5th Grade Social Science Standards with Literacy Connections

Illinois 5th Grade Social Science Learning Standards

In the last 20 years, the curricular demands on elementary teachers have shifted to a focus on mathematics and English language arts. The new Social Science Standards are a meaningful way to return Social Studies content and skills to the forefront of instruction. The thematic approach is an authentic and meaningful way to organize the curriculum. The task force recognized that thematic lessons often drive many curricular decisions. Authentically trying to find a place for the social sciences in a busy school day has resulted, at best, in "covering" content—at worst, in students not being taught social studies content at all. Neither of these outcomes works toward the achievement of the levels of citizenship development necessary to sustain and build a healthy democracy. Thus, the task force elementary team decided to develop standards on themes and aligned to the disciplinary concepts. The themes are:

- Kindergarten: My Social World
- First Grade: Living, Learning, and Working Together
- Second Grade: Families, Neighborhoods, and Communities
- Third Grade: Communities Near and Far
- Fourth Grade: Our State, Our Nation
- Fifth Grade: Our Nation, Our World

K–5 Disciplinary Concepts

The disciplinary concepts are divided among the major disciplines of social science: civics, history, economics, and geography. These standards should be taught in conjunction with the inquiry skills. Because these standards are grade specific, teachers should focus on standards at their grade level. The theme should be used as a framework when addressing standards and making comparisons to others in the past, present, and around the world.

- Civics standards = CV
- Economics standards = EC
- Economic Financial Literacy = EC.FL
- Geography = G
- History = H

How to Read the Standards

Inquiry Skills

The Inquiry Skills are to be used in tandem with the disciplinary concepts. In addition, the Reading, Writing, and Speaking and Listening Standards provide additional avenues and support to acquire the Social Science Standards. The ultimate goal is to integrate the various strands of standards into cohesive lessons and units for the classroom. The following document provides teachers with the inquiry skills for each grade band and possible literacy standards that could be used to meet the requirements of the Standards. The pages following the inquiry/literacy standards are the grade-specific disciplinary concepts. Additional literacy standards have been placed at the top of the document that provide more ideas for possible connections within the classroom depending on the tasks planned by the teacher.

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### Inquiry Skills

#### Possible Literacy Standard Connections: (All Inquiry Skills)

The literacy standards listed below can be used in tandem with the Social Science Inquiry Skills. These are standards that could be addressed within the Social Science classroom depending on the tasks planned by the teacher. When students read or listen to Social Science text, use the literacy standards for question development to help students access and comprehend the text.

**RI.5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.2** – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**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.

**RI.5.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**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.

**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.

**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.

**W.5.4** – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5** – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.5.6** – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing 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.

**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.

**SL.5.6** – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

#### Developing Questions and Planning Inquiries

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<thead>
<tr>
<th>Constructing Essential Questions</th>
<th>SS.IS.1.1-5: Develop essential questions and explain the importance of the questions to self and others.</th>
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<td><strong>Literacy Standard Connection:</strong></td>
<td><strong>SL.5.1c</strong> – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
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<td>Constructing Supporting Questions</td>
<td>SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.</td>
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<td><strong>Literacy Standard Connection:</strong></td>
<td><strong>SL.5.1c</strong> – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
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<td>Determining Helpful Sources</td>
<td>SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.</td>
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<td><strong>Literacy Standard Connections:</strong></td>
<td><strong>RI.5.6</strong> – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
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<td></td>
<td><strong>RI.5.9</strong> – Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td></td>
<td><strong>W.5.7</strong> – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
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#### Evaluating Sources and Using Evidence

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<tr>
<th>Gathering and Evaluating Sources</th>
<th>SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</th>
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<td><strong>Literacy Standard Connection:</strong></td>
<td><strong>RI.5.8</strong> – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
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<td><strong>W.5.8</strong> – 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.</td>
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<td>Developing Claims and Using Evidence</td>
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<td><strong>Literacy Standard Connections:</strong></td>
<td><strong>RI.5.9</strong> – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<td><strong>W.5.1a</strong> – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</td>
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<td><strong>W.5.8</strong> – 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.</td>
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<td><strong>SL.5.1d</strong> – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
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<td>Communicating Conclusions and Taking Informed Action</td>
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<tr>
<td><strong>Communicating Conclusions</strong></td>
<td>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</td>
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**Literacy Standard Connections:**
- **W.5.1** – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1b** – Provide logically ordered reasons that are supported by facts and details.
- **W.5.2** – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **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.
- **SL.5.6** – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

| Critiquing Conclusions | SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems. |

**Literacy Standard Connection:**
- **SL.5.1d** – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.3** – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

| Taking Informed Action | SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school. |

**Literacy Standard Connections: (dependent on format in which students Take Action, written or in oral format)**
- **RI.5.9** – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **W.5.1** – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.2** – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **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.
- **W.5.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.5.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
- **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.
## Civics Standards

### Civic and Political Institutions

**SS.CV.1.5:** Distinguish the responsibilities and powers of government official at various levels and branches of government and in different times and places.

**SS.CV.2.5:** Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.

**SS.CV.3.5:** Compare the origins, functions and structure of different systems of government.

### Processes, Rules and Laws

**SS.CV.4.5:** Explain how policies are developed to address public problems.

## Geography Standards

### Human-Environment Interaction: Place, Regions and Culture

**SS.G.1.5:** Investigate how the cultural and environmental characteristics of places within the United States change over time.

### Human Population

**SS.G.2.5:** Describe how humans have utilized natural resources in the United States.

**SS.G.3.5:** Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.

### Global Interconnections

**SS.G.4.5:** Compare the environmental characteristics of the United States to other world regions.

## Economics and Financial Literacy Standards

### Exchange and Markets

**SS.EC.1.5:** Analyze why and how individuals, businesses, and nations around the world specialize and trade.

### National and Global Economy

**SS.EC.2.5:** Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation’s economy and around the world.

**SS.EC.3.5:** Determine the ways in which the government pays for the goods and services it provides.

### Financial Literacy

**SS.FL.4.5:** Explain that interest is the price the borrower pays for using someone else’s money.

## History Standards

### Change, Continuity, and Context

**SS.H.1.5:** Create and use a chronological sequence of related events to compare developments that happened at the same time.

### Historical Sources and Evidence

**SS.H.2.5:** Use information about a historical source—including the maker, date, place of origin, intended audience, and purpose—to judge the extent to which the source is useful for studying a particular topic.

### Causation and Argumentation

**SS.H.3.5:** Explain probable causes and effects of events and developments in U.S. history.