

**California State Standards for Fifth Grade**  
**Indian Land Tenure Curriculum**  
**Standard Three, Lesson One**

**Standards that students could potentially address:**

**California Content Standards for English-Language Arts**

**READING**

**2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

*Structural Features of Informational Materials*

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

2.2 Analyze text that is organized in sequential or chronological order.

*Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

*Expository Critique*

2.5 Distinguish facts, supported inferences, and opinions in text.

**WRITING**

**1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

*Organization and Focus*

1.2 Create multiple-paragraph expository compositions:

- a. Establish a topic, important ideas, or events in sequence or chronological order.
- b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
- c. Offer a concluding paragraph that summarizes important ideas and details.

*Research and Technology*

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

1.4 Create simple documents by using electronic media and employing organizational features (e.g.,

passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).

1.5 Use a thesaurus to identify alternative word choices and meanings.

#### *Evaluation and Revision*

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

### **2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

- 2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
- Frame questions that direct the investigation.
  - Establish a controlling idea or topic.
  - Develop the topic with simple facts, details, examples, and explanations.

## **LISTENING AND SPEAKING**

### **1.0 Listening and Speaking Strategies**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### *Comprehension*

- 1.1 Ask questions that seek information not already discussed.
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- 1.3 Make inferences or draw conclusions based on an oral report.

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

- 2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
- Frame questions to direct the investigation.
  - Establish a controlling idea or topic.
  - Develop the topic with simple facts, details, examples, and explanations.

## **Content Standards for Science**

### **Life Sciences**

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:

- e. *Students know* how sugar, water, and minerals are transported in a vascular plant.
- f. *Students know* plants use carbon dioxide (CO<sub>2</sub>) and energy from sunlight to build molecules of sugar and release oxygen.
- g. *Students know* plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO<sub>2</sub>) and water (respiration).

## Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- b. Develop a testable question.
- c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
- d. Identify the dependent and controlled variables in an investigation.
- e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
- g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
- h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
- i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

## Content Standards for Visual and Performing Arts

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

##### *Role and Development of the Visual Arts*

3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

##### *Diversity of the Visual Arts*

3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.