

Another Country Calling...

THE ADVENTURES OF SIMON AND BARKLEE™

Bring the World to Children... and Children to the World.

CALIFORNIA

Grade 5 Correlations

Using the storybooks, the student FunBooks, the lesson plans with enrichments and the teacher and classroom programs offered by Simon and Barklee, Inc., educators can meet many of the standards specified in the TEKS, especially in **reading and language arts**. Many lessons combine several disciplines.

This integrated program offers classroom educators enormous flexibility to engage learners, ignite curiosity while meeting required standards. It is intended to develop and hone critical thinking skills, enhance respect for diversity, celebrate cultures and encourage a world-view in children.

Simon and Barklee, the series main characters, are animals who go to real places and do real things. Children can easily identify with their characteristics, behaviors and interests without the imposition of race or age. They are universal in appeal.

The integrated nature of the stories, activities and lessons graphically demonstrates the interrelationships between classroom academics and life, as well as illustrating the interrelationships between countries and their peoples.

California State Standards Grade 5

Note: The integrated nature of the Simon & Barklee lessons presented in the Teacher’s Edition enrichments increases the content and value of each individual lesson.

English Language Arts and Reading, Grade 5 correlation’s:

READING

| | | |
|---|----------------|---|
| 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. | | |
| Word Recognition | England | G2, G3, 16 |
| | France | G2, 4, 5, 14 |
| | Germany | G1, 3, 11, 12 |
| | Mexico | G3, 12 |
| Vocabulary and Concept Development | England | G2, G3, 2, 6, 9, 13, 14, 15, 16 |
| | France | G2, G3, 4, 5, 14, 19 |
| | Germany | G1, G2, 7, 11, 12, 13 |
| | Mexico | G2, G3, 12 |
| | Storybooks | |
| 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. | | |
| Structural Features of Informational Materials | England | G1, G3, 6 |
| | France | G2 |
| | Germany | G1, G3, 6, 15 |
| | Mexico | G2, G3 |
| Comprehension and Analysis of Grade-Level-Appropriate Text | England | G1, G2, G3, 2, 4, 5, 8, 9, 10, 13, 14, 15, 16 |
| | France | G1, G2, G3, 4, 5, 8, 9, 10, 11, 12, 13 |
| | Germany | G1, G3, 6, 8, 1, 12, 13, 14, 15, 16, 17, 18, 19 |
| | Mexico | G2, G3, 5, 8, 9, 16, 17, 18, 19 |

English Language Arts and Reading, Grade 5 correlation's: READING cont'd

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| Expository Critique | England | G3, 9, 16 |
| | France | G3, 7, 19, 21, 22 |
| | Germany | 9, 14 |
| | Mexico | G3 |
| 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. | | |
| Structural Features of Literature | England | G1, G3, 6 |
| | France | G2 |
| | Germany | G1, G3, 6, 15 |
| | Mexico | G2, G3 |
| Narrative Analysis of Grade-Level-Appropriate Text | England | G1, G2, G3, 2, 6, 8, 9, 10, 13, 14, 15, 16 |
| | France | G1, 6, 7, 12, 14, 19, 21, 22 |
| | Germany | G1, G2, G3, 3, 6, 9, 11, 14 |
| | Mexico | G1, G2, G3, 6, 7, 10, 14, 15 |
| Literary Criticism | England | G1, G2, G3, 5, 6, 9, 10 |
| | France | G1, G2, G3, 8, 12, 13, 21, 22 |
| | Germany | G1, G3, 6, 8, 9, 15, 16 |
| | Mexico | G2, G3, 5, 7, 8, 9, 10, 16 |

WRITING

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| <p>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.</p> | | |
| Organization and Focus | England | G1, G2, G3, 2, 12 |
| | France | G2, G3, 20 |
| | Germany | G1, G2, 11, 14 |
| | Mexico | G1, G3, 7, 13, 14 |
| | Young Author's Program, Passport Pals | |
| Research and Technology | England | G1, G2, G3, 2, 8, 9 |
| | France | G1, G2, G3, 7, 20 |
| | Germany | G1, G2, G3, 14 |
| | Mexico | G1, G3, 13, 14 |
| | Young Author's Program | |
| Evaluation and Revision | England | G1, G2, G3, 9 |
| | France | G2, G3 |
| | Germany | G1, 11, 14 |
| | Mexico | G3, 13 |
| <p>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.</p> | | |
| Using the writing strategies of grade five outlined in Writing Standard 1.0, students: | England | G1, G2, G3 |
| | France | G1, G2, G3 |
| | Germany | G1, G2, G3 |
| | Mexico | G1, G3 |
| | Young Author's Program | |

English Language Arts and Reading, Grade 5 correlation's:

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. | | |
| Sentence Structure, Grammar, Punctuation, Capitalization, Spelling | England | G2, G3, 2, 11 |
| | France | G2, G3 |
| | Germany | |
| | Mexico | G1, G3 |
| | Editing Workshop | |

English Language Arts and Reading, Grade 5 correlation's:

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. | | |
| Comprehension | England | G1, G2, G3, 2, 5, 6, 8, 9, 16 |
| | France | G1, G2, G3, 6, 7, 8, 13, 18, 19, 22 |
| | Germany | G1, G3, 6, 8, 9, 11, 16 |
| | Mexico | G2, G3, 6, 7 15 |
| | Young Author's Program | |
| Organization and Delivery of Oral Communication | England | G3, 5, 6, 8, 9, 10, 19 |
| | France | G1, G2, 6, 8, 13, 22 |
| | Germany | G1, G3, 6, 8, 9, 11, 16 |
| | Mexico | G2, G3 |
| | Young Author's Program | |

English Language Arts and Reading, Grade 5 correlation's: Listening and Speaking
cont'd

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|--|------------------------|----------|
| Analysis and Evaluation of Oral and Media Communications | England | G3 |
| | France | |
| | Germany | |
| | Mexico | G3 |
| 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. | | |
| Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students: | England | G3, 5, 8 |
| | France | G2, G3 |
| | Germany | G3 |
| | Mexico | G2, G3 |
| | Young Author's Program | |

MATHEMATICS

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

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|--------------------------|----------------|------------------|
| Number Sense | England | 3, 12 |
| | France | 15, 17 |
| | Germany | 4, 5 |
| | Mexico | 2, 3 |
| Measurement and Geometry | England | 7, 17 |
| | France | 17 |
| | Germany | 10 |
| | Mexico | 3, 17 |
| Mathematical Reasoning | England | G3, 3, 7, 12, 17 |
| | France | G3, 15, 17 |
| | Germany | 4 |
| | Mexico | G3, 2, 3 |

VISUAL AND PERFORMING ARTS: MUSIC

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| <p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Music. Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> | England | G3 |
| | France | |
| | Germany | |
| | Mexico | G3 |
| <p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> | England | G3, 2, 6, 12, 21 |
| | France | 21 |
| | Germany | 20, 21, 22 |
| | Mexico | G3, 20, 21 |
| <p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers. Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> | England | 21 |
| | France | 21 |
| | Germany | 20, 21, 22 |
| | Mexico | 20,21 |

THEATER

| | | |
|--|----------------|----|
| <p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Music. Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> | England | G3 |
| | France | |
| | Germany | |
| | Mexico | G3 |
| <p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> | England | G3 |
| | France | |
| | Germany | 3 |
| | Mexico | G3 |
| <p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers. Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> | England | G3 |
| | France | |
| | Germany | |
| | Mexico | G3 |

VISUAL ARTS

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|--|----------------|-----------|
| <p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> | England | G3, 6, 12 |
| | France | 21, 22 |
| | Germany | 3, 9, 14 |
| | Mexico | G3, 7 |
| <p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> | England | G3 |
| | France | |
| | Germany | |
| | Mexico | G3 |