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## **The effect of a standards-based thematically integrated children's literature supported language arts and social studies curriculum on student enjoyment of social studies at the fifth grade level**

Cambria Maria Ortega

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THE EFFECT OF A STANDARDS-BASED THEMATICALLY INTEGRATED  
CHILDREN'S LITERATURE SUPPORTED LANGUAGE ARTS AND SOCIAL  
STUDIES CURRICULUM ON STUDENT ENJOYMENT OF SOCIAL STUDIES  
AT THE FIFTH GRADE LEVEL

---

A Thesis  
Presented to the  
Faculty of  
California State University,  
San Bernardino

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in  
Education:  
Curriculum and Instruction

---

by  
Cambria Maria Ortega

June 2003

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Cambria Maria Ortega  
June 2003

Approved by:

  
Corinne Martinez, Ph.D., First Reader

  
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5/29/03  
Date

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## ABSTRACT

The purpose of this study was two fold. First, to create a standards-based thematically integrated language arts and history/social science curriculum based on Riverside Unified School District's standards and benchmarks through the use of children's literature at the fifth grade level. Second, to increase student enjoyment of learning social studies through the use of an integrated curriculum and children's literature about the American Revolution as well as implementation of innovative teaching strategies.

Student enjoyment of the developed curriculum compared to textbook learning was surveyed along with student achievement both in language arts and social studies. It was found that while student enjoyment of social studies was the main focus of the study both enjoyment and achievement stayed the same. However, students enjoyed reading and learning from children's literature over the social studies textbook. The study took place during the third trimester, specifically during the months of April and May in a fifth grade general education classroom in a middle to high socioeconomic neighborhood at Tomás Rivera

Elementary School in Riverside, California which is on a year-round schedule.

## ACKNOWLEDGEMENTS

First, I would like to thank my parents, Korinne and Tom Ortega, for their unconditional love and undying support in every endeavor; large or small I have embarked upon. Their support has allowed me to pursue every dream, "reach for the stars," and achieve feats that were once thought impossible.

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## CHAPTER ONE

### INTRODUCTION

#### General Statement of the Problem

With a focus on high standards, the overwhelming required number of standards and benchmarks to teach, and educators' responsibility to teach all the standards with one hundred percent student proficiency according to the Elementary and Secondary Education Act (ESEA) (Posnick-Goodwin, 2003), a curriculum that utilizes children's literature to integrate language arts and social studies standards, as well as a thematic integrated approach to instruction while using innovative teaching strategies may be helpful to appropriately teach the standards.

Developing a curriculum that is integrated and thematic is not a new strategy in the field of education, but can be used to revitalize students' interest and enjoyment of social studies, while relieving the pressures for students to achieve 100% proficiency on all standards. In fact Drake (2001) found that when an integrated thematic curriculum was implemented both students and teachers most common comment about the unit was that it was "fun" (p. 41).

O'Brien (1988) shares that textbooks are "unable to capture the human element, the daily experiences of the men and women that fight famine, prejudice, tyranny, and injustice" (p. 53). Therefore, teachers may generate supplemental materials to thoroughly teach the standards. Teachers may also find they are limited by appropriate time to plan, teach, and assess standards. Marzano shares in an interview with Scherer, that if the standards were cut by two-thirds, teachers would have enough time to teach essential standards and supplement the curriculum with subject matter that interest the students (Scherer, 2001, p. 15). Integrating the two subjects will alleviate some of the pressure on teachers to teach reading and math content standards with one hundred percent proficiency within the next twelve years according to ESEA (Posnick-Goodwin, 2003, p. 9). It is imperative to create more time for science instruction because as of next school year (2003-2004) science scores on the standardized test (CAT 6) will be reported at the fifth grade level in California. "By 2007, states must implement science assessments for all levels" (Posnick-Goodwin, 2003, p. 9). Therefore, creating a standards-based thematically integrated literature supported language arts and social studies curriculum will

increase student enjoyment of social studies and help educators teach all the standards, and students to achieve high levels of proficiency.

In an effort to enrich student enjoyment in learning and achieve high levels of student proficiency on the standards, a curriculum that is aligned with language arts and social studies standards could be taught through the use of a thematic integrated literature supported curriculum rather than traditional textbook and lecture style teaching. Will a standards-based thematically integrated children's literature supported language arts and social studies curriculum increase student enjoyment and achievement in social studies and language arts at the fifth grade level?

### Significance of the Thesis

This thesis comes at a time when teachers of all subject matter as well as students at all grade levels are feeling the pressures of high standards and high stakes standardized testing. Miller (2002) and Rotberg (2001) discuss the pressures felt by students and teachers alike. Teachers are required to teach the standards and benchmarks with 100% proficiency all while strictly following pacing

charts. Administrator's stress test scores so much that it may leave some teachers contemplating compromising the validity of the tests by teaching to the test as discussed in Gandal and Vranek's (2001) article. One possible solution to alleviating the pressures of standards and high-stakes testing would be to integrate subject matter. Integrating subject matter is not a new idea, but is one that warrants revival. While, this thesis focuses on the use of children's literature and standards-based thematic integrated teaching of two subject areas, which have been strategies typically implemented at the elementary level, the idea can be generalized to other grade levels and subject areas as Drake discusses in *Castle, Kings . . . and Standards*. Integrating language arts and social studies may be more enjoyable for students and could help relieve teacher stress concerning student 100% proficiency on standards.

#### Research Questions

1. Will a standards-based thematically integrated children's literature supported language arts and social studies curriculum increase student enjoyment of social studies at the fifth grade level?
2. Will integrating curriculum increase student proficiency on language arts and social studies standards?

## Limitations

This thesis will attempt to evaluate the effect of a standards-based thematically integrated language arts and social studies curriculum using children's literature as the catalyst for the delivery of the subject matter. However, there are some limitations, which taint this investigation. First, this thesis was conducted at an upper to middle class elementary school in Southern California. Second, the curriculum was developed and implemented by the researcher. Third, the researcher also developed the student survey and social studies assessment. Four, the curriculum covers the American Revolution era according to the Riverside Unified School District's standards and benchmarks at the fifth grade level. However, the curriculum has been aligned with state standards and should generalize to other fifth grade classrooms in the state. Other limitations include the research developed and taught the curriculum, surveys, and social studies assessment. There is no control group. The Surveys as well as district and teacher-made assessments were not tested for reliability or validity.



## Delimitations

Originally, the writer wished to create a standards-based thematically integrated language arts and social studies curriculum for the entire school year centering around American history themes such as Native Americans, Exploration, Colonial times, and the American Revolution, but soon realized the curriculum focus was too broad. Now, narrowing the unit to the American Revolution the writer had intended to use chapter books, but for the sake of time a variety of picture books and trade books supplemented by the textbook were used. However, chapter books will be used for read alouds. Therefore, this study will focus on the effects of student enjoyment of a standards-based thematically integrated literature supported language arts and social studies curriculum about the American Revolution according to RUSD standards and benchmarks at the fifth grade level.

## Assumptions

The following assumptions apply for this thesis:

1. Students enjoy a standards-based thematically integrated language arts and social studies curriculum supported by children's literature more than traditional textbook teaching.

2. Students achieve high levels of proficiency toward the standards in language arts and social studies as measured by district and teacher made assessments.

### Definition of Terms

For this thesis, the following definitions apply:

1. Standard: Refers to content standards, what all students should know and how they should be able to use that knowledge (Sweeny, 1999).
2. High-Stakes Testing: Standardized state testing.
3. Integrated: Combining subjects together (Schubert, 1993).
4. Thematic: Topic or concepts (Schubert, 1993).
5. Read Aloud: Teacher reads to students aloud.
6. Picture Book: Children's literature with pictures and text.
7. Chapter Book: A novel.
8. Student Enjoyment: Students describe the unit as "fun" (Drake, 2001, p. 41).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

The focus of this review of the literature is two fold. First, investigate the ramifications of the standards movement, its implications for the classroom, and discover the effects of standards and high-stakes testing. Second, explore how combining standards with an integrated thematic curriculum along with the use of children's literature may increase student enjoyment and proficiency toward the standards.

#### Standards and High-Stakes Testing

The amount of literature about standards and high-stakes testing is as abundant as the opinions, questions, and concerns that surround each (Burns & Purcell, 2001; Bushman, Goodman, Brown-Welty & Dorn, 2001; Gandal, 1995; Gandal & Vranek, 2001; Marzano & Kendall, 1997; Miller, 2002; Noddings, 1997; Popham, 1997; Rotberg, 2001; Schere, 2001; Simone, 2001; Sweeny, 1999; Thompson, 2001). Most seem to agree that standards ensure that teachers have high expectations for all students (Burns & Purcell, 2001; Thompson, 2001; Popham, 1997) as well as access to a

challenging curriculum (Gandal, 1995). Although, there are different types of standards, most focus on content standards. Sweeny defines a content standard as what all students should know and how they should be able to use that knowledge. Therefore, one may derive that having a common "core" or "essential curriculum" will ensure that a bridge of standards will help all students achieve all they might (Sweeny, 1999, p. 66). Others, such as Noddings, suggest that while all students are expected to meet the standards, it is "ludicrous to suppose that merely stating that 'all children will perform task T at level P' will actually accomplish much" (1997, p. 185). Noddings offers that performance levels for standards be developed, because not all students can perform at the same level (1997, p.187). Still others believe that students can achieve standards with intervention programs (Bushman, et al, 2001, p. 34). If content standards are what teachers should teach and students should learn (Noddings, 1997, p. 184), then teachers are left with the task of aligning, developing, and implementing a standards based curriculum that all students can be successful at (Bushman, Goodman, Brown-Welty & Dorn, 2001, p. 33).

Bushman, Goodman, Brown-Welty & Dorn (2001) found that in a study of 118 schools in the California's Central Valley, most school principals reported their schools individualizing instruction, spending more time teaching reading and math, adopting reading programs, extending the school day or offered after school programs to help their students reach the standards (pp. 33-34). It was also found that students' test results were the sole data used to modify curriculum (Bushman, Goodman, Brown-Welty & Dorn 2001, p. 36). Therefore, Bushman, Goodman, Brown-Welty & Dorn (2001) found that principals "used the words 'teaching to the test' about as frequently as 'teaching to the standards'" (p. 35).

It may appear that what to teach is still debatable. For the most part policy makers still leave the "how" to teach, to the professionals, i.e. teachers (Scherer, 2001, p.17). However, teachers have an unruly amount of standards to teach (Marzano & Kendall, 1997). Robert Marzano suggests when interviewed in *How and Why Standards Can Improve Student Achievement* that in order to "implement standards effectively . . . cut the number of standards and the content within standards dramatically," by two-third to

be exact (Scherer, 2001, p.14-15). Marzano and Kendall (1997) state that:

In 1995, the standards documents, taken together, weighed about 14 pounds, stood six inches tall, and contained more than 2,000 pages. Since then, more documents, more pounds, and more inches have been added to the total mass of standards (p. 30).

At the time in all there were "255 standards and their related benchmarks," which number into the thousands (Marzano & Kendall, 1997, p. 37). Again Marzano (2001) says it best, "To cover all this content, you would have to change schooling from K-12 to K-22. Even if you look at a specific state documents and start calculating how much time it would take to cover all the content it contains, there's just not enough time to do it" (p. 15).

Marzano insists standards be cut by two-thirds, they should also be specific and nonredundant, as well as make it possible for teachers to cover the essential knowledge in the time allotted leaving room to supplement content related to student interest, while letting teachers make decisions about which parts of the textbook to use, which parts to supplement, which resources and instructional strategies to use (Scherer, 2001, p.17). Gandal and Vranek (2001) also state in *Standards: Here Today, Here Tomorrow*

that standards must be teachable. Standards should "contain enough detail and precision to allow teachers, parents, and students to know what the students need to learn" (Gandal and Vranek, 2001, p. 9). They also write, that "too many standards undermine the power of the standards as common expectations and leave teachers feeling overwhelmed by the sheer volume of what needs to be taught" (Gandal and Vranek, 2001, p. 10). Gandal and Vranek share one solution to help alleviate the stress of implementing standards. They wrote that in New York City teachers were given time off to develop curriculum aligned with the standards (Gandal and Vranek, 2001, p. 9). Burns and Purcell as well as others also express the pressures on teachers and students alike to meet the standards and score well on high-stakes testing (Miller, 2002; Popham, 1997; Rotberg, 2001).

Iris Rotberg (2001) explains "high-stakes testing" as *A Self-Fulfilling Prophecy*, hence the title. She claims that high-stakes testing weakens academic standards when it becomes the educational program, that they are not typically derived from the curriculum, and it also narrows the curriculum and encourages rote learning (Rotbery, 2001, p. 170-171). Rotberg (2001) also found that high-stakes

testing "discourages the most qualified teachers and principals from remaining in the profession" (p. 170). Rotberg (2001) argues that high-stakes testing actually tells one little about a school's educational program and more about which students took the test, how much the school taught to the test, and how long the test has been used by a district (p. 171). Rotberg (2001) goes on to say that:

Test-based accountability has diverted attention from the underlying causes of low academic achievement. We cannot improve education for "all children" without addressing problems of poverty and the serious inequalities in resources between schools that serve affluent populations and those that serve low-income populations. Nor can a test substitute for a comprehensive and sustained academic program or a working environment that encourages the most qualified teachers and principals to remain in the profession (p. 171).

Suzanne Miller (2001) writes of the "unintended consequences" of high-stakes testing in her article titled, *Reflective Teaching in the Panic of High-Stakes Testing*. Three of the four consequences are: "pervasive emotional pressure or a fear of low test scores felt by students and teacher alike, reductionist view of literacy, which means a focus on 'test teaching' or teaching to the test, and conflicted views of teaching and learning this is where



teachers are torn between teaching to the test and teaching the required curriculum" (p. 167). Popham (1997) adds that "standards are vague and generally provide insufficient clarity, the large numbers of standards leave teachers overwhelmed, and standards are not correlated to assessments" (p. 23). At the root of all this chaos one might be inclined to point a finger at policy makers.

The February 2003 issue of *California Educator* describes the ESEA or Elementary and Secondary Education Act. In the article titled *Sizing Up the ESEA*, Posnick-Goodwin describes how legislation requires annual testing of students in reading and math. However, states must achieve 100 percent proficiency for all students within the next twelve years in reading and math (Posnick-Goodwin, 2003, p. 9). Test experts predict with the current level of proficiencies required, 98 percent of schools would fail to meet the goal in 2014 (Posnick-Goodwin, 2003, p. 9). "Because we set very high standards, California will not be able to meet the growth benchmarks in testing," says Pixie Hayward Schickele, a CTA Board member (Posnick-Goodwin, 2003, p. 9). ESEA doesn't care about how rigorous the standards are, those that don't meet the growth standards receive the same punishments (Posnick-Goodwin, 2003, p. 9).

Along with Academic Performance Index (API), which is based on all students test scores in reading and math as a group, will now be accompanied by Adequate Yearly Progress (AYP). When calculating the AYP students are broken down into subgroups by socioeconomic level, ethnicity, English language learners, and special education (Posnick-Goodwin, 2003, p. 10). Schools that do not meet their target within the subgroups over a four-year period will be sanctioned by the federal government (Posnick-Goodwin, 2003, p. 12). Possible sanctions are: implementing new curriculum, decreasing local decision making, extending the school day or year, replacing teaching and/or administrative staff, closing the school down and reopen it as a charter school, the school could be turned over to a private company or taken over by the government (Posnick-Goodwin, 2003, p. 12). Districts must notify student and parents at low performing schools that they are able to attend a high performing school in their district (Posnick-Goodwin, 2003, p. 13). The district must pay for the cost of transportation and as of January students may not be denied enrollment due to overcrowding (Posnick-Goodwin, 2003, p. 13). This phenomenon has already begun in school districts in Southern California. If there isn't the money to build

new schools and hire teachers, then virtual schools must be set-up where students learn via computer (Posnick-Goodwin, 2003, p. 13). Lastly, the law will only be funded by the government for the first year it will be the responsibility of the individual school districts to fund the mandates of ESEA after that.

#### Standards-Based Integrated Thematic Teaching and the Use of Children's Literature

Through the creative use of a multitude of teaching strategies educators can still teach the standards and not teach to the test (Drake, 2001; Simone, 2001). Simone (2001) eloquently writes in the article *Space to Learn*, "Education policymakers tend to focus on the big picture of school reform, often through the lens of students' standardized test scores" (p. 66). Simone (2001) goes on to say, this outlook "ignores the teachers who develop communities where authentic learning takes place" (p.66). One response to standards reform is *authentic learning community*, students discover learning for themselves, they feel safe to make mistakes, they help each other learn, and evolve intellectually as well as emotionally. Simone features a fourth grade teacher in the article and this educator emphasizes life long learning. Through the use of

class meetings the teacher gives students ownership of their learning community. Read alouds are also an integral part of the curriculum, which give students examples of characters that may have the same problems they do. Last, assessment comes in many forms: the teacher writes with the students; if students lose interest in a topic they develop new ideas; concepts are specifically taught; the teacher stresses that students write from their perspective and from the heart; specific and openended questions are used in discussion; directed writing prompts are used to prepare students for the standardized tests; finally, students learn to write for an audience. As part of students' learning how they are assessed and how to assess, students are given opportunities to grade sample writings using a scoring rubric. Simone closes by describing the important role students' emotions and teacher caring and thoughtfulness play in the academic success of students.

Drake (2001) makes the case in the article *Castles, Kings . . . and Standards* that standards can help integrate the curriculum. She feels that an integrated curriculum is "the only way to handle the requirements of the standards movement and the knowledge explosion" (p.38). "An integrated curriculum enables students to see the big

picture, to understand the topic's relevance and real-life context, and to engage in higher-order thinking skills" (Drake, 2001, p. 38). In this study Drake guides and follows the planning and implementation of a fourth grade teacher's unit on the Middle Ages. The teacher was committed to creating an integrated curriculum that addressed the standards. First, the teacher along with Drake and other educators read relevant standards and discovered similar skills across the disciplines. Then, developed the content through the use of the Internet, CD-ROM, interviewed teachers, and surveyed children's literature available at the site. The curriculum was designed using Drake's *know, do, be* framework. Under *know* students learned facts about the content. When it came time to *do* the students demonstrated skills. Last, but most important regardless of the content was *be*, how students were to act during the unit.

As part of the unit the teacher dressed-up as a king and called his subjects to a town meeting where they developed a code of honor, he gave an overview of the unit, the culminating activity was a medieval fair where students displayed what they had researched and learned from mini-units such as "Pulleys and Gears" which integrated science

standards. To meet language arts, physical education, and art standards students also read age appropriate literature, "wrote research reports and stories, danced, drew portraits, role-played, and gave oral reports" (Drake, 2001, p. 40). Standards were checked off as they were taught. However, the teacher did find it a challenge to cover all standards. He also found that the unit took longer than expected. Therefore, some standards were cut. Standards that were not met were noted and scheduled for a later date. Both Drake and the teacher wondered if this strategy would work with different content. They determined that it could with careful planning. When students were asked what they learned at the end of the unit they listed many concepts and made generalizations. Most importantly, "for teachers and students, the most common descriptor of the unit was fun" (Drake, 2001, p. 41). Drake (2001) adds, "in classes with an interdisciplinary approach, students enjoy the curriculum presentation and achieve positive results" (p. 42).

In the Nelsons' (1999) article *Learning History through Children's Literature*, they state, "one of the most-repeated claims of history education advocates is that historical narrative is more interesting and comprehensible

to students than the expository writing of social studies textbooks" (p. 2). The Nelsons (1999) go on to write that researchers like Levstik, VanSledright, and Kelly "concluded that students' interest in the subject matter and their ability to learn and retain information increased significantly when their history instruction included literature" (p. 2). They also describe a "history fair" where children's literature is the springboard for learning and research. Ultimately, students present what they have learned to classmates, school staff, and parents in the form of a fair.

Teachers will find that the *California State History-Social Studies Framework* heavily emphasizes the use of literature (O'Brien, 1988). *Literature For History-Social Science, Kindergarten Through Grade Eight* published by the California State Department of Education provides an annotated list of suggested books (Chapel, 1991). Chapel (1991) also suggests "there are many new books being published that meet the needs of an integrated literature social science program" (p. 110).

Drake (1998) asks the question, "What is Integrated Curriculum?" (p. 14). There are some similarities between Schubert and Drake. In Drake's model of the Continuum of

Integration she begins with *Traditional* this is when material is taught through one subject area. Next, is *Fusion* "a topic is inserted into several subject areas" (Drake, 1998, p. 20). Then, *Within One Subject* "subdisciplines are integrated within one subject area" (Drake, 1998, p.20). *Multidisciplinary* comes next in the hierarchy, this is when "disciplines are connected through a theme or issue that is studied during the same times frame, but in separate classrooms" (Drake, 1998, p.20). In elementary school multidisciplinary would manifest itself as "learning centers representing different subject areas" (Drake, 1998, p.20). *Interdisciplinary* curriculum is interconnected and goes beyond a theme or issue it may be tied to cross-disciplinary standards (Drake, 1998, p. 21). Last, is the *Transdisciplinary* approach, which begins with real-life context and not with a discipline. Rather, the disciplines are embedded within the learning (Drake, 1998, p. 21).

Drake also examines the limited research available on whether an integrated curriculum works. Although, most of the studies concentrate on the middle grades and high school the majority of studies cited that student achievement increased or stayed the same (Drake, 1998, p.



33). There were also nonacademic benefits to an integrated curriculum. Some of these benefits include: students were more enthusiastic and motivated to learn; improved interracial relationships; more self-confidence, increased cooperation, respect, and fun; less disruptive behavior; found topics interesting and expressed high quality in their work (Drake, 1998, pp. 39-40). Drake also explores the positive effect an integrated curriculum had on teachers: they learned and valued collaboration; shared leadership and site-based management emerged; teachers became learners (Drake, 1998, p. 41). Professional development even changed, teachers began to teach the staff (Drake, 1998, p. 41).

Schubert offers a simplistic yet comprehensive guide to creating an integrated thematic unit in the article *Literacy: What Makes It Real? Integrated, Thematic Teaching*. Schubert (1993) states that teachers are not limited to the textbook anymore (p. 7). She suggests that for classrooms of the 90s, which is what one may hope to observe in the 2000s is (Schubert, 1993, p.7):

- being aware of the latest and best research
- recognizing multiple levels of thinking and learning
- valuing the abilities and talents of all students

- creating a positive environment for learning and growing
- encouraging and model life-long learning
- connecting content areas to real-life situations

Schubert (1993) also lists essential elements of a classroom (p. 8):

- enriched environment
- mutual trust
- time
- meaningful content
- choices

The first step to creating a thematic and integrated unit is to select a year, month, or weeklong theme. When selecting a theme it should be a topic that the teacher as well as the students will enjoy. The theme should be general so that the teacher is not overwhelmed. The theme must also be age appropriate for the students. Resources should be readily available. If one chooses a particular content area like social studies the theme should reflect the content for instants, Colonial America.

Second, identify what students need to learn. In the article *Continuity and Change: Planning an Integrated History-Social Science/English-Language Arts Unit*, Farivar (1993) suggests to start by reading the state frameworks. Then, review information in the district adopted textbook. Third, Schubert (1993) supports Farivar by writing that

inquiries and activities developed should support the standards and benchmarks. Schubert suggests Bloom's Taxonomy as a reference for ideas. Farivar suggest that students work in "study groups," in these groups students research together and become "experts" on the topic of study. She also suggests the use of children's literature. Schubert stresses the importance of considering Howard Gardner's multiple intelligences when planning instruction. She imparts, "it usually takes 3-5 years to develop a fully integrated unit" (Farivar, 1993, p.12). Schubert (1993) includes a figure of the different types of integration: Thematic (Topic/Concept), Interdisciplinary Studies (Combining Subjects), Holistic Approach (The Big Picture), Infusion (Technologies and Teaching Strategies), Integrative Brainwork (Seeking and Creating Meaningful Organizations by the Individual), and Using All Mind/Brain Functions (Learning Cognitively, Affectively, Physically, Sensing, and Intuitively) and a Combination of any of approaches listed (p. 15).

Drake (1998) offers a model of Standards-Based Multidisciplinary Curriculum, which she cites as an approach developed by Harris and Carr in 1996 (p. 50). This approach emphasizes beginning with standards and is

not specifically intended for a multidisciplinary curriculum (Drake, 1998, p. 50). However, Drake suggests that teachers used this standards-based approach to plan multidisciplinary curriculum. Harris and Carr offer six steps to planning one subject area (Drake, 1998, p. 50): First, identify the theme or question. Second, select the standards to be covered. Third, brainstorm activities and resources needed to teach and implement the unit. Fourth, determine what the necessary knowledge and skills are to achieve the standards. Fifth, select activities that will enable students to achieve the standard. Sixth, choose appropriate assessment tools.

Drake (1998) asks the question, "Why should we integrate curriculum?" in her book, *Creating Integrated Curriculum: Proven Ways to Increase Student Learning* (p. 11). First, she shares that there is so much to know. Therefore, an integrated curriculum would help reduce duplication and allow more time to explore other topics, which are "interconnected" and exemplify the real world (Drake, 1998, p. 11). Second, integration prepares students for the workplace. Drake (1998) mentions, "public education is under severe stress" (p. 12). She goes on to share the "work-related skills that are cross-disciplinary

and not connected to any particular subject area include: Reading, Writing, Basic computation, Listening, Speaking, Creative thinking, Decision making, Learning how to learn, Responsibility for self, and Teamwork skills" which are published in the U.S. Department of Labor document, *What Work Requires of School: A SCANS Report for America 2000* (Drake, 1998, p. 12). These skills lead to the purpose of school, the third reason to integrate. Drake feels that "success means being the productive citizen of the 21<sup>st</sup> century and requires new skills—particularly life skills" (1998, p.13). Drake (1998) argues that "educators wrestle with vast amounts of content" however, "skills do not preclude content; rather, the content is a vehicle for acquiring the skills" (p. 13).

Drake (1998) also devotes a chapter to *Connecting Standards to Curriculum*, hence the title. She points out that planning begins with the standards. Standards, teaching methodology, and assessments are aligned. The emphasis is on what students will learn. "The content is the vehicle to achieving the standards" (Drake, 1998, p. 127). Teachers can feel free to use their own style of teaching. Drake then mentions the problems with standards. A few of them are: There are too many standards; Standards

are ambiguous and not clear; Not all students can achieve the standards in the same way at the same time; Teachers are constrained by heavy content; Standards must be aligned with the assessment (Drake, 1998, p. 128).

Drake has developed a seven-step model along with Bruce Hemphill and Joan Sturch (1998, pp. 138-140):

1. Choose a topic or theme that is interesting to both students and the teacher.
2. Brainstorm the content to be covered.
3. Decide what the major standard will be for the unit.
4. Develop two or three complex guiding question, which the unit can be centered around.
5. Create a fun culminating activity to end the unit.
6. Develop the lessons/activities for teaching the standards.
7. Decide on a variety of assessments for the unit.

Drake (1998) admits that developing a standards-based model is not easy and that she spent three years along with her colleague Bruce Hemphill developing curriculum for their 9<sup>th</sup> grade classrooms (p. 143).

#### Foreshadowed Problems

1. When using district assessments to collect data on student achievement, it will be difficult to prove increased proficiency.
2. Validity and reliability of teacher made and/or publisher's chapter and theme assessments.
3. Appropriate time to teach and complete all the activities and standards.

## CHAPTER THREE

### DESIGN AND METHODOLOGY

#### Subjects

This study was conducted at Tomás Rivera Elementary School in Riverside, California in a fifth grade classroom during the third trimester of the 2002-2003 school year. The school is located in Orangecrest, an upper to middle class neighborhood in Southern California. This school is on a year-round schedule beginning in July or August and ending in May or June depending on the track. There are four tracks total. Student enrollment consist of 10% African-American, three-tenths American Indian or Alaska Native, 5.1% Asian-American, 2.3% Filipino-American, 22.7% Hispanic or Latino, six-tenth Pacific Islander, and 59 % White. Forty-three of the forty-eight teachers are fully credentialed in the subject area they are teaching in. The school's focus is on student achievement in the subject areas of language arts and math. Data is gathered monthly as well as each trimester in reading, writing, and math. The results are used to help guide teacher planning, instruction, and student learning. The school also has a history of high standardized test scores.

As mentioned above this study was conducted in a fifth grade classroom. There are four fifth grade classes total. The fifth grade class is on Red track, which begins in August and ends in June. The off-track months are the last two weeks of October and the first two weeks in November, March, and July. This class has no English language learners, four identified Gifted and Talented students, and one student who receives special education services less than 49% of the school day. The class has a total of 32 students and there are slightly 18 boys and 13 girls.

The participating teacher is fully credentialed and has been teaching fifth grade for five years. All five years have been at Tomás Rivera Elementary School. The teacher holds a Professional Clear Ryan Multiple Subjects and Special Education Specialist Mild/Moderate Credential. This teacher is interested in integrating social studies and language arts curriculum to increase student enjoyment and proficiency toward the standards.

#### Data Collection

Before and after the implementation of a standards-based thematically integrated social studies and language arts curriculum student achievement was assessed using



district assessments in the areas of reading comprehension, vocabulary development, and writing (see Appendix E).

Student enjoyment of the developed curriculum unit, use of children's literature, social studies textbook, and standards were also surveyed using a teacher-made Likert scale developed by the researcher (see Appendix C).

Student proficiency toward the social studies standards were assessed using a teacher-made test also developed by the researcher (see Appendix F).

Students are administered district assessments three times a year two to three weeks before the end of each trimester. The test is composed of one writing prompt, which students must write at least three paragraphs on topic, edit and revise on their own without help or collaboration from the teacher or classmates. Second, students answer twenty multiple choice vocabulary development questions. The third portion of the test is reading comprehension, students read two short passages and answer seven multiple choice questions on each passage. Some of skills tested using the district language arts assessments are aligned with the state and district adopted standards and benchmarks. Second trimester language arts

assessment scores were used as a baseline. Third trimester language arts assessment was used as the posttest.

Assessment of students' proficiency toward the social studies RUSD standards 5.5 and 5.6 was measured by a teacher-made test aligned with the social studies standards (Appendix F). The test consisted of matching, true and false questions, and four short essay questions. This assessment was administered at the conclusion of the integrated curriculum unit.

Regarding the survey of student enjoyment of the developed curriculum unit, use of children's literature, social studies textbook, and standards, each student completed the survey before and after the curriculum was implemented (see Appendix C). The survey consisted of five statements on the first survey and six statements on the post survey. Students responded by marking the value that most closely represented their feelings on a Likert scale of 5 to 1. Five being "Strongly Agree" and one being "Strongly Disagree." Students' surveys were identified by number, which only the teacher had knowledge of. Students were not rewarded for completing the survey. They were told that they had the opportunity to participate in the teacher's Masters Thesis project and participation was

optional. All 32 students participated. The survey was read to the students aloud and students had the opportunity to ask for clarification if needed.

#### Data Treatment Procedures

Both before and after the implementation the developed curriculum RUSD language arts assessments were used to assess how many students were proficient and not proficient at reading comprehension, vocabulary development, and writing. The RUSD proficiency levels were used to determine students' proficiency levels (see Appendix G). The researcher taught the standards-based thematically integrated social studies and language arts curriculum on the American Revolution she had developed to the class (see Appendix D).

As the unit progressed the researcher checked off social studies standards covered during the unit. See Appendix H for a list of language arts skills covered during third trimester. RUSD social studies standards covered were 5.5 and 5.6 (see Appendix A).

Data regarding the survey was then analyzed both before and after the curriculum was implemented. The percentage of agreement and/or disagreement with each

statement was calculated. Overall agreement with each statement was also deciphered.

Student proficiency of the RUSD social studies standards 5.5 and 5.6 was determined by the percentage of correct answers on the teacher-made test and scored using the RUSD proficiency level chart (see Appendix G).

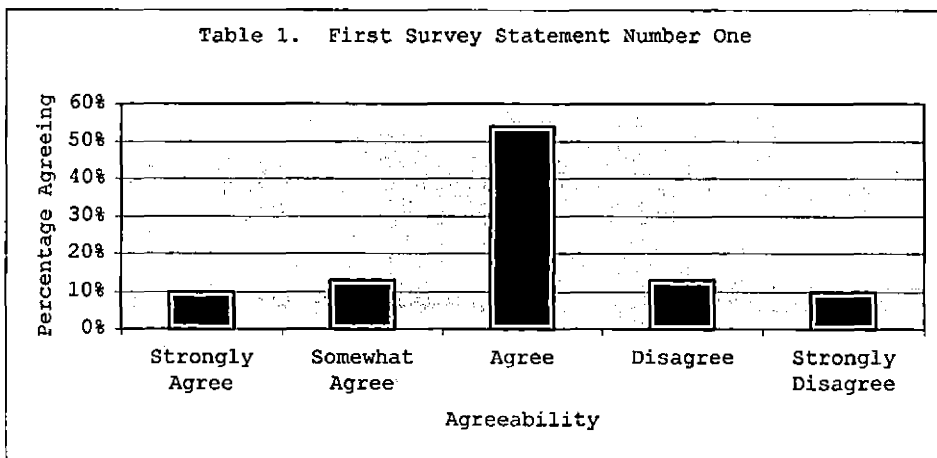
## CHAPTER FOUR

### FINDINGS

#### Survey Findings

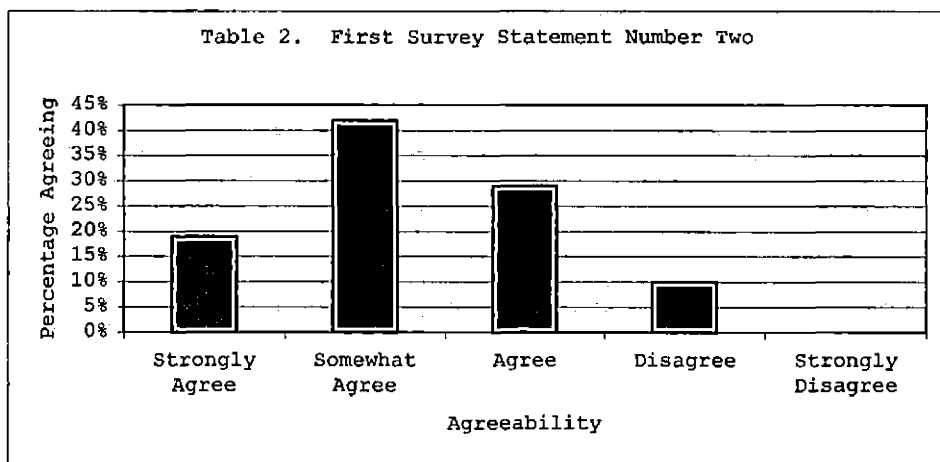
##### Pre-unit Implementation Student Survey

The first student survey was administered to students before the standards-based thematic integrated unit on the American Revolution was taught. Thirty-one out of the thirty-two students in the class participated in the first survey. One student was absent when the first survey was given. Fifty-four percent of students agreed, thirteen percent of the class somewhat agreed or disagreed, and ten percent strongly agreed or strongly disagreed with the first statement (see Table 1).



Twenty-four students agreed that they enjoyed learning about social studies and seven did not.

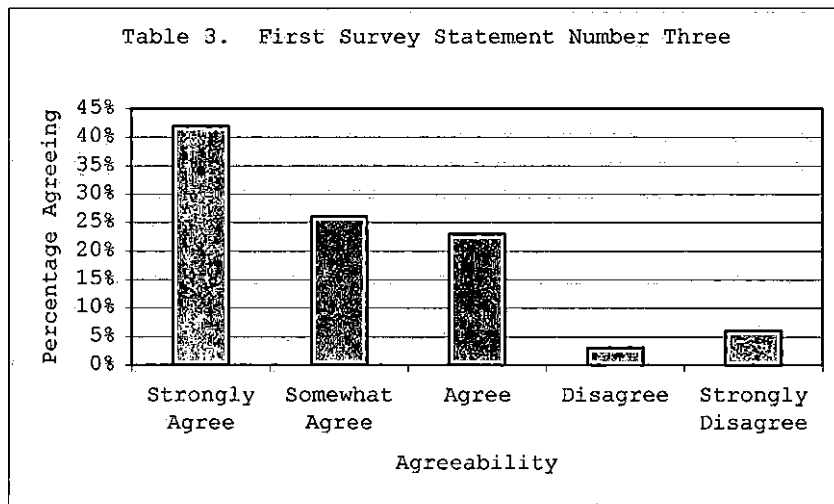
The second statement asked students to rate how well they understand the social studies textbook. Twenty-nine percent of the students agreed, forty-two percent somewhat agreed, nineteen percent strongly agreed, and only ten percent disagreed with the second statement (see Table 2).



Twenty-eight students agreed that the history textbook is easy to read and comprehend, while only three disagreed.

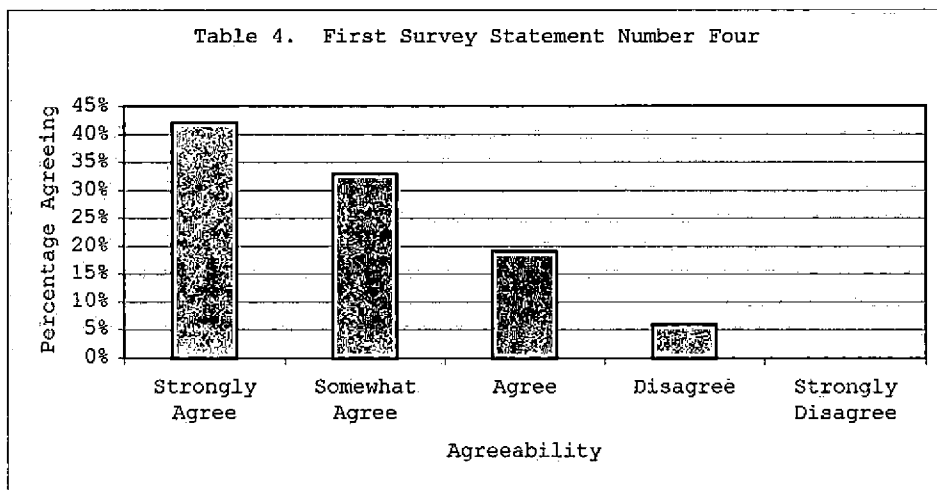
On the third statement students were asked if they enjoyed language arts. Twenty-three percent of the students agreed, twenty-six percent somewhat agreed, forty-two percent strongly agreed, three percent disagreed, and

six percent strongly disagreed with the third statement (see Table 3).



Only three students disagreed, while twenty-eight agreed that they enjoy language arts (reading comprehension, writing, spelling, vocabulary, etc.).

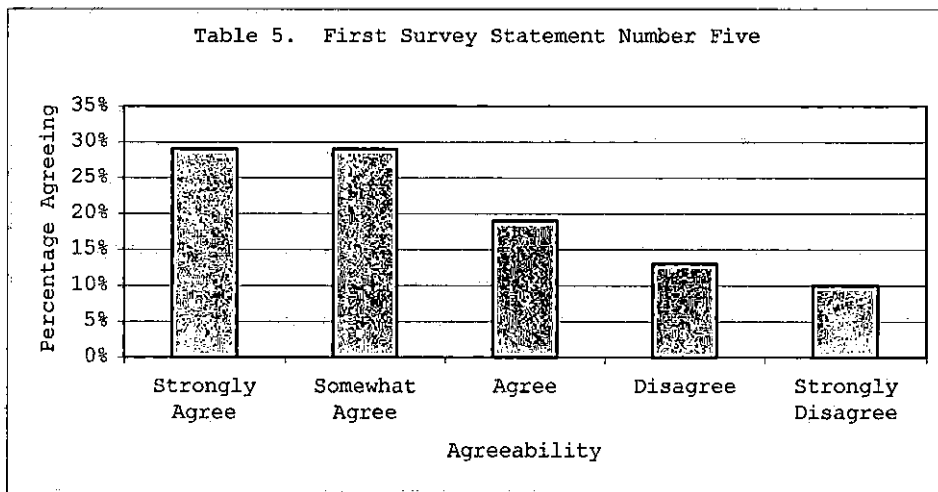
The fourth statement inquired whether students enjoy learning about history by reading a story about an important individual and/or event more than reading and answering question form the textbook. Nineteen percent of the students agreed, thirty-three percent somewhat agreed, forty-two percent strongly agreed, and only six percent disagreed with statement four (see Table 4).



No students strongly disagreed. Twenty-nine students felt they would enjoy learning about history from children's literature rather than the social studies textbook and only two disagreed.

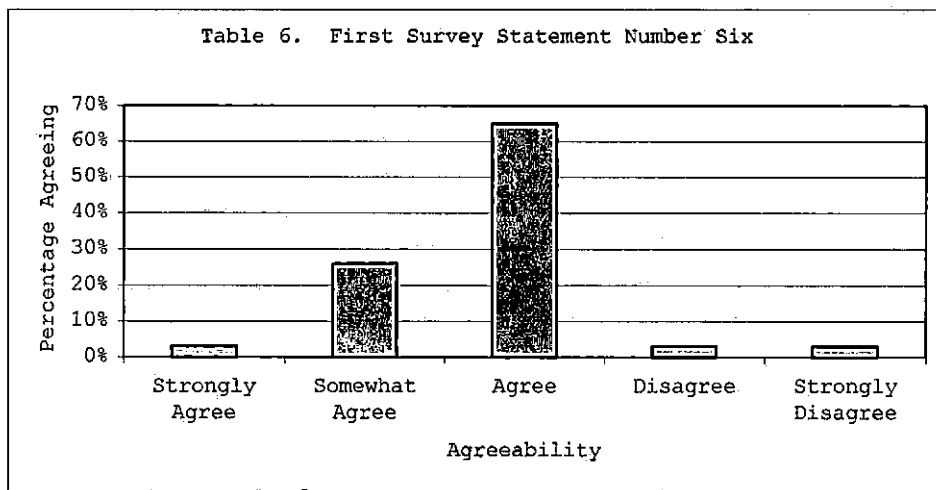
Statement five asked students if they thought they would enjoy learning history and language arts at the same time rather than separately. Again, nineteen percent agreed, twenty-nine percent somewhat agreed or strongly agreed, thirteen percent disagreed, and ten percent strongly disagreed with statement five (see Table 5).





Twenty-four students thought they would enjoy learning history and language arts at the same time leaving more time for math, science, visual/performing arts, and physical education, while seven did not agree.

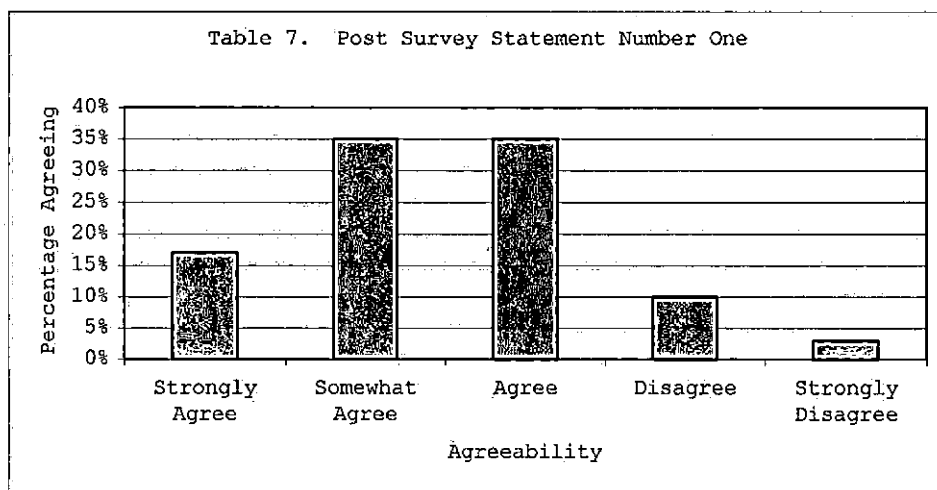
The last statement wanted to know how familiar student were with the social studies standards at their grade level before the unit was taught. Sixty-five percent agreed, twenty-six percent somewhat agreed, only three percent strongly agreed, disagreed, or strongly disagreed (see Table 6).



Twenty-nine students agreed that they were familiar with the social studies standards and only two were not.

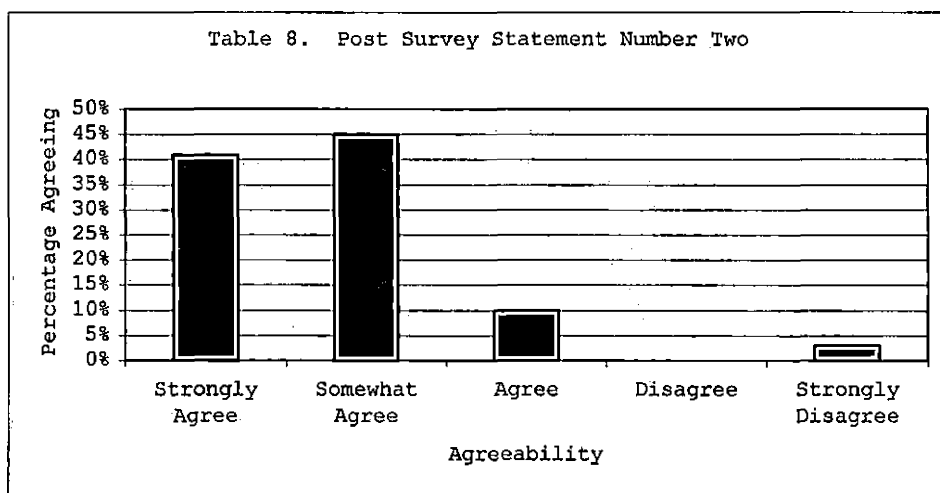
#### Post-unit Implementation Student Survey

After the standards-based thematically integrated American Revolution unit was taught student enjoyment was surveyed again. Twenty-nine out of thirty-two students were present at the time of this survey. The first statement asked student to rate their enjoyment of learning history and language arts simultaneously. Thirty-five percent of the students agreed or somewhat agreed, seventeen percent strongly agreed, ten percent disagreed, and three percent strongly disagreed with the first statement on the post survey (see Table 7).



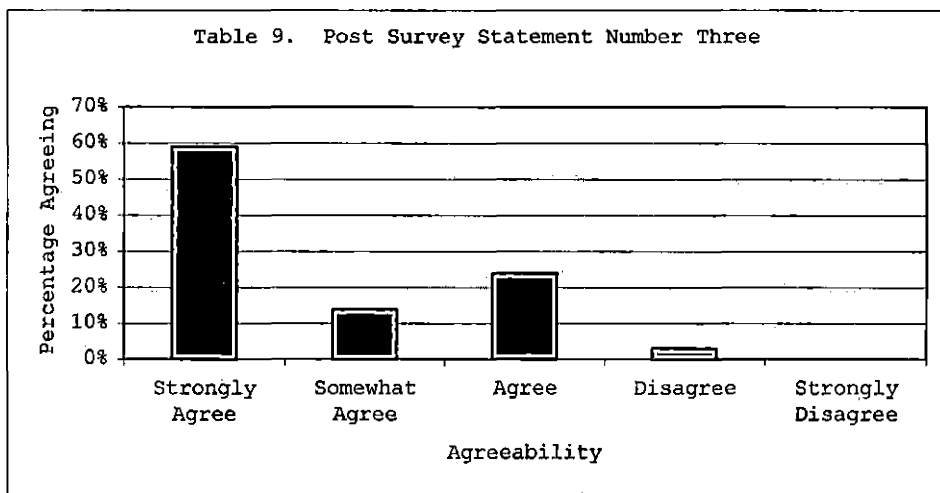
Twenty-five students agreed that they enjoyed learning history and language arts at the same time, while only 4 disagreed. One student commented, "I think that it is fun when history is combined with language arts because you learn both at the same time." Another student shared, "I liked everything on the Revolution. I think it is more fun with language arts because I like writing."

On statement two, students shared how much they agreed that they understand stories about history better than the social studies textbook. Ten percent of the students agreed, forty-five percent somewhat agreed, forty-one percent strongly agree, and only three percent strongly disagreed with the second statement (see Table 8).



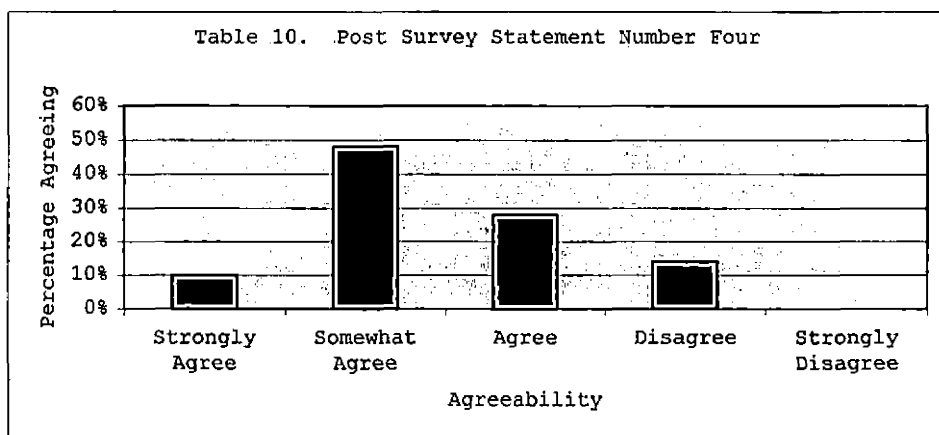
Twenty-eight students agreed that they understand stories better than the textbook and only one student did not.

The third statement asked students if they enjoyed learning about history by reading a story about an important individual and/or event more than reading and answering questions from the textbook. Twenty-four percent of the student agreed, fourteen percent somewhat agreed, fifty-nine percent strongly agreed, and only four percent disagreed with statement three (see Table 9).



Twenty-eight students agreed that they enjoyed reading a story rather than the textbook. Only one student enjoyed the textbook over stories. One student said, "I loved *My Brother Sam Is Dead*." Another student shared, "I enjoyed *My Brother Sam Is Dead*."

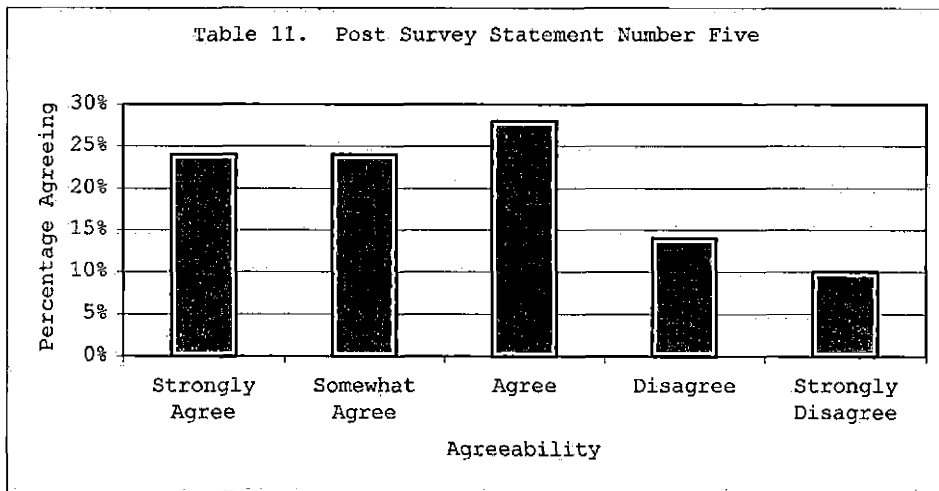
Statement four survey whether students agreed that they felt more familiar with the social study standards after the unit had been taught. Twenty-eight percent of the students agreed, forty-eight somewhat agreed, ten percent strongly agreed, and only fourteen percent disagreed with statement four (see Table 10).



Twenty-five students agreed that they were more familiar with the history standards after the unit on the American Revolution.

The last statement had students rate their agreement with the statement that history seems more fun to them after the unit on the Revolutionary War was taught.

Twenty-eight students agreed, twenty-four either somewhat agreed or strongly agreed, fourteen percent disagreed, and ten percent strongly disagreed with statement five (see Table 11).



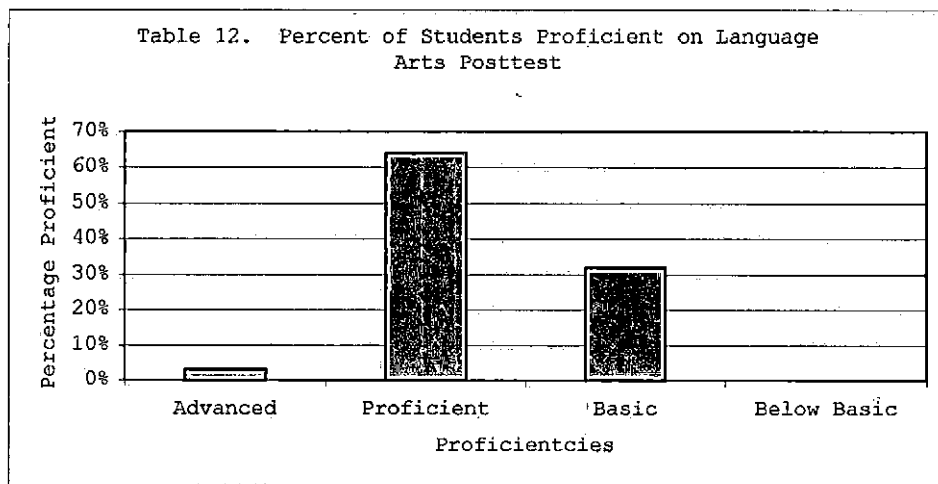
Twenty-two students agreed that they felt history seemed more fun after the unit was implemented, but seven did not. One student commented, "I loved learning about the Revolution. It was real fun."

### Assessment Findings

#### Language Arts District Assessments

Baseline proficiency on language arts standards and benchmarks were determined using the RUSD proficiency levels on second trimester language arts assessment. Thirty-two students were tested. Sixty-two percent were proficient in vocabulary and concept development and reading comprehension. Twenty students were proficient and twelve were not on the baseline language arts assessment.

The posttest used was the third trimester district assessment in language arts. Thirty-one students were present for the posttest. Sixty-eight percent of the students tested were proficient on language arts standards in vocabulary and concept development and reading comprehension (see Table 12).



Twenty-one students were proficient and ten were not.

#### Writing Assessment

For the baseline district second trimester writing prompt students wrote a story about being lost in a strange place. The place could be real or imaginary. Ninety-six

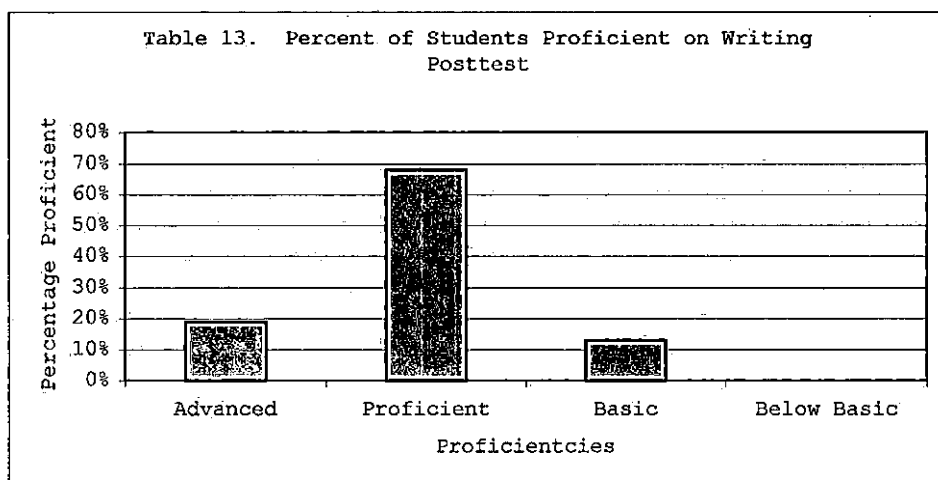


percent of the students were proficient on the standard for writing a narrative. Only one student was not proficient.

The posttest, third trimester writing prompt required students to write a persuasive essay in which they had to persuade their teacher to spend money given to the school on appropriate materials for the class. Student had to focus on one or two things they thought would improve the classroom. Most students wrote about purchasing more computers for the class creating a computer lab or even having one for each student, which included Internet access. Next, students suggested buying printers and print cartridges to print research from the Internet, which they use quite often. Last, some student wanted more resource books, children's literature, and Reading Counts books to be purchased. Reading Counts is a reading program at the school in which students read books at their reading level that the school has purchased quizzes for, when students are finished reading a Reading Counts book they take the quiz for it and earn points. At the time of this study there is no reward system implemented for students who earn the most points. Some of the reasons students gave for buying computers, printers, ink cartridges, and books were: they will learn more, not have to wait to use one of the

two computers currently in the classroom to do research, type assignments, or edit, revise, and print assignments from an Alpha Smart. Alpha Smarts are word processors students use to type assignments.

On the writing posttest thirty-one of the thirty-two students were tested. One student was absent at the time of the assessment. Eighty-six percent of the students were proficient at the persuasive writing standard (see Table 13).



Twenty-seven students scored proficient on the RUSD writing rubric (see Appendix I). Only four students were not

proficient, but none of the student scored in the below basic range.

### American Revolution Unit Test

Students were tested on specific history/social studies standards. The RUSD History/Social Science standards and benchmarks that the test and unit covered were:

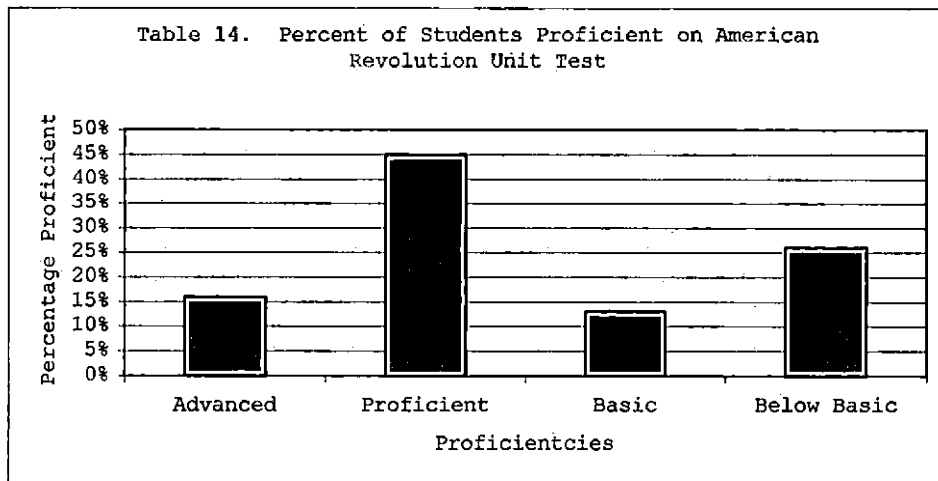
5. Students explain causes of the American Revolution.
  - 5.1 evaluate how political, religious, and economic ideas and interest brought about the Revolution
  - 5.2 recognize significance of the First Continental Congress, the Second Continental Congress, and the Committees of Correspondence
  - 5.3 describe significance of drafting and signing of the Declaration of Independence
  - 5.4 explain significance of key individuals during this period
6. Students understand the course and consequences of the American Revolution
  - 6.1 identify major military battles and turning points of the Revolutionary War
  - 6.4 identify roles women played during the Revolution
  - 6.5 analyze the personal impact and economic hardship on families

Standards that were not fully covered due to time the constraints of this thesis and will continue to be taught are:

- 6.2 identify American and British leaders, and Indian alliances on both sides
- 6.3 recognize contributions of France and other nations and individuals to the outcome of the Revolution

6.6 discuss how ideals of the Declaration of Independence affected the way people viewed slavery

In order to determine student proficiency with the history/social science standards assessed, the language arts district proficiency levels were used. Sixty-one percent of the students tested were proficient on the history/social study standards listed above. Five students scored advanced and fourteen students scored proficient for a total of nineteen out of thirty-one students tested met the standards and benchmarks assessed on the American Revolution test (see Table 14).



Only four students or thirteen percent scored in the basic range, but eight or twenty-six percent of the students scored in the below basic area. Thirty-nine percent or twelve students did not meet the history standards tested.

## CHAPTER FIVE

### CONCLUSION

#### Survey Conclusions

##### Student Survey

On the first survey seventy-seven percent of the students agreed that they enjoyed learning about social studies, after the curriculum unit was implemented seventy-six percent of the students indicated that they enjoyed learning about social studies or thought it was fun. One may conclude that standards-based thematic integrated unit did not increase student enjoyment of social studies. In fact the level of enjoyment slightly dipped by one percent maintaining that the majority of the class enjoys social studies.

Ninety percent of the students indicated that they felt that the history textbook was easy to read and comprehend. However, ninety-four percent of the students felt they would enjoy learning about history from children's literature rather than the social studies book on the first survey. In fact, ninety-seven percent did enjoy reading a story rather than the textbook. Ninety-seven percent also felt they understood the stories better

than their textbook. Therefore, even though students felt they understood the history textbook they preferred to read children's literature about important people and/or events from the American Revolution.

Seventy-seven percent of students thought they would like to learn social studies and language arts at the same time on the first survey. After the curriculum was implemented it was found that eighty-six percent did in fact enjoy learning both subjects at the same time. Some students even commented that, "It seems like we have less work. We don't have writing assignments in language arts and history. Now we just have them in social studies."

On the first survey ninety-four percent of the students felt familiar with the district history/social science standards. When surveyed again only eighty-six percent agreed that they were familiar with the standards. Students may have thought they knew the standards before they had an opportunity to work with them during the unit. In fact two students found a discrepancy in the standard 6.4, which is "identify roles women played during the Revolution (e.g. Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Clara Barton)." Students researching Clara Barton for a biography report found that

she started the Red Cross during the Civil War not the American Revolution. This prompted the students to write to the RUSD elementary curriculum superintendent to let her know there was a mistake in the standards. As a result the history/social science standards at the fifth grade level will now be void of Miss Clara Barton's name. Both students indicated on their second survey that they strongly agreed they were familiar with the standards.

Although the main focus of this study was to improve student enjoyment of social studies through the use of a standard-based thematic integrated curriculum unit, it seems that the use of children's literature is what students enjoyed the most. They even felt they understood the children's books better than the social studies textbook. Therefore it maybe concluded that the use of children's literature could make learning history or other subject matter more enjoyable for students.

### Assessment Conclusions

#### Language Arts District Assessments

Students' proficiency toward the language arts standards did improve slightly in vocabulary and concept development from sixty-two percent to sixty-eight percent



proficiency. On the district writing assessments, student proficiency declined from ninety-six to eighty-six percent. This may be do to the fact that the writing tests assessed two different types of writing, one narrative and the other persuasive. Students also had more practice with writing different types of narratives such as personal narratives, stories, friendly letters, etc. than persuasive essays. Therefore, whether achievement improved in the area of language arts as a result of the curriculum unit is inconclusive.

#### American Revolution Unit Test

Sixty-one percent of the students met the social studies standards covered in the American Revolution unit. Thirty-nine students did not meet the standards, this could be because not all standards were completely covered do to time constraints of the thesis, the test was developed by the researcher and may lack reliability and validity, two of the students were retained at the fifth grade level, and/or two of the students are at-risk for retention, which means they have scored below basic on one or all of the trimester assessment throughout this school year in language arts, writing, and/or math.

### Recommendation for Further Research

Recommendations for further research could include:

- Use of a control group.
- Use existing curriculum.
- Researcher and teacher should not be the same person.
- Use surveys and tests that are known to be valid and reliable.
- Administer a pretest before implementing the curriculum.
- Focus on the use of children's literature rather than thematic integrated curriculum.
- Allow an appropriate amount of time to develop, implement, and assess the standards.

APPENDIX A

RIVERSIDE UNIFIED SCHOOL DISTRICT LANGUAGE ARTS AND  
HISTORY/SOCIAL SCIENCE STANDARDS AND BENCHMARKS

**Riverside Unified School District  
Elementary Education**

**English Language Arts Content Standards**

**Grade 5**

**READING**

**Overarching K-6 Reading Goal**

Students choose to read daily for a variety of purposes. They read and respond to a wide variety of narrative and expository literature, applying reading strategies appropriate to the genre. Students read grade-level-appropriate text fluently. They think critically, demonstrating a deep understanding of the essential ideas, arguments, and perspectives of the text.

**Grade-Level Reading Expectation:**

Fifth-grade students understand the reading process and its purposes. They read daily and use their knowledge of word origins and relationships to read fluently. Students read, understand, and respond to a variety of grade-level-appropriate narrative and expository text. They identify the main ideas and draw conclusions based on textual evidence.

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

**Learning Target:**

Students use their knowledge of word origins, word relationships, roots and affixes, and historical and literary context clues to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. They apply this knowledge to read grade-level-appropriate text fluently.

***Word Recognition***

- 1.1** Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

***Vocabulary and Concept Development***

- 1.2** Use word origins to determine the meaning of unknown words.  
**1.3** Understand and explain frequently used synonyms, antonyms, and homographs.  
**1.4** Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).  
**1.5** Understand and explain the figurative and metaphorical use of words in context.

**2.0 Reading Comprehension (Focus on Informational Materials)**

**Learning Target:**

Students read and understand grade-level-appropriate narrative and expository text. They describe and connect the essential ideas, arguments, and perspectives of the text, and use their knowledge of text features, organization, and purpose. Students identify the main ideas and supporting evidence in text. They draw inferences, conclusions, and generalizations and support them with textual evidence. In addition to their regular school reading, students in grade five read at least one hundred and twenty minutes each week.

### ***Evaluation and Revision***

- 1.4** Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

## **2.0 Writing Applications (Genres and Their Characteristics)**

### **Learning Target:**

Students write narrative compositions that establish a plot and point of view, expository essays that develop a topic with facts and details, persuasive essays that state a clear purpose, and responses to literature that demonstrate an understanding of the literary work. Student writing demonstrates a command of standard American English and grade-level-appropriate writing strategies.

*Using the writing strategies of grade five outlined in Writing Standard 1.0, students:*

- 2.1** Write narratives that:
- Establish a plot, point of view, setting, and conflict.
  - Show, rather than tell, the events of the story.
- 2.2** Write responses to literature that:
- Demonstrate an understanding of a literary work.
  - Support judgments through references to the text and to prior knowledge.
  - Develop interpretations that exhibit careful reading and understanding.
- 2.3** Write research reports about important ideas, issues, or events that:
- Frame questions that direct the investigation.
  - Establish a controlling idea or topic.
  - Develop the topic with facts, details, examples, and explanations.
- 2.4** Write persuasive letters or compositions that:
- State a clear position in support of a proposal.
  - Support a position with relevant evidence.
  - Follow a simple organizational pattern.
  - Address reader concerns.

## **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

#### **Learning Target:**

Students write and speak with a command of standard English conventions. Students write and speak using varied sentence structure and appropriate parts of speech. Student writing contains correct capitalization, punctuation, and spelling.

#### ***Sentence Structure***

- 1.1** Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

### ***Structural Features of Informational Materials***

- 2.1** Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- 2.2** Analyze text that is organized in sequential or chronological order.

### ***Comprehension and Analysis of Grade-Level-Appropriate Text***

- 2.3** Discern main ideas and concepts presented in text, identifying and assessing evidence that supports those ideas.
- 2.4** Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

### ***Expository Critique***

- 2.5** Distinguish facts, supported inferences, and opinions in text.

## **3.0 Literary Response and Analysis**

### **Learning Target:**

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. Students analyze the characteristics of a variety of literary forms, identifying the author's purpose. They identify, understand, and compare literary elements, including plot, setting, character, and theme.

### ***Structural Features of Literature***

- 3.1** Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

### ***Narrative Analysis of Grade-Level-Appropriate Text***

- 3.2** Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.3** Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- 3.4** Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
- 3.5** Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

### ***Literary Criticism***

- 3.6** Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- 3.7** Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

## **WRITING**

### **Overarching K-6 Writing Goal**

Students communicate their knowledge and ideas in writing, using a variety of genres and demonstrating an awareness of audience and purpose. Student writing is focused, organized, and exhibits a command of the writing process and English language conventions.

### **Grade-Level Writing Expectation (Includes Written and Oral English Language Conventions):**

Fifth-grade students understand the writing process and its purposes. They use their knowledge of writing strategies to write multiple-paragraph narrative and expository compositions that are focused and organized. Student writing demonstrates a command of written language conventions and proper D'Nealian cursive.

#### **1.0 Writing Strategies**

##### **Learning Target:**

Students write clear, focused multiple-paragraph narrative and expository essays that contain 500-700 words and are written using proper D'Nealian cursive. The writing exhibits the students' awareness of the audience and purpose. Essays contain a formal introductory paragraph that establishes the topic, supporting paragraphs that include important events, facts, and details, and a concluding paragraph that summarizes the important ideas and details. Students use the organizational features of text to locate information. They progress through the stages of the writing process—prewriting, drafting, revising, editing, and publishing—as appropriate.

##### ***Organization and Focus***

- 1.1** Create multiple-paragraph narrative compositions that:
  - a. Establish and develop a situation or plot.
  - b. Describe the setting.
  - c. Present an ending.
  - d. Contain 500-700 words.
  - e. Are written in proper D'Nealian cursive.
- 1.2** Create multiple-paragraph expository essays that:
  - a. Establish a topic, important ideas, or events in sequence or chronological order.
  - b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
  - c. Offer a concluding paragraph that summarizes important ideas and details.
  - d. Contain 500-700 words.
  - e. Are written in proper D'Nealian cursive.

##### ***Research and Technology***

- 1.3** Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- 1.4** Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).
- 1.5** Use a thesaurus to identify alternative word choices and meanings.

### ***Grammar***

- 1.2** Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns.

### ***Punctuation***

- 1.3** Use correct punctuation, including colons to separate hours and minutes and to introduce a list; quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

### ***Capitalization***

- 1.4** Use correct capitalization.

### ***Spelling***

- 1.5** Spell grade-level instructional words correctly including roots, suffixes, prefixes, contractions, and syllable constructions.



## **LISTENING AND SPEAKING**

### **Overarching K-6 Listening/Speaking Goal**

Students listen critically and evaluate the content of oral communication. Their speech demonstrates a command of standard American English. Students are able to deliver well-organized, focused presentations that relate ideas clearly and demonstrate an awareness of audience and purpose.

### **Grade-Level Listening/Speaking Expectation (Includes Written and Oral English Language Conventions):**

Fifth-grade students listen to, analyze, and respond critically to oral communication. They deliver and critique persuasive, narrative, and informational presentations and respond to literature, summarizing significant events and details.

#### **1.0 Listening and Speaking Strategies**

##### **Learning Target:**

Students interpret the messages, purposes, and perspectives of oral communications by making inferences and drawing conclusions. They deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They analyze and critique persuasive techniques used in oral communication.

##### ***Comprehension***

- 1.1 Ask questions that seek information not already discussed.
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- 1.3 Make inferences or draw conclusions based on an oral report.

##### ***Organization and Delivery of Oral Communication***

- 1.4 Select a focus, organizational structure, and point of view for an oral presentation.
- 1.5 Clarify and support spoken ideas with evidence and examples.
- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

##### ***Analysis and Evaluation of Oral and Media Communications***

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
- 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

## **2.0 Speaking Applications (Genres and Their Characteristics)**

### **Learning Target:**

Students deliver well-organized narrative and informational presentations employing traditional rhetorical strategies such as narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and speaking strategies appropriate to the grade level.

*Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:*

- 2.1** Deliver narrative presentations that:
  - a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
  - b. Show, rather than tell, the listener what happens.
  - c. Re-enact historical events or role-play characters or historical figures.
- 2.2** Deliver informative presentations about an important idea, issue, or event that:
  - a. Frame questions to direct the investigation.
  - b. Establish a controlling idea or topic.
  - c. Develop the topic with simple facts, details, examples, and explanations.
- 2.3** Deliver oral responses to literature that:
  - a. Summarize significant events and details.
  - b. Articulate an understanding of several ideas or images communicated by the literary work.
  - c. Use examples or textual evidence from the work to support conclusions.

# **Riverside Unified School District**

## **Grade 5 History / Social Science Standards and Benchmarks**

### **Historical and Social Sciences Analysis Skills**

#### **Grades K-5**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

*In addition to the standards for grades K-5, students will show evidence of their understanding of the following intellectual, reasoning, reflection, and research skills by using:*

#### **1. Chronological and Spatial Thinking**

- 1.1 place key events and people of the historical era they are studying both in a chronological sequence and within a geographical context; they interpret timelines
- 1.2 apply terms related to time correctly, including past, present, future, decade, century, and generation
- 1.3 explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
- 1.4 use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations
- 1.5 judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time.

#### **2. Research, Evidence and Point of View**

- 2.1 differentiate between primary and secondary sources
- 2.2 pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art, and architecture
- 2.3 distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

#### **3. Historical Interpretation**

- 3.1 summarize the key events of the era they are studying and explain their historical contexts
- 3.2 identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places
- 3.3 identify and interpret the multiple causes and effects of historical events
- 3.4 conduct cost/benefit analyses of historical and current events

# **Riverside Unified School District**

## **History / Social Science Standards and Benchmarks**

### **Grade 5 - United States History And Geography: Making A New Nation**

Students in grade five study the development of the nation up to 1850 with an emphasis on the population: who was already here, when and from where others arrived, and why people came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, has gone through a revolution, once sanctioned slavery, experienced conflict over land with the original inhabitants, and experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

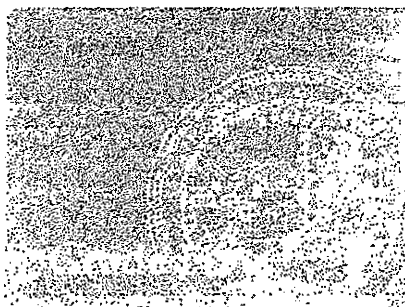
1. Students describe major pre-Columbian settlements including cliff dwellers and pueblo people of the Southwest desert, American Indians of the Pacific Northwest, nomadic nations of the Great Plains, and woodland peoples east of the Mississippi River (map and globe skills; relative location; unique character of these places).
  - 1.1 identify how geography and climate influenced the way various nations lived (locations of villages, types of structures, food, clothing, tools, and utensils)
  - 1.2 compare varied customs and folklore traditions
  - 1.3 recognize varied economies and systems of government
2. Students trace routes and describe early explorations of the Americas (map and globe skills; cost/benefit analyses; key events and people).
  - 2.1 examine political and economic motivations, obstacles, and accomplishments of early explorers and sponsors of key European expeditions (e.g., Columbus, John Cabot, Henry Hudson)
  - 2.2 examine reasons Europeans chose to explore and colonize the world (e.g., the Protestant Reformation, the Spanish Reconquista)
  - 2.3 indicate technological developments that made sea exploration by longitude and latitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, and gunpowder)
  - 2.4 depict routes and estimate relative distances traveled by major land explorers of the United States
  - 2.5 identify Atlantic trade routes that linked the British colonies, the West Indies, Africa, and Europe
  - 2.6 locate on a map of North and South America the land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia
3. Students describe cooperation and conflict among Indians, and between Indian nations and new settlers (key events and people; pose relevant conflict; explain the historical context; cost/benefit analyses).
  - 3.1 state reasons for competition among English, French, Spanish, Dutch, and Indian nations for control of North America
  - 3.2 identify examples of cooperation that existed between colonists and Indians during the 1600s and 1700s (e.g., agriculture, fur trade, military alliances, treaties, cultural interchanges)

- 3.3 discuss the French and Indian War
  - 3.4 evaluate the role of broken treaties and massacres, and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., story of the Trail of Tears)
  - 3.5 recognize internal Indian conflicts, including competing claims for control (e.g., actions of the Iroquois)
  - 3.6 recognize the influence and achievements of significant leaders of the time (e.g., Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah, York)
4. Students understand political, religious, social, and economic institutions that evolved in the colonial era (**compare and contrast; pose relevant question; cause and effect**).
- 4.1 explain the influence of location and physical setting on founding of the original 13 colonies
  - 4.2 map locations of original 13 colonies along with locations of American Indian nations already inhabiting these areas
  - 4.3 identify major individuals and groups responsible for founding various colonies and reasons for their founding (e.g., John Smith - Virginia, Roger Williams - Rhode Island, William Penn - Pennsylvania, Lord Baltimore - Maryland, William Bradford - Plymouth, John Winthrop - Massachusetts)
  - 4.4 distinguish the religious aspects of earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania, First Great Awakening)
  - 4.5 compare and contrast British, Spanish, and French colonial rule as the basis for development of political self-government and a free market economic system (e.g., Bacca Family - see *Harcourt Brace Signature Series*, "Spanish Pioneers of the Southwest")
  - 4.6 analyze the introduction of slavery into America
    - 4.6.1 discuss responses of slave families to their condition (e.g., William Wells Brown, Harriet Jacobs, Harriet Tubman, Nat Turner)
    - 4.6.2 describe ongoing struggle between proponents and opponents of slavery (e.g., Frederick Douglas, Isabella Baumfree known as Sojourner Truth, Benjamin Banneker)
    - 4.6.3 explain gradual institutionalization of slavery in the South
  - 4.7 summarize the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings
5. Students explain causes of the American Revolution (**cause and effect; key events and people; pose relative questions**).
- 5.1 evaluate how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, Stamp Act, Townshend Acts, tax on tea, Port Act)
  - 5.2 recognize significance of the First Continental Congress, the Second Continental Congress, and the Committees of Correspondence
  - 5.3 describe significance of drafting and signing of the Declaration of Independence
    - 5.3.1 identify people and associated events
    - 5.3.2 describe document's significance
    - 5.3.3 identify the key political concepts it embodies
    - 5.3.4 explain origins of those concepts
    - 5.3.5 recognize its role in severing ties with Great Britain
  - 5.4 explain significance of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams, Crispus Attucks, Peter Salem)

6. Students understand the course and consequences of the American Revolution (key events and people; fact from fiction; cause and effect).
  - 6.1 identify major military battles and turning points of the Revolutionary War (e.g., Valley Forge, Yorktown, Lexington, Saratoga, Concord, and Bunker Hill)
  - 6.2 identify American and British leaders, and Indian alliances on both sides
  - 6.3 recognize contributions of France and other nations and individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, the Netherlands, Marquis de Lafayette, Baron von Steuben)
  - 6.4 identify roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Clara Barton)
  - 6.5 analyze the personal impact and economic hardship on families
  - 6.6 discuss how ideals of the Declaration of Independence affected the way people viewed slavery
7. Students relate the narrative of people and events associated with development of the U.S. Constitution and analyze its significance as the foundation of the American republic (present connected to the past; primary and secondary sources; explain historical context).
  - 7.1 discuss reasons for addition of the Bill of Rights
  - 7.2 describe fundamental principles of American constitutional democracy including how government derives its power from the people and the primacy of individual liberty
  - 7.3 discuss how the Constitution is designed to secure our liberty by both empowering and limiting central government
    - 7.3.1 describe powers granted to citizens
    - 7.3.2 specify powers and responsibilities of the three branches of government
    - 7.3.3 indicate powers reserved to states
  - 7.4 discuss the need for citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution
  - 7.5 know songs that express American ideals (e.g., America the Beautiful, The Star Spangled Banner)
8. Students trace colonization, immigration, and settlement patterns of American people from 1789 to the 1850's (apply terms related to time; primary and secondary sources; cause and effect).
  - 8.1 define role of economic incentives, and effects of the geography, regional politics, and transportation systems
  - 8.2 identify the origin of European immigrants and their reasons for migration
  - 8.3 identify states and territories in 1850, their regional locations, and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions)
  - 8.4 summarize experiences on overland trails to the West (e.g., location of routes; purpose of each journey; influence of terrain, rivers, vegetation, and climate; life in the territories at the end of these trails)
  - 8.5 discuss the continued migration of Mexican settlers into Mexican territories of the West and Southwest
  - 8.6 identify how and when California, Texas, Oregon, and other western lands became part of the U.S., including the significance of the Texas War for Independence and the Mexican American War
9. Students know the location of the current 50 states and names of their capitals (map and globe skills; unique character of places).

APPENDIX B

CALIFORNIA STATE LANGUAGE ARTS AND  
HISTORY/SOCIAL SCIENCE STANDARDS AND BENCHMARKS



## READING

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### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

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#### *Word Recognition*

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

#### *Vocabulary and Concept Development*

- 1.2 Use word origins to determine the meaning of unknown words.
- 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
- 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*).
- 1.5 Understand and explain the figurative and metaphorical use of words in context.

### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

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#### *Structural Features of Informational Materials*

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- 2.2 Analyze text that is organized in sequential or chronological order.



*Comprehension and Analysis of Grade-Level-Appropriate Text*

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

*Expository Critique*

- 2.5 Distinguish facts, supported inferences, and opinions in text.

**3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

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*Structural Features of Literature*

- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

*Narrative Analysis of Grade-Level-Appropriate Text*

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- 3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
- 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

*Literary Criticism*

- 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

## WRITING

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### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

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#### *Organization and Focus*

- 1.1 Create multiple-paragraph narrative compositions:
  - a. Establish and develop a situation or plot.
  - b. Describe the setting.
  - c. Present an ending.
- 1.2 Create multiple-paragraph expository compositions:
  - a. Establish a topic, important ideas, or events in sequence or chronological order.
  - b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
  - c. Offer a concluding paragraph that summarizes important ideas and details.

#### *Research and Technology*

- 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).
- 1.5 Use a thesaurus to identify alternative word choices and meanings.

#### *Evaluation and Revision*

- 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

## 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

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Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

- 2.1 Write narratives:
  - a. Establish a plot, point of view, setting, and conflict.
  - b. Show, rather than tell, the events of the story.
- 2.2 Write responses to literature:
  - a. Demonstrate an understanding of a literary work.
  - a. Support judgments through references to the text and to prior knowledge.
  - c. Develop interpretations that exhibit careful reading and understanding.
- 2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
  - a. Frame questions that direct the investigation.
  - b. Establish a controlling idea or topic.
  - c. Develop the topic with simple facts, details, examples, and explanations.
- 2.4 Write persuasive letters or compositions:
  - a. State a clear position in support of a proposal.
  - b. Support a position with relevant evidence.
  - c. Follow a simple organizational pattern.
  - d. Address reader concerns.

## WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

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### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

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#### *Sentence Structure*

- 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

#### *Grammar*

- 1.2 Identify and correctly use verbs that are often misused (e.g., *lie/lay*, *sit/set*, *rise/raise*), modifiers, and pronouns.

#### *Punctuation*

- 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

#### *Capitalization*

- 1.4 Use correct capitalization.

#### *Spelling*

- 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

## LISTENING AND SPEAKING

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### 1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

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#### *Comprehension*

- 1.1 Ask questions that seek information not already discussed.
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- 1.3 Make inferences or draw conclusions based on an oral report.

#### *Organization and Delivery of Oral Communication*

- 1.4 Select a focus, organizational structure, and point of view for an oral presentation.
- 1.5 Clarify and support spoken ideas with evidence and examples.
- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

#### *Analysis and Evaluation of Oral and Media Communications*

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
- 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

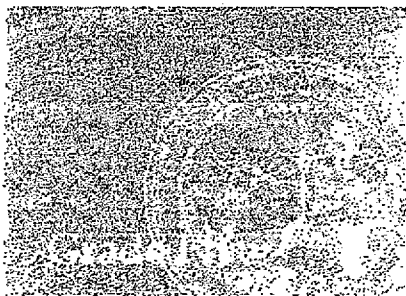
## 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

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Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
  - a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
  - b. Show, rather than tell, the listener what happens.
- 2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
  - a. Frame questions to direct the investigation.
  - b. Establish a controlling idea or topic.
  - c. Develop the topic with simple facts, details, examples, and explanations.
- 2.3 Deliver oral responses to literature:
  - a. Summarize significant events and details.
  - b. Articulate an understanding of several ideas or images communicated by the literary work.
  - c. Use examples or textual evidence from the work to support conclusions.



## **United States History and Geography: Making a New Nation**

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Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

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- 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.**
1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
  2. Describe their varied customs and folklore traditions.
  3. Explain their varied economies and systems of government.

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**5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.**

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
  2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
  3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
  4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.
- 

**5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.**

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the intermedine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).



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**5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

---

**5.5 Students explain the causes of the American Revolution.**

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

---

**5.6 Students understand the course and consequences of the American Revolution.**

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
  2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
  3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
  4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
  5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
  6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
  7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.
- 

**5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.**

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

- 
- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.**
1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
  2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
  3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
  4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
  5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
  6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.
- 
- 5.9 Students know the location of the current 50 states and the names of their capitals.**

APPENDIX C  
STUDENT SURVEYS

Number: \_\_\_\_\_  
Date: \_\_\_\_\_

## Student Curriculum Survey

Directions: Read the following statements carefully to yourself silently and circle the response that most closely matches your feelings. There are no right or wrong answers. If you don't understand a statement, raise your hand and the teacher will read the statement to you.

1. I enjoy learning about history/social studies.

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

2. I understand the social studies textbook (it is easy to read and comprehend).

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

3. I enjoy language arts (reading comprehension, writing, spelling, vocabulary, etc.).

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

4. I enjoy learning about history by reading a story about an important individual and/or event more than reading and answering questions from the textbook.

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

5. I think I would enjoy learning history and language arts at the same time rather than separately during the day leaving more time for math, science, visual/performing arts, and physical education.

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

6. I am familiar with the history/social studies standards and benchmarks at my grade level.

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

Number: \_\_\_\_\_  
Date: \_\_\_\_\_

## Student Curriculum Survey #2

Directions: Read the following statements carefully to yourself silently and circle the response that most closely matches your feelings. There are no right or wrong answers. If you don't understand a statement, raise your hand and the teacher will read the statement to you.

1. I enjoyed learning about history/social studies and language arts at the same time.

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

2. I understand stories about history better than the social studies textbook.

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

3. I enjoyed learning about history by reading a story about an important individual and/or event more than reading and answering questions from the textbook.

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

4. I am more familiar with the history/social studies standards now than before learning about the American Revolution.

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

5. History seems more fun to me after the unit on the Revolution.

Strongly Agree	Agree Somewhat	Agree	Disagree	Strongly Disagree
5	4	3	2	1

Comments: Write what you liked and/or didn't like about the unit on the American Revolution. Explain why you think history is or is not more fun when combined with language arts. If you run out of room you may write on the back.

## APPENDIX D

### AMERICAN REVOLUTION CURRICULUM UNIT: LESSONS

# AMERICAN REVOLUTION

Standards-Based Thematic Integrated Curriculum  
Developed by Cambria M. Ortega, 2003

## AUTHOR'S NOTE

This unit is to be used as a guideline, giving teachers and students the opportunity to choose the activities that work best for them and discard the lessons that are not appropriate. The most important components of this unit are that it is thematic (American Revolution), integrated (history/social science and language arts), standards-based (Content Standards for California Public Schools and Riverside Unified School District standards and benchmarks), and fun for students to learn and teachers to teach! Lessons should be adapted as the teacher sees fit for different learning abilities and styles.

## STANDARDS (See Appendix A and B)

- Riverside Unified School District, Grade 5 History/Social Science Standards and Benchmarks: 5 and 6
- History-Social Science Content Standards for California Public Schools, Grade Five, United States History and Geography: Making a New Nation: 5.5 and 5.6
- Riverside Unified School District, Elementary Education, English Language Arts Content Standards, Grade 5
- English-Language Arts Content Standards for California Public Schools, Grade Five

## INTO (Introduction)

Goal #1: Find out what students already know about the American Revolution

Goal #2: Students will become familiar with the information provided in their social studies textbook in Chapters 10, 11, and 12 as well as history/social studies standards 5 and 6 being taught.



Goal #3: Students will farther develop their knowledge of significant people, events, and vocabulary related to the American Revolution.

Objectives:

1. Class and Individual K, W, L Chart: Start with a Class and Individual K, W, L Chart. Student write what they know about the American Revolution in their American Revolution Journal. Students continue to write questions and what they learned in their journal as the unit progress. A class chart is displayed in the classroom throughout the unit, which students write their responses on Post-it notes and place them in the correct column.
2. Timeline Textbook Scavenger Hunt, Houghton Mifflin, America We Be, Chapters: 10, 11, and 12: Given an important date, event, person, or vocabulary word students find information from there textbook about the American Revolution and fill it in on a timeline worksheet provided by the teacher.
3. Timeline Trivia: After students have completed Timeline Textbook Scavenger Hunt, the teacher quizzes students on the events verbally. Next, the teacher passes out Timeline Trivia Cards at random with the event, important person, or vocabulary already filled in. Then, the teacher introduces the children's literature available for research and where it is located in the classroom and library. Students may need a review of how to research a topic. Now, students complete their Timeline Trivia Card with the appropriate date, location, brief summary, illustration, and standard (copies of the standards will need to be provided to the students). Finally, the students share their card or the teacher can collect the cards and ask, for example, "What happened in Massachusetts on April 18-19, 1775?" and the students would rise their hands and hopefully replay with the use of their Timeline Textbook Scavenger Hunt and clues for the student that wrote the card or the teacher, "Paul Revere, William Dawes, and Dr. Samuel Prescott rode through the streets of Massachusetts shouting the message, 'The redcoats are coming!'" Cards can be use to generate a class timeline of the Revolution on a bulletin board and/or used as review periodically throughout the unit.

4. Found Poem: Given a brief piece of literature about the American Revolution, students select important or interesting words and/or phrases and arrange them in the form of the poem. The teacher may need to do one poem with the students if they have not done this type of activity before. The teacher may use different pieces of the prose from the children's literature that will be used throughout the unit. Next, student share their poem with a classmate checking for meaning and grammatical errors. They, the students can share their poems with the class. Finally, poems are displayed in a class poetry book about the Revolution and/or displayed on a bulletin board before they are bound.
5. Vocabulary Sort: Given a list of important words from the American Revolution, students work in small groups to sort the words into categories of their choice. Then, students cut and paste the words on poster board in columns, title each category, and label the entire activity with an original title.

#### THROUGH

Goal #1: Continued investigation of important people, events, ideas, and vocabulary of the American Revolution.

Goal #2: Use children's literature to teach about key individuals and events of the American Revolution.

Goal #3: Provide students the opportunity to work individually and in small groups.

Goal #4: Students gain knowledge of where the American Revolution occurred.

Goal #5: Give students the opportunity to reflect on the events of the American Revolution and how it relates to their lives today.

Goal #6: Students will investigate Cause/Effect, Questions/Answers, Fact/Fiction, and Cost/Benefit, while comparing and contrasting literature, characters actions, events, etc.

Objectives:

1. American Revolution Journal/Quick Write: To complete the class K, W, L Chart the students write everything they can remember about the American Revolution on first page of their journal. On the second page students write questions they have about the Revolution throughout the unit. The third page is reserved for what students learned. Students may add to this section as the unit progresses and they learn more and/or teachers may want student to write a comprehensive essay at the end of the unit. Students also use the journal to respond to children's literature read throughout the unit as well as how the events of the American Revolution relate to their lives today.
2. Read Aloud: Teachers may choose to read *Johnny Tremain*, *My Brother Sam Is Dead*, and/or *War Comes to Willy Freeman* aloud to the class during the cores of the unit. As the students read the teacher should have the students respond to the literature by writing in the journal and comparing the story to other literature they read about the American Revolution.
3. Vocabulary: Students will write challenging and interesting words on their American Revolution Bookmark. During the unit students will be given the opportunity to share the vocabulary words they've chosen with the class, which will help to generate a class chart of American Revolution Vocabulary. Students will then complete an individual chart, which includes the word, the correct definition of the word, the word used appropriately in a sentence, which they can copy from the literature or generate on their own depending on the academic level, and a picture or symbol to help them remember the word and its meaning. Students may need a mini lesson on determining the appropriate definition from the glossary of their textbook, the dictionary, using context clues, etc. Using the words from the class chart students create flash cards with the word and symbol on one side and the definition and sentence on the other. Students are then given time to pair share the flashcards during the cores of the unit.
4. Mapping the American Revolution: Students label a world and United States map with the appropriate players during the American Revolution. Class world and U. S. map is generated by a group of students

after students complete the individual maps and displayed in the classroom. As the unit progresses students add important battles (Valley Forge, Yorktown, Lexington, Saratoga, Concord, and Bunker Hill), other important events, etc.

5. Patriot or Loyalists: Students predict what a Patriot and Loyalists (Tories) are in their journal. Then, the teacher reads aloud from the text book or children's literature and students confirm their predictions in their journal.
6. Important People: Students are introduced to people who played an important part in the American Revolution through the use of children's literature. There are many titles, which can be used for this section as well as the sections that follow. The titles below are suggested literature for this section but not limited to:
  - a. Patriots: Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams, and Peter Salem
    - i. *Benjamin Franklin: The New American* by Milton Meltzer
    - ii. *George Washington: Leader of a new Nation* by Mary Pope Osborne
    - iii. *Guns for General Washington* by Seymour Reit
    - iv. *George Washington's Socks* by Elvira Woodruff
    - v. *Thomas Jefferson: The Revolutionary Aristocrat* by Milton Meltzer
    - vi. *What's the Big Idea Ben Franklin* by Jean Fritz
    - vii. *Where was Patrick Henry On the 29<sup>th</sup> of May?* by Jean Fritz
  - b. Loyalists/Tories: King George III
    - i. *King George Why Can't You Make Them Behave?* by Jean Fritz
    - ii. *Early Thunder* by Jean Fritz
  - c. Native Americans:
  - d. French: Benjamin Franklin's negotiations with the French, the French Navy, the Treaty of Paris, the Netherlands, Marquis de Lafayette, and Baron von Steuben
  - e. Black Heroes: Crispus Attucks
    - i. *Amos Fortune, Free Man* by Elizabeth Yates
    - ii. *Black Heroes of the American Revolution* by Burke Davis

- iii. *War Comes to Willy Freeman* by James and Christopher Collier
- f. Women: Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, and Clara Barton
  - i. *American Women: Their Livers in Their Words: A Documentary History* edited by Doreen Rappaport
  - ii. *Daughter of Liberty: A True Story of the American Revolution* by Robert Quackenbush
  - iii. *Founding Mothers: Women in America in the Revolutionary Era* by Linda Grant DePauw
  - iv. *Patriots in Petticoats* by Patricia Edwards Clyne
  - v. *Rebecca's War* by Ann Finlayson
  - vi. *Sarah Bishop* by Scott O'Dell
  - vii. *Sybil's Night Ride* by Karen B. Winnick
  - viii. *The Secret Soldier: The Story of Deborah Sampson* by Ann McGovern
  - ix. *Time Enough for Drums* by Ann Rinaldi
- g. Journal Entry: Students write a journal entry as if you were a Patriot, Loyalist, Native American, Black Hero, and/or Women during the American Revolution. Students may also respond to the literature and/or characters in their journals.
- h. Character Profile & Analysis/Character Sketch: Students characterize important people or fictional characters by what they say, do, what others say about the character, how characters act toward the character, etc. (Pages of the Past, p. 224). Students use a Personality Profile chart to create a personality profile. In the first column students list the personality trait (brave, intelligent, outspoken, etc.). Then, they list the method of characterization (what the character does). Next, textual evidence is listed by writing a quotation from the literature (Pages of the Past, p. 224). Finally, students use the information to create Trading Cards, Wanted Posters, and /or Biography Boards.
- i. Trading Cards/Wanted Posters/Biography Boards: Students create trading card with the historical individuals "stats" on the back of an illustration of the person. Wanted posters can be generated for the different leaders or

"rebels" wanted by either side. Biography boards can also be made (see Beyond section below).

#### 7. Important Ideas and Events

- a. Resistance to Imperial Policy, Stamp Act, Townshend Acts, Tax on Tea, and Port Act
  - i. *King George Why Can't You Make Them Behave?* by Jean Fritz
  - ii. *Where was Patrick Henry On the 29<sup>th</sup> of May?* by Jean Fritz
  - iii. *Why Don't You Get a Horse, Sam Adams?* by Jean Fritz
- b. First Continental Congress, the Second Continental Congress, and the Committees of Correspondence
- c. Declaration of Independence/Slavery
  - i. *Will You Sign Here, John Hancock?* by Jean Fritz
- d. Battles
  - i. *Crossing the Delaware* by Louise Peacock
  - ii. *And Then What Happened, Paul Revere?* by Jean Fritz
- e. Treaty of Paris
- f. T-Charts: Cause/Effect, Questions/Answers, Fact/Fiction, and Cost/Benefit can be used to compare and contrast literature, characters actions, events, etc.

#### BEYOND

Goal: Students demonstrate their knowledge of the American Revolution (history/social studies standards) and language arts standards.

Objectives: (Assessments listed below are suggested).

- 1. Teacher will observe, question, and facilitate class as well as class discussions.
- 2. RAFT (On-Demand Writing): RAFT is designed to help students write to a prompt. "R-role, A-audience, F-form, T-time. Students select a character from the literature as their role, select the audience with whom they will interact, the form which it will take, and the time context in which they will write. This strategy can be open-ended where the students decide all four of the parts of the prompt or the teacher may control the form and time while the students choose the role and audience" (Pages of the Past, p. 226). For example, "The student is a drummer

- boy in the British army (Role) writing to his mother in England (Audience) a letter (Form) in 1775 (Time)" (Pages of the Past, p. 226).
3. Jeopardy: Play Jeopardy like the television show, but with material from the unit. The categories titles could be the standards or Places, Events, Individuals, etc. Students may work in teams to solve question that are in order from easiest to hardest in increments of \$100. The students and/or teacher may generate the questions.
  4. Biography Boards/Research Reports: Students create a biography board of an important individual from the American Revolution using information from Personality Profile and Character Profile/Analysis explained above. The biography board should include, but not limited to name, age at the time, location, education, personality characteristics, as well as the important event(s) they were involved in during the Revolution (Pages of the Past, p. 224-226). Students will also be required to complete a Biography Research Report about a significant individual from the American Revolution.
  5. Houghton Mifflin Social Studies: *America Will Be* Textbook Unit 4: The Struggle for Independence/Chapter 10 *Crisis with Britain*, 11 *War Breaks Out*, and 12 *Searching for Unity* Tests
  6. Riverside Unified School District's Language Arts Trimester Assessments
  7. Teacher Made Tests

APPENDIX E

RIVERSIDE UNIFIED SCHOOL DISTRICT LANGUAGE

ARTS THIRD TRIMESTER ASSESSMENTS



### Third Trimester Test

Name \_\_\_\_\_

**DO NOT MARK  
IN THIS  
BOOKLET**

## Vocabulary and Concept Development

**Directions:** Choose the word that best completes each item. Then fill in the space for your answer choice.

**1. Mastering means**

- A. interesting      C. conquering  
B. changing      D. believing

**2. Sleek means**

- F. smooth      H. rough  
G. cool      J. slimy

**3. The opposite of finding is**

- A. beginning      C. comforting  
B. hoping      D. losing

**4. To hold means to**

- F. stare      H. pick  
G. grip      J. watch

**Directions:** Choose the word or group of words that have the same meaning as the underlined word. Then fill in the space for your answer choice.

**5. They needed a large pole to build the barn.**

- A. vote  
B. bar  
C. end of the Earth  
D. fixed point

**6. She tried to reach him by phone.**

- F. to touch  
G. to arrive  
H. to get in touch with  
J. to stretch out

**7. We're trying to raise money to buy Joy a gift.**

- A. to move to a higher position  
B. to bring up  
C. to collect  
D. to increase



Name \_\_\_\_\_

### Vocabulary and Concept Development *(continued)*

**Directions:** Read the following dictionary entries and answer the questions that follow.

**address** *verb* 1. to speak to. 2. to deal with. 3. to put a destination on a piece of mail.  
*noun* The place where a person lives or where a business is located.  
**ad·dress** (ə drēs') (ăd' rēs')

**re-** A prefix that means "again" or "back."

8. What does address mean in this sentence?

They would soon have to address the problem.

- F. to write a destination on a letter
- G. to speak to
- H. a person's house
- J. to deal with

9. What does readdress mean in this sentence?

She made a mistake, so she had to readdress the envelope.

- A. to speak to again
- B. to address again
- C. to deal with again
- D. to send again

10. How is the word address used in the following sentence?

The Pony Express could not deliver the letter without the correct address.

- F. as a noun
- G. as a verb
- H. as an adjective
- J. as an adverb

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Name \_\_\_\_\_

### Vocabulary and Concept Development *(continued)*

**Directions:** Read each sentence. Use what you know about word parts to decide what the underlined word means. Then fill in the space for your answer choice.

- |   |  |
|---|--|
| <p>11. He was taught never to be <u>disrespectful</u> to his elders.<br/>A. polite<br/>B. kind<br/>C. courteous<br/>D. rude</p> <p>12. Eva walked <u>cautiously</u> so she would not spill any milk.<br/>F. in a hurried way<br/>G. with care<br/>H. with energy<br/>J. in a tired way</p> <p>13. I did not <u>displease</u> my mom.<br/>A. upset<br/>B. awaken<br/>C. humiliate<br/>D. hear</p> <p>14. Kirk's cousin had <u>matured</u> since the last visit.<br/>F. gotten thinner<br/>G. grown up<br/>H. changed clothes<br/>J. looked different</p> | <p>15. There was a <u>celebration</u> in honor of Alex's first soccer goal.<br/>A. a person who is honored<br/>B. a special party<br/>C. someone who is famous<br/>D. a quiet ceremony</p> <p>16. She <u>retraced</u> her steps to find where she had left her keys.<br/>F. walked with<br/>G. gave up<br/>H. followed behind<br/>J. went back over</p> <p>17. I saw her <u>recently</u>.<br/>A. in a long time<br/>B. not long ago<br/>C. never<br/>D. around</p> |
|---|--|

Name \_\_\_\_\_

### Vocabulary and Concept Development *(continued)*

**18. Which word has the most positive connotation?**

Her \_\_\_\_\_ mittens kept her hands warm on the long walk.

- F. warm
- G. comfortable
- H. cozy
- J. wool

**19. Which word has the most positive connotation?**

She poured the \_\_\_\_\_ honey on her bread.

- A. sweet
- B. yellow
- C. delicious
- D. tasty

**20. Which word has the most negative connotation?**

She was blinded by the \_\_\_\_\_ sun.

- F. hot
- G. glaring
- H. bright
- J. shining

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Name \_\_\_\_\_

## Reading Comprehension; Literary Response and Analysis

**Directions:** Read each selection, and then answer the questions about the selection. Fill in the space for your answer choice.

### Jack's Big Dive

In the boat, Jack had butterflies in his stomach. He had studied hard, but he was still nervous. "Just keep your cool. Take a deep breath and relax," he kept repeating to himself. He knew if he just followed Lily's instructions, he'd be successful. Lily was a fantastic teacher, and he was sure she had taught him everything he needed to get his scuba-diving certificate.

Just before they dropped anchor, they checked all of their equipment. They also reviewed the hand signals they would use to communicate underwater. Then they put on their masks and regulators and got into the water.

Jack and Lily slowly descended underwater. "This is a lot different from the swimming pool," Jack thought. One by one Jack completed all of the tasks that Lily had assigned. He went through them in no time. Then came one final task. He had to remove his mask and put it back on again, clearing out the water. This was his least favorite skill. He actually hated it. He could never quite manage to get all of the water out of his mask again.

He very carefully took off his mask, concentrating on the task. Then he put it back on, took a deep breath, and blew air out his nose until the mask was clear. There was only a tiny amount of water left in it. Pleased, he smiled at Lily as best as he could. Lily gave him the "thumbs up" sign and they headed slowly back to the surface.

1. What will Lily probably tell Jack when they get out of the water?
  - A. that he should have studied more
  - B. that he is a good swimmer
  - C. that he forgot his mask
  - D. that he passed the test

Go On 

Name \_\_\_\_\_

**Reading Comprehension; Literary Response  
and Analysis** *(continued)*

2. Which fact best supports the judgment that Jack is a good student?
- F. Jack didn't like to take his mask off underwater.
  - G. Jack was nervous about his scuba diving test.
  - H. Jack had studied hard for his scuba diving test.
  - J. Jack checked all of his equipment before diving.
3. How did Jack know what the "thumbs up" sign meant?
- A. He and Lily reviewed hand signals before they dove.
  - B. He and Lily checked their equipment before they dove.
  - C. He and Lily dropped their anchor before they dove.
  - D. He and Lily put on their masks before they dove.
4. What problem does Jack face during his scuba-diving certification test?
- F. Jack cannot remember the hand signals.
  - G. Jack hates to take his mask off underwater.
  - H. Jack descends underwater too quickly.
  - J. Jack forgets how to drop the anchor.
5. Where does most of the selection take place?
- A. underwater in the ocean
  - B. near a swimming pool
  - C. in a boat
  - D. at Jack's house

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Name \_\_\_\_\_

**Reading Comprehension; Literary Response  
and Analysis** *(continued)*

## **The Race for Land**

April 22, 1889 was the craziest day of my life. The government had just opened up two million acres of land in Oklahoma to homesteaders, people who wanted to settle land and make a home there. "Free land," they advertised. "All of the land is perfect for farming," they said. But then there were so many more homesteaders than homesteads that the government decided to let people who wanted to live there have a race. I had never seen so many people in all my life. Most reports said 50,000 people showed up to stake their claims. I was one of the many.

At the start of the race, we all lined up as best as we could on the border of Oklahoma. The sight of all those people chomping at the bit will never leave my mind. Many people were on horseback. Some were on foot, mostly because there weren't any horses left to buy. Some had wagons with all their possessions. They were all determined that they were going to get exactly the piece of land they wanted. I had a fast horse, and thought I actually had a good chance at getting a piece of land.

The gun went off and the race was on. People shoved and pushed their way past each other on foot. Horses took off galloping next to each other, some of them losing their riders. Covered wagons overturned. Some people didn't make it more than 100 feet from the starting line. I felt lucky to still be on my horse.

I hadn't gone far when I spotted a piece of land that had not been claimed. In fact, many people had gone right by the small, plain spot. Many of those same people came back with nothing. But I stopped and claimed that plot of land and have lived here ever since.

**6. Why did many people probably pass by the plot of land that the author claimed?**

- F. They wanted better pieces of land.
- G. They didn't see the plot of land.
- H. They wanted the author to have it.
- J. They thought it was too big.



Name \_\_\_\_\_

**Reading Comprehension; Literary Response  
and Analysis (continued)**

- 7. What problem did people face in getting a piece of land?**
- A. They did not have a map of the land.
  - B. There were too many homesteaders and not enough homesteads.
  - C. Their horses could not run fast enough to win the race.
  - D. People had to wait for the government to give land to them.
- 8. What solution was chosen?**
- F. The government divided the land into tiny pieces.
  - G. The government chose homesteaders in a lottery.
  - H. The government decided to hold a race.
  - J. The government sold the land to wealthy people.
- 9. Which fact supports the judgment that the author was not greedy?**
- A. He did not go far past the border.
  - B. He had never seen so many people.
  - C. He was one of the people racing.
  - D. He took the first plot of land he could.
- 10. What form of propaganda is used in the following statement?**  
*"All of the land is perfect for farming," they said.*
- F. bandwagon
  - G. transfer
  - H. overgeneralization
  - J. testimonial

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Name \_\_\_\_\_

Reading Comprehension; Literary Response  
and Analysis *(continued)*

### A Rainstorm

The air grows cool.  
The sun vanishes.  
The clouds advance.  
Brilliant colors  
weave together on Earth's ceiling.  
Blue, red, yellow, orange.

The thunder bellows.  
The leaves rustle.  
The wind whistles.  
A colossal orchestra  
plays its music in Earth's hall.  
Rumble, whoosh, hiss, howl.

The clouds unlock.  
The water cascades down.  
A massive shower  
gently cleanses Earth's floor.  
Drip, drop, splish, splash.

I dance playfully through the puddles.  
I sing along with the symphony's song.  
I taste the sweet drops of rain,  
a simple bystander  
to nature's majestic performance.  
Applause, applause, applause.

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Name \_\_\_\_\_

**Reading Comprehension; Literary Response  
and Analysis** *(continued)*

- 11. How is the poem organized?**
- A. by ordering the events of a rainstorm
  - B. by describing the sounds of a rainstorm
  - C. by explaining the colors of a rainstorm
  - D. by explaining the causes of a rainstorm
- 12. In the poem, what is the Earth being compared to?**
- F. a continent
  - G. a city
  - H. a tent
  - J. a building
- 13. Which line shows that the poet enjoys rainstorms?**
- A. The water cascades down.
  - B. I dance playfully through the puddles.
  - C. The clouds advance.
  - D. Brilliant colors weave together on Earth's ceiling.
- 14. What are the clouds being compared to in the poem?**
- F. secrets
  - G. doors
  - H. trees
  - J. birds
- 15. Which of these would the poet most likely do if it were snowing?**
- A. stay in bed all day
  - B. read a book
  - C. go outside and make a snowman
  - D. make a cup of hot chocolate

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Name \_\_\_\_\_

## Writing Application      Fifth Grade

### Third Trimester      Persuasive Essay

#### Writing Prompt:

Your teacher has been given some money to purchase materials for your classroom. The money can only be spent on a type of material that will improve student learning. It might be spent on books or computers or encyclopedias or maps or some other type of material that would help students learn. How do you believe this money would best be spent? Write a persuasive essay that will convince your teacher that the type of material you have chosen is the best. Include good reasons for your choice and support your reasons with facts and details. Write at least three paragraphs.

#### Writing Tips:

- Choose only one type of classroom material to write about.
- Remember to respond to all parts of the prompt.
- Stay focused on your topic and your audience.
- Maintain a consistent point of view.
- Organize your ideas and break your writing into paragraphs.
- Include an introduction that states your purpose.
- Support your argument with facts, details, or explanations.
- Summarize your argument in your conclusion.
- Write to interest and convince your reader.
- Vary your sentence types and lengths.
- Proofread carefully for grammar, capitalization, punctuation, and spelling mistakes.
- Use your best cursive writing.

#### Standards Addressed:

Writing 1.2, 1.6, 2.4; Written and Oral English Language Conventions 1.1-1.5

#### Teacher Directions:

Read the writing prompt aloud to students. As a whole group, allow students to orally brainstorm some ideas. Read the writing tips aloud to students. Have students use fifth-grade writing paper for this assessment. Refer to the Trimester Writing Assessment Directions page for more detailed directions on the administration and scoring of this assessment.

Riverside Unified School District, Elementary Education Department, Fifth-Grade Trimester Writing Assessment,  
Third Trimester, 10/9/02

APPENDIX F  
AMERICAN REVOLUTION UNIT TEST

# American Revolution Test

Name: \_\_\_\_\_ # \_\_\_\_\_  
Date: \_\_\_\_\_

## Important Acts and Individuals

Directions: Write the events or individuals listed below next to the correct description.

Stamp Act   Townshend Acts   Sugar Act   Tea Act   King George III   Peter Salem   John Adams

Thomas Jefferson   Patrick Henry   Benjamin Franklin   George Washington   Crispus Attucks

- \_\_\_\_\_ 1. Wrote the Declaration of Independence.
- \_\_\_\_\_ 2. Commanded the soldiers at Valley Forge.
- \_\_\_\_\_ 3. Was killed during the Boston Massacre.
- \_\_\_\_\_ 4. Parliament taxed paper, lead, painters' colors, and tea.
- \_\_\_\_\_ 5. An African-American Minuteman soldier.
- \_\_\_\_\_ 6. Parliament taxed all newspapers, pamphlets, and legal documents.
- \_\_\_\_\_ 7. King of England during the American Revolution.
- \_\_\_\_\_ 8. He said, "Give me liberty, or give me death!"
- \_\_\_\_\_ 9. Was first named the Molasses Act.
- \_\_\_\_\_ 10. Tax on tea, which led to the Boston Tea Party.
- \_\_\_\_\_ 11. Was a member of the Continental Congress.
- \_\_\_\_\_ 12. Helped Thomas Jefferson write the Declaration of Independence.

## Battles

Directions: Write true or false next to each statement. If the statement is false, make it true.

13. The American Revolution began at Lexington and Concord.  
\_\_\_\_\_
14. George Washington and his soldiers spent the winter at Yorktown.  
\_\_\_\_\_
15. The Revolution ended at Valley Forge.  
\_\_\_\_\_
16. The battle of Bunker Hill was a turning point for the colonists during the Revolution.  
\_\_\_\_\_
17. The battle of Saratoga was a victory for the British.  
\_\_\_\_\_

# American Revolution Test

## Significant Women

Directions: Write the woman's name listed below next to the correct description.

Abigail Adams    Martha Washington    Molly Pitcher    Phillis Wheatly

- \_\_\_\_\_ 18. The wife of a famous Revolutionary War general.
- \_\_\_\_\_ 19. A talented African-American slave poet.
- \_\_\_\_\_ 20. A woman who brought pitchers of water to the thirsty soldier in the battle fields.
- \_\_\_\_\_ 21. The woman who wrote letters advising her husband who was a member of Congress.

## Short Answer Essay

Directions: Answer the following short answer essay questions in paragraph form.

22. Explain at least three causes of the American Revolution.

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23. What was the significance of the First and Second Continental Congress?

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24. What was the drafting and signing of the Declaration of Independence important? Who was involved?

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25. Describe what life was like for families during the American Revolution?

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Bonus: What did you think would be on the test and it wasn't? Write your own question and answer it using complete sentences.

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APPENDIX G  
RIVERSIDE UNIFIED SCHOOL DISTRICT PROICIENCY  
LEVELS

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

2002-03 K-6 Language Arts Trimester Assessment Performance Levels							
Grade	Assessment (T = Trimester)	Trimester Benchmark Level	End of Year Proficiency Levels				
			Far Below Basic	Below Basic	Basic	Proficient	Advanced
K	Letter Name T1	25					
K	Letter Name T2	35					
K	Letter Name T3	45	0-12	13-26	27-44	45-50	51-54
K	Letter Sound T1	8					
K	Letter Sound T2	15					
K	Letter Sound T3	19	0-5	6-12	13-18	19-23	24-26
K	Letter/Sound (Spanish)	N/A	0-22	23-45	46-64	65-81	82-92
K	Phonemic Awareness T1	8					
K	Phonemic Awareness T2	12					
K	Phonemic Awareness T3	17	0-5	6-10	11-16	17-20	21-24
K	DRA T3	2	NR	A	1	2-3	4+
K	Writing T1	2					
K	Writing T2	2 to 3					
K	Writing T3	3	0	1	2	3	4
1	DRA T1	6					
1	DRA T2	12					
1	DRA T3	16	A-5	6-10	12-14	16-18	20+
1	Houghton Mifflin Reading T1	27	0-9	10-19	20-26	27-32	33-38
1	Houghton Mifflin Reading T2	22	0-7	8-14	15-21	22-28	29-33
1	Houghton Mifflin Reading T3	24	0-7	8-16	17-23	24-31	32-37
1	Writing T1	2					
1	Writing T2	2 to 3					
1	Writing T3	3	0	1	2	3	4
2	DRA T1	18					
2	DRA T2	20					
2	DRA T3	24	A-8	10-16	18-20	24-28	30+
2	Houghton Mifflin Reading T1,2,3	29	0-11	12-22	23-28	29-34	35-39
2	Writing T1	2					
2	Writing T2	2 to 3					
2	Writing T3	3	0	1	2	3	4
3	Houghton Mifflin Reading T1,2,3	30	0-11	12-23	24-29	30-35	36-40
3	Writing T1	2					
3	Writing T2	2 to 3					
3	Writing T3	3	0	1	2	3	4
4	Houghton Mifflin Reading T1,2,3	26	0-10	11-20	21-25	26-31	32-35
4	Writing T1	2					
4	Writing T2	3					
4	Writing T3	3	0	1	2	3	4
5	Houghton Mifflin Reading T1,2,3	26	0-10	11-20	21-25	26-31	32-35
5	Writing T1,2,3	3	0	1	2	3	4
6	Houghton Mifflin Reading T1,2,3	26	0-10	11-20	21-25	26-31	32-35
6	Writing T1,2,3	3	0	1	2	3	4

Riverside Unified School District

Elementary Education Department

Math Added 10/02/02



APPENDIX H  
THRID TRIMESTER LANGUAGE ARTS SKILLS

## Third-Quarter Test

### Level 5 Themes 1-5

Skill tested	California Standard	Theme taught
<b>Vocabulary and Concept Development</b>		
Words Ending in -ing Dictionary: Base Words and Inflected forms	R1.2 Use word origins	4
Synonyms Multiple-Meaning Words	R1.3 Understand synonyms, antonyms, and homographs	2, 3 2, 4
Dictionary: Prefixes Prefix dis- Suffix -ful Suffix -ly Words Ending in -ed Suffix -ion Prefix re-	R1.4 Use roots and affixes	4 4 5 4 4 5 4
Connotation	R1.5 Figurative language	2, 4
<b>Reading Comprehension; Literary Response and Analysis</b>		
Noting Details Text Organization	R2.2 Use order to analyze text	2, 4, 5 1, 2
Problem Solving and Decision Making Story Structure	R2.3 Discern main idea	2, 3, 4, 5 1, 2, 3, 4, 5
Drawing Conclusions	R2.4 Inferences/generalizations	4, 5
Making Judgments	R2.5 Facts, inferences, opinions	4, 5, 6
Author's Viewpoint	R3.1 Analyze literary forms	3, 5
Problem Solving	R3.2 Main problem/plot conflict	4, 5
Cause and Effect	R3.3 Determine character traits	2, 3, 4
Noting Details Propaganda	R3.5 Describe literary devices	2, 4, 6 5

APPENDIX I  
RIVERSIDE UNIFIED SCHOOL DISTRICT 4-6 GRADE  
WRITING RUBRIC

RIVERSIDE UNIFIED SCHOOL DISTRICT

FIFTH GRADE WRITING RUBRIC

	IDEAS, ORGANIZATION, AND ELABORATION	USE OF LANGUAGE, WORD CHOICE, AND SENTENCE VARIETY	CONVENTIONS AND PRESENTATION
4 Advanced	<p><i>Has all qualities of the proficient score and</i></p> <ul style="list-style-type: none"> <li>Establishes a context and point of view that are clearly focused and original</li> <li>Includes an inviting introduction and a strong conclusion</li> <li>Is logically and effectively sequenced</li> </ul>	<p><i>Has all qualities of the proficient score and</i></p> <ul style="list-style-type: none"> <li>Varies sentence length and sentence structure</li> <li>Conveys the intended message in a precise, interesting, and natural way; words are powerful and engaging</li> </ul>	<p><i>Has all qualities of the proficient score and</i></p> <ul style="list-style-type: none"> <li>Generally uses correct spelling, even on more difficult words</li> <li>Is close to being a final draft</li> </ul>
3 Proficient	<ul style="list-style-type: none"> <li>Follows the requirements of the assignment</li> <li>Is focused and organized with effective introductions and conclusions</li> <li>Includes a topic sentence and supporting sentences with simple facts, details, and explanations</li> <li>Establishes a point of view</li> <li>Meets the benchmarks specific to the writing type</li> </ul>	<ul style="list-style-type: none"> <li>Varies sentence structure using prepositional phrases, transitions, and conjunctions</li> <li>Contains few errors in grammar</li> <li>Contains appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Is legibly written in cursive</li> <li>Generally uses correct capitalization, indentation, and punctuation</li> <li>Uses other conventions such as colon, quotation marks, italics, and underlining as appropriate</li> <li>Correctly spells grade-level "no-excuse" and instructional words</li> <li>Uses spacing and margins allowing the reader to focus on the message without distractions</li> </ul>
2 Basic	<ul style="list-style-type: none"> <li>May be disorganized</li> <li>Contains reasonably clear ideas, but may not include a topic sentence or adequate supporting details</li> <li>May lack an effective introduction or a conclusion</li> <li>Demonstrates little understanding of the writing purpose</li> </ul>	<ul style="list-style-type: none"> <li>May lack sentence variety</li> <li>Uses limited word choices</li> <li>Has some errors in grammar</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors in capitalization and punctuation</li> <li>Contains some errors in spelling grade-level instructional and high frequency words</li> </ul>
1 Below Basic	<ul style="list-style-type: none"> <li>Shows little evidence of logical order</li> <li>Is unfocused</li> <li>May show no understanding of the writing purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks variety in sentence structure; sentences may not be well formed</li> <li>Contains inaccurate or unsuitable word choices</li> <li>Contains many errors in grammar</li> </ul>	<ul style="list-style-type: none"> <li>Contains errors in spelling, punctuation, and capitalization that repeatedly distract the reader and make the text difficult to read</li> </ul>

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