

Parent Guide for Social Studies

Grade Five

Diocese of Cleveland

Below is a list of the skills your child will be taught in Grade Five.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Literacy in History/Social Studies–Reading: Literature	
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	Describe how a narrator's or speaker's point of view influences how events are described.
	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Literacy in History/Social Studies–Reading: Informational Text	
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
	Compare and contrast the overall structure (e.g., chronology, comparison, 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 important similarities and differences in the point of view they represent.
	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Literacy in History/Social Studies–Reading: Foundational Skills	
	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	Read grade-level text with purpose and understanding.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Literacy in History/Social Studies–Writing	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
	Provide logically ordered reasons that are supported by facts and details.
	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
	Provide a concluding statement or section related to the opinion presented.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Provide a concluding statement or section related to the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Literacy in History/Social Studies–Speaking and Listening	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	Follow agreed-upon rules for discussions and carry out assigned roles.
	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Literacy in History/Social Studies–Speaking and Listening continued	
	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Literacy in History/Social Studies–Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Spell grade-appropriate words correctly, consulting references as needed.
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
OH: History	
Theme: Regions and People of the Western Hemisphere Historical Thinking and Skills	
	Multiple-tier timelines can be used to show relationships among events and places.
Early Civilizations	
	Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.
Heritage	
	European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.
OH: Geography	
Theme: Regions and People of the Western Hemisphere Spatial Thinking and Skills	
	Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
	Latitude and longitude can be used to make observations about location and generalizations about climate.

OH: Geography continued	
Places and Regions	
	Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.
Human Systems	
	Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.
	American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.
	Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.
	The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.
OH: Government	
Theme: Regions and People of the Western Hemisphere Civic Participation and Skills	
	Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.
Roles and Systems of Government	
	Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.
OH: Economics	
Theme: Regions and People of the Western Hemisphere Economic Decision Making and Skills	
	Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
	The choices people make have both present and future consequences.
Scarcity	
	The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.
Production and Consumption	
	The availability of productive resources and the division of labor impact productive capacity.
Markets	
	Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.
Financial Literacy	
	Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.
DOC Social Studies: Catholic Identity	
Catholic Traditions and Values	
	Discuss how the Message of the Catholic Church has impacted the lives of people in the past, present and future.
Catholic Social Justice Teachings	
	Identify situations where Catholic Social Justice Teachings were not applied and discuss their impact on historical outcomes.
	Explore the historical significance of the principles and practices of the Catholic Social Justice Teachings.