

Classroom Jeopardy!® Grade 5: Part One
Standards and Correlation Document

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Language Arts

Topic	Games/Categories	Source of Standard	Standard
Writing and Reading			
Writing process	Game 2 Writing Process	<p>McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 1, Level II (Grade 3-5)</p> <p>Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5</p> <p>Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Writing</p>	<p>Benchmark 1 Prewriting: Uses prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas; organizes information according to type and purpose of writing).</p> <p>Benchmark 2 Drafting and Revising: Uses strategies to draft and revise written work (e.g., elaborates on a central idea; writes with attention to audience, word choice, sentence variation; uses paragraphs to develop separate ideas; produces multiple drafts).</p> <p>Benchmark 3 Editing and Publishing: Uses strategies to edit and publish written work (e.g., edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; uses reference materials; considers page format [paragraphs, margins, indentations, titles]; selects presentation format according to purpose; incorporates photos, illustrations, charts, and graphs; uses available technology to compose and publish work).</p> <p>19 (A) Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8).</p> <p>19 (B) Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).</p> <p>19 (C) Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8).</p> <ul style="list-style-type: none"> • Uses a variety of strategies to prepare for writing (for example, brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, taking notes). • Establishes a purpose for writing (including but not limited to informing, entertaining, and explaining). • Revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.

		Indiana Academic Standards, English/Language Arts Grade 5	5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. 5.4.8 Review, evaluate, and revise writing for meaning and clarity. 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.
Literary vocabulary	Game 2 Add an “E” Game 4 Reading Vocabulary	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 1, Level II (Grade 3-5)	<p>Benchmark 8 Writes narrative accounts, such as poems and stories (e.g., establishes a context that enables the reader to imagine the event or experience; develops characters, setting, and plot; creates an organizing structure; sequences events; uses concrete sensory details; uses strategies such as dialogue, tension, and suspense; uses an identifiable voice). Vocabulary Terms: narrative, context, situation, plot, point of view, setting, conflict, sensory detail, character, dialogue, tension, suspense, organization, structure, story, poem, event, experience, sequence, voice</p> <p>Benchmark 9 Writes autobiographical compositions (e.g., provides a context within which the incident occurs, uses simple narrative strategies, and provides some insight into why this incident is memorable). Vocabulary Terms: autobiography, context, narrative strategy</p> <p>Benchmark 11 Writes in response to literature (e.g., summarizes main ideas and significant details; relates own ideas to supporting details; advances judgments; supports judgments with references to the text, other works, other authors, nonprint media, and personal knowledge). Vocabulary Terms: response, literature, reference, text, media, author, summarize, main idea, supporting detail, judgment, prior knowledge</p>
		McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 5, Level II (Grade 3-5)	<p>Benchmark 4 Makes, confirms, and revises simple predictions about what will be found in a text (e.g., uses prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, and foreshadowing clues). Vocabulary Terms: prediction, text, confirm, revise, prior knowledge, idea, illustration, title, I, topic sentence, key word, foreshadowing, clue</p>
		McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 6, Level II (Grade 3-5)	<p>Benchmark 7 Knows themes that recur across literary works. Vocabulary Terms: recurring theme, literary work</p>

	California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
	California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Writing	2.1 a. Establish a plot, point of view, setting, and conflict.
	Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	11 D) Connect, compare, and contrast ideas, themes, and issues across text (4-8). 12 (F) Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5); 12 (I) Recognize and analyze story plot, setting, and problem resolution (4-8). 15 (G) Use literary devices effectively such as suspense, dialogue, and figurative language (5-8).
	Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Literature	<ul style="list-style-type: none"> Identifies and uses literary terminology appropriate to fifth grade or higher level (including theme, simile, alliteration, metaphor). Makes inferences and draws conclusions regarding story elements of a fifth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).
	Indiana Academic Standards, English/Language Arts Grade 5	5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 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. 5.5.1 Write narratives (stories) that establish a plot, point of view, setting, and conflict.
	South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R1.8 Demonstrate the ability to paraphrase the main ideas of texts. 5-R2.1 Demonstrate the ability to analyze character traits and motives, setting, and plot in a literary work; continue identifying tone. 5-R2.4 Begin comparing and contrasting theme in a variety of texts.

Figurative language and literary techniques	Game 5 Figuratively Speaking	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 6, Level II (Grade 3-5)	Benchmark 8 Understands the ways in which language is used in literary texts (e.g., personification, alliteration, onomatopoeia, simile, metaphor, imagery, hyperbole, beat, rhythm). Vocabulary Terms: language, literature, personification, alliteration, onomatopoeia, simile, metaphor, imagery, hyperbole, beat, rhythm
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	1.5 Understand and explain the figurative and metaphorical use of words in context. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, and symbolism).
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	9 (B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Language	<ul style="list-style-type: none"> Extends awareness of similes, metaphors, symbols, analogies, alliteration, and idiomatic language learned in third and fourth grades.
		Indiana Academic Standards, English/Language Arts Grade 5	5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i> : <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>).
		Indiana Academic Standards, English/Language Arts Grade 5	5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. <ul style="list-style-type: none"> Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. Imagery: the use of language to create vivid pictures in the reader's mind. Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money.</i>
		South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R2.6 Demonstrate the ability to identify devices of figurative language such as similes, metaphors, hyperbole, and personification and sound devices such as alliteration and onomatopoeia.
Analogies	Game 2 Let's Compare	South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R3.6 Demonstrate the ability to make simple analogies; continue recognizing complex analogies.
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Language	<ul style="list-style-type: none"> Extends awareness of similes, metaphors, symbols, analogies, alliteration, and idiomatic language learned in third and fourth grades.

Writing forms and genres	Game 3 Fiction or Nonfiction? Game 4 Final Jeopardy!	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 6, Level II (Grade 3-5)	Benchmark 2 Knows the defining characteristics of a variety of literary forms and genres (e.g., fairy tales, folk tales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books). Vocabulary Terms: characteristic, genre, fairy tale, folktale, fiction, nonfiction, myth, poem, fable, fantasy, historical fiction, biography, autobiography, chapter book
		McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 7, Level II (Grade 3-5)	Benchmark 2 Knows the defining characteristics of a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines). Vocabulary Terms: characteristic, informational, textbook, biographical sketch, letter, diary, directions, procedure, magazine
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	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.
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	12 (D) Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8). 12 (G) Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Literature	<ul style="list-style-type: none"> Understands the distinguishing features of literary texts (for example, fiction, drama, poetry, folktales, myths, poems, historical fiction, and autobiographies). Understands the distinguishing features of nonfiction texts (for example, textbooks, letters, scientific studies, and magazines).
		Indiana Academic Standards, English/Language Arts Grade 5	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.
		South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R2.8 Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts. 5-R2.9 Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.
		Distinguish between fiction and nonfiction	Game 3 Fiction or Nonfiction?

Identify author's purpose	Game 3 Inform or Persuade?	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 5, Level II (Grade 3-5)	Benchmark 11 Understands the author's purpose (e.g., to persuade, to inform).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Reading	<ul style="list-style-type: none"> Describes author's purpose and describes how an author's perspective influences the text. Knows characteristics of persuasive text.
		South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R2.10 Demonstrate the ability to identify the author's purpose in a variety of texts.
		Indiana Academic Standards, English/Language Arts Grade 5	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. Example: Analyze an author's purpose for writing, whether it is to inform, to teach, to entertain, or to elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced.
Distinguish fact and opinion	Game 4 State Statements	California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	2.5 Distinguish facts, supported inferences, and opinions in text.
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	2 (C) Distinguish between the speaker's opinion and verifiable fact (4-8). 10 (J) Distinguish fact and opinion in various texts (4-8).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Reading	<ul style="list-style-type: none"> Extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, and opinion).
		Indiana Academic Standards, English/Language Arts Grade 5	5.2.5 Distinguish among facts, supported inferences, and opinions in text.
Vocabulary Development			
Prefixes, suffixes and root words	Game 4 Reading Vocabulary Game 4 Final Jeopardy! Game 5 Micro- or Tele-?	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 5, Level II (Grade 3-5)	Benchmark 5 Uses phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words (e.g., vowel patterns, complex word families, syllabication, root words, affixes). Vocabulary Terms: phonetic analysis, structural analysis, syntactic structure, semantic context, decode, vowel pattern, word family, syllabication, root word, affix Benchmark 10 Vocabulary Terms: spelling, dictionary, consonant substitution, vowel combination, high-frequency word, resource, contraction, compound, root, suffix, prefix, syllable

		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	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., <i>controversial</i>).
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	6 (B) Use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , and <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , and <i>-able</i> (4-6). 9 (D) Determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , and <i>un-</i> (4-8).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Reading	• Uses a variety of strategies to determine meaning and increase vocabulary (for example, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, and word relationships).
		Indiana Academic Standards, English/Language Arts Grade 5	5.1.4 Know less common roots (<i>graph</i> = <i>writing</i> , <i>logos</i> = <i>the study of</i>) and word parts (<i>auto</i> = <i>self</i> , <i>bio</i> = <i>life</i>) from Greek and Latin and use this knowledge to analyze the meaning of complex words (<i>autograph</i> , <i>autobiography</i> , <i>biography</i> , <i>biology</i>).
		South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R3.3 Demonstrate the ability to apply and use knowledge of roots and affixes to analyze the meaning of complex words.
Synonyms, antonyms, homophones and homographs	Game 1 Pet Homonyms Game 2 Double Duty Words Game 2 Add an “E” Game 4 Know Your Words	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 5, Level II (Grade 3-5)	Benchmark 8 Understands level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words). Vocabulary Terms: reading vocabulary, synonym, antonym, homophone, multi-meaning word
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Language Arts Fifth Grade Reading	• Uses a variety of strategies to determine meaning and increase vocabulary (for example, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, and word relationships).
		Indiana Academic Standards, English/Language Arts Grade 5	5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	9 (B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).
		South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R3.4 Demonstrate the ability to use the sentence structure (syntax) and context to determine the meanings of unfamiliar and multiple-meaning words.

Classify words by levels of specificity	Game 1 Final Jeopardy!	Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Reading	<ul style="list-style-type: none"> Identifies, classifies, and demonstrates knowledge of levels of specificity among fifth-grade or higher level words from a variety of categories.
Grammar, Spelling and Punctuation			
Identifying and using parts of speech	Game 3 Spell Well	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	Benchmark 7 Vocabulary Terms: adverb, comparison
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	<p>18 (C) Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).</p> <p>18 (D) Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).</p> <p>18 (E) Use prepositional phrases to elaborate written ideas (4-8).</p>
Verb tenses and subject-verb agreement	Game 1 School Days Past Game 1 Past to Present	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	<p>Benchmark 5</p> <p>Uses verbs in written compositions (e.g., uses a wide variety of action verbs, past and present verb tenses, simple tenses, forms of regular verbs, verbs that agree with the subject).</p> <p>Vocabulary Terms: verb, action verb, past tense, present tense, simple tense, regular verb, subject-verb agreement</p>
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	18 (C) Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Language	<ul style="list-style-type: none"> Uses elements of grammar in speech (including but not limited to present, past, future, and progressive verb tenses; subject-verb agreement; pronoun references; word order).
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Written and Oral English Language Conventions	1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.
		Indiana Academic Standards, English/Language Arts Grade 5	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>).
Comparatives and superlatives	Game 2 Let's Compare	Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	18 (D) Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).

Spelling	Game 3 Spell Well	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	Benchmark 10 Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; uses initial consonant substitution to spell related words; uses vowel combinations for correct spelling; uses contractions, compounds, roots, suffixes, prefixes, and syllable constructions to spell words).
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	17 (B) Write with accurate spelling of roots such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i> , and prefixes such as <i>re-</i> or <i>un-</i> (4-6).
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Written and Oral English Language Conventions	1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
Contractions	Game 1 The Long Way	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	Benchmark 10 Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; uses initial consonant substitution to spell related words; uses vowel combinations for correct spelling; uses contractions, compounds, roots, suffixes, prefixes, and syllable constructions to spell words).
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Written and Oral English Language Conventions	1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	18 (G) Write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> (4-8).
		Indiana Academic Standards, English/Language Arts Grade 5	5.6.7 Spell roots or bases of words, prefixes (understood/ <u>mis</u> understood, excused/ <u>un</u> excused), suffixes (final/ <u>final</u> ly, mean/ <u>mean</u> ness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Punctuation	Game 5 Punctuation Play	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	<p>Benchmark 12 Uses conventions of punctuation in written compositions (e.g., uses periods after imperative sentences and in initials, abbreviations, and titles before names; uses commas in dates and addresses and after greetings and closings in a letter; uses apostrophes in contractions and possessive nouns; uses quotation marks around titles and with direct quotations; uses a colon between hour and minutes). Vocabulary Terms: punctuation, period, imperative sentence, abbreviation, title, comma, apostrophe, contraction, possessive noun, quotation marks, direct quotation, colon, initial</p>
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Written and Oral English Language Conventions	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.
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	19 (G) Write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> (4-8).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Language Arts Fifth Grade Writing	<ul style="list-style-type: none"> • Uses conventions of punctuation (including but not limited to commas in a series, dates, and addresses; beginning and ending quotation marks; hyphens in compound words).
		Indiana Academic Standards, English/Language Arts Grade 5	5.6.5 Use a colon to separate hours and minutes (<i>12:20 a.m.</i> , <i>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

Math

Topic	Games/Categories	Source of Standard	Standard
Place Value			
Place value, billions to thousandths	Game 1 Spot the Digit	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 2, Level II (Grade 3-5)	<p>Benchmark 4 Understands the basic meaning of place value. Vocabulary Terms: place value, base ten, expanded notation</p>
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	1 (A) Use place value to read, write, compare, and order whole numbers through the billions place; and 1(B) Use place value to read, write, compare, and order decimals through the thousandths place.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> Reads, writes, and identifies whole numbers, fractions, mixed numbers, and decimals through thousandths. Expresses numbers to millions or more in expanded form using powers of ten, with or without exponential notation.
Identify, order and compare whole numbers and decimals	Game 3 Think Small	McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 2, Level II (Grade 3-5)	<p>Benchmark 6 Uses models (e.g., number lines, two-dimensional and three-dimensional regions) to identify, order, and compare numbers.</p>
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> Reads, writes, and identifies whole numbers, fractions, mixed numbers, and decimals through thousandths.
		Indiana Academic Standards, Mathematics Grade 5	<p>5.1.1 Convert between numbers in words and numbers in figures, for numbers up to millions and decimals to thousandths.</p> <p>5.1.3 Arrange in numerical order and compare whole numbers or decimals to two decimal places by using the symbols for less than (<), equals (=), and greater than (>).</p>
Round numbers to nearest hundredth through millions	Game 2 Round It Off Game 2 Decimal Roundup	California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Number Sense	1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	<p>Benchmark 3 Uses specific strategies (e.g., front-end estimation, rounding) to estimate computations and to check the reasonableness of computational results.</p>
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	4 (A) Round whole numbers and decimals through tenths to approximate reasonable results in problem situations.
		Indiana Academic Standards, Mathematics Grade 5	5.1.2 Round whole numbers and decimals to any place value.

Fractions, Decimals and Percentages			
Compare fractions, percents and decimals	Game 5 Fraction to Percent	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Number Sense	1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 2, Level II (Grade 3-5)	<p>Benchmark 2 Understands equivalent forms of basic percents, fractions, and decimals (e.g., $\frac{1}{2}$ is equivalent to 50% is equivalent to .5) and when one form of a number might be more useful than another.</p> <p>Benchmark 5 Understands the relative magnitude and relationships among whole numbers, fractions, decimals, and mixed numbers.</p>
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	2 (C) Use models to relate decimals to fractions that name tenths, hundredths, and thousandths.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> Reads, writes, and identifies whole numbers, fractions, mixed numbers, and decimals through thousandths. Reads, writes, and identifies common percents including 10%, 20%, 25%, 30%, 40%, 50%, 60%, 70%, 75% , 80%, 90%, and 100%. Compares and orders whole numbers, commonly used fractions, percents, and decimals to thousandths using concrete materials, number lines, drawings, numerals, and symbols ($>$, $<$, $=$). Knows that numbers in different forms are equivalent or nonequivalent, using whole numbers, decimals, fractions, mixed numbers, and percents.
		Indiana Academic Standards, Mathematics Grade 5	5.1.4 Interpret percents as a part of a hundred. Find decimal and percent equivalents for common fractions and explain why they represent the same value.

Operations			
Math operations vocabulary	Game 4 Get “Re”-al	McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 2, Level II (Grade 3-5)	<p>Benchmark 1 Understands basic number theory concepts (e.g., prime and composite numbers, factors, multiples, odd and even numbers, divisibility). Vocabulary Terms: number theory, prime number, composite number, factor, multiple, odd, even, divisibility, greatest common factor, least common multiple, prime factorization</p> <p>Benchmark 3 Understands the basic difference between odd and even numbers.</p>
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	<p>Benchmark Knows the language of basic operations (e.g., "factors," "products," "multiplication"). Vocabulary Terms terminology, operation, factor, addition, subtraction, multiplication, division, sum, difference, product, addend, multiplier, dividend, divisor, quotient, remainder</p>
Multiply and divide whole numbers	Game 2 Final Jeopardy! Game 3 Final Jeopardy!	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> • develop fluency in adding, subtracting, multiplying, and dividing whole numbers. • develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Number Sense	2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	Benchmark 1 Adds, subtracts, multiplies, and divides whole numbers and decimals.
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	3 (B) Use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology). 3 (C) Use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology).
		Indiana Academic Standards, Mathematics Grade 5	5.2.1 Solve problems involving multiplication and division of any whole numbers. Example: $2,867 \leftrightarrow 34 = ?$ Explain your method.

Identify factors and prime numbers	Game 4 Find the Factor Game 4 Pick the Prime	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> Describe classes of numbers according to characteristics such as the nature of their factors.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Number Sense	1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	3 (D) Identify prime factors of a whole number and common factors of a set of whole numbers. 5 (C) Identify prime and composite numbers using concrete models and patterns in factor pairs.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> Finds factors of numbers to 100 to determine if they are prime or composite. Expresses a whole number as a product of its prime factors.
		Indiana Academic Standards, Mathematics Grade 5	5.1.6 Describe and identify prime and composite numbers.
Greatest common factor and least common multiple	Game 5 Great and Small	Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> Determines the greatest common factor or the least common multiple of two numbers up to 100 or more.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 2, Level II (Grade 3-5)	<p>Benchmark 1 Understands basic number theory concepts (e.g., prime and composite numbers, factors, multiples, odd and even numbers, divisibility). Vocabulary Terms: number theory, prime number, composite number, factor, multiple, odd, even, divisibility, greatest common factor, least common multiple, prime factorization</p>
Add and subtract decimals	Game 3 Decimal Plus and Minus	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Number Sense	2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	Benchmark 1 Adds, subtracts, multiplies, and divides whole numbers and decimals.
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	3 (A) Use addition and subtraction to solve problems involving whole numbers and decimals.
		Indiana Academic Standards, Mathematics Grade 5	5.2.7 Use mental arithmetic to add or subtract simple decimals.

Algebraic Thinking			
Patterns	Game 4 Pattern Play	NCTM Principles and Standards for School Mathematics, Algebra Standards for Grades 3-5	<ul style="list-style-type: none"> Describe, extend, and make generalizations about geometric and numeric patterns.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 1, Level II (Grade 3-5)	Benchmark 1 Uses a variety of strategies to understand problem situations (e.g., discussing with peers, stating problems in own words, modeling problem with diagrams or physical objects, identifying a pattern).
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 8, Level II (Grade 3-5)	Benchmark 1 Recognizes a wide variety of patterns (e.g., basic linear patterns such as [2, 4, 6, 8 . . .] ; simple repeating and growing patterns) and the rules that explain them.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Mathematical Reasoning	1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	(6) Patterns, relationships, and algebraic thinking: the student describes relationships mathematically.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Algebraic Thinking	<ul style="list-style-type: none"> Analyzes and generalizes number patterns and states the rule for relationships (for example, 1, 4, 9, 16, . . .; the rule: +3, +5, +7, . . .; or “squares of the whole numbers”).
Geometry			
Two- and three-dimensional shapes	Game 3 2-Dimensional or 3-Dimensional? Game 3 Shapes All Around	NCTM Principles and Standards for School Mathematics, Geometry Standards for Grades 3-5	<ul style="list-style-type: none"> Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes. Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 5, Level II (Grade 3-5)	Benchmark 1 Knows basic geometric language for describing and naming shapes (e.g., trapezoid, parallelogram, cube, sphere). Benchmark 2 Understands basic properties of figures (e.g., two- or three-dimensionality, symmetry, number of faces, type of angle).
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Measurement and Geometry	1.4 Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	7 (B) Use critical attributes to define geometric shapes or solids.

		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Geometry and Spatial Sense	<ul style="list-style-type: none"> • Uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, obtuse and acute angles, radius, equilateral, scalene, and isosceles triangles.). • Draws and classifies two-dimensional figures having ten or more sides and three-dimensional figures (cubes, rectangular prisms, pyramids).
		Indiana Academic Standards, Mathematics Grade 5	<p>5.4.4 Identify, describe, draw, and classify polygons*, such as pentagons and hexagons. Example: In a collection of polygons, pick out those with the same number of sides.</p> <p>5.4.2 Identify, describe, draw, and classify triangles as equilateral*, isosceles*, scalene*, right*, acute*, obtuse*, and equiangular*.</p>
		Indiana Academic Standards, Science Grade 5	5.5.3 Classify objects in terms of simple figures and solids.
Identify, convert and compare measurement units	Game 2 The Big One Game 2 Add an "E" Game 2 Final Jeopardy!	NCTM Principles and Standards for School Mathematics, Measurement Standards for Grades 3-5	<ul style="list-style-type: none"> • Understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems. • Carry out simple unit conversions, such as from centimeters to meters, within a system of measurement.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 4, Level II (Grade 3-5)	Benchmark 3 Knows approximate size of basic standard units (e.g., centimeters, feet, grams) and relationships between them (e.g., between inches and feet).
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	11 (B) Describe numerical relationships between units of measure within the same measurement system such as an inch is one-twelfth of a foot.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Measurement	<ul style="list-style-type: none"> • Uses customary and metric units to compare length, weight or mass, and capacity or volume. • Uses multiplication and division to convert units of measure within the customary or metric system.
		Indiana Academic Standards, Mathematics Grade 5	5.5.5 Understand and use the smaller and larger units for measuring weight (ounce, gram, and ton) and their relationship to pounds and kilograms.

Identify appropriate measurement tool	Game 5 What Does It Measure?	NCTM Principles and Standards for School Mathematics, Measurement Standards for Grades 3-5	<ul style="list-style-type: none"> Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 4, Level II (Grade 3-5)	Benchmark 2 Selects and uses appropriate tools for given measurement situations (e.g., rulers for length, measuring cups for capacity, protractors for angle).
		McRel Content Knowledge Standards and Benchmarks, Science, Standard 12, Level II (Grade 3-5)	Benchmark 4 Uses appropriate tools and simple equipment (e.g., thermometers, magnifiers, microscopes, calculators, graduated cylinders) to gather scientific data and extend the senses.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Measurement	<ul style="list-style-type: none"> Selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometer, measuring cups, gauges, protractors).
		Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, Force and Motion	<ul style="list-style-type: none"> Uses scientific tools (for example, stopwatch, meter stick, compass) to measure speed, distance, and direction of an object.
		Indiana Academic Standards, Mathematics Grade 5	5.4.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, triangles, and circles by using appropriate tools (e.g., ruler, compass, protractor, appropriate technology, media tools).
		California State Board of Education K-12 Content Standards, Grade 5 Science	6 f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
Temperature in metric and customary systems	Game 1 Name That Number	Indiana Academic Standards, Mathematics Grade 5	5.5.6 Compare temperatures in Celsius and Fahrenheit, knowing that the freezing point of water is 0°C and 32°F and that the boiling point is 100°C and 212°F.
Units of time and elapsed time	Game 1 Equal Time Game 1 How Long? Game 1 Name That Number	Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Measurement	<ul style="list-style-type: none"> Knows varied units of time that include centuries and seconds and uses schedules, calendars, and elapsed time to solve real-world problems.
		McRel Content Knowledge Standards and Benchmarks, Historical Understanding, Standard 1, Level II (Grade 3-5)	Benchmark 1 Understands calendar time in years, decades, and centuries.

Lines	Game 5 The “In” Crowd	California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Measurement and Geometry	2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 5, Level II (Grade 3-5)	Benchmark 6 Understands characteristics of lines (e.g., parallel, perpendicular, intersecting) and angles (e.g., right, acute).
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	7 (A) Identify critical attributes including parallel, perpendicular, and congruent parts of geometric shapes and solids.
		Indiana Academic Standards, Science Grade 5	5.5.4 Compare shapes in terms of concepts, such as parallel and perpendicular, congruence*, and symmetry.
Angles	Game 1 Name That Number	McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 5, Level II (Grade 3-5)	Benchmark 6 Understands characteristics of lines (e.g., parallel, perpendicular, intersecting) and angles (e.g., right, acute).
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Measurement	• Classifies angle measures as acute, obtuse, right, or straight.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Geometry and Spatial Sense	• Uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, obtuse and acute angles, radius, equilateral, scalene, and isosceles triangles.).
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Measurement and Geometry	2.2 Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.
Real-World Problems			
Express real-world problems in mathematical form	Game 2 Final Jeopardy! Game 5 What’s Your Problem?	Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	14 (A) Identify the mathematics in everyday situations. 15 (B) Relate informal language to mathematical language and symbols.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 1, Level II (Grade 3-5)	Benchmark 2 Represents problems situations in a variety of forms (e.g., translates from a diagram to a number or symbolic expression).
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 8, Level II (Grade 3-5)	Benchmark 2 Understands that mathematical ideas and concepts can be represented concretely, graphically, and symbolically.

		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Mathematical Reasoning	2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> • Translates problem situations into diagrams, models, and numerals using whole numbers, fractions, mixed numbers, decimals, and percents. • Uses problem-solving strategies to determine the operation(s) needed to solve one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction, and multiplication of decimals and fractions. • Solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction, and multiplication of decimals, fractions, and mixed numbers using an appropriate method (for example, mental math, pencil and paper, calculator).
		Indiana Academic Standards, Mathematics Grade 5	5.7.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation.
Distinguish relevant and irrelevant information in solving real-world math problems	Game 5 What's Your Problem?	California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Mathematical Reasoning	1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 1, Level II (Grade 3-5)	Benchmark 5 Knows the difference between pertinent and irrelevant information when solving problems.
		Indiana Academic Standards, Mathematics Grade 5	5.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

Science

Topic	Games/Categories	Source of Standard	Standard
Physical Science			
Light	Game 4 Get “Re”-al	McRel Content Knowledge Standards and Benchmarks, Science, Standard 9, Level II (Grade 3-5)	Benchmark 4 Knows that light can be reflected, refracted, or absorbed.
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	8 (B) Identify and demonstrate everyday examples of how light is reflected, such as from tinted windows, and refracted, such as in cameras, telescopes, and eyeglasses.
Earth and Space			
Layers of Earth	Game 4 Final Jeopardy!	McRel Content Knowledge Standards and Benchmarks, Geography, Standard 7, Level II (Grade 3-5)	Benchmark 1 Knows the physical components of Earth's atmosphere (e.g., weather and climate), lithosphere (e.g., land forms such as mountains, hills, plateaus, plains), hydrosphere (e.g., oceans, lakes, rivers), and biosphere (e.g., vegetation and biomes)
Resources	Game 3 “Renew” Review	Texas Essential Knowledge and Skills, 112.7 Science Grade 5	11(C) Identify past events that led to the formation of the Earth's renewable, non-renewable, and inexhaustible resources. 12 (B) Describe processes responsible for the formation of coal, oil, gas, and minerals.
		Florida Dept. of Education Sunshine State Standards, Science Fifth Grade, The Nature of Matter	• Knows that the limited supply of usable energy sources (for example, fuels such as coal or oil) places great significance on the development of renewable energy sources.
		McRel Content Knowledge Standards and Benchmarks, Economics, Standard 16, Level II (Grade 3-5)	Benchmark 1 Knows the characteristics, location, and use of renewable resources (e.g., timber), flow resources (e.g., running water or wind), and nonrenewable resources (e.g., fossil fuels, minerals).
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 18, Level II (Grade 3-5)	Benchmark 2 Knows the ways in which resources can be managed and why it is important to do so (e.g., soil conservation practices, recycling nonrenewable resources).

Conservation	Game 1 Animals in Trouble Game 4 Get “Re”-al	Texas Essential Knowledge and Skills, 112.7 Science Grade 5	1 (B) Make wise choices in the use and conservation of resources and the disposal or recycling of materials.
		Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, Processes that Shape the Earth	<ul style="list-style-type: none"> Extends and refines knowledge of ways people can reuse, recycle, and reduce the use of resources to improve and protect the quality of life.
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 14, Level II (Grade 3-5)	Benchmark 2 Knows the ways in which the physical environment is stressed by human activities (e.g., changes in climate, air pollution, water pollution, expanding human settlement).
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 14, Level II (Grade 3-5)	Benchmark 5 Knows advantages and disadvantages of recycling and reusing different types of materials.
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 18, Level II (Grade 3-5)	Benchmark 2 Knows the ways in which resources can be managed and why it is important to do so (e.g., soil conservation practices, recycling nonrenewable resources).
Solar system	Game 2 Add an “E” Game 4 Sun, Earth or Moon?	McRel Content Knowledge Standards and Benchmarks, Science, Standard 3, Level II (Grade 3-5)	Benchmark 2 Knows that the Earth is one of several planets that orbit the Sun and that the Moon orbits the Earth.
		California State Board of Education K-12 Content Standards, Grade 5 Science	5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept: <ul style="list-style-type: none"> <i>Students know</i> the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. <i>Students know</i> the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets. <i>Students know</i> the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	12 (C) Identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon.
		Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, Earth and Space	<ul style="list-style-type: none"> Knows that the planets differ in size, characteristics, and composition and that they orbit the Sun in our Solar System.

Gravity	Game 5 Final Jeopardy!	McRel Content Knowledge Standards and Benchmarks, Science, Standard 10, Level II (Grade 3-5)	Benchmark 2 Knows that the Earth's gravity pulls any object toward it without touching it.
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	12 (D) Identify gravity as the force that keeps planets in orbit around the Sun and the moon in orbit around the Earth.
		Indiana Academic Standards, Science Grade 5	5.3.6 Demonstrate that things on or near Earth are pulled toward it by Earth's gravity*.
Telescopes and microscopes	Game 5 Micro- or Tele-?	Indiana Academic Standards, Science Grade 5	5.1.4 Give examples of technology, such as telescopes, microscopes, and cameras, that enable scientists and others to observe things that are too small or too far away to be seen without them and to study the motion of objects that are moving very rapidly or are hardly moving 5.3.1 Explain that telescopes are used to magnify distant objects in the sky, including the moon and the planets.
Living Things			
Life cycles	Game 3 Animal Analogies Game 4 Get "Re"-al	McRel Content Knowledge Standards and Benchmarks, Science, Standard 5, Level II (Grade 3-5)	Benchmark 1 Knows that plants and animals progress through life cycles of birth, growth and development, reproduction, and death; the details of these life cycles are different for different organisms.
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	6 (C) Describe and compare life cycles of plants and animals.
Animal and plant adaptations	Game 3 Animal Analogies	McRel Content Knowledge Standards and Benchmarks, Science, Standard 5, Level II (Grade 3-5)	Benchmark 2 Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival, and reproduction (e.g., various body structures for walking, flying, or swimming).
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	(9) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to: (B) analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem.
		Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, How Living Things Interact with Their Environment	• Knows that adaptations to their environment may increase the survival of a species.
		Indiana Academic Standards, Science Grade 5	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.

Identify plants and animals that live together in ecosystems	Game 1 The Outsider	McRel Content Knowledge Standards and Benchmarks, Geography, Standard 8, Level II (Grade 3-5)	<p>Benchmark 3 Knows plants and animals associated with various vegetation and climatic regions on Earth (e.g., the plant and animal life supported in a midlatitude forest in North America, the kinds of plants and animals found in a tropical rain forest in Africa, animals and trees that thrive in cities).</p>
Food chains and food webs	Game 4 Food Chains	McRel Content Knowledge Standards and Benchmarks, Science, Standard 6, Level II (Grade 3-5)	<p>Benchmark 1 Knows the organization of simple food chains and food webs (e.g., green plants make their own food with sunlight, water, and air; some animals eat the plants; some animals eat the animals that eat the plants). Vocabulary Terms food chain, food web, photosynthetic plants, producer, animal, consumer, herbivore, omnivore</p>
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 8, Level II (Grade 3-5)	<p>Benchmark 1 Knows the components of ecosystems at a variety of scales (e.g., fungi, insects, plants, and animals in a food chain or food web; fish and marine vegetation in coastal zones; grasses, birds, and insects in grassland areas). Vocabulary Terms component, ecosystem, scale, fungi, insect, plant, and animal, food chain, food web, fish, marine vegetation, coastal zone, grass, bird, grassland</p>
Endangered, threatened and extinct animals	Game 1 Animals in Trouble	McRel Content Knowledge Standards and Benchmarks, Science, Standard 6, Level II (Grade 3-5)	<p>Benchmark 4 Knows that changes in the environment can have different effects on different organisms (e.g., some organisms move in, others move out; some organisms survive and reproduce, others die).</p>
		Florida Dept. of Education Sunshine State Standards, Science Fifth Grade, How Living Things Interact with their Environment	<ul style="list-style-type: none"> • Understands how changes in the environment affect organisms (for example, some organisms move in, others move out; some organisms survive and reproduce, others die).
		Indiana Academic Standards, Science Grade 5	5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.
Classification of living things	Game 1 Final Jeopardy! Game 5 The “In” Crowd	McRel Content Knowledge Standards and Benchmarks, Science, Standard 7, Level II (Grade 3-5)	<p>Benchmark 2 Knows different ways in which living things can be grouped (e.g., plants/animals, bones/no bones, insects/spiders, live on land/live in water) and purposes of different groupings.</p>
		California State Board of Education K-12 Content Standards, Grade 5 Science	6 a. Classify objects (e.g., rocks, plants, and leaves) in accordance with appropriate criteria.

Health			
Systems of the body	Game 5 Systems of the Body	California State Board of Education K-12 Content Standards, Grade 5 Science	2 b. <i>Students know</i> how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO ₂) and oxygen (O ₂) are exchanged in the lungs and tissues. 2 c. <i>Students know</i> the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system. 2 d. <i>Students know</i> the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
		Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, Processes of Life	<ul style="list-style-type: none"> Understands how body systems interact (for example, how bones and muscles work together for movement).
		Indiana Academic Standards, Science Grade 5	5.4.9 Explain that like other animals, human beings have body systems.
		McRel Content Knowledge Standards and Benchmarks, Health, Standard 7, Level II (Grade 3-5)	Benchmark 6 Knows the basic structure and functions of the human body systems (e.g., how they are interrelated; how they function to fight disease).
		Texas Essential Knowledge and Skills, 115.7 Health Grade 5	2 (A) Describe the structure, functions, and interdependence of major body systems.
Heredity	Game 2 It's Hereditary	McRel Content Knowledge Standards and Benchmarks, Science, Standard 4, Level II (Grade 3-5)	Benchmark 1 Knows that many characteristics of an organism are inherited from its parents (e.g., eye color in human beings, fruit or flower color in plants), and other characteristics result from an individual's interactions with the environment (e.g., people's table manners, ability to ride a bicycle).
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	10 (A) Identify traits that are inherited from parent to offspring in plants and animals; and (B) give examples of learned characteristics that result from the influence of the environment.
		Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, Processes of Life	<ul style="list-style-type: none"> Knows that many characteristics of an organism are inherited from the genetic ancestors of the organism (for example, eye color, flower color). Knows that some characteristics result from the organism's interactions with the environment (for example, flamingos eat a certain crustacean that causes their feathers to be pink).
Distinguish between myths and facts related to health	Game 5 Health Department	Texas Essential Knowledge and Skills, 115.7 Health Grade 5	4 (C) Distinguish between myth and fact related to disease and disease prevention.

Social Studies

Topic	Games/Categories	Source of Standard	Standard
Civics and Government			
Declaration of Independence	Game 1 Presidential Places	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	5.5.3. 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.
		Indiana Academic Standards Social Studies Grade 5	5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of <i>Common Sense</i> , and major battles of the Revolutionary War. 5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States of America, such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.
American symbols, speeches and songs	Game 2 American Symbols Game 3 Family Men	McRel Content Knowledge Standards and Benchmarks, Civics, Standard 9, Level II (Grade 3-5)	Benchmark 3 Knows how fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches. Benchmark 4 Knows how various symbols are used to depict Americans' shared values, principles, and beliefs and explain their meaning (e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, great seal, national anthem, oaths of office, mottoes such as E Pluribus Unum).
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	18 (A) Explain selected patriotic symbols and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant. 18 (B) Sing or recite <i>The Star-Spangled Banner</i> and explain its history. 18 (C) Recite and explain the meaning of the Pledge of Allegiance.

American holidays	Game 1 National Holidays	McRel Content Knowledge Standards and Benchmarks, Civics, Standard 9, Level II (Grade 3-5)	Benchmark 5 Knows how various American holidays reflect the shared values, principles, and beliefs of Americans (e.g., Fourth of July; Labor Day; Memorial Day; Presidents' Day; Columbus Day; Thanksgiving; Veterans Day; Martin Luther King, Jr.'s Birthday).
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	18 (D) Describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.
Elected representatives	Game 4 Get “Re”-al	McRel Content Knowledge Standards and Benchmarks, Civics, Standard 17, Level II (Grade 3-5)	Benchmark 6 Knows the names of his/her legislators at the state and national levels (e.g., representatives and senators in his/her state legislature and in Congress) and the names of his/her representatives in the executive branches of government at the national, state, and local levels (e.g., mayor, governor, president).
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	20 (A) Identify leaders in the national governments, including the president and selected members of Congress, and their political parties.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Government and the Citizen	• Knows the names of his or her representatives at the national level (for example, president, members of Congress).
History and Cultures			
Native Americans	Game 5 First Americans	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	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. 5.3.6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah).
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	4 (G) Identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.

		Indiana Academic Standards Social Studies Grade 5	<p>5.1.1 Give examples of early cultures and settlements that existed in North America prior to contact with Europeans. Example: Mississippian culture at Cahokia, (600-1400 C.E.).</p> <p>5.1.3 Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and Sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. Example: Compare their styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.</p> <p>5.5.1 Describe basic needs that individuals have in order to survive, such as the need for food, water, shelter, and safety, and give examples of how people in early America adapted* to meet basic needs.</p>
Colonial America	Game 1 Name That Number Game 5 The “In” Crowd	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	<p>5.4.1. 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.</p> <p>5.4.2. 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).</p>
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	15 (B) Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	<ul style="list-style-type: none"> Knows significant events in the colonization of North America, including but not limited to the Jamestown and Plymouth settlements, and the formation of the thirteen original colonies.

		Indiana Academic Standards Social Studies Grade 5	<p>5.1.7 Identify and discuss instances of both cooperation and conflict between Indians and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land.</p> <p>Example: King Philip's War (1675 to 1676) in New England was extremely costly to both sides; the French and Indian War was a conflict between the British and French/American Indians to control territory in Northern America.</p> <p>5.1.8 Locate the thirteen British colonies that became the United States and describe their political, social, and economic organization and structure.</p> <p>5.2.2 Identify and explain ideas about limited government*, the rule of law, and individual rights in key colonial-era documents.</p> <p>Example: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639), Massachusetts Body of Liberties (1641), and Pennsylvania Charter of Privileges (1701).</p>
Historical figures of the American colonial and revolutionary eras	Game 1 Presidential Places	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	5.5.4. 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).
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	<p>2 (A) Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington.</p> <p>3 (A) Identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution.</p>
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	<ul style="list-style-type: none"> Knows the history of events and the historic figures responsible for historical documents important to the founding of the United States (for example, the Declaration of Independence, the United States Constitution, and the Bill of Rights).

		Indiana Academic Standards Social Studies Grade 5	<p>5.1.9 Evaluate the contributions of political and religious leaders in colonial America. Example: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn.</p> <p>5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of <i>Common Sense</i>, and major battles of the Revolutionary War. Example: King George III, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, George Washington, and General Charles Cornwallis.</p> <p>5.1.16 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original thirteen states. Identify people who were involved in its development. Example: George Washington, James Madison, George Mason, Alexander Hamilton.</p>
Historical figures of the 20 th century	Game 1 National Holidays	Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	5 (B) Identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.
Geography			
Elements of maps	Game 5 The Four Directions	McRel Content Knowledge Standards and Benchmarks, Geography, Standard 1, Level II (Grade 3-5)	<p>Benchmark 1 Knows the basic elements of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, grid, principal parallels, meridians, projection).</p> <p>Benchmark 3 Uses map grids (e.g., latitude and longitude or alphanumeric system) to plot absolute location.</p>
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	6 (A) Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Government and the Citizen	• Extends and refines use of maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns (for example, in the United States).
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 3, Level II (Grade 3-5)	Benchmark 2 Understands the spatial organization of places through such concepts as location, distance, direction, scale, movement, and region.

		Indiana Academic Standards Social Studies Grade 5	5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian. 5.3.9 Interpret historical maps and create maps of the United States in different historical periods using map elements, such as title, legend, directional indicator, scale, and projection.
Regions	Game 4 Wrong Region	McRel Content Knowledge Standards and Benchmarks, Geography, Standard 5, Level II (Grade 3-5)	Benchmark 1 Knows the characteristics of a variety of regions (land form, climate, vegetation, shopping, housing, manufacturing, religion, language).
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 3, Level II (Grade 3-5)	Benchmark 2 Understands the spatial organization of places through such concepts as location, distance, direction, scale, movement, and region.
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	7 (B) Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics. 7 (C) Locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Government and the Citizen	• Knows how regions in the United States are constructed according to physical criteria and human criteria.
		Indiana Academic Standards Social Studies Grade 5	5.3.2 Name and locate states, major cities, major regions, major rivers and mountain ranges in the United States. 5.3.5 Map and describe the characteristics of climate regions of the United States.
Geography of U.S. states	Game 1 Presidential Places Game 2 City or State? Game 2 Capital “A” Game 3 Capital “S” Game 3 River, State, or Both? Game 4 Wrong Region Game 5 The “In” Crowd	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	5.9 Students know the location of the current 50 states and the names of their capitals.
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	7 (C) Locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.
		Indiana Academic Standards Social Studies Grade 5	5.3.2 Name and locate states, major cities, major regions, major rivers and mountain ranges in the United States.
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 2, Level II (Grade 3-5)	Benchmark 2 Knows the location of major cities in North America.

Hazards in regions	Game 2 State of Emergency	McRel Content Knowledge Standards and Benchmarks, Geography, Standard 15, Level II (Grade 3-5)	Benchmark 4 Knows natural hazards that occur in the physical environment (e.g., floods, wind storms, tornadoes, earthquakes).
Economics			
Factors that affect prices	Game 4 Price Wars	McRel Content Knowledge Standards and Benchmarks, Economics, Standard 4, Level II (Grade 3-5)	Benchmark 1 Knows that competitive markets are those with many buyers and sellers, where no one person or firm controls prices or the number of products for sale. Vocabulary Terms competitive market, buyer, seller, price, product, competition Benchmark 6 Understands how active competition among sellers results in lower prices and costs, higher product quality, and better customer service.
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	(13) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system.
		Indiana Academic Standards Social Studies Grade 5	5.4.6 Predict the effect of changes in supply* and demand* on price.