

# Young AmeriTowne: WYO Towne Standards: Grade 5

## Chapter 1: Introduction to Young AmeriTowne

### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RI.5.3: 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</li> <li>○ RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.5: 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.</li> <li>○ RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>○ RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul> </li> <li>• <b>Fundamental Skills</b> <ul style="list-style-type: none"> <li>○ RF.5.3: Know and apply grade level-phonics and word analysis skills in decoding words.</li> <li>○ R.F.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> </ul> </li> </ul>
<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</li> <li>○ SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace.</li> <li>○ SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul> </li> </ul>

## 21<sup>st</sup> Century Skills

<b>Collaboration</b>
<b>Information Literacy</b>

## Essential Skills

<b>Entrepreneurial</b> <ul style="list-style-type: none"><li>○ Inquiry Analysis</li></ul>
<b>Personal</b> <ul style="list-style-type: none"><li>○ Personal Responsibility</li></ul>
<b>Civic/Interpersonal</b> <ul style="list-style-type: none"><li>○ Collaboration/Teamwork</li><li>○ Communication</li><li>○ Global/Cultural Awareness</li><li>○ Character</li></ul>
<b>Professional Skills</b> <ul style="list-style-type: none"><li>○ Information Literacy</li><li>○ Self-Advocacy</li></ul>

# Young AmeriTowne: WYO Towne Standards: Grade 5

## Chapter 2: Basic Economics

### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>○ RI.5.3: 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</li> <li>○ RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.5: 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.</li> <li>○ RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>○ RI.5.10: 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.</li> </ul> </li> <li>• <b>Fundamental Skills</b> <ul style="list-style-type: none"> <li>○ R.F.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> </ul> </li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• <b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>○ 5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li> </ul> </li> <li>• <b>Number &amp; Operations in Base Ten</b> <ul style="list-style-type: none"> <li>○ 5.NBT.A1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left..</li> <li>○ 5.NBT.A.4; Use place value understanding to round decimals to any place.</li> <li>○ 5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.</li> <li>○ 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ calculation by using equations, rectangular arrays, and/or area models.</li> <li>○ 5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> <li>• <b>Number and Operations – Fractions</b> <ul style="list-style-type: none"> <li>○ 5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</li> <li>○ 5.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</li> <li>○ 5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</li> </ul> </li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> <li>○ SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace.</li> </ul> </li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>Research to Build and present Knowledge</b> <ul style="list-style-type: none"> <li>○ W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> </li> </ul>

## 21<sup>st</sup> Century Skills

<b>Critical Thinking</b>
<b>Collaboration</b>
<b>Information Literacy</b>

## Essential Skills

<b>Entrepreneurial</b> <ul style="list-style-type: none"><li>○ Critical Thinking/Problem Solving</li><li>○ Creativity/Innovation</li><li>○ Inquiry Analysis</li><li>○ Informed Risk Taking</li></ul>
<b>Personal</b> <ul style="list-style-type: none"><li>○ Personal Responsibility</li><li>○ Perseverance/Resilience</li></ul>
<b>Civic/Interpersonal</b> <ul style="list-style-type: none"><li>○ Collaboration/Teamwork</li><li>○ Communication</li><li>○ Global/Cultural Awareness</li><li>○ Civic Engagement</li><li>○ Character</li></ul>
<b>Professional Skills</b> <ul style="list-style-type: none"><li>○ Information Literacy</li><li>○ Use Information and Communication Technologies</li><li>○ Self-Advocacy</li></ul>

# Young AmeriTowne: WYO Towne Standards: Grade 5

## Chapter 3: Banking

### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Literature</b> <ul style="list-style-type: none"> <li>○ RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> </ul> </li> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>○ RI.5.3: 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</li> <li>○ RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.5: 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.</li> <li>○ RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>○ RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</li> </ul> </li> <li>• <b>Fundamental Skills</b> <ul style="list-style-type: none"> <li>○ RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>○ R.F.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> </ul> </li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• <b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>○ 5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li> </ul> </li> <li>• <b>Number &amp; Operations in Base Ten</b> <ul style="list-style-type: none"> <li>○ 5.NBT.A1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place</li> </ul> </li> </ul>

	<p>to its left.</p> <ul style="list-style-type: none"> <li>○ 5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</li> <li>○ 5.NBT.A.4; Use place value understanding to round decimals to any place.</li> <li>○ 5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.</li> <li>○ 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> <li>○ 5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>○ SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul> </li> <li>• <b>Presentation of Knowledge &amp; Ideas</b> <ul style="list-style-type: none"> <li>○ SL.5.4: 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.</li> <li>○ SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>○ SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul> </li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>○ L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> </li> <li>• <b>Knowledge of Language</b> <ul style="list-style-type: none"> <li>○ L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Vocabulary Acquisition and Use</b> <ul style="list-style-type: none"> <li>○ L.5.4: 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.</li> </ul> </li> </ul>
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## 21<sup>st</sup> Century Skills

<b>Critical Thinking</b>
<b>Collaboration</b>
<b>Information Literacy</b>

## Essential Skills

<b>Entrepreneurial</b> <ul style="list-style-type: none"> <li>○ Critical Thinking/Problem Solving</li> <li>○ Inquiry Analysis</li> <li>○ Informed Risk Taking</li> </ul>
<b>Personal</b> <ul style="list-style-type: none"> <li>○ Self-Awareness</li> <li>○ Personal Responsibility</li> <li>○ Perseverance/Resilience</li> </ul>
<b>Civic/Interpersonal</b> <ul style="list-style-type: none"> <li>○ Collaboration/Teamwork</li> <li>○ Communication</li> <li>○ Global/Cultural Awareness</li> <li>○ Character</li> </ul>
<b>Professional Skills</b> <ul style="list-style-type: none"> <li>○ Information Literacy</li> <li>○ Use Information and Communication Technologies</li> <li>○ Self-Advocacy</li> </ul>



# Young AmeriTowne: WYO Towne Standards: Grade 5

## Chapter 4: Government

### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.1: 1.Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RI.5.2: 2.Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>○ RI.5.3: 3. 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</li> <li>○ RI.5.4: 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.5: 5. 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.</li> <li>○ RI.5.6: 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>○ RI.5.7: 7. 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.</li> <li>○ RI.5.8: 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>○ RI.5.9: 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</li> <li>○ RI.5.10: 10. 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.</li> </ul> </li> </ul>
<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.2: 2.Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>○ SL.5.3: 3.Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Presentation of Knowledge &amp; Ideas</b> <ul style="list-style-type: none"> <li>○ SL.5.4: 4. 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.</li> <li>○ SL.5.5: 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>○ SL.5.6: 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul> </li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>○ L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>○ L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>○ L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>○ L.5.4: 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.</li> <li>○ L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>○ L.5.6: 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</li> </ul> </li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>Text Types and Purposes</b> <ul style="list-style-type: none"> <li>○ W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>○ W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>○ W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</li> </ul> </li> <li>• <b>Production and Distribution of Writing</b> <ul style="list-style-type: none"> <li>○ W.5.4: 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)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ W.5.5: 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.)</li> <li>• <b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>○ W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>○ W.5.8: 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.</li> <li>○ W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> </li> <li>• <b>Range of Writing</b> <ul style="list-style-type: none"> <li>○ W.5.10: 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.</li> </ul> </li> </ul>
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## 21<sup>st</sup> Century Skills

<b>Critical Thinking</b>
<b>Collaboration</b>
<b>Invention</b>

## Essential Skills

<b>Entrepreneurial</b> <ul style="list-style-type: none"><li>○ Critical Thinking/Problem Solving</li><li>○ Inquiry Analysis</li><li>○ Informed Risk Taking</li></ul>
<b>Personal</b> <ul style="list-style-type: none"><li>○ Personal Responsibility</li><li>○ Adaptability/Flexibility</li></ul>
<b>Civic/Interpersonal</b> <ul style="list-style-type: none"><li>○ Collaboration/Teamwork</li><li>○ Communication</li><li>○ Global/Cultural Awareness</li><li>○ Character</li></ul>
<b>Professional Skills</b> <ul style="list-style-type: none"><li>○ Information Literacy</li></ul>

# Young AmeriTowne: WYO Towne Standards: Grade 5

## Chapter 5: Money Management

### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>○ RI.5.3: 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</li> <li>○ RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.5: 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.</li> <li>○ RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>○ RI.5.7: 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.</li> <li>○ RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</li> <li>○ RI.5.10: 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.</li> </ul> </li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• <b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>○ 5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li> </ul> </li> <li>• <b>Number &amp; Operations in Base Ten</b> <ul style="list-style-type: none"> <li>○ 5.NBT.A1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</li> <li>○ 5.NBT.A.2: 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to</li> </ul> </li> </ul>

	<p>denote powers of 10.</p> <ul style="list-style-type: none"> <li>○ 5.NBT.A.3: Read, write, and compare decimals to thousandths.</li> <li>○ 5.NBT.A.4: Use place value understanding to round decimals to any place.</li> <li>○ 5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.</li> <li>○ 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> <li>○ 5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>○ SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul> </li> <li>• <b>Presentation of Knowledge &amp; Ideas</b> <ul style="list-style-type: none"> <li>○ SL.5.4: 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.</li> <li>○ SL.5.6: 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul> </li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>○ W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>○ W.5.8: 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.</li> <li>○ W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> </li> </ul>

## 21<sup>st</sup> Century Skills

<b>Critical Thinking</b>
<b>Collaboration</b>
<b>Information Literacy</b>

## Essential Skills

<b>Entrepreneurial</b> <ul style="list-style-type: none"><li>○ Critical Thinking/Problem Solving</li><li>○ Inquiry Analysis</li><li>○ Informed Risk Taking</li></ul>
<b>Personal</b> <ul style="list-style-type: none"><li>○ Self-Awareness</li><li>○ Personal Responsibility</li></ul>
<b>Civic/Interpersonal</b> <ul style="list-style-type: none"><li>○ Collaboration/Teamwork</li><li>○ Communication</li><li>○ Character</li></ul>
<b>Professional Skills</b> <ul style="list-style-type: none"><li>○ Information Literacy</li><li>○ Use Information and Communication Technologies</li><li>○ Self-Advocacy</li></ul>

# Young AmeriTowne: WYO Towne Standards: Grade 5

## Chapter 6: Ethics and Philanthropy

### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>○ RI.5.3: 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</li> <li>○ RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.7: 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.</li> <li>○ RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>○ RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</li> <li>○ RI.5.10: 10 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.</li> </ul> </li> <li>• <b>Fundamental Skills</b> <ul style="list-style-type: none"> <li>○ RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>○ RF.5.4: read with sufficient accuracy and fluency to support comprehension.</li> </ul> </li> </ul>
<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>○ SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul> </li> <li>• <b>Presentation of Knowledge &amp; Ideas</b> <ul style="list-style-type: none"> <li>○ SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and</li> </ul> </li> </ul>



	<p>using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <ul style="list-style-type: none"> <li>○ <b>SL.5.6:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>○ L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>○ L.5.6: 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</li> </ul> </li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>Text Types and Purposes</b> <ul style="list-style-type: none"> <li>○ W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>○ W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>○ W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</li> </ul> </li> <li>• <b>Production and Distribution of Writing</b> <ul style="list-style-type: none"> <li>○ W.5.4: 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)</li> <li>○ W.5.5: 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.)</li> <li>○ W.5.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writings 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.</li> </ul> </li> <li>• <b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>○ W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>○ W.5.8: 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.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• <b>Range of Writing</b> <ul style="list-style-type: none"> <li>○ W.5.10: 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.</li> </ul> </li> </ul>
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## 21<sup>st</sup> Century Skills

<b>Critical Thinking</b>
<b>Collaboration</b>
<b>Information Literacy</b>

## Essential Skills

<b>Entrepreneurial</b> <ul style="list-style-type: none"> <li>○ Critical Thinking/Problem Solving</li> <li>○ Inquiry Analysis</li> <li>○ Informed Risk Taking</li> </ul>
<b>Personal</b> <ul style="list-style-type: none"> <li>○ Self-Awareness</li> <li>○ Personal Responsibility</li> <li>○ Adaptability/Flexibility</li> <li>○ Perseverance/Resilience</li> </ul>
<b>Civic/Interpersonal</b> <ul style="list-style-type: none"> <li>○ Collaboration/Teamwork</li> <li>○ Communication</li> <li>○ Global/Cultural Awareness</li> <li>○ Civic Engagement</li> <li>○ Character</li> </ul>
<b>Professional Skills</b> <ul style="list-style-type: none"> <li>○ Task/Time Management</li> <li>○ Information Literacy</li> </ul>

# Young AmeriTowne: WYO Towne Standards: Grade 5

## Chapter 7: Energy

### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>○ RI.5.3: 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</li> <li>○ RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.5: 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.</li> <li>○ RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>○ RI.5.7: 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.</li> <li>○ RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>○ RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>○ RI.5.10: 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.</li> </ul> </li> </ul>
<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</li> <li>○ SL.5.3: Summarize the points a speaker makes and explain how each claim is supported</li> </ul> </li> </ul>

	<p>by reasons and evidence.</p> <ul style="list-style-type: none"> <li>○ SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace.</li> <li>○ SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> </ul>
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## 21<sup>st</sup> Century Skills

<b>Information Literacy</b>
<b>Collaboration</b>

## Essential Skills

<b>Entrepreneurial</b>
○ Informed Risk Taking
<b>Personal</b>
○ Personal Responsibility
○ Perseverance/Resilience
<b>Civic/Interpersonal</b>
○ Collaboration/Teamwork
○ Global/Cultural Awareness
<b>Professional Skills</b>
○ Information Literacy
○ Self-Advocacy

# Young AmeriTowne: WYO Towne Standards: Grade 5

## Chapter 8: Towne Preparation: Jobs

### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RI.5.3: 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</li> <li>○ RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.5: 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.</li> <li>○ RI.5.7: 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.</li> <li>○ RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>○ RI.5.10: 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.</li> </ul> </li> <li>• <b>Fundamental Skills</b> <ul style="list-style-type: none"> <li>○ RF.5.3: Know and apply grade level-phonics and word analysis skills in decoding words.</li> <li>○ R.F.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> </ul> </li> </ul>
<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</li> <li>○ SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> <li>○ SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>Research to Build and present Knowledge</b> <ul style="list-style-type: none"> <li>○ W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>○ W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>○ W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.</li> <li>○ W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>○ W. 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>○ W.5.8: Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>○ W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>○ W.5.10: 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.</li> </ul> </li> </ul>

## 21<sup>st</sup> Century Skills

<b>Critical Thinking</b>
<b>Collaboration</b>
<b>Information Literacy</b>

## Essential Skills

<b>Entrepreneurial</b> <ul style="list-style-type: none"><li>○ Critical Thinking/Problem Solving</li><li>○ Inquiry Analysis</li></ul>
<b>Personal</b> <ul style="list-style-type: none"><li>○ Self-Awareness</li><li>○ Personal Responsibility</li><li>○ Perseverance/Resilience</li></ul>
<b>Civic/Interpersonal</b> <ul style="list-style-type: none"><li>○ Collaboration/Teamwork</li><li>○ Communication</li><li>○ Global/Cultural Awareness</li><li>○ Character</li></ul>
<b>Professional Skills</b> <ul style="list-style-type: none"><li>○ Task/Time Management</li><li>○ Information Literacy</li></ul>

# Young AmeriTowne: WYO Towne Standards: Grade 5

## Chapter 9: Towne Perpetration: Banking

### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Literature</b> <ul style="list-style-type: none"> <li>○ RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> </li> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RI.5.3: 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</li> <li>○ RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.5: 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.</li> </ul> </li> <li>• <b>Fundamental Skills</b> <ul style="list-style-type: none"> <li>○ RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>○ R.F.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> </ul> </li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• <b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>○ 5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li> </ul> </li> <li>• <b>Number &amp; Operations in Base Ten</b> <ul style="list-style-type: none"> <li>○ 5.NBT.A1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</li> <li>○ 5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</li> <li>○ 5.NBT.A.4; Use place value understanding to round decimals to any place.</li> <li>○ 5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.</li> <li>○ 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends</li> </ul> </li> </ul>



	<p>and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <ul style="list-style-type: none"> <li>○ 5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul> </li> <li>• <b>Presentation of Knowledge &amp; Ideas</b> <ul style="list-style-type: none"> <li>○ SL.5.4: 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.</li> </ul> </li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>○ L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> </li> <li>• <b>Knowledge of Language</b> <ul style="list-style-type: none"> <li>○ L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul> </li> <li>• <b>Vocabulary Acquisition and Use</b> <ul style="list-style-type: none"> <li>○ L.5.4: 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.</li> </ul> </li> </ul>

## 21<sup>st</sup> Century Skills

<b>Critical Thinking</b>
<b>Collaboration</b>
<b>Information Literacy</b>

## Essential Skills

<b>Entrepreneurial</b> <ul style="list-style-type: none"><li>○ Critical Thinking/Problem Solving</li><li>○ Inquiry Analysis</li><li>○ Informed Risk Taking</li></ul>
<b>Personal</b> <ul style="list-style-type: none"><li>○ Self-Awareness</li><li>○ Personal Responsibility</li></ul>
<b>Civic/Interpersonal</b> <ul style="list-style-type: none"><li>○ Collaboration/Teamwork</li><li>○ Communication</li><li>○ Global/Cultural Awareness</li><li>○ Character</li></ul>
<b>Professional Skills</b> <ul style="list-style-type: none"><li>○ Information Literacy</li><li>○ Use Information and Communication Technologies</li><li>○ Self-Advocacy</li></ul>

# Young AmeriTowne: WYO Towne Standards: Grade 5

## Chapter 10: Towne Preparation: Towne

### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>○ RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>○ RI.5.3: 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</li> <li>○ RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.5: 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.</li> <li>○ RI.5.6: 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.</li> <li>○ RI.5.7: 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.</li> <li>○ RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>○ RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>○ RI.5.10: 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.</li> </ul> </li> <li>• <b>Fundamental Skills</b> <ul style="list-style-type: none"> <li>○ RF.5.3: Know and apply grade level-phonics and word analysis skills in decoding words.</li> <li>○ R.F.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> </ul> </li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• <b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>○ 5.0A.A.1: Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</li> <li>○ 5.0A.A.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li> <li>○ 5.0A.B.3: Generate two numerical patterns using two given rules. Identify apparent</li> </ul> </li> </ul>

	<p>relationships between corresponding terms.</p> <ul style="list-style-type: none"> <li>• <b>Number &amp; Operations in Base Ten</b> <ul style="list-style-type: none"> <li>○ 5.NBT.A.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</li> <li>○ 5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</li> <li>○ 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> <li>○ 5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> </ul> </li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</li> <li>○ SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> <li>○ SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace.</li> <li>○ SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul> </li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>○ L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>○ L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>○ L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or</li> </ul> </li> </ul>

	<p>listening.</p> <ul style="list-style-type: none"> <li>○ L.5.4: 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.</li> <li>○ L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>○ L.5.6: 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>Research to Build and present Knowledge</b> <ul style="list-style-type: none"> <li>○ W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>○ W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>○ W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.</li> <li>○ W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>○ W.5.5: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>○ W. 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>○ W.5.8: Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>○ W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>○ W.5.10: 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.</li> </ul> </li> </ul>

## 21<sup>st</sup> Century Skills

<b>Critical Thinking</b>
<b>Collaboration</b>
<b>Information Literacy</b>

## Essential Skills

<b>Entrepreneurial</b> <ul style="list-style-type: none"><li>○ Critical Thinking/Problem Solving</li><li>○ Inquiry Analysis</li><li>○ Informed Risk Taking</li></ul>
<b>Personal</b> <ul style="list-style-type: none"><li>○ Self-Awareness</li><li>○ Personal Responsibility</li><li>○ Adaptability/Flexibility</li><li>○ Perseverance/Resilience</li></ul>
<b>Civic/Interpersonal</b> <ul style="list-style-type: none"><li>○ Collaboration/Teamwork</li><li>○ Communication</li><li>○ Global/Cultural Awareness</li><li>○ Character</li></ul>
<b>Professional Skills</b> <ul style="list-style-type: none"><li>○ Task/Time Management</li><li>○ Information Literacy</li><li>○ Use Information and Communication Technologies</li><li>○ Self-Advocacy</li></ul>

## Young AmeriTowne: WYO Towne Standards: Grade 5

### Chapter 10: After Towne

#### Common Core

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Information Text</b> <ul style="list-style-type: none"> <li>○ RI.5.3: 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</li> <li>○ RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>○ RI.5.5: 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.</li> <li>○ RI.5.10: 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.</li> </ul> </li> <li>• <b>Fundamental Skills</b> <ul style="list-style-type: none"> <li>○ RF.5.3: Know and apply grade level-phonics and word analysis skills in decoding words.</li> <li>○ R.F.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> </ul> </li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• <b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>○ 5.OA.A.1: Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</li> <li>○ 5.OA.A.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li> </ul> </li> <li>• <b>Number &amp; Operations in Base Ten</b> <ul style="list-style-type: none"> <li>○ 5.NBT.A1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</li> <li>○ 5.NBT.B.5: Fluently multiply multi-digit whole numbers using standard algorithm.</li> <li>○ 5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> <li>○ 5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> </ul> </li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• <b>Comprehension &amp; Collaboration</b> <ul style="list-style-type: none"> <li>○ SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>○ SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace.</li> <li>○ SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul> </li> </ul>
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## Essential Skills

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<p><b>Civic/Interpersonal</b></p> <ul style="list-style-type: none"> <li>○ Collaboration/Teamwork</li> </ul>
<p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>○ Task/Time Management</li> <li>○ Information Literacy</li> <li>○ Self-Advocacy</li> </ul>