



History Based Mock Trials

Academic Standards for Grade 5

Civics and Government 2009

5.1.5.A. Understand the rule of law in protecting property rights, individual rights and the common good.

5.1.5.C.

Describe the principles and ideals shaping local state, and national government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.5.D. Interpret key ideas about government found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution

5.2.5.B. Identify behaviors that promote cooperation among individuals.

5.3.5.F. Examine different ways conflicts can be resolved.

History 2009

8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.

8.1.5.C.

Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

8.3.5.B.

Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history

English Language Arts Grade 5 2014

CC.1.1.5 D. Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.5.E Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language.

CC.1.2.5.G 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.

CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other

logical relationships. (ensures students don't just know words, but can use them accurately to connect ideas and express complex relationships.)

3. Domain-Specific Words (Tier 3)

These are **subject-specific vocabulary** tied to a particular discipline or topic.

They are often defined and taught when introducing a new unit or concept.

Goal: To understand and use the specialized language of a given subject.

History: *Sovereignty, abolition, manifest destiny, feudalism, agrarian.*

CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.B Identify and introduce the topic clearly.

CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.G Write opinion pieces on topics or texts.

CC.1.4.5.H Introduce the topic and state an opinion on the topic.

CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.1.4.5.W 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.

CC.1.4.5.X 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.

Speaking and Listening

CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, ideas and expressing their own clearly.

CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.