

**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, combined with teacher-led class discussions about the central theme(s), historical events, and notable people discussed in each book.

<b>INDIANA’S ACADEMIC STANDARDS (GRADE 5)</b> Copyright © 2008, Indiana Department of Education		<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 &amp; Racer</i>	<i>Mahalia Jackson, Gospel Singer &amp; 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>	<i>John Audubon, Young Naturalist</i>	<i>Frederick Douglass, Young Defender of Human Rights</i>	<i>Alexander Hamilton, Young Statesman</i>
<b>English/Language Arts</b>															
<b>Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development</b>	<b>Decoding and Word Recognition</b> 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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	<b>Vocabulary and Concept Development</b> 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).	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Standard 2 Reading: Comprehension</b>	<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b> 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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•

<b>Standard 3 Reading: Literary Response and Analysis</b>	<b>Narrative Analysis of Grade-Level-Appropriate Text</b> 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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	<b>Literary Criticism</b> 5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.	•	•	•	•	•	•	•	•	•	•	•	•	•	•

**Social Studies\***

<b>Standard 1 History</b>	<b>Historical Knowledge: Colonization and Settlements (1607-1763)</b> 5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule.	•							•	•	•				
	<b>Historical Knowledge: The American Revolution (1763-1783)</b> 5.1.11 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.									•					•
	5.1.12 Identify contributions of women and minorities during the American Revolution.											•			•
	5.1.14 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.										•				•
	5.1.17 Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801	•								•	•	•			•

	<p>5.1.18 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events.</p> <p>5.1.21 Formulate historical questions from encounters with primary sources and identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.</p>		•						•	•	•					•	
<b>Standard 2 Civics and Government</b>	<p><b>Foundations of Government</b></p> <p>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.</p>		•						•	•							•

\*Note that some of *The Young Patriots Series* books do not align to most or all of Indiana's Social Studies Academic Standards in Grade 5. That is because Indiana's Grade 5 Social Studies standards focus on specific studies of such topics as American Indian cultures, European exploration, colonization, revolution, and founding of the Republic. Therefore, only those books that cover those specific topics or periods of history will align to Indiana's Grade 5 Social Studies standards.

**National Education Standards**

**English-Language Arts**

*Standards for the English Language Arts (K-12), International Reading Association (IRA) and the National Council of Teachers of English (NCTE), 1996.*

<b>Standard 1</b>	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.	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>Standard 2</b>	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.	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>Standard 3</b>	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**

*Curriculum Standards for Social Studies (Early Grades), National Council for the Social Studies, 1994.*

<b>Standard 1: Culture</b>	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.	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>Standard II: Time, Continuity, &amp; Change</b>	e. Demonstrate an understanding that people in different times and places view the world differently.	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>Standard IV: Individual Development &amp; Identity</b>	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.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Standard V: Individuals, Groups, &amp; Institutions</b>	e. Identify and describe examples of tensions between an individual's beliefs and government policies or laws.									.	.			.	