment.
- (10) **Economics.** The student understands the basic economic patterns of early societies in the United States.
- (11) **Economics.** The student understands the reasons for exploration and colonization.
- (14) **Economics.** The student understands patterns of work and economic activities in the United States.
- (21) **Citizenship.** The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution.
- (22) **Culture.** The student understands the relationship between the arts and the times during which they were created.
- (23) **Culture.** The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.
- (24) **Science, technology, and society.** The student understands the impact of science and technology on life in the United States.
- (27) **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Health Education

- (1) **Health information.** The student knows ways to enhance and maintain personal health throughout the life span..

(2) Health information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span.

(3) Health information. The student knows how to utilize health information

(4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness.

(9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

Physical Education

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

Art

(1) Perception. The student develops and organizes ideas from the environment.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.

Music

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.

(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture.

(6) Response/evaluation. The student responds to and evaluates music and musical performance.

Theatre

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. environments and demonstrating a logical connection of events.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

Technology Applications, Grades 3-5

(1) Foundations. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections.

(2) Foundations. The student uses data input skills appropriate to the task. exercises depending upon the grade level and hours of instruction.