

SCOPE AND SEQUENCE: GRADE 5

Each book in *The Young Patriots Series* is aligned to *Indiana’s Academic Standards* and National Education Standards in English-Language Arts and Social Studies. Students can meet these standards through silent and oral reading, and through teacher-led class discussions about the historical events and notable people discussed in each book.

INDIANA’S ACADEMIC STANDARDS (GRADE 5) <i>Indiana’s Academic Standards</i> , Indiana Department of Education, 2001.		<i>Amelia Earhart, Young Air Pioneer</i>	<i>William Henry Harrison, Young Tippecanoe</i>	<i>Lew Wallace, Boy Writer</i>	<i>Juliette Low, Girl Scout Founder</i>	<i>James Whitcomb Riley, Young Poet</i>	<i>Eddie Rickenbacker, Boy Pilot & Racer</i>	<i>Mahalia Jackson, Gospel Singer & Civil Rights Champion</i>	<i>George Rogers Clark, Boy of the Northwest Frontier</i>	<i>John Hancock, Independent Boy</i>	<i>Phillis Wheatley, Young Revolutionary Poet</i>	<i>Abner Doubleday, Boy Baseball Pioneer</i>
English/Language Arts												
Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition 5.1.1 Read aloud grade-level-appropriate text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	•	•	•	•	•	•	•	•	•	•	•
	Vocabulary and Concept Development 5.1.2 Use word origins to determine the meaning of unknown words. 5.1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i>) and metaphors (implied comparisons).	•	•	•	•	•	•	•	•	•	•	•
Standard 2 Reading: Comprehension	Comprehension and Analysis of Grade-Level-Appropriate Text 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	•	•	•	•	•	•	•	•	•	•	•

Standard 3 Reading: Literary Response and Analysis	Narrative Analysis of Grade-Level-Appropriate Text 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved. 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly. 5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.	•	•	•	•	•	•	•	•	•	•	•
	Literary Criticism 5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.	•	•	•	•	•	•	•	•	•	•	•

Social Studies												
Standard 1 History	Historical Knowledge: Colonization and Settlements (1607-1763) 5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.									•	•	
	Historical Knowledge: The American Revolution (1763-1783) 5.1.11 Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation.										•	•

	5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of <i>Common Sense</i> , and major battles of the Revolutionary War.									•		
	5.1.13 Assess the influence of other countries, such as France, Spain, Russia, Germany, Poland, and the Netherlands, in the American Revolution; identify individuals from other countries who assisted the American cause.									•		
	5.1.15 Explain consequences of the Revolution, including the drafting of state constitutions and the achievement of independence by the United States.									•		
Standard 2 Civics and Government	Foundations of Government 5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States, such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.		•						•	•		
Standard 5 Individuals, Society, and Culture	5.5.1 Describe basic needs that individuals have in order to survive—such as the need for food, water, shelter, and safety—and give examples of how people in early America adapted to meet basic needs.		•	•	•	•	•		•	•	•	•
	5.5.3 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States and give examples of how these conflicts were resolved.		•	•	•	•	•		•	•	•	

National Education Standards												
English-Language Arts <i>Standards for the English Language Arts (K-12), International Reading Association (IRA) and the National Council of Teachers of English (NCTE), 1996.</i>												
Standard 1	Students read a wide range of print or nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among those texts are fiction and nonfiction, classic and contemporary works.	•	•	•	•	•	•	•	•	•	•	•
Standard 2	Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	•	•	•	•	•	•	•	•	•	•	•
Standard 3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	•	•	•	•	•	•	•	•	•	•	•
Social Studies <i>Curriculum Standards for Social Studies (Early Grades), National Council for the Social Studies, 1994.</i>												
Standard 1: Culture	b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of references.	•	•	•	•	•	•	•	•	•	•	•
	c. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.	•	•	•	•	•	•	•	•	•	•	•
Standard II: Time, Continuity, & Change	e. Demonstrate an understanding that people in different times and places view the world differently.	•	•	•	•	•	•	•	•	•	•	•
Standard IV: Individual Development & Identity	e. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.	•	•	•	•	•	•	•	•	•	•	•
	f. Explore factors that contribute to one's personal identity, such as interests, capabilities, and perceptions.	•	•	•	•	•	•	•	•	•	•	•

	g. Analyze a particular event to identify reasons individuals might respond to it in different ways.	•	•	•	•	•	•	•	•	•	•	•
Standard V: Individuals, Groups, & Institutions	e. Identify and describe examples of tensions between an individual's beliefs and government policies or laws.									•	•	