



Arrest That Pest! EMERALD ASH BORER in Indiana

***Arrest That Pest!* Indiana Academic Standards Matrix**

Each of the lesson plans contained in the *Arrest That Pest!* curriculum has been correlated to Indiana's Academic Standards. The matrices that follow outline the appropriate standards and indicators for each lesson.

The academic standards listed below are only a portion of the state's comprehensive list for students enrolled in Indiana's schools. For more information on the state's academic standards, click on the following link <http://www.indianastandards.org/>.

English/Language Arts

Standard 1:

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Lesson Number and Title	Indiana's Academic Standard
Day One: Meet the Borer	<i>Decoding and Word Recognition</i> 5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression. <i>Vocabulary and Concept Development</i> 5.1.2 Use word origins to determine the meaning of unknown words. 5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.

Standard 2:

READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Day One: Meet the Borer	<i>Structural Features of Informational and Technical Materials</i> 5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. <i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i> 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. <i>Expository (Informational) Critique</i> 5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.
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Standard 3:

READING: Comprehension and Analysis of Literary Text

<p>Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.</p>	
<p>Day One: Meet the Borer</p>	<p><i>Structural Features of Literature</i> 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved. <i>Analysis of Grade-Level-Appropriate Literary Text</i> 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved. 5.3.4 Understand that <i>theme</i> refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly. <i>Literary Criticism</i> 5.3.7 Evaluate the author’s use of various techniques to influence readers’ perspectives.</p>
<p>Standard 4: WRITING: Processes and Features Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	
<p>Day One: Meet the Borer</p>	<p><i>Organization and Focus</i> 5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. <i>Research Process and Technology</i> 5.4.5 Use note-taking skills when completing research for writing.</p>
<p>Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications 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. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</p>	
<p>Day One: Meet the Borer</p>	<p><i>Comprehension</i> 5.7.1 Ask questions that seek information not already discussed. 5.7.3 Make inferences or draw conclusions based on an oral report. <i>Organization and Delivery of Oral Communication</i></p>

5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.

5.7.5 Clarify and support spoken ideas with evidence and examples.

Analysis and Evaluation of Oral and Media Communications

5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Speaking Applications

5.7.9 Deliver narrative (story) presentations that:

- establish a situation, plot, point of view, and setting with descriptive words and phrases.
- show, rather than tell, the listener what happens.

5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:

- frame questions to direct the investigation.
- establish a controlling idea or topic.
- develop the topic with simple facts, details, examples, and explanations.

5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

5.7.11 Deliver oral responses to literature that:

- summarize important events and details.
- demonstrate an understanding of several ideas or images communicated by the literary work.
- use examples from the work to support conclusions.

Science

Standard 1:

The Nature of Science and Technology

Students work collaboratively to carry out investigations. They observe and make accurate measurements, increase their use of tools and instruments, record data in journals, and communicate results through chart, graph, written, and verbal forms. Students repeat investigations, explain inconsistencies, and design projects.

Day One: Meet the Borer

The Scientific Enterprise

5.1.3 Explain that doing science involves many different kinds of work and engages men, women, and children of all ages and backgrounds

Technology and Science

5.1.5 Explain that technology extends the ability of people to make positive and/or negative changes in the world.

Standard 4:

The Living Environment

Students learn about an increasing variety of organisms- familiar, exotic, fossil and microscopic. They use appropriate tools in identifying similarities and differences among these organisms. Students explore how organisms satisfy their needs in their environments.

Day One: Meet the Borer

Interdependence of Life and Evolution

5.4.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful.

Social Studies

Standard 2:

Civics and Government

Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Day One: Meet the Borer

Roles of Citizens

5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions — such as civility, cooperation, respect, and responsible participation.

5.2.10 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government and the [public agenda](#), including voting and participation in the election process.

	<p>5.2.11 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.</p>
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English/Language Arts

Standard 1:

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Lesson Number and Title	Indiana's Academic Standard
Day Two: Getting to Know the EAB	<i>Decoding and Word Recognition</i> 5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression. <i>Vocabulary and Concept Development</i> 5.1.2 Use word origins to determine the meaning of unknown words. 5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.

Standard 2:

READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Day Two: Getting to Know the EAB	<i>Structural Features of Informational and Technical Materials</i> 5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. <i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i> 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. <i>Expository (Informational) Critique</i> 5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.
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<p>Standard 3: READING: Comprehension and Analysis of Literary Text Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.</p>	
<p>Day Two: Getting to Know the EAB</p>	<p><i>Analysis of Grade-Level-Appropriate Literary Text</i> 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p>
<p>Standard 4: WRITING: Processes and Features Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	
<p>Day Two: Getting to Know the EAB</p>	<p><i>Organization and Focus</i> 5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. 5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data. <i>Research Process and Technology</i> 5.4.5 Use note-taking skills when completing research for writing. 5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks. 5.4.7 Use a thesaurus to identify alternative word choices and meanings.</p>
<p>Standard 5: WRITING: Applications (Different Types of Writing and Their Characteristics) At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	
<p>Day Two: Getting to Know the EAB</p>	<p>5.5.1 Write narratives that:</p>

- establish a plot, point of view, setting, and conflict.
- show, rather than tell, the events of the story.

5.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work
- support statements with evidence from the text.
- develop interpretations that exhibit careful reading and understanding

5.5.4 Write persuasive letters or compositions that:

- state a clear position in support of a proposal.
- support a position with relevant evidence and effective emotional appeals.
- follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
- address reader concerns.

5.5.5 Use varied word choices to make writing interesting.

5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.

Research Application

5.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

	<ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • demonstrates that information that has been gathered has been summarized. • organizes information by categorizing and sequencing.
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Standard 7:

LISTENING AND SPEAKING: Skills, Strategies, and Applications

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. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Day Two: Getting to Know the EAB

- Comprehension*
- 5.7.1** Ask questions that seek information not already discussed.
 - 5.7.2** Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.
 - 5.7.3** Make inferences or draw conclusions based on an oral report.
 - 5.7.12** Give precise directions and instructions.
- Organization and Delivery of Oral Communication*
- 5.7.4** Select a focus, organizational structure, and point of view for an oral presentation.
 - 5.7.5** Clarify and support spoken ideas with evidence and examples.
 - 5.7.6** Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
 - 5.7.13** Emphasize points in ways that help the listener or viewer follow important ideas and concepts.
- Analysis and Evaluation of Oral and Media Communications*
- 5.7.8** Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission

	<p>of culture.</p> <p>5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.</p> <p><i>Speaking Applications</i></p> <p>5.7.9 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a situation, plot, point of view, and setting with descriptive words and phrases. • show, rather than tell, the listener what happens. <p>5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations. <p>5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p> <p>5.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • summarize important events and details. • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions.
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Science

Standard 4: The Living Environment
 Students learn about an increasing variety of organisms- familiar, exotic, fossil and microscopic. They use appropriate tools in identifying similarities and differences among these organisms. Students explore how organisms satisfy their needs in their

environments.	
Day Two: Getting to Know the EAB	<p><i>Interdependence of Life and Evolution</i></p> <p>5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive well, and some cannot survive at all.</p> <p>5.4.5 Explain how changes in an organism’s habitat are sometimes beneficial and sometimes harmful.</p> <p>5.4.7 Explain that living things, such as plants and animals, differ in their characteristics, and that sometimes these differences can give members of these groups (plants and animals) and advantage in surviving and reproducing.</p>
Social Studies	
<p>Standard 2: Civics and Government</p> <p>Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.</p>	
Day Two: Getting to Know the EAB	<p>5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions — such as civility, cooperation, respect, and responsible participation.</p> <p>5.2.11 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.</p>
<p>Standard 3: Geography</p> <p>Students will describe Earth/sun relationships and the global grid system. They will identify major physical and cultural characteristics of the United States and its regions and name and locate the major physical features of each of the states and major cities of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.</p>	
Day Two: Getting to Know the EAB	<p><i>Places and Regions</i></p> <p>5.3.2 Name and locate states, major cities, major regions, major rivers, and mountain ranges in the United States.</p>

English/Language Arts

Standard 2:

READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Lesson Number and Title	Indiana's Academic Standard
Day Three: Identify the Borer	<p><i>Structural Features of Informational and Technical Materials</i></p> <p>5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</p> <p>5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p><i>Expository (Informational) Critique</i></p> <p>5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.</p>

Standard 3:

READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the [Indiana Reading List](#), which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

Day Three: Identify the Borer	<p><i>Literary Criticism</i></p> <p>5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.</p>
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Standard 4:

WRITING: Processes and Features

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Day Three: Identify the Borer	<p><i>Organization and Focus</i></p> <p>5.4.1 Discuss ideas for writing, keep a list</p>
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	<p>or notebook of ideas, and use graphic organizers to plan writing.</p> <p>5.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details. <p>5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.</p> <p><i>Research Process and Technology</i></p> <p>5.4.5 Use note-taking skills when completing research for writing.</p> <p>5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.</p> <p>5.4.7 Use a thesaurus to identify alternative word choices and meanings.</p> <p><i>Evaluation and Revision</i></p> <p>5.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>5.4.9 Proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p>
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Standard 5:

WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in

Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Day Three: Identify the Borer

5.5.1 Write narratives that:

- establish a plot, point of view, setting, and conflict.
- show, rather than tell, the events of the story.

5.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work
- support statements with evidence from the text.
- develop interpretations that exhibit careful reading and understanding

5.5.4 Write persuasive letters or compositions that:

- state a clear position in support of a proposal.
- support a position with relevant evidence and effective emotional appeals.
- follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
- address reader concerns.

5.5.5 Use varied word choices to make writing interesting.

5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.

Research Application

	<p>5.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • demonstrates that information that has been gathered has been summarized. • organizes information by categorizing and sequencing.
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Standard 6:
WRITING: English Language Conventions
 Students write using Standard English conventions appropriate to this grade level.

<p>Day Three: Identify the Borer</p>	<p><i>Sentence Structure</i></p> <p>5.6.1 Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, <u>the team from Newport</u></i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in the sentence).</p> <p>5.6.2 Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas.</p> <p>5.6.8 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.</p> <p><i>Grammar</i></p> <p>5.6.3 Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>).</p> <p>5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (<i>he/his, she/her, they/their, it/its</i>).</p> <p><i>Grammar</i></p>
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	<p>5.6.5 Use a colon to separate hours and minutes (<i>12:20 a.m., 3:40 p.m.</i>) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>).</p> <p><i>Capitalization</i></p> <p>5.6.6 Use correct capitalization.</p>
<p>Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications 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. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</p>	
<p>Day Three: Identify the Borer</p>	<p><i>Comprehension</i></p> <p>5.7.2 Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.</p> <p>5.7.3 Make inferences or draw conclusions based on an oral report.</p> <p>5.7.12 Give precise directions and instructions.</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p>5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>5.7.5 Clarify and support spoken ideas with evidence and examples.</p> <p>5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.</p> <p>5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.</p> <p><i>Analysis and Evaluation of Oral and Media Communications</i></p> <p>5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.</p>

	<p>5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p> <p><i>Speaking Applications</i></p> <p>5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations. <p>5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p> <p>5.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • summarize important events and details. • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions.
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Science

Standard 1: The Nature of Science and Technology
 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. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Day Three: Identify the Borer	<p><i>Technology and Science</i></p> <p>5.1.5 Explain that technology extends the ability of people to make positive and/or negative changes in the world.</p>
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Social Studies

Standard 2: Civics and Government

Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Day Three: Identify the Borer

Roles of Citizens

5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions — such as civility, cooperation, respect, and responsible participation.

5.2.11 Use a variety of [information resources](#) to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good

English/Language Arts

Standard 4: WRITING: Processes and Features

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Lesson Number and Title	Indiana's State Standard
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Day Four: <i>Arrest That Pest!</i>	5.4.5 Use note-taking skills when completing research for writing.
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Science

Standard 1: The Nature of Science and Technology

Students work collaboratively to carry out investigations. They observe and make accurate measurements, increase their use of tools and instruments, record data in journals, and communicate results through chart, graph, written, and verbal forms. Students repeat investigations, explain inconsistencies, and design projects.

Day Four: <i>Arrest That Pest!</i>	5.1.3 Explain that doing science involves many different kinds of work and engages men, women, and children of all ages and backgrounds
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Standard 2: Scientific Thinking

Students use a variety of skills and techniques when attempting to answer questions and solve problems. Students describe the observations accurately and clearly using numbers, words, sketches, and are able to communicate their thinking to others. They compare, contrast, explain, and justify both information and numerical functions.

Day Four: <i>Arrest That Pest!</i>	5.2.4 Keep a notebook to record observations and be able to distinguish inferences from actual observations.
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English/Language Arts

Standard 1:

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Lesson Number and Title	Indiana's State Standard
Day Five: Getting the EAB Message Out	<p><i>Decoding and Word Recognition</i></p> <p>5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p> <p><i>Vocabulary and Concept Development</i></p> <p>5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.</p>

Standard 2:

READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Day Five: Getting the EAB Message Out	<p><i>Structural Features of Informational and Technical Materials</i></p> <p>5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</p> <p>5.2.2 Analyze text that is organized in sequential or chronological order.</p> <p><i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i></p> <p>5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p><i>Expository (Informational) Critique</i></p> <p>5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.</p>
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Standard 3:

READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the [Indiana Reading List](#), which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

Day Five: Getting the EAB Message Out

Literary Criticism

5.3.1 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.

Analysis of Grade-Level-Appropriate Literary Text

5.3.7 Evaluate the author’s use of various techniques to influence readers’ perspectives.

5.3.4 Understand that *theme* refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.

Standard 5:

WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Day Five: Getting the EAB Message Out

5.5.1 Write narratives that:

- show, rather than tell, the events of the story.

5.5.2 Write responses to literature that:

- develop interpretations that exhibit careful reading and understanding.

5.5.4 Write persuasive letters or compositions that:

- state a clear position in support of a proposal.
- support a position with relevant

	<p>evidence and effective emotional appeals.</p> <ul style="list-style-type: none"> • follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. • address reader concerns. <p>5.5.5 Use varied word choices to make writing interesting.</p> <p>5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.</p> <p>5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p><i>Research Application</i></p> <p>5.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • demonstrates that information that has been gathered has been summarized. • organizes information by categorizing and sequencing.
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Standard 7:

LISTENING AND SPEAKING: Skills, Strategies, and Applications

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. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Day Five: Getting the EAB Message Out	<i>Comprehension</i> 5.7.1 Ask questions that seek information
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	<p>not already discussed.</p> <p>5.7.2 Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.</p> <p>5.7.3 Make inferences or draw conclusions based on an oral report.</p> <p>5.7.12 Give precise directions and instructions.</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p>5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>5.7.5 Clarify and support spoken ideas with evidence and examples.</p> <p>5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.</p> <p>5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.</p> <p><i>Analysis and Evaluation of Oral and Media Communications</i></p> <p>5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.</p> <p>5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p> <p>5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.</p> <p><i>Speaking Applications</i></p> <p>5.7.9 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none">• establish a situation, plot, point of view, and setting with descriptive words and phrases.• show, rather than tell, the listener what happens. <p>5.7.10 Deliver informative presentations</p>
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	<p>about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations. <p>5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p> <p>5.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • summarize important events and details. • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions.
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Science

Standard 1: The Nature of Science and Technology
 Students work collaboratively to carry out investigations. They observe and make accurate measurements, increase their use of tools and instruments, record data in journals, and communicate results through chart, graph, written, and verbal forms. Students repeat investigations, explain inconsistencies, and design projects.

<p>Day Five: Getting the EAB Message Out</p>	<p><i>The Scientific Enterprise</i></p> <p>5.1.3 Explain that doing science involves many different kinds of work and engages men, women, and children of all ages and backgrounds</p> <p>5.1.6 Explain that technology extends the ability of people to make positive and/or negative changes in the world.</p>
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Standard 4:
The Living Environment
 Students learn about an increasing variety of organisms- familiar, exotic, fossil and microscopic. They use appropriate tools in identifying similarities and differences among these organisms. Students explore how organisms satisfy their needs in their environments.

<p>Day Five: Getting the EAB Message Out</p>	<p><i>Interdependance of Life and Evolution</i></p> <p>5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive well, and some cannot survive at all.</p> <p>5.4.5 Explain how changes in an organism’s habitat are sometimes beneficial and sometimes harmful.</p> <p>5.4.7 Explain that living things, such as plants and animals, differ in their characteristics, and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.</p>
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Social Studies

Standard 2:
Civics and Government
 Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

<p>Day Five: Getting the EAB Message Out</p>	<p><i>Roles of Citizens</i></p> <p>5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions — such as civility, cooperation, respect, and responsible participation.</p> <p>5.2.11 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.</p>
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