

**Fifth Grade Correlation of Core Knowledge[®] and Florida
Sunshine State Standards**
Working Draft, July 31, 2001

	<p style="text-align: center;">III. Fiction and Drama</p>	<p>personal accounts, and informational speeches.</p> <p>LA.D.1.2.1 The student understands that there are patterns and rules in a syntactic structure, symbols, sounds, and meanings conveyed through the English language.</p> <p>LA.D.2.2.1 The student understands that word choices can shape reactions, perception, and beliefs.</p> <p>LA.D.2.2.2 The student identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.</p> <p>LA.E.1.2.4 The student knows that the attitudes and values that exist in a time period affect the works that are written during that time period.</p> <p>LA.D.1.2.2 The student understands that language formality varies according to situations and audiences.</p> <p>LA.D.2.2.1 The student understands that word choices can shape reactions, perceptions, and beliefs.</p> <p>LA.D.2.2.2 The student identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.</p> <p>LA.E.1.2.2 The student understands the development of plot and how conflicts are resolved in a story.</p> <p>LA.E.1.2.3 The student knows the similarities and differences among the characters, settings, and events presented in various texts.</p> <p>LA.E.1.2.4 The student knows that the attitudes and the values that exist in a time period affect the works that are written during that time period.</p> <p>LA.E.1.2.5 The student identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.</p> <p>LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts.</p> <p>LA.E.2.2.2 The student recognizes and explains the effect of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns used in children’s texts.</p> <p>LA.E.2.2.3 The student responds to a work of literature by explaining how the motives of the characters or the causes of the events</p>
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<p>Language Arts, continued</p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grades 3, 4, and/or 5.</i></p> <p>LA.B.2.2.5 The student creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.</p> <p>LA.C.1.2.3 The student carries on an extended conversation with a group of friends.</p> <p>LA.C.1.2.4 The student listens attentively to the speaker, including making eye contact and facing the speaker.</p> <p>LA.C.2.2.1 The student determines main concept and supporting details in a nonprint media message.</p> <p>LA.C.2.2.2 The student recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.</p> <p>LA.C.3.2.1 The student speaks clearly at an understandable rate and uses appropriate volume.</p> <p>LA.C.3.2.3 The student speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.</p> <p>LA.C.3.2.4 The student uses eye contact and gestures that engage the audience.</p> <p>LA.C.3.2.5 The student participates as a contributor and occasionally acts as a leader in a group discussion.</p> <p>LA.C.3.2.6 The student organizes a speech using a basic beginning, middle, and ending.</p> <p>LA.D.2.2.3 The student recognizes different techniques used in media messages and their purposes.</p> <p>LA.D.2.2.4 The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.</p> <p>LA.D.2.2.5 The student understands that a variety of messages can be conveyed through mass media.</p>
<p>Social Studies</p>	<p>World History I. Geography</p>	<p>SS.B.1.2.1 The student uses maps, globes,</p>

<p>Social Studies, Continued</p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grades 3, 4, and/or 5.</i></p> <p>SS.A.5.1.2 The student knows the social and political consequences of industrialization and urbanization in the United States after 1880.</p> <p>SS.A.5.1.3 The student knows the political causes and outcomes of World War I.</p> <p>SS.A.5.1.4 The student understands social and cultural transformations of the 1920s and 1930s.</p> <p>SS.A.5.1.5 The student understands the social and economic impact of the Great Depression on American society.</p> <p>SS.A.5.1.6 The student understands the political circumstances leading to the involvement of the U.S. in World War II and the significant military events and personalities that shaped the course of the war.</p> <p>SS.A.5.1.7 The student knows the economic, political, and social transformations that have taken place in the United States since World War II.</p> <p>SS.A.5.1.8 The student knows the political and military aspects of United States foreign relations since World War II.</p> <p>SS.A.6.2.1 The student understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.</p> <p>SS.A.6.2.2 The student understands the influence of geography on the history of Florida.</p> <p>SS.A.6.2.3 The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.</p> <p>SS.A.6.2.4 The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.</p> <p>SS.A.6.2.5 The student knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.</p> <p>SS.A.6.2.6 The student understands the cultural, social, and political features of</p>
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		<p>Native American tribes in Florida’s history.</p> <p>SS.A.6.2.7 The student understands the unique historical conditions that influenced the formation of the state and how statehood was granted.</p> <p>SS.D.1.2.1 The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and benefits associated with alternative choices.</p> <p>SS.D.1.2.3 The student understands the basic concept of credit.</p> <p>SS.D.1.2.4 The student understands that any consumer (e.g., an individual, a household, or a government) has certain rights.</p> <p>SS.D.1.2.5 The student understands the concept of earning income and the basic concept of a budget.</p> <p>SS.D.2.2.1 The student understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.</p> <p>SS.D.2.2.2 The student understands the roles that money plays in a market economy.</p> <p>SS.D.2.2.3 The student understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.</p> <p>SS.D.2.2.4 The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.</p>
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		contributions of galleries, studios, and museums.
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		<p>used in different types of music around the world.</p> <p>MU.C.1.2.3 The student understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa).</p> <p>MU.C.1.2.4 The student knows representative composers and well-known musicians (e.g., Sousa, Foster, Copland, and Louis Armstrong) who influenced various types of American music.</p>
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<p>Music, continued</p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grades 3, 4, or 5</i></p> <p>MU.A.2.2.2 The student performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical).</p> <p>MU.A.2.2.4 The student performs simple music phrases by ear.</p> <p>MU.A.3.2.3 The student writes notation for simple melodic patterns that have been performed by someone else.</p> <p>MU.B.1.2.2 The student improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns) and variations on familiar melodies.</p> <p>MU.B.2.2.1 The student knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.</p> <p>MU.D.2.2.2 The student uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in others' performances.</p> <p>MU.E.1.2.1 The student knows similarities and differences in artistic vocabulary.</p> <p>MU.E.2.2.1 The student knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainment).</p> <p>MU.E.2.2.2 The student knows and applies appropriate audience behavior in various musical settings (e.g., symphony, concerts, school concerts, and parades).</p> <p>MU.E.2.2.3 The student understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music.</p> <p>MU.E.2.2.4 The student understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master).</p>
<p>Mathematics</p>	<p>I. Numbers and Number Sense</p>	<p>MA.A.1.2.1 The student whole numbers combining three-digit numeration</p>

	<p>II. Ratio and Percent</p> <p>III. Fractions and Decimals</p> <p>IV. Computation</p>	<p>(hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.</p> <p>MA.A.1.2.2 The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.</p> <p>MA.A.2.2.1 The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.</p> <p>MA.A.5.2.1 The students understands and applies basic number theory concepts, including primes, composites, factors, and multiples.</p> <p><i>There are no standards that correlate with this topic.</i></p> <p>MA.A.1.2.3 The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.</p> <p>MA.A.1.2.4 The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.</p> <p>MA.A.3.2.2 The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.</p> <p>MA.A.3.2.3 The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers and divides whole numbers to solve real-world problems, using appropriate mathematics, paper and pencil, and calculator.</p> <p>MA.A.4.2.1 The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.</p>
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	<p>V. Measurement</p>	<p>MA.B.1.2.2 The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.</p>
	<p>VI. Geometry</p>	<p>MA.C.1.2.1 The student given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures. MA.C.3.2.1 The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.</p>
	<p>VII. Probability and Statistics</p>	<p>MA.C.3.2.2 The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph). MA.D.2.2.2 The student uses informal methods, such as physical models and graphs, to solve real-world problems involving equations and inequalities. MA.E.1.2.1 The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts. MA.E.2.2.2 The student predicts the likelihood of simple events occurring.</p>
	<p>VIII. Pre -Algebra</p>	<p>MA.D.2.2.1 The student represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.</p>

<p>Mathematics, continued</p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grade 3, 4, or 5.</i></p> <p>MA.B.4.2.1 The student determines which units of measurement, such as seconds, square inches, dollars per thankful, to use with answers to real-world problems.</p> <p>MA.C.2.2.2 The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.</p> <p>MA.D.1.2.1 The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, and rules using algebraic symbols.</p> <p>MA.D.1.2.2 The student generalizes a pattern, relation, or function to explain how to change in one quantity results in a change in another.</p> <p>MA.E.1.2.2 The student determines range, mean, median, and mode from sets of data.</p> <p>MA.E.1.2.3 The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.</p> <p>MA.E.2.2.1 The student uses models, such as tree diagrams, to display possible outcomes and to predict event.</p> <p>MA.E.3.2.1 The student designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.</p> <p>MA.E.3.2.2 The student uses statistical data about life situations to make predictions and justifies reasoning.</p>
<p>Science</p>	<p>I. Classifying Living Things</p>	<p>SC.F.1.2.2 The student knows how all animals depend on plants.</p> <p>SC.F.1.2.3 The student knows that living things are different but share similar structures.</p> <p>SC.G.1.2.1 The student knows ways that</p>

	<p>II. Cells: Structures and Processes</p> <p>III. Plant Structures and Processes</p> <p>IV. Chemistry: Matter and Change</p>	<p>plants, animals, and protists interact.</p> <p>SC.F.1.2.3 The student knows that living things are different but share similar structures.</p> <p>SC.F.1.2.4 The student knows that similar cells form different kinds of structures.</p> <p>SC.B.2.2.1 The student knows that some source of energy is needed for organisms to stay alive and grow.</p> <p>SC.G.1.2.3 The student knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.</p> <p>SC.A.1.2.4 The student knows that different materials are made by physically combining substances and that different objects can be made by combining different materials.</p> <p>SC.A.1.2.5 The student knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.</p> <p>SC.A.2.2.1 The student knows that materials may be made of parts too small to be seen without magnification.</p> <p>SC.F.1.2.1 The student knows that the human body is made of systems with structures and functions that are related.</p> <p>SC.F.2.2.1 The student knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment.</p> <p><i>The following standard comes from the Health strand:</i></p> <p>HE.A.1.2.1 The student understands the functions of human body systems.</p>
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<p>Science, continued</p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grades 3, 4, or 5.</i></p> <p>SC.A.1.2.2 The student knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.</p> <p>SC.B.1.2.6 The student knows ways that heat can move from one object to another.</p> <p>SC.B.2.2.3 The student knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places of great significance on the development of renewable energy sources.</p> <p>SC.C.1.2.1 The student understands that the motion of an object can be described and measured.</p> <p>SC.C.2.2.2 The student knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.</p> <p>SC.C.2.2.4 The student knows that the motion of an object is determined by the overall effect of all the forces acting on the object.</p> <p>SC.D.1.2.2 The student knows that 75 percent of the surface of the Earth is covered by water.</p> <p>SC.G.1.2.2 The student knows that living things compete in climatic region with other living things and that structural adaptations make them fit for an environment.</p> <p>SC.G.1.2.7 The student knows that variations in light, water, temperature and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.</p> <p>SC.G.2.2.2 The student knows that the sizes of a population is dependent upon the available resources within its community.</p> <p>SC.H.1.2.1 The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.</p> <p>SC.H.1.2.3 The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their</p>
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		<p>own individual conclusions.</p> <p>SC.H.1.2.4 The student knows that to compare and contrast observations and results is an essential skill in science.</p> <p>SC.H.3.2.1 The student understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.</p> <p>SC.H.3.2.2 The student knows that data are collected and interpreted in order to explain an event or concept.</p> <p>SC.H.3.2.3 The student knows that before a group of people build something or try something new, they should determine how it may affect other people.</p> <p>SC.H.3.2.4 The student knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.</p>
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