

PROJECT LEARNING TREE
5th grade Language Arts
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Language Arts Students are expected to:	Activity
5.3A compare and contrast the themes or moral lessons of several works of fiction from various cultures	18
5.3B describe the phenomena explained in origin myths from various cultures	4, 18, 92
5.4A analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems	5
5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts	18
5.6C explain different forms of third-person points of view in stories	90
5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text	8, 89
5.10A draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved	90
5.11D use multiple text features and graphics to gain an overview of the contents of text and to locate information	7, 11
5.12A identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument	17
5.13A interpret details from procedural text to complete a task, solve a problem, or perform procedures	51, 77
5.13B interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams	7, 9, 13, 16
5.14A explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)	60
5.14B consider the difference in techniques used in media (e.g., commercials, documentaries, news)	60
5.14D analyze various digital media venues for levels of formality and informality	60
5.16A write imaginative stories	8, 21, 24, 78, 79, 89
5.16Ai write imaginative stories that include a clearly defined focus, plot, and point of view	18
5.16B write poems	5, 21
5.16Bii write poems figurative language	44, 54
5.17A write a personal narrative that conveys thoughts and feelings about an experience	2, 76
5.18Aii create multi-paragraph essays to convey information about the topic that guide and inform the reader's understanding of key ideas and evidence	17, 86
5.18Aiii create multi-paragraph essays to include specific facts, details, and examples in an appropriately organized structure	49, 86

5.18B write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)	7, 9, 60
5.23A brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic	11
5.23B generate a research plan for gathering relevant information about the major research question	11, 17, 41
5.24A follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts	7, 17, 58
5.24C record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes	76, 93, 95
5.26B develops a topic sentence, summarizes findings, and uses evidence to support conclusions	17
5.27A listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective	5, 56
5.29A participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement	13, 56, 92

PROJECT LEARNING TREE
5th grade Math
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Math Students are expected to:	Activity
5.2C compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators	66, 67
5.3A use addition and subtraction to solve problems involving whole numbers and decimals	38, 73, 85
5.3B use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology)	38
5.3E model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers	66
5.5A describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams	38
5.10C select and use appropriate units and formulas to measure length, perimeter, area, and volume	4, 41, 65, 66
5.12A use fractions to describe the results of an experiment	66, 67
5.12B use experimental results to make predictions	48
5.13B describe characteristics of data presented in tables and graphs including median, mode, and range	37
5.13C graph a given set of data using an appropriate graphical representation such as a picture or line graph	25, 27
5.14A identify the mathematics in everyday situations	4, 12, 16, 38, 53, 85
5.14B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	53
5.14C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem	53
5.14D use tools such as real objects, manipulatives, and technology to solve problems	53
5.15A explain and record observations using objects, words, pictures, numbers, and technology	4, 16, 21, 25, 27, 48, 49, 65-67, 77

PROJECT LEARNING TREE

5th grade Science

Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Science Students are expected to:	Activity
5.1B make informed choices in the conservation, disposal, and recycling of materials	13-15, 36-38, 51, 52, 83, 89
5.2A describe, plan, and implement simple experimental investigations testing one variable	4, 41, 77
5.2C collect information by detailed observations and accurate measuring	2, 9, 21-24, 41, 47, 48, 64-68, 77
5.2D analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	47, 65, 67, 70, 77
5.2G construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	9, 21, 41, 47, 66, 70, 77, 80
5.3D connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	34, 67
5.4A collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organism such as terrariums and aquariums	21-24, 43, 46, 61, 66, 67, 73, 76
5.4B use safety equipment, including safety goggles and gloves	77, 78
5.6A explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	4, 39, 73
5.7A explore the processes that led to the formation of sedimentary rocks and fossil fuels	15
5.7C identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels	39
5.8A differentiate between weather and climate	7
5.8B explain how the Sun and the ocean interact in the water cycle	44
5.9A observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	7-9, 11, 26, 45, 48, 86
5.9B describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposer	8, 23, 24, 45
5.9C predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways	12, 40, 47, 54, 69, 80, 88
5.9D identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals	27, 88

5.10A compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals	6, 10, 18
5.10B differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle	41

PROJECT LEARNING TREE
5th grade Social Studies
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Social Studies Students are expected to:	Activity
5.4G identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups	90
5.9A describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs	75
5.11C give examples of the benefits of the free enterprise system in the United States	69
5.13B identify and explain how geographic factors have influenced the location of economic activities in the United States	34
5.16A identify and explain the basic functions of the three branches of government	58
5.18A explain the duty individuals have to participate in civic affairs at the local, state, and national levels	36, 52, 56-58, 60, 88, 96
5.18B explain how to contact elected and appointed leaders in local, state, and national governments	56-58
5.22A identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States	20, 92
5.22B describe customs and traditions of various racial, ethnic, and religious groups in the United States	20, 90, 92
5.22C summarize the contributions of people of various racial, ethnic, and religious groups to our national identity	20, 90, 92
5.23B identify how scientific discoveries, technological innovations, and the rapid growth of technology industry have advanced the economic development of the United States, including the transcontinental railroad and the space program	53, 93
5.23C explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States	53, 93
5.23D predict how future scientific discoveries and technological innovations could affect society in the United States	36, 53, 93
5.24A differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States	40, 52, 53, 56, 57, 60
5.24B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	49, 52, 53, 56, 57, 90
5.24C organize and interpret information in outlines, reports, databases, and visuals, including graphs, chart, timelines, and maps	9, 12, 14, 36-40, 44, 49, 52, 53, 56-58, 73, 93, 95

5.24D identify different points of view about an issue, topic, or current event	5, 9, 14, 36, 37, 39, 49, 52, 53, 56, 57, 86
5.24E identify the historical context of an event	40
5.25C express ideas orally based on research and experiences	9, 12, 14, 21, 31, 39, 49, 52, 53, 56-60, 69, 77, 81, 82, 85, 86, 88, 95
5.25D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	12, 14, 22, 31, 37, 39, 40, 49, 52-58, 77, 81-83, 85, 86, 96
5.26A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	4, 12, 14, 31, 37, 38, 49, 52-54, 96
5.26B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	37, 38, 96