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Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	3.2.3 Show understanding by identifying answers in the text. 3.2.5 Locate and distinguish information from the text, including problems and solutions, main idea, and supporting details. 4.7.3 Quote or paraphrase information sources, citing them appropriately.	Partial: Neither of the three GDOE standards state explicitly the need to “quote” accurately. Additionally, alignments require standards from out of grade level.	-Determine explicit supporting details -Draw conclusions from supporting details	N/A
5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	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.	Partial: GDOE standard mainly focuses on the identification of theme alone, whereas the CCSS also focuses on challenges, speaker reflection, and summarizing the text.	-Extract implicit main idea or theme -Interpret a character's traits, motivation, or behavior	N/A
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	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 (loyalty, selfishness, conscientiousness).	Partial: GDOE standard focuses on the character and contrasts to the plot or theme whereas the CCSS requires students to compare and contrast setting and events also.	-Interpret a character's traits, motivation, or behavior -Categorize, classify, compare, or contrast details	N/A
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including	5.1.4 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i> : <i>The</i>	Aligned	-Interpret figurative language	#13–16 Identify the meanings of

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	figurative language such as metaphors and similes.	<i>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>).		-Determine unknown words from context	metaphors and similes
5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction as literary forms chosen by an author for a specific purpose.	Partial: CCSS identifies the actual attributes of a story, drama, and poetry whereas the GDOE standard addresses only “characteristics” of such text and requires the student to identify why the author chose that specific purpose.	-Analyze text structure -Identify characteristics of genre	#33–36 Identify type of texts based on textual characteristics
5.RL.6	Describe how a narrator’s or speaker’s point of view influences how events are described.	4.3.5 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story. 5.3.6 Evaluate the author’s use of various techniques to influence readers’ perspectives.	Partial: The CCSS asks students to identify how author's point of view influences how events are described whereas GDOE wants students to know if the author is involved in the story at all and if that influences the reader's perspective. Additionally, any reference to point of view comes in grade 4.	-Analyze author's purpose, assumptions, or viewpoint	5.3.6: #45–48 Identify which form of writing should be used in particular situations
5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel,	N/A	GDOE does not list meaning, tone, or beauty of text or how multimedia impacts meaning.	N/A	N/A

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	multimedia presentation of fiction, folktale, myth, poem).				
5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	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 (loyalty, selfishness, conscientiousness).	Aligned	-Categorize, classify, compare, or contrast details	N/A
5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	4.1.1 Read aloud grade level appropriate fiction and nonfiction texts with fluency and accuracy and with appropriate pacing, intonation, and expression.	Partial: GDOE standard only addresses fluency, does not address comprehension as in the CCSS, and those expectations do not move into grade 5.	-Set a purpose for reading -Select an appropriate reading strategy in a given situation	N/A
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	Aligned. Note: requires stressing the “quoting accurately” element of the CCSS.	-Determine explicit supporting details -Draw conclusions from supporting details	#29–30 Identify or infer key events or lessons in the story and decide if they are fact or not
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details;	5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.	Aligned. Note: requires incorporating summarization as indicated in CCSS.	-Extract implicit main idea or theme -Draw	#25–28 Identify the main idea in a text

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	summarize the text.			conclusions from supporting details	
5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	N/A	GDOE does not address these skills of relationships between ideas in informational or technical texts.	-Evaluate sufficiency of information -Categorize, classify, compare, or contrast details	N/A
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	5.1.1 Use word origins to determine the meaning of unknown words.	Aligned	-Recognize correctly spelled words	N/A
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	4.2.5 Compare and contrast information on the same topic after reading several texts. 5.2.2 Analyze text that is organized in sequential or chronological order.	Partial: CCSS addresses comparing and contrasting overall structure whereas GDOE requires students to compare and contrast the topic, which is a lower level skill addressed in grade 4.	-Analyze text structure -Form hypothesis from ideas in text	5.2.2: #21–24 Chronology and cause/effect of events
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they	N/A	GDOE does not address multiple accounts with attention to differing points of view.	-Categorize, classify, compare, or contrast details -Evaluate	N/A

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	represent.			sufficiency of information	
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	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.	Partial: GDOE is not explicit regarding the type of sources used.	N/A	#17–20 Using charts to determine information
5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.	Aligned	-Analyze author's purpose, assumptions, or viewpoint -Evaluate sufficiency of information	#25–28 Identify the main idea in a text
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5.6.6 Deliver oral responses to literature that: <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. 	Partial: GDOE addresses only oral responses.	-Categorize, classify, compare, or contrast details	N/A
5.RI.10	By the end of the year, read and comprehend informational texts,	3.1.2 Read aloud grade level appropriate literary and informational texts fluently and	Partial: GDOE does not specify content or technical texts in these standards, nor are the	-Select an appropriate reading strategy	N/A

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	including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	accurately and with appropriate timing, change in voice, and expression. 4.1.1 Read aloud grade level appropriate fiction and nonfiction texts with fluency and accuracy and with appropriate pacing, intonation, and expression.	skills addressed in grade 5.	in a given situation -Set purpose for reading	
5.RF.3a	Know and apply grade-level phonics and word analysis skills in decoding words: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.1.1 Use word origins to determine the meaning of unknown words. 5.1.3 Know less common roots (<i>graph = writing, logos = the study of</i>) and word parts (<i>auto = self, bio = life</i>) from Greek and Latin and use this knowledge to analyze the meaning of complex words (<i>autograph, autobiography, biography, biology</i>).	Partial: It requires the combination of multiple GDOE standards to make the CCSS standard complete.	-Recognize correctly spelled words -Determine unknown words from context	5.1.3: #1–4 Using roots to identify meaning of words 5.1.3: #9–13 Identify the definitions of words using their root, suffix, or prefix
5.RF.4a	Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding.	3.1.2 Read aloud grade level appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression. 4.1.1 Read aloud grade level appropriate fiction and nonfiction texts with fluency and accuracy and	Partial: GDOE does not address comprehension of text, nor does it address the skills in grade 5.	-Select an appropriate reading strategy in a given situation -Set purpose for reading	N/A

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		with appropriate pacing, intonation, and expression.			
5.RF.4b	Read with sufficient accuracy and fluency to support comprehension: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	3.1.2 Read aloud grade level appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression. 4.1.1 Read aloud grade level appropriate fiction and nonfiction texts with fluency and accuracy and with appropriate pacing, intonation, and expression.	Partial: GDOE does not address comprehension of text, nor does it address the skills in grade 5.	N/A	N/A
5.RF.4c	Read with sufficient accuracy and fluency to support comprehension: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	6.1.2 Recognize unknown words using a variety of identification strategies. 5.1.1 Use word origins to determine the meaning of unknown words.	Partial: Alignments require grades 5 and 6 skills.	-Context clues	N/A
5.W.1a	Write opinion pieces on topics or texts, supporting a point of view with reason and information: Introduce a topic or text clearly, state an opinion, and create an organizational structure in	5.4.3 Write persuasive letters or compositions that: <ul style="list-style-type: none"> State a clear position in support of a proposal. Support a position with relevant evidence and effective emotional appeals. 	Aligned	-Determine appropriate topic sentence -Determine extraneous information	N/A

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	which ideas are logically grouped to support the writer’s purpose.	<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. 			
5.W.1b	Write opinion pieces on topics or texts, supporting a point of view with reason and information: Provide logically ordered reasons that are supported by facts and details.	5.4.3 Write persuasive letters or compositions that: <ul style="list-style-type: none"> 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. 	Aligned	-Determine appropriate topic sentence -Determine extraneous information	N/A
5.W.1c	Write opinion pieces on topics or texts, supporting a point of view with reason and information: Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	5.4.3 Write persuasive letters or compositions that: <ul style="list-style-type: none"> 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. 	Partial: GDOE does not specifically state student must link opinion and reason.	-Organize information -Combine sentences correctly	N/A
5.W.1d	Write opinion pieces on	5.4.3 Write persuasive letters or	Partial: GDOE does not	N/A	N/A

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	topics or texts, supporting a point of view with reason and information: Provide a concluding statement or section related to the opinion presented.	compositions that: <ul style="list-style-type: none"> • 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. 	specifically state that student needs to include a concluding statement.		
5.W.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	6.4.4 Write expository compositions, such as descriptions, explanations, comparison and contrast papers, and problem and solution essays, that: <ul style="list-style-type: none"> • State the thesis (position on the topic) or purpose. • Explain the situation. • Organize the composition clearly. • Offer evidence to support arguments and conclusions. 	Partial: while the skills are essentially aligned, this was not expected until grade 6 in GDOE.	N/A	N/A
5.W.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:	6.4.4 Write expository compositions, such as descriptions, explanations, comparison and contrast papers, and problem and solution essays, that:	Partial: while the skills are essentially aligned, this was not expected until grade 6 in GDOE.	N/A	N/A

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	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<ul style="list-style-type: none"> State the thesis (position on the topic) or purpose. Explain the situation. Organize the composition clearly. Offer evidence to support arguments and conclusions. 			
5.W.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	6.4.4 Write expository compositions, such as descriptions, explanations, comparison and contrast papers, and problem and solution essays, that: <ul style="list-style-type: none"> State the thesis (position on the topic) or purpose. Explain the situation. Organize the composition clearly. Offer evidence to support arguments and conclusions. 	Partial: While the skills are essentially aligned, this was not expected until grade 6 in GDOE. Additionally, this specific component of CCSS, with using effective transitions to link ideas, is not addressed in GDOE.	N/A	N/A
5.W.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Use precise language and domain-specific vocabulary to inform about or explain the topic.	6.4.4 Write expository compositions, such as descriptions, explanations, comparison and contrast papers, and problem and solution essays, that: <ul style="list-style-type: none"> State the thesis (position on the topic) or purpose. Explain the situation. Organize the composition clearly. Offer evidence to support 	Partial: While the skills are essentially aligned, this was not expected until grade 6 in GDOE. Additionally, this specific vocabulary element of CCSS is not addressed in GDOE.	-Identify precise language	N/A

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		arguments and conclusions.			
5.W.2e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section related to the information or explanation presented.	6.4.4 Write expository compositions, such as descriptions, explanations, comparison and contrast papers, and problem and solution essays, that: <ul style="list-style-type: none"> • State the thesis (position on the topic) or purpose. • Explain the situation. • Organize the composition clearly. • Offer evidence to support arguments and conclusions. 	Partial: While the skills are essentially aligned, this was not expected until grade 6 in GDOE.	N/A	N/A
5.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	5.4.1 Write narratives that: <ul style="list-style-type: none"> • Establish a plot, point of view, setting, and conflict. • Show, rather than tell, the events of the story. 	Aligned	-Organize information	N/A
5.W.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and	5.4.1 Write narratives that: <ul style="list-style-type: none"> • Establish a plot, point of view, setting, and conflict. • Show, rather than tell, the events of the story. 	Partial: GDOE does not address using dialogue to develop the story.	-Determine appropriate supporting sentence	N/A

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	clear event sequences: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.				
5.W.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	5.4.1 Write narratives that: <ul style="list-style-type: none"> Establish a plot, point of view, setting, and conflict. Show, rather than tell, the events of the story. 	Partial: GDOE does not address use of transitions.	-Combine sentences correctly	N/A
5.W.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use concrete words and phrases and sensory details to convey experiences and events precisely.	5.4.1 Write narratives that: <ul style="list-style-type: none"> Establish a plot, point of view, setting, and conflict. Show, rather than tell, the events of the story. 	Aligned	-Identify precise language	N/A
5.W.3e	Write narratives to develop real or imagined experiences or events using	5.4.1 Write narratives that: <ul style="list-style-type: none"> Establish a plot, point of view, setting, and conflict. 	Partial: CCSS specifies real or imagined experiences or events and focuses on the	N/A	N/A

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Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	effective technique, descriptive details, and clear event sequences: Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> Show, rather than tell, the events of the story. 	conclusion.		
5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	6.4.1 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.	Partial: Similar skills are defined in GDOE grade 6.	-Organize information	N/A
5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	5.4.4 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice. 5.4.5 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.	Partial: Must use several GDOE standards to fulfill the CCSS. CCSS also addresses peer revising whereas GDOE does not.	-Distinguish between clearly written sentences and sentences that contain errors in expression or construction -Identify correctly and effectively written sentences	N/A
5.W.6	With some guidance and	5.7.1 Create simple documents	Partial: GDOE only addresses	N/A	N/A

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	support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	using a computer and employing features such as passwords, entry and drop down menus, word searches, the thesaurus, and spell check.	some of the skills outlined in the CCSS such as time frame and publishing.		
5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	6.7.3 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 by using a consistent format for citations. • Demonstrates that information that has been gathered has been summarized. • Organizes information by categorizing and sequencing, demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (works cited). 	Aligned, though the skills are not expected until GDOE grade 6.	N/A	N/A

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5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	4.7.3 Quote or paraphrase information sources, citing them appropriately. 5.7.2 Use text features of print such as citations, endnotes, and bibliographic references, to locate relevant information. 5.7.4 Use note-taking skills (active listening, identifying main ideas, drawing diagrams to clarify notes) when using technological and informational resources to conduct research.	Partial: Requires components from multiple standards and grades to align with CCSS.	N/A	N/A
5.W.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	5.4.2 Write responses to literature that: <ul style="list-style-type: none"> • Demonstrate an understanding of a literary work. • Support statements with evidence from the text. • Develop interpretations that exhibit careful reading and understanding. 	Partial: While both standards deal with writing from literature, the intent of the CCSS is to dig into a piece of text using research and textual evidence to apply the reading components such as compare and contrast character motivation.	N/A	N/A
5.W.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research:	6.4.4 Write expository compositions, such as descriptions, explanations, comparison and contrast papers, and problem and	Partial: GDOE does not address writing informational texts until grade 6. Similarly, with 5.W.9a, this CCSS focuses	N/A	N/A

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	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	solution essays, that: <ul style="list-style-type: none"> • State the thesis (position on the topic) or purpose. • Explain the situation. • Organize the composition clearly. • Offer evidence to support arguments and conclusions. 	on the reading analysis skills within the writing.		
5.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	N/A	NA	N/A	N/A
5.SL.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly: Come to discussions prepared, having read or studied required material; explicitly	5.6.6 Deliver oral responses to literature that: <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. 5.8.1 Work together to leave a positive impression on the school	Partial: CCSS expects student to come to the discussion prepared to engage. GDOE does not specify this.	-Apply ideas from text to new situations	N/A

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	draw on that preparation and other information known about the topic to explore ideas under discussion.	community, learning from one another's insight and knowledge.			
5.SL.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly: Follow agreed-upon rules for discussions and carry out assigned roles.	N/A	N/A	N/A	N/A
5.SL.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate	7.6.1 Ask questions to seek additional information, including evidence to support the speaker's claims and conclusions. 7.6.2 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.	Partial: GDOE does not address posing specific questions and interacting with a speaker until grade 7.	N/A	N/A

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Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	on the remarks of others.				
5.SL.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	4.8.1 Work with a partner or small group as authors and readers of a text to explore how their personal experiences and knowledge influence their understandings. 5.6.1 Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.	Partial: CCSS specifies the type of interaction to partake in among a group. CCSS focuses more on where to draw information from to discuss in a group.	N/A	N/A
5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	N/A	N/A	N/A	N/A
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	3.6.1 Retell, paraphrase, and explain what a speaker has said. 4.6.2 Summarize major ideas and supporting evidence presented in spoken presentations. 5.6.2 Identify and critique persuasive techniques, such as promises, dares, and flattery.	Partial: The skills defined by the CCSS are addressed in general terms across grades 3–5.	N/A	N/A
5.SL.4	Report on a topic or text or	5.6.5 Deliver informative	Partial: The grade 5 GDOE	N/A	N/A

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<p>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>6.6.6 Deliver informative presentations (persuasion, problem/solution) that:</p> <ul style="list-style-type: none"> • Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • Develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. 	does not get to the specifics of the CCSS, with sequencing ideas and using appropriate details. The grade 6 GDOE does get a bit more specific.		
5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<p>6.7.3 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 	Partial: GDOE does not specify using multimedia until grades 6 and 7.	N/A	N/A

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
		<p>of sources (books, technology, multimedia) and documents sources by using a consistent format for citations.</p> <ul style="list-style-type: none"> • Demonstrates that information that has been gathered has been summarized. • Organizes information by categorizing and sequencing, demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (works cited). <p>7.7.1 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>			
5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	<p>5.6.5 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. 	Aligned. GDOE states specific steps to take in the development of the speech.	N/A	N/A
5.L.1a	Demonstrate command of conventions of standard	5.5.1 Identify and correctly use prepositional phrases, appositives,	Aligned. Note, however, that CCSS expects students can	-Identify correctly	N/A

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	English grammar and usage when writing or speaking: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).	“explain” the use and function of these components.	applied grammar	
5.L.1b	Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	5.5.2 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>).	Aligned	-Identify correctly applied grammar	N/A
5.L.1c	Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Use verb tense to convey various times, sequences, states, and conditions.	5.5.2 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>).	Partial: CCSS states the use of verb tense in specific situations whereas GDOE is less specific.	-Identify correctly applied grammar	N/A
5.L.1d	Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Recognize and correct inappropriate shifts in verb tense.*	5.5.2 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>).	Aligned	-Identify correctly applied grammar	N/A
5.L.1e	Demonstrate command of	4.5.1 Identify and use interesting	Partial: While not explicit,	-Identify	N/A

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	conventions of standard English grammar and usage when writing or speaking: Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions to create interesting simple and compound sentences. 5.5.1 Identify and correctly use prepositional phrases, appositives, main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).	GDOE can assume correlative conjunctions can be addressed in both grade 4 and 5.	correctly applied grammar	
5.L.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use punctuation to separate items in a series.*	N/A	GDOE does not address using punctuation in a series.	-Distinguish correct punctuation	N/A
5.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use a comma to separate an introductory element from the rest of the sentence.	5.5.3 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 semicolons and commas for	Aligned	-Distinguish correct punctuation	#54 and 56 Identify which sentence uses the correct punctuation

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
		transitions (<i>Time is short; however, we will still get the job done.</i>).			
5.L.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	5.5.3 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 semicolons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>).	Partial: The CCSS specifically addresses the use of commas to set off certain phrases. The GDOE covers several punctuation components, and with commas, specifically addresses use of transitions.	-Distinguish correct punctuation	#54 and 56 Identify which sentence uses the correct punctuation
5.L.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use underlining, quotation marks, or italics to indicate titles of works.	4.5.3 Use underlining, quotation marks, or italics to identify titles of documents. <ul style="list-style-type: none"> When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. When writing on a computer italicize the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 	Partial: Grade 5 GDOE does address quotation marks, but grade 4 addresses use of underlining and italics.	-Distinguish correct punctuation	N/A

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
		5.5.3 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 semicolons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>).			
5.L.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Spell grade-appropriate words correctly, consulting references as needed.	5.5.4 Spell roots or bases of words, prefixes (<i>understood/misunderstood, excused/unexcused</i>), suffixes (<i>final/finally, mean/meanness</i>), contractions (<i>will not/won't, it is/it's, they would/they'd</i>), and syllable constructions (<i>in•for•ma•tion, mol•e•cule</i>) correctly.	Partial: GDOE specifies specific types of words to spell correctly, not grade-appropriate words.	-Identify incorrect spelling of common homophones in context	N/A
5.L.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	5.4.4 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice.	Aligned	-Combine sentences correctly	N/A
5.L.3b	Use knowledge of language	N/A	N/A	-Categorize,	N/A

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	and its conventions when writing, speaking, reading, or listening: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			classify, compare, or contrast details	
5.L.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	3.1.5 Use sentence and word context to find the meaning of unknown words. 6.1.2 Recognize unknown words using a variety of identification strategies.	Partial: GDOE grade 5 does not address using context clues to determine unknown words.	-Determine unknown words from context	N/A
5.L.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a	5.1.1 Use word origins to determine the meaning of unknown words. 5.1.3 Know less common roots (<i>graph = writing, logos = the study of</i>) and word parts (<i>auto = self, bio = life</i>) from Greek and Latin and use this knowledge to analyze the meaning of complex words (<i>autograph, autobiography, biography, biology</i>).	Partial: GDOE specifies less common roots whereas CCSS specifies “common” affixes and roots.	-Determine unknown words from context	5.1.3: #1–4 Using roots to identify meaning of words 5.1.3: #9–13 Identify the definitions of words using their root, suffix, or

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	word (e.g., <i>photograph, photosynthesis</i>).				prefix
5.L.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	3.1.6 Use a dictionary to learn the meaning and pronunciation of unknown words. 3.7.1 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources). 4.1.3 Use a thesaurus to find related words and ideas. 5.7.3 Use a thesaurus to identify alternative word choices and meanings.	Partial: No actual standard in Grade 5 addresses the CCSS standard, but a combination of other grades' standards does address the CCSS.	N/A	N/A
5.L.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Interpret figurative language, including similes and metaphors, in context.	5.1.4 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>). 5.3.5 Describe the function 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 	Aligned using two grade level GDOE standards.	-Interpret figurative language	5.1.4: #13–16 Identify the meanings of metaphors and similes

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
		symbolize peace <ul style="list-style-type: none"> • <u>Imagery</u>: the use of language to create vivid pictures in the reader’s mind • <u>Metaphor</u>: an implied comparison in which a word or phrase is used in place of another, such as: He was drowning in money. 			
5.L.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Recognize and explain the meaning of common idioms, adages, and proverbs.	5.1.4 Understand and explain the figurative use of words in similes and metaphors.	Partial: GDOE doesn't get to the specifics of idioms, adages, and proverbs.	-Interpret figurative language	N/A
5.L.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	5.1.2 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homonyms (words that are spelled the same but have different meanings).	Aligned	-Identify incorrect spelling of common homophones in context -Interpret figurative language	#5–8 Identify homographs, antonyms, and synonyms. Also identify other definitions for homographs.
5.L.6	Acquire and use accurately	N/A	N/A	N/A	N/A

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).				

*Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking



College and Career Readiness Anchor Standards

The college and career readiness standards offer a broad spectrum of what students will be able to demonstrate as a result of mastery of the more specific, grade level standards, which follow the umbrella anchor standards listed below for reading and writing. In students' abilities to exhibit an increasing fullness of being literate individuals, they will be able to: demonstrate independence; build strong content knowledge; respond to varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and understand other perspectives and cultures.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated.



Big Idea 1, Quarter 1:

Students will understand components of various narrative texts and demonstrate introductory applications of those components within short written narrative texts and oral presentations.

Essential Question(s):

- What message do writers convey through narrative texts?
- How can skills learned during the reading of narrative texts be demonstrated through the writing and speaking of narratives?
- How does setting impact the story and potential outcome?

Standards:

- 5.RL.1** *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*
- 5.RL.3** *Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).*
- 5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*
- 5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.*
- 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 5.RF.3a Know and apply grade-level phonics and word analysis skills in decoding words: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.*
- 5.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding.*
- 5.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: **a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally;** b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events; d) Use concrete words and phrases and sensory details to convey experiences and events precisely; e) Provide a conclusion that follows from the narrated experiences or events.
- 5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*
- 5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3.)

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

5.L.2a-e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Use punctuation to separate items in a series; b) Use a comma to separate an introductory element from the rest of the sentence; c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?); d) Use underlining, quotation marks, or italics to indicate titles of works; e) Spell grade-appropriate words correctly, consulting references as needed.
5.L.4a-c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Suggested Timeline: 15 days

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 1: Students will analyze the differences in structures and conventions of multiple genres.</p>	<p>Essential Question(s): How does genre affect how authors demonstrate theme or message? How does context help to identify unknown words? What are the key differences in structure between fiction and nonfiction?</p>
<p>Standards:</p> <p>5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RF.4b-c Read with sufficient accuracy and fluency to support comprehension: b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	

Suggested Timeline: 5–7 days

<p>Big Idea 3, Quarter 1: Using visual aids, students will be able to engage in discussions and presentations regarding purposes of narratives and informational texts.</p>	<p>Essential Question(s): What role does each participant play in productive group discussions? How can visual aids demonstrate particular aspects of a text such as theme and structure?</p>
<p>Standards:</p> <p>5.SL.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>5.SL.5 <i>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i></p>	

Suggested Timeline: 3–5 days

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 2: Students will develop a well-structured personal narrative and present it in a variety of formats.</p>	<p>Essential Question(s): How does a speaker actively engage his/her audience? How is the process and structure of writing short narratives similar to writing longer narratives?</p>
<p>Standards:</p> <p>5.SL.2 <i>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p> <p>5.SL.5 <i>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i></p> <p>5.SL.6 <i>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</i></p> <p>5.L.1a-e Demonstrate command of conventions of standard English grammar and usage when writing or speaking: a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses; c) Use verb tense to convey various times, sequences, states, and conditions; d) Recognize and correct inappropriate shifts in verb tense; e) Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5.L.2a-e <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Use punctuation to separate items in a series; b) Use a comma to separate an introductory element from the rest of the sentence; c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?); d) Use underlining, quotation marks, or italics to indicate titles of works; e) Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p>5.L.6 <i>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</i></p>	

Suggested Timeline: 5–7 days

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 2, Quarter 2: Students will understand how point of view affects the elements of a story.	Essential Question(s): How does point of view affect the theme, sequence, and elements of a story? How does changing a point of view impact the outcome of a story?
Standards: 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described. 5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 5.SL.1a-b Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly: a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b) Follow agreed-upon rules for discussions and carry out assigned roles.	

Suggested Timeline: 3–5 days

Big Idea 3, Quarter 2: Students will be able to identify connections between individuals and events and effectively demonstrate those connections in informative writing.	Essential Question(s): How does author’s purpose alter how the same events of individuals might be compared? What is the purpose of informative writing?
Standards: 5.RI.1 <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i> 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); d) Use precise language and domain-specific vocabulary to inform about or explain the topic; e) Provide a concluding statement or section related to the information or explanation presented.	

Suggested Timeline: 3–5 days

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 3: Students will be able to understand and apply elements of story, drama, and poetry.</p>	<p>Essential Question(s): How are elements (structure, theme, point of view, purpose) different throughout genres? How does making inferences impact a reader’s view of a story’s action?</p>
<p>Standards:</p> <p><i>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5.RF.3a <i>Know and apply grade-level phonics and word analysis skills in decoding words: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</i></p> <p>5.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding.</p> <p>5.W.10 <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p>5.SL.2 <i>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p> <p>5.SL.5 <i>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i></p> <p>5.SL.6 <i>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</i></p> <p>5.L.2a-e <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Use punctuation to separate items in a series; b) Use a comma to separate an introductory element from the rest of the sentence; c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?); d) Use underlining, quotation marks, or italics to indicate titles of works; e) Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p>5.L.4a-c <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p>	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

- 5.L.5a-c *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a) Interpret figurative language, including similes and metaphors, in context; b) Recognize and explain the meaning of common idioms, adages, and proverbs; c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.*
- 5.L.6 **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).**

Suggested Timeline: 10–15 days

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 3: Students will be able to identify and demonstrate meaning of variations in dialects, registers, and meaning in the English language.</p>	<p>Essential Question(s): How does region and location affect the use of the English language? How can context help to identify uncommon terms, figurative language, dialects, and registers used?</p>
<p>Standards:</p> <p>5.L.3a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening: a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style; b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>5.L.5a-c <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a) Interpret figurative language, including similes and metaphors, in context; b) Recognize and explain the meaning of common idioms, adages, and proverbs; c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</i></p>	

Suggested Timeline: 3–5 days

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 3: Students will be able to analyze an author’s argument and create a project that includes proper elements of argument and persuasion.</p>	<p>Essential Question(s): How does an author’s argument affect the information included in the document? What is the impact of bias on the reader? What are the best ways to support an argument?</p>
<p>Standards:</p> <p>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>5.W.1a-c <i>Write opinion pieces on topics or texts, supporting a point of view with reason and information: a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose; b) Provide logically ordered reasons that are supported by facts and details; c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically); d) Provide a concluding statement or section related to the opinion presented.</i></p> <p>5.W.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.W.8 <i>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</i></p> <p>5.SL.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	

Suggested Timeline: 5–7 days

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 4: Students will apply the components of writing a clear and coherent opinion piece.</p>	<p>Essential Question(s): How do writers effectively persuade readers? How does the structure of opinion writing differ from narrative and informative writing?</p>
<p>Standards:</p> <p><i>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p><i>5.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding.</i></p> <p>5.W.9a-b Draw evidence from literary or informational texts to support analysis, reflection, and research: a) Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”); b) Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>5.W.1a-d Write opinion pieces on topics or texts, supporting a point of view with reason and information: a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose; b) Provide logically ordered reasons that are supported by facts and details; c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically); d) Provide a concluding statement or section related to the opinion presented.</p> <p><i>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p><i>5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</i></p> <p><i>5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i></p> <p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p> <p><i>5.L.2a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Use punctuation to separate items in a series; b) Use a comma to separate an introductory element from the rest of the sentence; c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?); d) Use underlining, quotation marks, or italics to indicate titles of works; e) Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p>5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 4: Students will use research skills to create a well-structured report on a given topic.</p>	<p>Essential Question(s): How is information organized for maximum effect? How are the most important research skills used in determining quality sources?</p>
<p>Standards:</p> <p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><i>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</i></p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Funded by Title V-A Consolidated Grant



<p>Big Idea 1, Quarter 1: Students will understand components of various narrative texts and demonstrate introductory applications of those components within short written narrative texts and oral presentations.</p>	<p>Essential Question(s): What message do writers convey through narrative texts? How can skills learned during the reading of narrative texts be demonstrated through the writing and speaking of narratives? How does setting impact the story and potential outcome?</p>
<p>Standards:</p> <p>5.RL.1 <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p>5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><i>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</i></p> <p><i>5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</i></p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><i>5.RF.3a Know and apply grade-level phonics and word analysis skills in decoding words: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</i></p> <p><i>5.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding.</i></p> <p>5.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events; d) Use concrete words and phrases and sensory details to convey experiences and events precisely; e) Provide a conclusion that follows from the narrated experiences or events.</p> <p><i>5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3.)</p>	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>5.L.2a-e</p> <p>5.L.4a-c</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Use punctuation to separate items in a series; b) Use a comma to separate an introductory element from the rest of the sentence; c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?); d) Use underlining, quotation marks, or italics to indicate titles of works; e) Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>During this quarter, students will recall prior knowledge of grade-level phonics (5.RF.3a) and word analysis skills (5.RL.4) to identify and comprehend grade-appropriate vocabulary, grammar, and conventions (5.RI.4). Students will interpret these concepts and skills to determine the meaning of unfamiliar words, increasing fluency, and comprehension (5.RF.4a). Students will also have the opportunity to utilize resources such as thesauruses, dictionaries, and glossaries (5.L.4a-c) to assist in their identification of word pronunciation and meaning.</p> <p>In addition to individual work identification, students will also recall prior knowledge of identifying supporting details from a text to infer and compare and contrast between similar narrative texts (5.RL.3, 5.RI.5). Students will apply concepts of vocabulary and examples from texts to write narratives of their own that demonstrate command of capitalization, punctuation, and spelling (5.W.3a-e, 5.L.2a-e). Students will also write narratives using grade-level appropriate words and descriptive details. Student narratives will continue to demonstrate an understanding of establishing a situation and introducing the narrator; organizing event sequence that unfolds naturally; and using a variety of transitional words, phrases, and clauses to manage the sequence of events. Students will also use concrete words, phrases, and sensory details to convey experiences and events precisely. Students should provide a conclusion that follows the narrated experiences or events and demonstrate good command of the conventions of standard written English.</p> <p>Students will be required to sit for extended periods of time while staying focused to complete their narrative writing (5.W.10). Opportunities for collaboration and orally sharing their narratives should be made available (5.RL.1, 5.SL.6).</p>		
<p>Key Vocabulary</p> <p>word analysis, morphology, roots, affixes, multisyllabic words, context, figurative language, metaphors, similes, unknown words, phrase, strategies, Greek roots, Latin</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> In previous grade levels, students needed to determine the theme of a story, drama, or poem with supporting details. 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> In preceding grades, students will continue to identify new grade-specific vocabulary words with multiple meanings using a variety of strategies.

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>roots, inferences, drama, chronology</p>	<ul style="list-style-type: none"> • They should be able to determine the genre of a text using supporting details. • Students also have experience deciphering the meaning of words by using a variety of strategies including text clues. • Students have written stories or completed activities in which they were required to describe characters' thoughts or actions and interpreted and explained how characters' thoughts contribute to comprehension. • Students have experience comparing and contrasting texts on the same topic to create narratives of real and imagined experiences (they did this activity in the last quarter of the previous grade). 	<ul style="list-style-type: none"> • Preceding grade standards include the writing of narratives involving real or imagined experiences or events using grade-appropriate techniques. • Students will also be required to utilize their compare-and-contrast skills to write in different formats.
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<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <ul style="list-style-type: none"> • Direct/Explicit teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes (5.W.3a-e, 5.L.2a-e, 5.RL.3, 5.RL.4). • Structured Overview (aka Lesson Preview) is part of the whole group instruction process. Structured Overview/Lesson Preview is a verbal, visual, or written summary or outline of a topic. It can occur at the beginning of a unit, selection of literacy, a new concept or it may be used to help relate a learned idea to the big picture (part to whole). A Structured Overview/Lesson Preview breaks down difficult or complex ideas into simple definitions or explanations using verbal summaries, written explanations, and visual structures (5.W.3a-e, 5.RL.3, 5.RL.4, 5.RI.4, 5.L.4a-c). • Prior Knowledge and Building Background can be part of the whole or small group instruction. Engaging students in prior knowledge and building background experiences becomes a classroom routine where teachers value the knowledge and understanding students possess
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(5.RL.1, 5.RI.4, 5.RF.3a, 5.RF.4a, 5.L.4a-c).

- **Graphic organizers:** T-charts, 2-column notes, K-W-L chart, bubble maps, Venn diagrams (5.rL.3, 5.RI.5, 5.W.3a-e).
- **Think-Pair-Share** is a strategy designed to provide students with think time and collaborative discussion on a given topic, enabling them to formulate individual ideas and share these ideas with other students (5.RF.3a, 5.RI.5).

Marzano

- **#1 Identifying Similarities and Differences** The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences (5.RI.5, 5.RL.3).
- **#7 Setting Objectives and Providing Feedback** Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives (5.SL.6, 5.RF.4a, 5.RL.1).
- **#9 Cues, Questions, and Advance Organizers** Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience (5.RL.3, 5.RL.4, 5.RI.4, 5.RF.3a, 5.L.2a-e, 5.L.4a-c).

ELL Strategies

- Use non-verbal and context clues to provide meaning for instruction (pictures, maps, demonstrations, graphic organizers) (5.RL.4, 5.RI.4, 5.RL.3, 5.RI.5, 5.W.3a-e, 5.L.2a-e).
- Break tasks into smaller “chunks” with frequent comprehension checks as opposed to entire units with a single comprehensive test (5.W.3a-e, 5.W.10).
- Preteach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead (5.RL.4, 5.RI.4, 5.RF.3a, 5.L.2a-e).
- Use strategies such as CRISS (read and say something, 2-column notes, etc.) to model thinking processes and language structures in the classroom (5.RL.1, 5.RF.4a, 5.SL.6).
- Use graphic organizers to provide visual support for concepts (5.RL.3, 5.RI.5, 5.W.3a-e).
- Model correct answers on the board so ELLs can copy instead of writing what they hear (5.RL.3, 5.RL.3, 5.RI.4, 5.RL.4, 5.RI.5, 5.W.3a-e, 5.L.2a-e, 5.L.4a-c).
- Model correct grammar when speaking to a student or when writing answers on the board or overhead (5.RL.1, 5.RF.4a, 5.L.2a-e, 5.SL.6).
- Repeat back a question or phrase an ELL said incorrectly so they can hear it modeled without making them feel self-conscious about the error (5.RL.1, 5.RF.4a, 5.SL.6).

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

- Provide word banks for any crossword puzzle or fill-in-the-blank assignments (5.RL.4, 5.RI.4, 5.RF.3, 5.L.4a-c).

SIOP Strategies

- Clearly state (orally and in writing) content objectives for students (5.L.2a-e, 5.RL.4, 5.RI.40).
- Clearly state (orally and in writing) language objectives for students (5.RF.4a, 5.SL.6).
- Choose content concepts appropriate for age and educational background level of students (5.RL.3, 5.RL.3, 5.RI.5, 5.RF.4a).
- Use supplementary materials to a high degree to make the lesson clear and meaningful (e.g., graphs, models, visuals) (5.RL.3, 5.RI.5, 5.W.3a-e).
- Adapt content (e.g., text, assignment) to all levels of student proficiency. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and speaking (5.RL.1, 5.W.3a-e, 5.SL.6).
- Explicitly link concepts to students’ backgrounds and experiences (5.RF.4a, 5.W.3a-e, 5.W.10).
- Explicitly link past learning and new concepts (all standards).
- Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students (5.RL.4, 5.RI.4, 5.RF.3a, 5.L.4a-c).
- Use speech appropriate for students’ proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) (5.RF.4a, 5.RL.1, 5.SL.6).
- Explain academic tasks clearly (all standards).
- Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) (5.RL.3, 5.RI.5, 5.W.3a-e, 5.L.2a-e).
- Use scaffolding techniques consistently throughout the lesson (5.W.3a-e, 5.RI.5, 5.L.2a-e).
- Use a variety of question types including those that promote higher order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions) (5.RF.4a, 5.RL.3, 5.RF.3a, 5.RI.5).
- Provide frequent opportunities for interaction and discussion about lesson concepts both between teacher and student and among students, and encourage elaborated responses (5.W.3a-e, 5.W.10).
- Use group configurations that support the language, content, and cultural objectives of the lesson, and provide sufficient scaffolding (such as participation structures and language frames) to enable students to interact effectively (5.W.3a-e, 5.W.10, 5.SL.6).
- Provide activities for students to apply content, language, and cultural knowledge in the classroom (5.RL.1, 5.RF.4a, 5.W.3a-e, 5.W.10, 5.SL.6).
- Pace the lesson according to students’ ability levels (5.W.3a-e, 5.W.10, 5.RF.4a).
- Give a comprehensive review of key vocabulary (5.RL.4, 5.RI.4, 5.RF.3a, 5.L.4a-c).
- Provide feedback to students regularly on their output (e.g., speech, writing) (5.RF.4a, 5.W.3a-e, 5.SL.6).
- Conduct assessments of student comprehension and learning throughout the lesson on all lesson objectives (e.g., spot checking, group response) (all standards).

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>SPED</p> <ul style="list-style-type: none"> Establish a safe and supportive environment in which students are encouraged to talk and ask questions freely when they do not understand (5.RL.1, 5.RF.4a, 5.W.3a-e, 5.W.10, 5.SL.6). Use a wide variety of ways to explain a concept or assignment. When appropriate, the concept or assignment may be depicted in graphic or pictorial form, with manipulatives, or with real objects to accompany oral and written instructions (5.RL.3, 5.RI.5, 5.W.3a-e). Provide assistance in the specific and general vocabulary to be used for each lesson prior to the lesson, using reinforcement or additional practice afterward. Instructional resources and instruction should be monitored for ambiguities or language that would be confusing, such as idioms (5.RL.4, 5.RI.4, 5.RF.3a, 5.L.4a-c).
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Houghton Mifflin Fifth Grade English Book: pp. 30, 116–117, 317, 318 (5.SL.6) Houghton Mifflin Fifth Grade English Book: pp. 180–207, H57 (5.L.2a-e) Houghton Mifflin Fifth Grade English Book: p. H18 Houghton Mifflin Fifth Grade Reading Book: Expectations Pages: Throughout most stories (5.L.4a-c) Graphic Organizers: http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela Narrative rubric: http://www.ode.state.or.us/search/page/?=529 Common Core State Standards writing examples: http://www.corestandards.org/assets/Appendix_C.pdf

<p>Big Idea 2, Quarter 1: Students will analyze the differences in structures and conventions of multiple genres.</p>	<p>Essential Question(s): How does genre affect how authors demonstrate theme or message? How does context help to identify unknown words? What are the key differences in structure between fiction and nonfiction?</p>
<p>Standards:</p> <p>5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RF.4b-c Read with sufficient accuracy and fluency to support comprehension: b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; c) Use context to confirm or self-correct word recognition and understanding,</p>	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

rereading as necessary.

Elements of the Standard(s) – What’s the meaning?

In this section, students will need to recall prior knowledge of the structure and components of various genres. Students can use these prior skills and concepts to compare and contrast stories of the same or different genres (5.RL.9) after reading the stories with sufficient accuracy and fluency (5.RF.4b-c). Students may complete these comparison and contrasts in written or oral form. Students should be able to include the theme or main idea and specific key details from the text (5.RI.2).

Key Vocabulary

compare, contrast, genre, theme, topic, key details, summarize, comprehension, poetry, prose

Links to Prior Learning

- In previous grades, students developed skills related to comparing and contrasting the point of view from different stories and the difference between first- and third-person narrations (4.RL.6).
- Students also previously learned to compare and contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus and information provided (4.RI.6).
- Students also learned to compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures (4.RI.9).
- These skills should be elaborated on, and students should have the ability to compare and contrast elements of stories with greater detail while

Links to Future Learning

- In the next grades, students will be required to utilize their compare-and-contrast skills in their own writing. Using skills learned in 5th grade and preceding grades, students will develop their own stories and written analysis of stories with similar elements (6.W.9a).
- Students will also be required to compare and contrast stories, dramas, and poems delivered in a variety of multimedia formats (6.RL.7).
- Students will also use their 5th grade skills to compare and contrast an author’s presentation of events with that of another (6.RI.9).
- Students will also be required to compare and contrast texts in different forms or genres and use their skills to determine the appropriate approach to similar themes and topics (6.RL.9).
- Students will be required to determine a central idea through particular details and provide a summary without including

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	<p>utilizing a wider vocabulary.</p> <ul style="list-style-type: none"> • Students were required to identify the main idea of a text and explain how it is supported by key details. • Students were also required to summarize the text (4.RI.2). • Students were required to read fluently, with sufficient accuracy (4.RF.4b). They were also required to share what they had read either through writing or through discussion, citing key details from the text (4.W.9a). 	<ul style="list-style-type: none"> • personal opinions or judgments (6.RI.2). • Students will be required to draw evidence from literary and informational texts at higher levels. They will need to be able to analyze, reflect, and research grade-appropriate texts (6.W.9a).
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Instructional Strategies (EL, SIOP, SPED, Marzano)

EL Strategies

- Clearly state (orally and in writing) cultural objectives for students. Work to develop complementary or overlapping cultural objectives across languages (5.RL.9, 5.RI.2, 5.RF.4b-c).
- Use supplementary materials to a high degree to make the lesson clear and meaningful (e.g., graphs [bubble maps, T-charts], models, visuals) (5.RL.9).

SPED Strategies

- Adapt content (e.g., text, assignment) to all levels of student proficiency (5.RL.9, 5.RF.4b-c).
- Use speech appropriate for students’ proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) (5.RL.9, 5.RF.4b-c).
- Provide sufficient wait time for student responses throughout the lesson. Explicitly teach this strategy to students for use in peer interactions as well (5.RF.4b-c).
- Provide assistance in the specific and general vocabulary to be used for each lesson prior to the lesson, using reinforcement or additional practice afterward. Instructional resources and instruction should be monitored for ambiguities or language that would be confusing, such as idioms (5.RL.9, 5.RF.4b-c).

Marzano Strategies

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

- Identifying Similarities and Differences
- Provide examples of similar and dissimilar texts to students. Students can use prior knowledge to identify commonalities and differences between texts they have read previously and new texts (5.RL.9).

Cooperative Learning

Allow students to work in groups and pairs to read and discuss elements of texts (5.RL.9, 5.RF.4b-c).

Tall Tales – Genre Study

Students read and discuss folk tales focusing on character actions and traits. In collaborative groups, students work to summarize plot points and character traits. As a group, post story information onto a multi-story character-study matrix, which includes appearance, ability, setting, relationships with others, problems, accomplishments and resolutions. The process can be repeated for multiple characters across books so that characters can be compared and contrasted. An example of a character-study matrix can be found at ReadWriteThink at <http://www.readwritethink.org/files/resources/lesson-docs/SampleCharacterMatrix.pdf>.

It’s All a Matter of Perspective

Provide opportunities for students to read trade books with small main characters to explain perspective or point of view. Visual elements of the texts help readers understand the idea that two people may see the same thing in different ways, or that one event can be interpreted in ways that are impacted by point of view. Possible books to use for this activity are *Seven Blind Mice* (Ed Young), *Two Bad Ants* (Chris VanAllsburg and *Mouse Views: What the Class Pet Saw* (Bruce McMillan).

Create an Inference Chart

Create a chart to help students understand the strategy of making inferences based on what is read. The chart should have three columns. The headers on the columns should read:

- What happened?
- What does it mean?
- Why do you think that?

Resources & Links to Technology

- Houghton Mifflin Fifth Grade Reading Book: Expectations Pages: Realistic Fiction: pp. 28, 106A, 162, 184, 230i, 344, 410, 414, 438B, 650; Plays: p. 442; Nonfiction: pp. 56, 84, 106I, 230b, 334I, 368, 438I, 498, 522, 570H, 602, 628, 672B; Historical Fiction: pp. 292, 334A, 550, 570B; Autobiography: pp. 138, 574, 579, 582, 588; Biography: pp. 210, 262, 312, 470; Tall Tales: pp. 110, 114, 119, 125; Poetry: pp. 232, 235–251 (5.RF.4b-c)
- Sample Lessons and content: http://curriculum.austinisd.org/la/resources/documents/instResources/LA_res_connAcrrsTxts_ORs.pdf
- Graphic Organizers: <http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela>

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BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 1: Using visual aids, students will be able to engage in discussions and presentations regarding purposes of narratives and informational texts.</p>	<p>Essential Question(s): What role does each participant play in productive group discussions? How can visual aids demonstrate particular aspects of a text such as theme and structure?</p>	
<p>Standards:</p> <p>5.SL.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>5.SL.5 <i>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i></p>		
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>In this section, students will engage in a variety of collaborative discussions (one-to-one, in groups, teacher-led) in order to discuss texts, share ideas, and respond to questions raised by the group (5.SL.1c). Students may also formulate multimedia presentations (charts, graphs, photos, drawings, diagrams) in order to enhance discussions (5.SL.2, 5.SL.5, 5.SL.3). Students will share the roles of participant, leader and observer as well as follow established procedures for the best possible group collaborations in order to meet common goals and arrive at common understandings. For these collaborations and understandings to take place, students must be able to listen carefully. This will require them to use specific techniques to clarify what they heard and to respond rationally in order to further the discussion.</p>		
<p>Key Vocabulary discussion, presentation, summarize, evidence, graphics, multimedia, main idea, theme</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> Students were previously required to engage in collaborative discussions (one-to-one, in groups, and teacher-led) to build on others’ ideas and to express their own ideas clearly. Students should also be aware of discussion rules and assigned roles (4.SL.1b). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> In future grades, students will be required to engage effectively in multiple types of discussions (group, one-to-one, teacher-led). They will need to follow rules and set goals. Students will also need to review key ideas expressed during the discussion and understand multiple perspectives (6.SL.1a-d). Students will also be required to include

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BOLD information: Standards that should be emphasized

	<ul style="list-style-type: none"> • Students should also be aware of discussion contexts (formal/informal and specific types of discussions for specific situations) (4.SL.6). • Students also engaged in activities that required them to determine main ideas and key details during a summary (4.RI.2). • Students also wrote and gave presentations utilizing multimedia components (4.W.2a). 	<p>multimedia components and visual displays in presentations to clarify information (6.SL.5).</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> • Use non-verbal and context clues to provide meaning for instruction (charts, graphs, photos, drawings, diagrams) (5.SL.1c). <p>SPED Strategies</p> <ul style="list-style-type: none"> • Establish a safe and supportive environment in which students are encouraged to talk and ask questions freely when they do not understand (5.SL.1c, 5.SL.5). • Use a wide variety of ways to explain the rules and roles of group discussions (5.SL.5). • Ask each student frequently to communicate his or her understanding of the concept or assignment. Students should be asked to verbalize or write down what they know, thereby providing immediate insight into their thinking and level of understanding. In addition, students should be encouraged to confer about each other’s understanding of the concept being taught and the classwork or homework assignments, particularly if students are not fully proficient in English (5.SL.3). <p>Marzano Strategies</p> <ul style="list-style-type: none"> • Summarizing and Note-Taking • Give students opportunities to summarize what they have read or discussed in their own writing (5.SL.2). • Cooperative Learning • Design lessons in which students work in pairs or in a group to share ideas or review information (5.SL.1c). <p>Think Pair Share</p> <p>Think Pair Share is a strategy designed to provide students with food for thought on a given topic enabling them to formulate individual ideas and share</p>		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

these ideas with another student. Students pair off and share ideas with one another related to a question or topic under discussion. Once each partner has discussed the idea or topic, students share with the whole group.

Famous Speeches

The Internet is a good resource for finding speeches of famous people. Share Caldecott or Newbery acceptance speeches with students. Have them analyze the speeches for the authors’ major points and arguments and determine what evidence these authors used to support their points. If students have had the opportunity to read work by one of the authors, have them discuss the ways the message of the speech is reflected in their work.

Resources & Links to Technology

- Houghton Mifflin Fifth Grade Reading Book: Expectations Pages: Realistic Fiction: pp. 28, 106A, 162, 184, 230i, 344, 410, 414, 438B, 650; Plays: p. 442; Nonfiction: pp. 56, 84, 106I, 230b, 334I, 368, 438I, 498, 522, 570H, 602, 628, 672B; Historical Fiction: pp. 292, 334A, 550, 570B; Autobiography: pp. 138, 574, 579, 582, 588; Biography: pp. 210, 262, 312, 470; Tall Tales: pp. 110, 114, 119, 125; Poetry: pp. 232, 235–251
- Houghton Mifflin Fifth Grade English Book: pp. H4, H5, H7, H9 (5.SL.1c)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 47, 48, 152, 153, 225, 305, 334N, 433, 543, 643 (5.SL.2)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 153, 230Q, 387, 409 (5.SL.3)
- Houghton Mifflin Fifth Grade English Book: pp. H37, H39, H40, H41, H45, H47 (5.SL.5)
- Graphic Organizers: <http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela>
- K-12 Common Core Speaking and Listening Standards: http://www.dukeofdefinition.com/ELA_Common_Core_Standards_Speaking_and_Listening_Comp_01.pdf
- Helpful guide for successful collaborative discussions: http://www.cte.hawaii.edu/publications/Collab_web.pdf

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<p>Big Idea 1, Quarter 2: Students will develop a well-structured personal narrative and present it in a variety of formats.</p>	<p>Essential Question(s): How does a speaker actively engage his/her audience? How is the process and structure of writing short narratives similar to writing longer narratives?</p>
<p>Standards:</p> <p>5.SL.2 <i>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p> <p>5.SL.5 <i>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i></p> <p>5.SL.6 <i>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</i></p> <p>5.L.1a-e Demonstrate command of conventions of standard English grammar and usage when writing or speaking: a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses; c) Use verb tense to convey various times, sequences, states, and conditions; d) Recognize and correct inappropriate shifts in verb tense; e) Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5.L.2a-e <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Use punctuation to separate items in a series; b) Use a comma to separate an introductory element from the rest of the sentence; c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?); d) Use underlining, quotation marks, or italics to indicate titles of works; e) Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p>5.L.6 <i>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</i></p>	
<p>Elements of the Standard(s) – What’s the meaning? Students will build upon prior knowledge to create narrative writing related to texts presented in diverse media formats (charts, graphs, photos, drawings, diagrams) (5.SL.2). Students should be able to assess and summarize the multimedia information and include such information in their own presentations (5.SL.5). Students’ written summaries should use command of conventions of standard English grammar including correct capitalization, punctuation, and spelling (5.L.1a-e, 5.L.2a-e, 5.L.6). Students may also demonstrate an ability to present information orally in a manner appropriate for their audience (5.SL.6).</p>	

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<p>Key Vocabulary multimedia, context, conjunctions, prepositions, interjections, perfect, verb tense, capitalization, punctuation, spelling, comma, quotation marks</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Previously, students were required to write informative and explanatory texts to examine a topic and convey ideas and information clearly using multiple formats and multimedia items (4.W.2a). • Students were previously taught skills related to verb tenses when reading, writing, and speaking (4.L.1b). • Students also demonstrated command of conventions related to compound sentences and conjunctions (4.L.2c). • Students have received instruction related to writing words in sequence and the correct use of commas and quotation marks (4.L.2b). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will also be required to include multimedia components and visual displays in presentations to clarify information (6.SL.5). • Students will continue to adapt speech to a variety of contexts and tasks (6.SL.6) • Students will also continue learning skills related to the use of capitalization, punctuation, and spelling when reading, writing, and speaking (6.L.2a-b).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> • Use supplementary materials (writing process charts, editing posters) to make the lesson clear and meaningful (e.g., graphs, models, visuals) (5.SL.2, 5.L.2a-e, 5.L.6). • Break tasks into smaller “chunks” with frequent comprehension checks. Have students write and edit in sections. This will allow students to receive feedback and make revisions before repeating an error throughout the writing process (5.L.1a-e, 5.L.2a-e, 5.L.6). • Model correct grammar when speaking to a student or when writing answers on the board or overhead (5.SL.2, 5.SL.6, 5.L.1a-e, 5.L.2a-e, 5.L.6). <p>SPED Strategies</p> <ul style="list-style-type: none"> • Provide assistance in the specific and general vocabulary to be used for each lesson prior to the lesson, using reinforcement or additional practice afterward. Instructional resources and instruction should be monitored for ambiguities or language that would be confusing, such as idioms (all standards). 		

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- Enlist the help of parents at home when possible (all standards).

Marzano Strategies

- Homework and Practice
- Assign homework that extends the writing process to home. Students may make their revisions at home or write the rough draft of their next section (5.L.1a-e, 5.L.2a-e, 5.L.6).

Travel Guides

Assign students to small groups. Have each group work together to make a travel brochure for the land of grammar. Individual towns could be named *Verb*, *Noun* and *Pronoun*. The brochures should describe what makes each town unique or special. Student groups, acting as tour guides, can teach the grammatical structure by taking classmates on a virtual tour of their town.

Linear Arrays

This is a strategy for extending vocabulary by asking students to extend their understanding of words through using opposites on each end of a line and add words that vary in shades of meaning between the two opposites. For example:

Hot Warm Mild Cool Cold

Resources & Links to Technology

- Houghton Mifflin Fifth Grade Reading Book: Expectations Pages: Realistic Fiction: pp. 28, 106A, 162, 184, 230i, 344, 410, 414, 438B, 650; Plays: p. 442, Nonfiction: pp. 56, 84, 106i, 230b, 334i, 368, 438i, 498, 522, 570H, 602, 628, 672B; Historical Fiction: pp. 292, 334A, 550, 570B; Autobiography: pp. 138, 574, 579, 582, 588; Biography: pp. 210, 262, 312, 470; Tall Tales: pp. 110, 114, 119, 125; Poetry: pp. 232, 235–251 (5.SL.2)
- Houghton Mifflin Fifth Grade English Book: pp. H37, H39, H40, H41, H45, H47
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp.: 77, 101, 128, 153, 177, 180–181, 329, 359, 387, 409, 515, 543, 565, 619, 667 (5.SL.5)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 47, 153, 225, 305, 386, 433, 643 (5.SL.6)
- Houghton Mifflin Fifth Grade English Book: pp. 31–53, 44, 63–89, 95–136, 256–276 (5.L.1a-e)
- Houghton Mifflin Fifth Grade English Book: pp. 179–207 (5.L.2a-e)
- Houghton Mifflin Fifth Grade English Book: pp. 179–207 (5.L.6)
- Graphic Organizers: <http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela>
- Narrative rubric: <http://www.ode.state.or.us/search/page/?=529>
- Discuss and share the teacher-created Capitalization and Punctuation PowerPoint http://classroom.jc-schools.net/la/activities/capital-punct_files/frame.htm. Have students work in small groups to create a PowerPoint about a specific grammatical or mechanical structure.

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<p>Big Idea 2, Quarter 2: Students will understand how point of view affects the elements of a story.</p>		<p>Essential Question(s): How does point of view affect the theme, sequence, and elements of a story? How does changing a point of view impact the outcome of a story?</p>	
<p>Standards:</p> <p>5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>5.SL.1a-b Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly: a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b) Follow agreed-upon rules for discussions and carry out assigned roles.</p>			
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>Students will recall prior knowledge related to determining a story’s theme (5.RL.2). Making meaning and determining theme gives students a more complete picture of a text and enables them to summarize and/or describe textual elements. They will demonstrate comprehension by using evidence from the text to support their responses and by comparing and contrasting story elements within a text.</p> <p>Students will also identify the role characters play in the story in order to utilize similar character traits in their own writing. While uncovering key details and theme, students will also interpret how the narrator’s or speaker’s point of view influences the events of a story (5.RL.6). Students will also recognize and interpret how multimedia elements contribute to the meaning, tone, or beauty of the text (5.RL.7). In order to summarize their findings, students will verbally synthesize this material in collaborative discussions (5.SL.1a-b).</p>			
<p>Key Vocabulary story, drama, poem, characters, speaker, narrator, graphic novel, multimedia, fiction, folktale, myth, poem, collaborative discussion</p>		<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have been required to identify theme through providing specific key details from a text (4.RL.2). • Students have also been instructed on what point of view is and to compare and contrast point of view in different stories (4.RL.6). 	
		<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will use their theme-determining skills within their writing and spoken presentations (6.SL.4). • Students will also utilize theme when drawing evidence from literary and informational texts to support their analysis, reflection, and research (6.L.1a and c). • Students will apply their knowledge of author 	

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	<ul style="list-style-type: none"> • Students should also be aware of discussion contexts (formal/informal and specific types of discussions for specific situations) (4.SL.6). • Students also wrote and gave presentations utilizing multimedia components (4.W.2a). 	<p>and speaker point of view to construct arguments and deliver information effectively (6.W.3a-e).</p> <ul style="list-style-type: none"> • Students will use tone and style, influenced by their previous learning, to construct their own stories and writings (6.L.3a-b). • In future grades, students will be required to engage effectively in multiple types of discussions (group, one-to-one, teacher-led). They will need to follow rules and set goals. Students will also need to review key ideas expressed during the discussion and understand multiple perspectives (6.SL.1a-d).
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Instructional Strategies (EL, SIOP, SPED, Marzano)

EL Strategies

- Explicitly link concepts to students’ backgrounds and experiences (5.RL.2, 5.RL.6).
- Explicitly link past learning and new concepts (5.RL.6, 5.SL.1a-b).

SPED Strategies

- Use scaffolding techniques consistently throughout lesson. Students can partake in assignments that allow them to incorporate characters and situations from books they have already read (5.SL.1a-b).
- Provide sufficient wait time for student responses throughout the lesson. Explicitly teach this strategy to students for use in peer interactions as well (5.SL.1a-b).

Marzano Strategies

- Identifying Similarities and Differences: Provide new texts or revisit old texts in order to make comparisons and discuss differences in texts (5.SL.1a-b).

Pre-Reading Cards

As a pre-reading activity, provide students with index cards that have story element clues on them (i.e., a card might be labeled *Setting – A small town*). Have students read or hear read the first chapter of a selection. Students record any inferences, predictions or conclusions they develop based on what they heard. Once students have completed the reading, they review the cards to see how well they were able to infer, predict or draw conclusions about the story element listed on their cards. Later, this can be turned into a short research paper that includes details from the text that support students’ original thoughts. This activity can be adapted for shorter selections by reading only the first paragraph.

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BOLD information: Standards that should be emphasized

<p>Story Map</p> <p>Using the story map strategy helps students focus on the major aspects or elements of a story such as setting, character, conflict, rising action and resolution. Initially, these organizers can be created for whole groups to contribute; as they become more familiar, students can create story maps for texts they read independently. There are a number of graphic variations on a story map available online. ReadWriteThink (sponsored by the International Reading Association and National Council of Teachers of English) has an interactive version that students can complete, located at http://www.readwritethink.org/files/resources/interactives/storymap/.</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Houghton Mifflin Fifth Grade English Book: p. 1 (5.RL.7) • Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 47, 48, 152, 153, 225, 305, 334N, 433, 543, 643 (5.SL.1a-b) • Graphic Organizers: http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela • K-12 Common Core Speaking and Listening Standards: http://www.dukeofdefinition.com/ELA_Common_Core_Standards_Speaking_and_Listening_Comp_01.pdf • Helpful guide for successful collaborative discussions: http://www.cte.hawaii.edu/publications/Collab_web.pdf

<p>Big Idea 3, Quarter 2: Students will be able to identify connections between individuals and events and effectively demonstrate those connections in informative writing.</p>	<p>Essential Question(s): How does author’s purpose alter how the same events of individuals might be compared? What is the purpose of informative writing?</p>
<p>Standards:</p> <p>5.RI.1 <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); d) Use precise language and domain-specific vocabulary to inform about or explain the topic; e) Provide a concluding statement or section related to the information or explanation presented.</p>	

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<p>Elements of the Standard(s) – What’s the meaning? In this section, students will be able to recite and recall accurately from a text (5.RI.1). Students will interpret and infer the relationships and interactions of individuals, events, ideas, or concepts in a historical, scientific, or technical text (5.RI.3). As students become more strategic, they are able to integrate information from multiple visual and print sources for a full understanding of the content. The ability to access, use and synthesize information from multiple sources enhances learning. Students will use this information to create informative or explanatory texts that introduce a topic and give a general observation and focus related to the topic, details, and quotations (5.W.2a-e).</p>		
<p>Key Vocabulary quote, historical, scientific, technical, informative, explanatory, multimedia, phrases, clauses, vocabulary</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have previously received instruction on how to determine and describe the overall structure, events, ideas, and concepts within different texts (4.RI.5). They will use these skills to infer and quote specifically from texts. • Students will continue to develop their understanding of characters and key individuals in nonfiction texts as they have done previously (4.W.3a). • Students have had multiple opportunities to be instructed on and demonstrate their ability to write informative and explanatory texts (4.W.2a). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to gather specific information from texts while applying such information in their writing and speaking (6.W.8). • Students will demonstrate their understanding of skills previously learned regarding different types of characters and the importance of characters in a story. They will utilize these skills to construct their own stories (6.W.3a-e). • Students will continue to write informative and explanatory texts while gaining an understanding of transitions and using higher level vocabulary (6.W.2c).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> • Clearly state (orally and in writing) cultural objectives for students. Work to develop complementary or overlapping cultural objectives across languages (5.RI.3, 5.W.2a-e). • Explicitly link concepts to students’ backgrounds and experiences. Allow students to develop informative and explanatory texts on topics they are familiar with (5.W.2a-e). <p>SPED Strategies</p> <ul style="list-style-type: none"> • Use scaffolding techniques consistently throughout lesson. Have students write, pair-share, or discuss in groups hobbies or items they are 		

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interested in in order to develop a topic to write on (5.W.2a-e).

- Provide assistance in the specific and general vocabulary to be used for each lesson prior to the lesson, using reinforcement or additional practice afterward. Instructional resources and instruction should be monitored for ambiguities or language that would be confusing, such as idioms (5.RI.1).

K W H L Chart

This activity is commonly done in the primary grades. However, the addition of the H makes it appropriate for intermediate students. Activate students’ prior knowledge by asking them what they already Know about a topic. Next, students (collaborating as a classroom unit or within small groups) set goals specifying what they Want to learn. Students then identify How they can find the information that will answer their questions (i.e., newspapers, Web searches, trade books). After reading and researching, students discuss what they have Learned. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals.

Create an Inference Chart

Create a chart to help students understand the strategy of making inferences based on what is read. The chart should have three columns. The headers on the columns should read:

- What happened?
- What does it mean?
- Why do you think that?

In the last column, the student should be able to provide specific details, examples and quotations from the text to support their claims.

Resources & Links to Technology

- Houghton Mifflin Fifth Grade Reading Book: Expectations Pages: Nonfiction: pp. 56, 84, 106I, 230b, 334I, 368, 438I, 498, 522, 570H, 602, 628, 672B; Historical Fiction: pp. 292, 334A, 550, 570B; Autobiography: pp. 138, 574, 579, 582, 588; Biography: pp. 210, 262, 312, 470 (5.RI.3)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 76, 100, 106, 329, 408, 432, 514, 592–593, 642
- Houghton Mifflin Fifth Grade English Book: pp. 398–436 (5.W.2a-e)
- Informational writing lessons: [Content Map of Unit](#)
- <http://blogs.muskegonisd.org/writers3to6/files/2009/03/3-6-09-report-research-unit-of-study.pdf>
- Graphic Organizers: <http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela>

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<p>Big Idea 1, Quarter 3: Students will be able to understand and apply elements of story, drama, and poetry.</p>	<p>Essential Question(s): How are elements (structure, theme, point of view, purpose) different throughout genres? How does making inferences impact a reader’s view of a story’s action?</p>
<p>Standards:</p> <p><i>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5.RF.3a <i>Know and apply grade-level phonics and word analysis skills in decoding words: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</i></p> <p>5.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding.</p> <p>5.W.10 <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p>5.SL.2 <i>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p> <p>5.SL.5 <i>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i></p> <p>5.SL.6 <i>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</i></p> <p>5.L.2a-e <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Use punctuation to separate items in a series; b) Use a comma to separate an introductory element from the rest of the sentence; c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?); d) Use underlining, quotation marks, or italics to indicate titles of works; e) Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p>5.L.4a-c <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph,</i></p>	

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photosynthesis); c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5.L.5a-c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a) Interpret figurative language, including similes and metaphors, in context; b) Recognize and explain the meaning of common idioms, adages, and proverbs; c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Elements of the Standard(s) – What’s the meaning?

This section is an important review of the elements of a story, drama, or poetry. Students have received prior instruction at varying levels throughout their elementary school years. This section provides them an opportunity to elicit their prior knowledge, while being exposed to new stories. Students will need to be given multiple texts to read from to engage their use of accuracy, fluency, and comprehension (5.RF.4a, 5.RF.3a). Students should be reading by themselves and aloud to check for accuracy, and opportunities to demonstrate how to quote both orally and in written form from a text should be given (5.RL.1).

During readings, students should be given time to reflect on what they have read. Students may also use graphic organizers or response questions to illicit the extraction of figurative language, elements of the text, and specific vocabulary (5.RL.4, 5.RL.5, 5.RI.4, 5.L.4a-c, 5.L.5a-c, 5.L.6). Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use an array of strategies including language structure and origin, textual clues, and word relationships. They are able to note differences between literal and figurative language in order to build vocabulary and enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary purposefully and precisely.

Students should be given opportunities to share and demonstrate their understanding of the elements of text through written or oral form. Students can write over time to construct well-written summaries of the texts they have read (5.W.10, 5.SL.2, 5.L.2a-e). Students may also be given opportunities to present the information they have learned orally or in a multimedia format (5.SL.5, 5.SL.6).

Key Vocabulary	Links to Prior Learning	Links to Future Learning
inferences, figurative language, metaphors, similes, chapters, scenes, stanzas, story, drama, poem, multimedia, punctuation, capitalization, Greek and Latin roots, idioms, adages, proverbs, synonyms, antonyms,	Students have been developing their skills regarding the identification and development of elements of a story, drama, and poetry for many years (4.RF.4c, 4.L.4a, 4.RF.3a, 4.RI.4, 4.L.4c, 4.RF.4a).	<ul style="list-style-type: none"> • Students will continue to demonstrate an understanding of the components of a story, drama, and poetry (6.RL.1, 6.RL.2, 6.RL.3, 6.RL.4, 6.RL.5, 6.RI .6, 6.RL.7). • They will also use these components to

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homographs		create stories, dramas, and poetry of their own (6.L.1b, 6.L.1, 6.L.3a and b, 6.L.4a-d, 6.L.5c, 6.L.6, 6.W.2a and c, 6.W.3a-e).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> • Preteach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead (5.RL.1, 5.RI.4, 5.RL.5, 5.RI.4, 5.RF.3a, 5.RF.4a, 5.L.4a-c, 5.L.6). • Use graphic organizers (Venn diagram, T-charts) to provide visual support for concepts (5.RF.4a, 5.SL.2). • Explicitly link concepts to students’ backgrounds and experiences (5.L.5a-c). <p>SPED Strategies</p> <ul style="list-style-type: none"> • Establish a safe and supportive environment in which students are encouraged to talk and ask questions freely when they do not understand (all standards). • Use scaffolding techniques consistently throughout lesson. Encourage students to use scaffolding techniques themselves when they are serving as peer models (5.RL.1, 5.RI.4, 5.RL.5, 5.RI.4, 5.RF.3a, 5.RF.4a, 5.L.4a-c, 5.L.6, 5.SL.6). • Set up tutoring situations that offer additional assistance. Tutoring by a qualified teacher is optimal. Peer or cross-age tutoring should be so designed not to detract from the instructional time of either the tutor or tutee and should be supervised (5.SL.5, 5.SL.2, 5.W.10). <p>Marzano Strategies</p> <ul style="list-style-type: none"> • Homework and Practice • Assign homework on tasks and skills related to content discussed in class. Students may also expand on their classwork (e.g., using vocabulary from class to write sentences or complete an activity) (5.W.10, 5.SL.5, 5.SL.6). • Summarizing and Note-Taking • Students may be given opportunities to create definitions of new vocabulary words in their own words. This will assist them to develop and understand a meaning for the words (5.SL.2, 5.SL.6). <p>Four Corners</p> <p>This strategy focuses on vocabulary development. Have students divide their papers into four sections. Title the sections as follows:</p> <ul style="list-style-type: none"> • Synonyms/Word Families • Word/Definition • Sentence • Illustration 		

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Students complete the four-corners sheet with new vocabulary and share with other students. Four-corners sheets can be kept in a binder, dictionary style.

Picture Book Language

Give small groups of students several picture books and have them look for words and phrases from those texts that reflect figurative language. Have the scribe for the group record these words and phrases. Group members should determine the specific type of figurative language the author used for each word or phrase found (i.e., simile, metaphor). Each group can share their examples with the class and provide rationales for how each word or phrase was labeled.

Resources & Links to Technology

- Houghton Mifflin Fifth Grade Reading Book: Expectations Pages: Throughout most stories
- Houghton Mifflin Fifth Grade English Book pp. 312, H11 (5.L.4a-c)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 47, 153, 225, 305, 386, 433, 543, 643 (5.L.6)
- Graphic Organizers: <http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela>
- Resource for examples of fifth-grade summaries: <http://www.mybookezzz.com/summarizing-practice-5th-grade/>

<p>Big Idea 2, Quarter 3: Students will be able to identify and demonstrate meaning of variations in dialects, registers, and meaning in the English language.</p>	<p>Essential Question(s): How does region and location affect the use of the English language? How can context help to identify uncommon terms, figurative language, dialects, and registers used?</p>
<p>Standards:</p> <p>5.L.3a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening: a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style; b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>5.L.5a-c <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a) Interpret figurative language, including similes and metaphors, in context; b) Recognize and explain the meaning of common idioms, adages, and proverbs; c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</i></p>	
<p>Elements of the Standard(s) – What’s the meaning? There are many stories and opportunities (See Resource Section for CCSS link to Text Exemplars) for students to be exposed to different dialects, registers, and versions of the English language. This section helps to expose students to various stories with examples of variations of English. Students are exposed to a wide variety of stories, short videos, and recorded audio stories to help them capture the way people use the English language.</p>	

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<p>Variations of the English language can also include regional use of certain figurative language (5.L.3a-b, 5.L.5a-c). It is important to instruct that writers and speakers select language, word choice and punctuation appropriate for purpose, audience and effect. Students will begin to understand the ways that formal and informal language can be used to impact audience and communicate a message. As instruction continues, students may record their findings on graphic organizers, share their findings in groups, or conduct compare-and-contrast activities to compare their own use of the English language with those of others.</p>		
<p>Key Vocabulary compare, contrast, drama, story, poem, context, figurative language, idioms, proverbs, synonym, antonym, homographs</p>	<p>Links to Prior Learning Students have previously identified and applied figurative language in the form of nuances in word meanings, and recognizing and using idioms, adages, and proverbs (4.L.5b).</p>	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to utilize and identify figurative language while analyzing the impact of a specific word choice on meaning and tone (6.RL.4). • Students will be able to identify and utilize figurative language in texts and in their writing (6.RI.4, 6.RI.9).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> • Use graphic organizers to provide visual support for concepts (Venn diagram to show relationship between words and concepts) (5.L.3a-b, 5.L.5a-c). • Explicitly link concepts to students’ backgrounds and experiences (5.L.5a-c). Have students identify phrases or words in their own lives that may be used as an example of a variation of English. <p>SPED Strategies</p> <ul style="list-style-type: none"> • Establish a safe and supportive environment in which students are encouraged to talk and ask questions freely when they do not understand (all standards). • Enlist the help of parents at home when possible. See Marzano Homework and Practice suggestions (all standards). <p>Marzano Strategies</p> <ul style="list-style-type: none"> • Identifying Similarities and Differences • Students may be exposed to different dialects of figurative language and be asked to compare or contrast those forms of speech to other examples (5.L.3a-b, 5.L.5a-c). • Homework and Practice 		

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- Assign homework and practice that supports classroom learning. Students can create examples of their own figurative language and may also illustrate their examples. Students may bring these examples to class and share in a group (5.L.3a-b, 5.L.5a-c).

I Can See A Rainbow

Give students multiple colors of highlighters. Have them color-code sentence types in a piece of their own writing (i.e., sentences that start with a noun, declarative sentences, questions, complex sentences) using a different color for each sentence type. If students can't see a rainbow, they know they are not varying their sentence types.

Resources & Links to Technology

- Houghton Mifflin Fifth Grade Reading Book: Expectations Pages: Realistic Fiction: pp. 28, 106A, 162, 184, 230i, 344, 410, 414, 438B, 650; Plays: p. 442; Nonfiction: pp. 56, 84, 106l, 230b, 334l, 368, 438l, 498, 522, 570H, 602, 628, 672B; Historical Fiction: pp. 292, 334A, 550, 570B; Autobiography: pp. 138, 574, 579, 582, 588; Biography: pp. 210, 262, 312, 470; Tall Tales: pp. 110, 114, 119, 125; Poetry: pp. 232, 235–251 (5.3a-b, 5.L.5a-c)
- Common Core State Standards Text Exemplars: http://www.corestandards.org/assets/Appendix_B.pdf
- Graphic Organizers: <http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela>
- Sample list of additional stories with figurative language: <https://sites.google.com/site/mrsrichards5thgrade/figurative-language-stories>

<p>Big Idea 3, Quarter 3: Students will be able to analyze an author’s argument and create a project that includes proper elements of argument and persuasion.</p>	<p>Essential Question(s): How does an author’s argument affect the information included in the document? What is the impact of bias on the reader? What are the best ways to support an argument?</p>
<p>Standards:</p> <p>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><i>5.W.1a-c Write opinion pieces on topics or texts, supporting a point of view with reason and information: a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose; b) Provide logically ordered reasons that are supported by facts and details; c) Link opinion and reasons using words, phrases, and clauses (e.g.,</i></p>	

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<p><i>consequently, specifically); d) Provide a concluding statement or section related to the opinion presented.</i></p>		
<p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>		
<p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		
<p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>		
<p>5.SL.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		
<p>Elements of the Standard(s) – What’s the meaning? In this section, students will focus on the reading and investigation of multiple texts and sources to determine and report on author’s argument. Students may use written texts and digital sources to find examples of an author’s argument (5.RI.7). While reading and researching, students should try to determine how the author uses reasons and evidence to support particular points in a text (5.RI.8). Students should collect this information in a variety of organized formats, including graphic organizers. Once they have collected information, they may engage in discussion with partners or peers to begin to construct a well-written research-type opinion piece that includes information they have uncovered during their investigation of multiple texts (5.W.1a-c, 5.W.8, 5.SL.1d). While writing, students should take time to share and edit their work ensuring they have addressed the appropriate task, purpose, and written to the correct audience (5.W.4, 5.W.7). They understand that the research process is about asking questions and searching for answers that may be presented in a variety of media.</p>		
<p>Key Vocabulary digital sources, evidence, opinion, research, investigation, summarize</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have previously gathered organized information into informative text (4.W.2d, 4.W.2e). • Students have also engaged in collaborative discussions and understand their roles and responsibilities within such discussions (4.SL.1b, 4.SL.1a). • Students are also capable of writing over extended periods of time 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to develop their research, writing, and analysis skills when constructing informative works (6.W.2e-f). • Students also continue to develop their skills within a discussion by researching information and coming prepared to present their findings in a different group setting (6.SL.1a-d).

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	(4.W.10).	
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> • Break tasks into smaller “chunks” with frequent comprehension checks as opposed to entire units with a single comprehensive test (5.W.1a-c). <p>SPED Strategies</p> <ul style="list-style-type: none"> • Establish a safe and supportive environment in which students are encouraged to talk and ask questions freely when they do not understand (all standards). • Use scaffolding techniques consistently throughout lesson. Allow students opportunities to discuss author’s argument in previous texts. Student may use graphic representations or diagrams to assist in their comparisons (Venn diagram) (5.SL.1d, 5.W.7). <p>Marzano Strategies</p> <ul style="list-style-type: none"> • Summarizing and Note-Taking • These skills promote greater comprehension by asking students to analyze a subject to expose what’s essential and then put it in their own words. Students may complete this task individually, in pairs, or in small groups (5.W.7, 5.W.8). <p>Out of Order</p> <p>Take a paragraph or section of text from a novel, reading story, curriculum textbook, etc. Divide it into individual sentences, placing them on sentence strips. Hand the strips out to individual students and have them work together to place them back into sequence, giving a rationale for why each was placed where it was. Having students provide this justification encourages higher-order thinking skills.</p> <p>Picture Book Practice</p> <p>Use two informational pictures books on the same topic to compare the evidence the authors use to support their ideas. Students can work in small groups to chart the similarities and differences. Repeat this activity before moving students on to more complex text.</p> <p>Determining Importance</p> <p>Use the SQ4R strategy to help students find the important information in a text before they begin writing.</p> <ul style="list-style-type: none"> • <i>Survey</i>: Read the table of contents, chapter headings and subheadings; examine graphics and illustrations • <i>Question</i>: Generate questions based on what is found in those features • <i>Read</i>: Read a part of the selection/book and look for answers to the generated questions • <i>Record</i>: Reread and make notes about text • <i>Recite/Write</i>: Summarize what you have read using the answers to the generated questions and notes • <i>Review</i>: Go over the material once more to confirm summary. <p>Something Happened And Then</p> <p>Use Rick Wormeli’s strategy to help a writer narrow focus or to help a reader summarize what has been read before they begin writing about it. Provide</p>		

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the following set of prompts to students before learning occurs.

- *Something* (independent variable)
- *Happened* (change in that independent variable)
- *And* (effect on the dependent variable)
- *Then* (conclusion)

Resources & Links to Technology

- Houghton Mifflin Fifth Grade English Book pp. 446-478 (5.W.1a-c)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 76, 100, 106, 329, 408, 432, 514, 592–593, 642 (5.W.4)
- Houghton Mifflin Fifth Grade English Book pp. 398–436 (5.W.7)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 77, 101, 128, 153, 177, 180–181, 329, 359, 387, 409, 515, 543, 565, 619, 667 (5.W.8)
- Houghton Mifflin Fifth Grade Reading Book: Expectations Pages: throughout stories (5.SL.1d)
- Houghton Mifflin Fifth Grade English Book pp. 446–478 (5.W.1a-c)
- Sample unit on this topic: http://schools.nyc.gov/NR/ronlyres/C03E352F-F0EE-4152-8CBE-76F1D62864F5/0/NYCDOEG5Literacy_TCRWP_Final.pdf
- Graphic Organizers: <http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 4: Students will apply the components of writing a clear and coherent opinion piece.</p>	<p>Essential Question(s): How do writers effectively persuade readers? How does the structure of opinion writing differ from narrative and informative writing?</p>
<p>Standards:</p> <p><i>5.RL.1</i> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>5.RF.4a</i> Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding.</p> <p>5.W.9a-b Draw evidence from literary or informational texts to support analysis, reflection, and research: a) Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”); b) Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>5.W.1a-d Write opinion pieces on topics or texts, supporting a point of view with reason and information: a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose; b) Provide logically ordered reasons that are supported by facts and details; c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically); d) Provide a concluding statement or section related to the opinion presented.</p> <p><i>5.W.4</i> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><i>5.W.6</i> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><i>5.SL.5</i> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p> <p><i>5.L.2a-e</i> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Use punctuation to separate items in a series; b) Use a comma to separate an introductory element from the rest of the sentence; c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?); d) Use underlining, quotation marks, or italics to indicate titles of works; e) Spell grade-appropriate words correctly, consulting references as needed.</p>	

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>5.L.6 <i>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</i></p>		
<p>Elements of the Standard(s) – What’s the meaning? In this section, students will recall their vocabulary, grammar, and mechanics skills to create an opinion piece of writing (5.L.2a-e). Students should have multiple opportunities to be exposed to and read informational texts to inform their writing (5.RF.4a). Students will need to hear and read informational text again and be guided to quote and extract information directly from the text (5.RL.1, 5.W.9a-b). Students may need additional demonstrations of graphic organizers and how to structure their opinion piece prior to writing. Once the writing process begins, include multiple opportunities for students to share with peers and adults to revise and edit their work to ensure their writing is clear and includes opinions and facts from multiple sources (5.W.1a-d, 5.W.4). During the writing process, students should have an opportunity to type their final draft (5.W.6). Students can use online typing games and practice to enhance their typing speed and accuracy. When students complete this assignment, they should be given the opportunity to present their opinion pieces orally or through multimedia presentations (5.SL.5, 5.SL.6).</p>		
<p>Key Vocabulary quote, comprehension, evidence, analysis, research, reflection, compare, contrast, text, opinion, facts, details, phrase, clause, technology, main idea, theme, comma, quotation marks</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have had multiple opportunities to engage in activities related to constructing an opinion piece. • Students have had to state their point of view and support that point of view with reason and understanding (4.W.1b). • They have also been instructed in linking their opinions and reasons using words, phrases, and clauses (4.W.1b). • Students also have a foundational understanding of grammar and mechanics (4.L.1a-d, 4.L.2a-c). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to build their skills related to creating opinion pieces (6.W.1a-e). • Students will be required to support their claims with relevant evidence and credible sources. • Students will also be required to produce clear and coherent writing appropriate to the task, purpose, and audience (6.W.4).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) General instructional strategies (SIOP) EL Strategies</p>		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

- Use graphic organizers to provide visual support for concepts. Students may use an outline or flowchart to organize their thoughts as they engage in the writing process (5.W.1a-d, 5.W.4).
- Explicitly link concepts to students’ backgrounds and experiences. Students may draw on prior knowledge to form their supporting details or opinion (5.W.4).

SPED Strategies

- Provide assistance in the specific and general vocabulary to be used for each lesson prior to the lesson, using reinforcement or additional practice afterward. Instructional resources and instruction should be monitored for ambiguities or language that would be confusing, such as idioms. It may be useful to create a word wall or bank to store words previously introduced in class. These words can assist students in their future writing (5.L.2a-e, 5.L.6).

Marzano Strategies

- Homework and Practice
- Assign portions of the writing task (editing or revising) to be completed at home (5.W.1a-d).

Presenting with Multimedia

In small groups, students view and analyze sample multimedia presentations and create a list of characteristics of the genre and of what makes a good presentation. Students then list programs and tools they could use to make their own multimedia presentations. Teachers can review copyright and plagiarism with the students at this point. Small groups plan and make a storyboard for their own multimedia presentations. (Adapted from a lesson at www.readwritethink.org.)

Powerful Words

This strategy helps students understand that words used in persuasive speaking are critical to the effectiveness of the outcome. Present students with a series of paired statements and have them select the sentence that is the most persuasive. An example of sentence pairs is:

- Fifth-grade students should be allowed to chew gum in school.
- Because mint increases brainpower, chewing gum should be required in the fifth grade.

Resources & Links to Technology

- Houghton Mifflin Fifth Grade English Book pp. 446–478 (5.W.1a-d)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 76, 100, 106, 329, 408, 432, 514, 592–593, 642 (5.W.4)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 177, 387, 409, 515 (5.W.6)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 77, 101, 128, 153, 177, 180–181, 329, 359, 387, 409, 515, 543, 565, 619, 667 (5.SL.5)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 47, 48, 152, 153, 225, 305, 334N, 433, 543, 643 (5.SL.6)

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

- Houghton Mifflin Fifth Grade English Book pp. 180–207, H57 (5.L.2a-e)
- Houghton Mifflin Fifth Grade English Book pp. 179–207 (5.L.6)
- Houghton Mifflin Fifth Grade English Book pp. 446–478 (5.W.1a-d)
- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 46, 76, 100, 106, 129, 207, 230, 305, 329, 408, 432, 514, 542, 592–593, 642
- Houghton Mifflin Fifth Grade English Book pp. 294–317, 319–352, 364–396, 398–436, 446–478, 480–507 (5.W.4)
- Graphic Organizers: <http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela>
- Game to enhance typing ability: <http://www.freetypinggame.net/>
- How to create a PowerPoint video: <http://www.youtube.com/watch?v=3ZUwFwooMrY>

<p>Big Idea 2, Quarter 4: Students will use research skills to create a well-structured report on a given topic.</p>	<p>Essential Question(s): How is information organized for maximum effect? How are the most important research skills used in determining quality sources?</p>
<p>Standards:</p> <p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><i>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</i></p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>5.W.8 <i>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</i></p> <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

Elements of the Standard(s) – What’s the meaning?
 In this section, students will work to construct a well-structured report (5.W.7) drawing on information acquired throughout the year (5.RL.10, 5.RI.6, 5.RI.10). Students will need to report on a topic or present an opinion by drawing conclusions from texts (5.RI.9), citing evidence, and comparing similar topics (5.SL.4). Students will also be engaging in the planning, revising, editing, and rewriting process (5.W.5). Students will also be integrating relevant information and multimedia components (5.W.6, 5.W.8).

<p>Key Vocabulary revise, edit, rewrite, research, sequence, digital, main idea, theme, fact, opinion</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have previously gathered organized information into informative text (4.W.2d, 4.W.2e). • Students have also engaged in collaborative discussions and understand their roles and responsibilities within such discussions (4.SL.1b, 4.SL.1a). • Students are also capable of writing over extended periods of time (4.W.10). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to develop their research, writing, and analysis skills when constructing informative works (6.W.2e-f). • Students also continue to develop their skills within a discussion by researching information and coming prepared to present their findings in a different group setting (6.SL.1a-d).
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Instructional Strategies (EL, SIOP, SPED, Marzano)

EL Strategies

- Break tasks into smaller “chunks” with frequent comprehension checks. Teach students the steps to conduct accurate and thorough research. Allow students opportunities to gather information from multiple sources while taking organized and detailed notes (5.W.7).
- Use graphic organizers to provide visual support for concepts. Use flowcharts, timelines, or bubble maps to help organize student research (5.W.7, 5.W.8).
- Explicitly link concepts to students’ backgrounds and experiences by allowing students to research topics of interest (5.W.7, 5.W.8).

SPED Strategies

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

- Establish a safe and supportive environment in which students are encouraged to talk and ask questions freely when they do not understand (all standards).
- Enlist the help of parents at home when possible. Send home instructions on proper note-taking and the research cycle so parents are aware of how to assist at home (all standards).

Marzano Strategies

- Summarizing and Note-Taking
- These skills promote greater comprehension by asking students to analyze a subject to expose what’s essential and then put it in their own words. Students should be instructed on how to summarize information they are researching (5.RI.10, 5.W.7, 5.W.8).

Using Metacognition to Comprehend Text

To help students comprehend informational texts, encourage them to think metacognitively, to think not just about what they are reading, but how they are reading it. As they encounter difficulty with the way a concept is presented, encourage them to follow these strategies in their thinking:

- Identify where the difficulty occurs
- Identify what the difficulty is
- Restate the difficult sentence or passage in their own words
- Look back through the text
- Look forward in the text for information that might help them resolve the difficulty

Drawing Connections

Read a section of informational text and think aloud about a connection that can be made. Model creating a visual representation. Then think aloud and write a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text. Next, have them write a sentence or paragraph explaining that connection. Have students share their drawings and explain connections in small groups.

Resources & Links to Technology

- Houghton Mifflin Fifth Grade Reading Book: Expectations pp. 177, 387, 409, 515 (5.W.6)
- Houghton Mifflin Fifth Grade English Book pp. 398–436 (5.W.7, 5.W.8, 5.SL.4)
- Graphic Organizers: <http://www.ncpublicschools.org/acre/standards/common-core-tools/#goela>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



Content: English	Grade/Course: Five	Timeline: 60 minutes Integrated reading and writing
<p>Standard(s):</p> <p>5.W.3b; d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; d) Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>5.L.2b; d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: b) Use a comma to separate an introductory element from the rest of the sentence; d) Spell grade-appropriate words correctly, consulting references as needed.</p>		
<p>Lesson Overview: Using background and connections to “Dear Mr. Henshaw,” the focus of the lesson is to introduce students to a different form of narrative text (journal and letter writing) and allow them to apply this format to their own writing. Students will also have an opportunity to use exact nouns to enhance their writing.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Demonstrate an understanding of narratives written in journal and/or letter form. • Make connections to the text “Dear Mr. Henshaw” through writing a letter or journal-style entry regarding their favorite book and an aspect of their life they are currently encountering. • Use exact nouns to enhance their writing. 	
<p>Vocabulary: Exact noun, diary, description, difference, experience, prose</p>	<p>Focus Question(s): How do authors use different forms of narrative writing to tell a story?</p>	
<p>Description of Lesson (including instructional strategies):</p> <p>Anticipatory Set: (10 minutes) Students will complete a short exercise on “Using Exact Nouns,” located on p. 80 of the Houghton Mifflin English book. Note: Photocopy p. 80 so students can write on the activity rather than transferring to another sheet of paper. <i>Give students 4 minutes to read the directions, the example, and begin the “Apply It” exercise. Use the time to walk around the room addressing questions and assisting students with special needs.</i> For students working at a faster pace, have them turn to p. 416 in their Houghton Mifflin Reading Book and begin reading the story, trying to identify similarities between this warm-up activity and the story. <i>After 4 minutes, have students pair-share their responses. Then ask for volunteers to explain and give examples to the whole class of exact nouns. (Marzano: Cooperative Learning)</i></p> <p>Instruction and Strategies: (20 minutes) Allow students another 4 minutes to complete the rest of the “Apply It” exercise. If students finish early, direct them to p. 416 in the Houghton Mifflin Reading book to begin reading. Directing students to the reading book will ease transition to the next activity because they will already have the book open to the story “Dear Mr.</p>		

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

Henshaw.”

After the final 4 minutes, draw students’ attention to the format of the activity (friendly letter). Discuss the aspects of a friendly letter (greeting, body, closing, signature). Discuss that there are multiple ways to write a narrative story, not just in paragraphs, but in a series of letters and journal entries recounting the events of a day. Ask students if they can recall any other stories written this way (“Diary of a Wimpy Kid,” “The Perks of Being a Wallflower,” “The Diary of Anne Frank”) (Marzano). Discuss with students the purpose of writing in such a manner and how this format can be interesting to readers.

Finish this introductory activity by asking students to share their exact noun substitutions.

1. Have students open to p. 416 in their Houghton Mifflin Reading Book.
2. Allow students to read “Dear Mr. Henshaw” silently for 10–12 minutes.
3. Begin discussion about who Leigh Botts is writing to (Boyd Henshaw, his favorite author) and what some of the issues are in his life.
4. On the board, have students *give the titles of their favorite books or authors.*

Guided Practice: (15 minutes)

1. Have students take out a clean sheet of lined paper
2. On the board or large sheet of butcher paper, demonstrate how to organize a letter or journal entry.
3. *Ask students to write a journal entry or letter to their favorite author describing an issue they are having or the events of a special or normal day.* If students give the name of the book and do not know the author, have them write in a journal entry format, which does not require the author’s name.
4. Have students write for about 15 minutes. If students finish early, they may reread their journal or letter and try to find words they can substitute with exact nouns. If they finish this task also, they may find someone else to proofread their journal and look for grammar, punctuation, and word use errors.
5. Students who do not finish in time may complete at home (Marzano: Homework and Practice).

Formative Assessment:

1. Use journal entry or letter from Guided Practice as Formative Assessment to evaluate the students’ understanding of the task and use of exact nouns. You may also give students about 10 minutes the next day to peer-revise and offer suggestions to enhance their assignment.
2. See Closure activity as another form of Formative Assessment.

Closure: (10 minutes)

Prior to lesson, create flashcards of sentences in need of exact nouns. Fifteen have been provided in the supplemental section. Pass out cards to students. *Have students use an exact noun in the sentence and share with a partner.* When partners have shared with each other, they may turn in the cards or find another pair to share with using different exact nouns.

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- To accommodate students with special needs, the story may be photocopied (large if student has visual impairment) and separated into multiple readings.
- Students may also write a summary next to each journal entry to summarize what is happening in the text.

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- Students may also work in small groups with your assistance.

Resources (Textbook and Supplemental):

- Houghton Mifflin English book p. 80
- Houghton Mifflin 5th grade Reading book pp. 416–433

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Closure Activity Supplemental Sentences:

1. I like to watch the **animals** at the zoo.
2. At noon, you can see **guys** feed them.
3. The seals leap up to catch **food** that someone tosses.
4. Sometimes we take a **meal** to the zoo park.
5. We bring sandwiches and **drinks**.
6. While we eat, we can hear the **sounds** of the lions.
7. Yesterday we went to a **building** to see a play.
8. We waited awhile in the big, cold **room**, but then the curtain went up.
9. There in the stage was a woman in a dazzling **outfit**.
10. She had a **hat** on her head.
11. She was sitting on a great **chair**.
12. England was under attack from the Spanish **boats**.
13. The queen shouted out **words** to all around her.
14. In the best scene, Good Queen Bess went to an army camp and asked every **person** to fight hard for England.
15. At the end, the actress who played the queen received a bunch of **flowers**.

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Content: English	Grade/Course: Five	Timeline: 60 minutes Writing
Standard(s): 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); d) Use precise language and domain-specific vocabulary to inform about or explain the topic; e) Provide a concluding statement or section related to the information or explanation presented.		
Lesson Overview: This lesson is designed to prepare students to write an informative text in which they understand how to construct their own purpose while informing and comparing two items they know well. This lesson introduces students to writing an informational paragraph in which they cite details from a graphic organizer.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Identify the purpose for informative writing. • Compare and contrast two items they know well. • Use information to demonstrate their purpose. 	
Vocabulary: informative, purpose	Focus Question(s): <ul style="list-style-type: none"> • How does author’s purpose alter how the same events of individuals might be compared? • What is the purpose of informative writing? 	
Description of Lesson (including instructional strategies): Anticipatory Set (5 Minutes): <ul style="list-style-type: none"> • Display pictures (tape on board or put on an overhead) of two different items (tiger/lion, apple/orange, sports figures, etc.) within a Venn diagram (see Venn Diagrams). • <i>Have students turn to a partner and discuss how these items are different and how they are the same. Students should play close attention to the information their partner is telling them.</i> • Stop partner discussion and ask for words to describe the two pictures. <i>Write the words in the Venn diagram.</i> • Discuss with students how items can be similar and different, as well as be described in different ways by different people. (For example, if their partner referred to a tiger as “scary,” they may want to put the image of a scary tiger in their partner’s mind to match their own feelings about tigers. Their purpose for using the word “scary” is to change your mind or make you feel a certain way about the tiger.) Instruction and Strategies (20 Minutes): <ol style="list-style-type: none"> 1. Give students a copy of a blank Venn diagram and explain they will be comparing and contrasting two different foods; their favorite food and their least favorite food. (Marzano: Similarities and Differences) 2. <u>Allow students time to complete the Venn diagram while you circle the room to monitor their progress.</u> 		

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3. *Allow students to go back to a partner and read the details and name of either their favorite food or their least favorite food, without telling their partner which is which. Allow students to guess if their partner described their favorite or least favorite food. Have students share the words that helped them to identify their choice.* (Marzano: Cooperative Learning)
4. Gather students back into a whole group.
5. Explain to students they will be turning their Venn diagram into an informational paragraph.
6. On the board, write the definition of information paragraph: “The writer’s purpose is to share information about a topic he or she knows well.”
7. Have students turn to p. 357 in Houghton Mifflin English book.
8. Review the elements of an informational paragraph (indent, topic sentence, supporting sentences, concluding sentence)
9. Have students get out a piece of writing paper.
10. Display a similar piece of blank writing paper on the board.
11. Have students select which food they are going to write about, their favorite food or least favorite food.
12. Take volunteers from the class to identify a topic sentence (The food I love most in the world is..., The food I can’t stand to eat is...), **demonstrating how to indent and write the Topic Sentence on your paper.**

Guided Practice (25 Minutes):

1. Allow students time to write (2) informational paragraphs about their favorite food and their least favorite food using details from their Venn diagram.
2. Circle the room to monitor progress.

Formative Assessment:

The formative assessment will be the Venn diagram and informational paragraph.

Closure (10 Minutes):

Have students pick a different partner to share one of their informational paragraphs with. Have them leave out the topic sentence in order to allow their partner to guess which food they have written about.

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Students needing additional assistance may work in small groups or with teacher to develop Venn diagram and/or one informational paragraph together.
- Students working at a faster pace may be allowed to write an additional compare/contrast paragraph.

Resources (Textbook and Supplemental):

- Houghton Mifflin English, p. 357
- Graphic Organizer: [Venn Diagrams](#)

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Content: ELA	Grade/Course: Five	Timeline: 60 minutes
Standard(s): 5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
Lesson Overview: Students will create and interpret their understanding of personification through their examples. This lesson will also integrate the use of graphic organizers (thinking maps) to map textual evidence.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Create their own sample of personification that includes the use of figurative language with 80% accuracy. 	
Vocabulary: personification	Focus Question(s): How does figurative language impact a reader’s understanding of a story?	
Description of Lesson (including instructional strategies): (2 minutes) Prior to instruction: Review expectations for collaborative/team (active listening) and writing process. Anticipatory Set: (5 minutes) <ul style="list-style-type: none"> • Authors use figurative language to add beauty and complexity to their work. A metaphor is a type of figurative language in which one thing is compared with another unlike object or thing to suggest similarity. A simile is like a metaphor, except that the word “like” or “as” is used to draw the comparison. • Introduce passage “Sailing Across the Plains.” Instruction and Strategies: (10 minutes) <ul style="list-style-type: none"> • <u>Have students read the passage with you. Ask them to identify similes and metaphors in the passage and discuss with their groups the two things being compared.</u> • <i>Randomly ask a team member to come up and circle the words in the passage that indicate figurative language. Have them explain how the two things are compared.</i> • Introduce a new type of figurative language called personification. Personification is the attribution of human nature or character to animals, inanimate objects, or abstract notion, especially as a rhetorical figure. • <i>Identify the use of personification in this passage: Silver Tongue. The color silver is related to “classy.” Grandma Essie is compared to a person who has a classy way with words.</i> Guided Practice: (15 minutes) <ul style="list-style-type: none"> • Give students a large sheet of paper and markers, colored pencils, or other drawing tools. • <i>Have students read “Sailing Across the Plains.”</i> • <u>Have students identify the figurative language in the story and discuss how each instance of figurative language adds interest in the passage.</u> • <u>Have students decide whether each of the sentences is an example of metaphor, simile, or personification.</u> 		

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

- The train cried mournfully in the night.
- His notebook was a confusing map with no legend.
- After the hike, my legs were as weak as a baby's.
- *Have teams choose one example from above to create their own figurative language on the large sheet of paper and post on the wall. Students must be able to represent their ideas on paper through the use of pictures and words.*
- Have students do a gallery walk to provide feedback.

Formative Assessment: (10 minutes)

- Pass out handout. See below.
- *Read the directions.*

Directions:

- In the first blank, **underline the phrase** that makes the sentence more descriptive.
- In the short blank, write whether that phrase is a **simile** or a **metaphor**.
- Using that figurative language, create another sentence example that describes the person.

Independent Practice: (12 minutes)

- *While listening to the song, "Fireflies," students will identify the use of personification in the lyrics.*
 - Show lyrics through the Web site below in the resource section.
- *Have the class brainstorm opposing arguments, and challenge other students to take sides to identify which lyrics use personification (The Core Six: Reading for Meaning).*
- Read directions on handout number 2.
- Students independently will develop conclusions on both sides.
- Students independently will need to decide which conclusion seems valid.
- Students will share their thoughts within their small groups, orally stating their position and explaining why.

Closure: (6 minutes)

- Randomly choose one person from each group to share what he or she discussed in small groups with the whole class.

Accommodations/Modifications:

Guided Practice: Picture Notes, Cooperative Groups, Paired, Teacher Assistance

Resources (Textbook and Supplemental):

- eSpark Learning – Determining the Meaning of Figurative Language Instructional Video
- McGraw Hill – Essie's Covered Wagon
- Song – "Fireflies" (3:55 minutes) by Owl City <http://www.azlyrics.com/lyrics/owlcity/fireflies.html>

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Handout 1

Create Your Own Simile, Metaphor, or Personification

Name: _____

Date: _____

Directions:

- In the first blank, **underline the phrase** that makes the sentence more descriptive.
- In the short blank, write whether that phrase is a **simile**, a **metaphor**, or **personification**.
- Using that figurative language, create another sentence example that describes the person or thing.

1. _____ **Adam is a timid, little mouse. When he gets frightened, he runs away.**

Example: _____

2. _____ **Sometimes when Amanda is happy, her eyes are like the rays of sunshine.**

Example: _____

3. _____ **My computer throws a fit every time I try to use it.**

Example: _____

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Handout 2

Reading for Meaning Organizer
 Personification in “Fireflies” by Owl City

DIRECTIONS: Read the song lyrics. Determine if the lyrics include personification. Insert a check mark in the “Agree” or “Disagree” box below each section. If you agree, state your reasons, using evidence from the song, on the “Proof for” column. If you disagree, state your reasons on the “Proof Against” column.

PROOF FOR	SONG LYRICS	PROOF AGAINST
	“You would not believe your eyes, if ten million fireflies lit up the world as I fell asleep, ‘cause they’d fill the open air and leave tear drops everywhere. You’d think me rude, but I would just stand and stare.” <div style="display: flex; justify-content: center; gap: 20px;"> <input data-bbox="649 892 803 961" type="checkbox"/> Agree <input data-bbox="836 892 982 961" type="checkbox"/> Disagree </div>	
	“I’d like to make myself believe that planet Earth turns slowly. It’s hard to say that I’d rather stay awake when I’m asleep, ‘cause everything is never as it seems.” <div style="display: flex; justify-content: center; gap: 20px;"> <input data-bbox="633 1270 787 1339" type="checkbox"/> Agree <input data-bbox="836 1270 982 1339" type="checkbox"/> Disagree </div>	
	“Cause I’d get a thousand hugs from ten thousand lightning bugs, as they tried to teach me how to dance— A foxtrot above my head; A sock hop beneath my bed; The disco ball is just hanging by a thread.” <div style="display: flex; justify-content: center; gap: 20px;"> <input data-bbox="641 1711 795 1780" type="checkbox"/> Agree <input data-bbox="836 1711 982 1780" type="checkbox"/> Disagree </div>	

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Content: ELA	Grade/Course: Five	Timeline: 90 minutes
Standard(s): 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
Lesson Overview: Students will use graphic organizers and a note-taking strategy to recall and organize information to produce a summary.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Formulate a written summary in one to two paragraphs consisting of at least four details. 	
Vocabulary: relevant, paraphrase, summarize, details	Focus Question(s): Why is it important to analyze and critique different sources of information to formulate a written summary?	
Description of Lesson (including instructional strategies): Effective note-taking (CITW), summarizing (CITW), and paragraph writing Anticipatory Set: (4:18 minutes) Video clip: "Voices of Slavery Documentary Trailer" http://www.youtube.com/watch?v=0DqQleNldmk Instruction and Strategies: (provide organizer and teacher-prepared resource) (60 minutes) <ul style="list-style-type: none"> Have a short discussion on information about video. Ask students the following question: (<i>Think, Pair, Share</i>) <ul style="list-style-type: none"> "What stood out from the video?" Provide students a copy of resources they will read. (See Attachment 3, Growing Up in Slavery) Read Paragraph 1 (<i>Slave Owners</i>) from Attachment 3 as a whole class. <u>Work with students to highlight relevant information from the Reading (Selective Highlighting)</u> Ask, "What do you think was the main idea of the paragraph?" <u>Record student responses on the graphic organizer.</u> Students will independently read the remainder of the paragraphs on Attachment 3 and highlight relevant information. <u>In small groups of 4 to 5 students, students will share their information and identify relevant and irrelevant information to construct their individual graphic organizer (See Attachment 1, Graphic Organizer) as you actively monitor the effective use of the graphic organizer.</u> Students will independently write their summaries using their graphic organizer. Guided Practice: (15 minutes) Using selective highlighting, students will read through the selection paying close attention to the introductory paragraph, reread the paragraph, and begin underlining. Then choose key words or phrases to highlight. Then have students discuss and justify highlighted information with a partner.		
Formative Assessment: (3 minutes) <ul style="list-style-type: none"> Checklist (See Attachment 2, Checklist) Written summary Graphic organizer (See Attachment 1, Graphic Organizer) 		

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- Team talk (check for understanding)

Closure: (5 minutes)

After students have completed their summaries, students will Think, Pair, Share with a partner or in groups.

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

Provide modifications as needed.

Resources (Textbook and Supplemental):

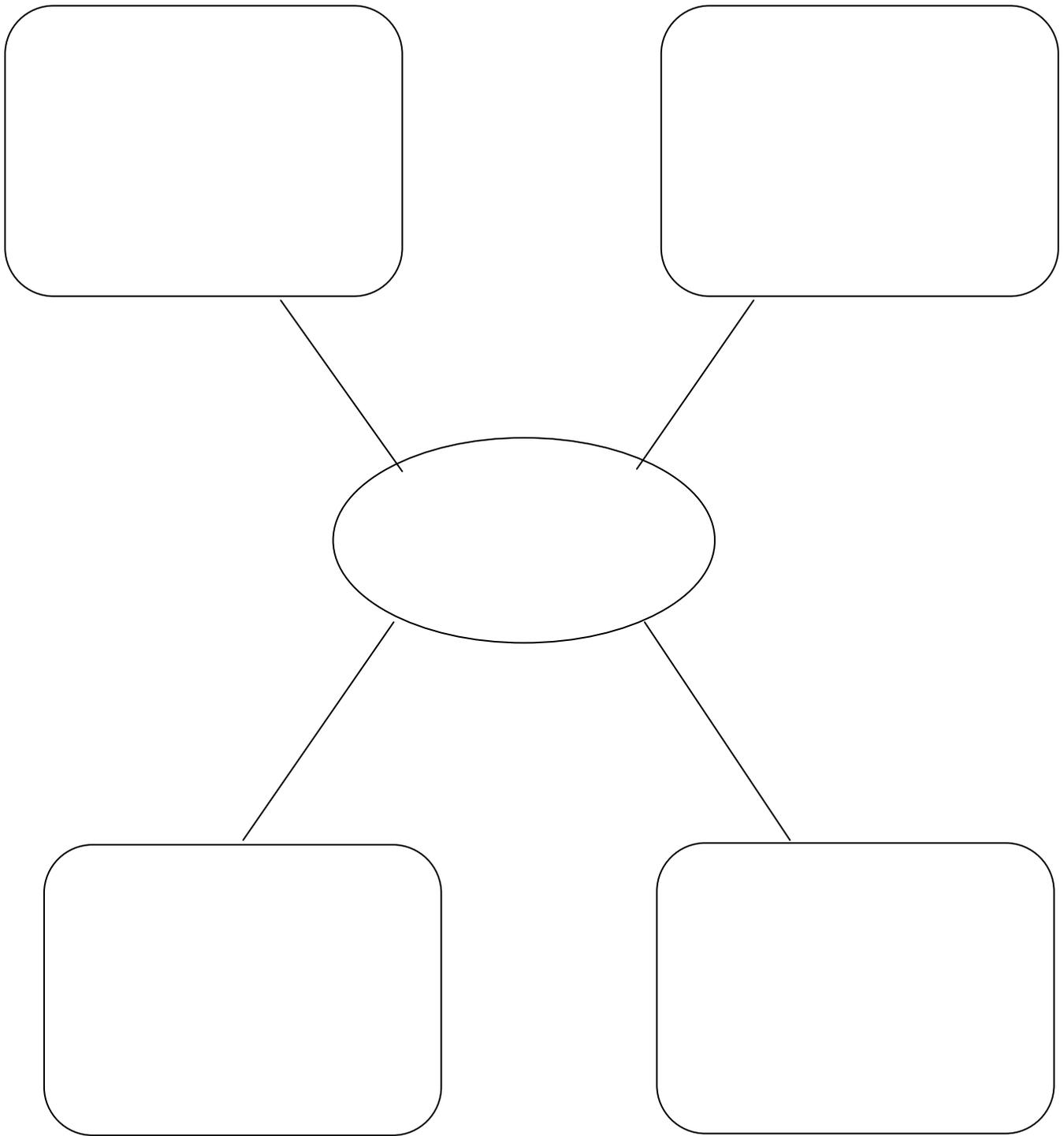
- <http://www.youtube.com/watch?v=0DqQleNIdmk>
- Reading paragraphs from http://teacher.scholastic.com/activities/bhistory/underground_railroad/children.htm
- Teacher-made Writing Checklist and Rubrics

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Attachment 1
GRAPHIC ORGANIZER



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Attachment 2

Fifth Grade Writing Checklist

<p>Content/Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the writing engaging? <input type="checkbox"/> Is the writing clear and focused? <input type="checkbox"/> Does the writing have developed relevant details?
<p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does my paragraph include at least four details? <input type="checkbox"/> Do the details run smoothly throughout my writing?

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Attachment 3

Growing Up in Slavery

Meet Fannie Moore, who was born a slave in South Carolina in 1849. She told her story in 1937 at the age of 88.

Slave Owners

Nowadays when I hear folks growling and grumbling about not having this and that I just think what would they done if they be brought up on the Moore plantation. The Moore plantation belong to Master Jim Moore, in Moore, South Carolina. The Moores had own the same plantation and the same [slaves] and their children for years back. When Master Jim's pappy die he leave the whole thing to Master Jim, if he take care of his mammy. [Master Jim's mammy] sure was a rip-jack. She say [slaves] didn't need nothing to eat. They just like animals, not like other folks. She whip me, many time with a cow hide, till I was black and blue.

Master Jim's wife was Mary Anderson. She was the sweetest woman I ever saw. She was always good to every [slave] on the plantation... She never talk mean. Just smile that sweet smile and talk in the softest tone. And when she laugh, she sound just like the little stream back of the spring house gurgling past the rocks. And her hair all white and curly, I can remember her always.

The Plantation

Master Jim own the biggest plantation in the whole country. Just thousands acres of land. And the old Tiger River a running right through the middle of the plantation. One side of the river stood the big house, where the white folks live and on the other side stood the quarters. The big house was a pretty thing all painted white, a standing in a patch of oak trees. I can't remember how many rooms in that house but powerful many...

The quarters just long row of cabins daubed with dirt. Ever one in the family live in one big room. In one end was a big fireplace. This had to heat the cabin and do the cooking too. We cooked in a big pot hung on a rod over the fire and bake the corn pone [cornbread] in the ashes or else put it in the skillet and cover the lid with coals. We always have plenty wood to keep us warm. That is if we have time to get it out of the woods.

Family and Work

My granny she cook for us children while our mammy away in the field. There wasn't much cooking to do. Just make corn pone and bring in the milk. She have big wooden bowl with enough wooden spoons to go round. She put the milk in the bowl and break it up. Then she put the bowl in the middle of the floor and all the children grab a spoon.

My mammy she work in the field all day and piece and quilt all night. Then she have to spin enough thread to make four cuts for the white folks every night. Why sometimes I never go to bed. Have to hold the light for her to see by. She have to piece quilts for the white folks too...

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I never see how my mammy stand such hard work. She stand up for her children though. The old overseer he hate my mammy, cause she fight him for beating her children. Why she get more whippings for that then anything else. She have twelve children. I remember I see the three oldest stand in the snow up to their knees to split rails, while the overseer stand off an' grin...

My pappy he was a blacksmith. He shoe all the horses on the plantation. He work so hard he have no time to go to the field. His name was Stephen Moore...He was sold to the Moores, and his mammy too. She was brought over from Africa. She never could speak plain. All her life she been a slave. White folks never recognize them any more than if they was a dog.

Keeping Control of Slaves

It was a terrible sight to see the speculators come to de plantation. They would go through the fields and buy the slaves they wanted. Master Jim never sell pappy or mammy or any of their children. He always like pappy. When the speculator come all the slaves start shaking. No one know who is a going. Then sometimes they take them and sell them on the block...

The [slaves] always have to get pass to go anywhere off the plantation. They get the pass from the master or the missus. Then when the paddyrollers [slave catchers] come they had to show de pass to them, if you had no pass they strip you and beat you.

None of the [slaves] have any learning, was never allowed to as much as pick up a piece of paper. My daddy slip and get a Webster book and then he take it out in the field and he learn to read. The white folks afraid to let the children learn anything. They afraid they get too smart and be harder to manage. They never let them know anything about anything. Never have any church. If you go you set in the back of the white folks church. But the [slaves] slip off and pray and hold prayer-meeting in the woods then they turn down a big wash pot and prop it up with a stick to drown out the sound of the singing...

Daily Life and Culture

Back in those time they wasn't no way to put away fruit and things for winter like they is today. In the fall of the year it certainly was a busy time. We peel bushels of apples and peaches to dry...The way they done they peel the peaches and cut them up. Then they put a layer of peaches in a crock then a layer of sugar then another layer of peaches until the crock was full. Then they seal the jar by putting a cloth over the top then a layer of paste then another cloth then another layer of paste. They keep they meat about the same way folks do today except they had to smoke it more since salt was so scarce back in that day...They string up long strings of beans and let them dry and cook them with fatback in the winter.

Folks back then never hear tell of all the ailments de folks have now. They was no doctors. Just use roots and bark for teas of all kinds. My old granny used make tea out of dogwood bark and give it to us children when we have a cold, else she make a tea out of wild cherry bark, pennyroil, or hoarhound. My goodness but they was bitter. We do most anything to get out a taking the tea, but it was no use granny just get you by the collar hold your nose and you just swallow it or get strangled...For stomach ache she give us snake root. Sometime she make tea, other time she just cut it up in little pieces and make you

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eat one or two of them. When you have fever she wrap you up in cabbage leaves or ginsang leaves, this made the fever go. When the fever got too bad she takes the hoofs off the hog that had been killed and parch them in the ashes and then she beat them up and make a tea. This was de most trouble of all.

Civil War and Emancipation

The year before the war started Master Jim died...I hate to see Master Jim go, he not such a bad man. After he die his boys, Tom and Andrew take charge of the plantation. They think they run things different from they daddy, but they just get started when de war come. Master Tom and Master Andrew both have to go. My pappy he go long with them to do their cooking. My pappy say that some day he run four or five miles with the Yankees behind him afore he can stop to do any cooking. Then when he stop he cook with the bullets a falling all round the kettles...

After the war pappy go back to work on the plantation. He make his own crop, on the plantation...He sure was happy that he was free. Mammy she shout for joy and say her prayers were answered...

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GUAM District Level Curriculum Alignment

Grade 5– Math

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	4.2.3 Understand the use of parentheses (round brackets) for multiplication and that multiplication and division are performed before addition and subtraction in expressions without parentheses.	Partial: The indicated GDOE standard is from a lower grade.	-Translate numerical expressions into appropriate calculator sequences -Identify and use order of operation rules	N/A
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>	5.5.2 Write simple algebraic expressions in one or two variables to represent various mathematical situations.	Partial: The GDOE standard includes variables, which is beyond the scope of the CCSS.	-Translate between visual representations, sentences, and symbolic notation -Translate problem situations into algebraic equations and expressions	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	N/A	N/A	-Solve problems involving patterns	(22) Create a set of ordered pairs given data in a table
5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	4.1.2 Identify and interpret place value in whole numbers up to 1,000,000 and in numbers with two decimal places.	Partial: It could be argued that the CCSS is implied in the GDOE standard, but in practice, this is seldom addressed.	-Identify and use field properties of addition and multiplication	N/A
5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	5.3.3 Add, subtract, multiply, and divide decimals. 8.1.1 Represent very small and very large numbers using scientific notation.	Partial: The GDOE does not address the issue of patterns in zeros as described in the CCSS. Also, the Grade 8 GDOE standard about scientific notation is more broad in scope than the intent of the CCSS.		(15) Multiply a decimal number by powers of 10

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
5.NBT.3a	Read, write, and compare decimals to thousandths: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	5.1.1 Convert between numbers in words and numerals up to millions and decimals to thousandths (e.g., 345.678 as three hundred and forty-five and six hundred and seventy-eight thousandths, and vice versa). 4.1.3 Relate the numbers in the tenths and hundredths decimal places to the equivalent fraction (e.g., 0.34 as $34/100$) and vice versa.	Partial: The GDOE does not fully address the CCSS as written.	-Identify the place value of a digit in a whole or decimal number	(1) Read and write decimal numbers through thousandths.
5.NBT.3b	Read, write, and compare decimals to thousandths: Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	5.1.2 Arrange in numerical order and compare whole numbers or decimals using less than ($<$), greater than ($>$), and equal to ($=$).	Aligned	-Compare and order rational numbers	N/A
5.NBT.4	Use place value understanding to round decimals to any place.	4.1.7 Round two-place decimals to tenths or the nearest whole number.	Partial: This Grade 4 GDOE standard is more specific than the CCSS, which demands rounding to "any place."	-Round whole numbers to a specified place value	N/A
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	4.3.2 Multiply up to 4-digit numbers by 1- and 2-digit numbers with and without regrouping.	Partial: The Grade 5 GDOE standards do not address the CCSS at all, and Grade 4 is	-Multiplication of whole numbers using symbolic notation	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
			limited in scope to 4-digit by 2-digit. The intent of the CCSS is to build fluency with multiplication.	-Multiplication of whole numbers in context	
5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	5.3.4 Divide 3- and 4-digit numbers by 2- and 3-digit numbers (with and without remainders).	Partial: The CCSS expects students to use a variety of strategies to divide, which is not explicit in the GDOE standard.	-Division of whole numbers using symbolic notation -Division of whole numbers in context	N/A
5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	5.3.3 Add, subtract, multiply, and divide decimals.	Partial: The CCSS expects students to use a variety of strategies, which is not explicit in the GDOE standard.	-Addition of decimals using symbolic notation -Subtraction of decimals using symbolic notation -Multiplication of decimals using symbolic notation -Division of decimals using symbolic notation -Addition of decimals in	(9) Solve real-world problems by adding decimal numbers through hundredths

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
				context -Subtraction of decimals in context	
5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>	5.3.2 Add, subtract, multiply, and divide fractions (including mixed numbers) with the same and different denominators.	Partial: The CCSS is only adding and subtracting fractions and mixed numbers with unlike denominators.	-Addition of fractions using symbolic notation -Subtraction of fractions using symbolic notation	N/A
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>	5.3.2 Add, subtract, multiply, and divide fractions (including mixed numbers) with the same and different denominators.	Partial: The GDOE standards do not specifically address word problems in this context.	-Addition of fractions in context -Subtraction of fractions in context -Solve problems using numerical reasoning -Solve problems using appropriate strategies -Solve problems using estimation strategies	N/A
5.NF.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers	5.1.3 Explain different interpretations of fractions as parts of a whole, as parts	Partial: Grade 5 GDOE standards only address the	-Identify alternative representations	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people, each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	of a set, and quotients of whole numbers.	interpretation of fractions as a quotient, not the solving of word problems or the use of models.	of rational numbers	
5.NF.4a	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction: Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i>	5.3.2 Add, subtract, multiply, and divide fractions (including mixed numbers) with the same and different denominators.	Partial: The GDOE standard does not address multiplication of fractions at the level of the CCSS.	-Multiplication of fractions using symbolic notation	N/A
5.NF.4b	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction: Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	N/A	N/A	N/A	N/A
5.NF.5a	Interpret multiplication as scaling (resizing), by:	N/A	N/A	N/A	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.				
5.NF.5b	Interpret multiplication as scaling (resizing), by: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	5.2.1 Understand the effects of multiplying and dividing by fractions less than 1 (e.g., when 3 is multiplied by a whole number such as 4, the result is bigger than 3, but when 3 is multiplied by $\frac{1}{4}$, the result is smaller than 3).	Partial: The GDOE standard doesn't address all parts of the CCSS. In particular, this standard is understanding that multiplication does not always make a product that is greater in value than either of the factors.	N/A	(6) Understand the size of the product based on the size of the fractional factors
5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	6.3.2 Fluently perform operations on fractions, decimals, and percents using a variety of strategies (e.g., mental computations, algorithms, calculators, estimation).	Partial: This Grade 6 GDOE standard does not adequately address the CCSS demand to "solve real world problems" and does not include the use of fraction models.	-Multiplication of fractions in context -Solve problems using numerical reasoning -Solve problems using appropriate strategies -Solve problems using estimation strategies	N/A
5.NF.7a	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions: Interpret	5.3.2 Add, subtract, multiply, and divide fractions (including mixed	Partial: The GDOE standard does not specifically	-Division of fractions using symbolic	N/A

	Common Core State Standard (CCSS)	GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	<p>division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i></p> <p><i>NOTE: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.</i></p>	<p>numbers) with the same and different denominators.</p>	<p>address unit fractions.</p>	<p>notation</p>	
5.NF.7b	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions: Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p> <p><i>NOTE: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.</i></p>	<p>5.2.1 Understand the effects of multiplying and dividing by fractions less than 1 (e.g., when 3 is multiplied by a whole number such as 4, the result is bigger than 3, but when 3 is multiplied by $1/4$, the result is smaller than 3).</p>	<p>Partial: The GDOE standard does not specifically address unit fractions.</p>	<p>-Division of fractions using symbolic notation</p>	N/A
5.NF.7c	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions: Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g.,</p>	<p>5.2.1 Understand the effects of multiplying and dividing by fractions less than 1 (e.g., when 3 is multiplied by a whole number such as 4, the result</p>	<p>Partial: The GDOE standards imply, at best, the use of fraction operations to solve real-world</p>	<p>-Division of fractions in context -Solve problems using numerical reasoning</p>	N/A

	Common Core State Standard (CCSS)	GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	<p>by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?</i></p> <p><i>NOTE: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.</i></p>	<p>is bigger than 3, but when 3 is multiplied by $\frac{1}{4}$, the result is smaller than 3).</p> <p>5.3.2 Add, subtract, multiply, and divide fractions (including mixed numbers) with the same and different denominators.</p>	<p>problems.</p>	<p>-Solve problems using appropriate strategies -Solve problems using estimation strategies</p>	
5.MD.1	<p>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>	<p>5.12.1 Convert within standard systems of measure for the following quantities: time, length, area, volume, mass, and temperature.</p>	<p>Partial: The GDOE standard does not require students to apply the concept to problem-solving situations.</p>	N/A	<p>(45, 46) Convert within a system of measure (47, 48) Solve real-world problems by converting units within a standard system of measure</p>
5.MD.2	<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>	<p>5.14.1 Collect data using surveys and experiments and organize the data using tables and graphs (i.e., bar graphs, circle graphs, line graphs).</p> <p>5.15.2 Interpret data represented in bar graphs, circle graphs, and line</p>	<p>Partial: The GDOE standards do not include line plots and are not specific regarding the use of fractions in the analysis.</p>	N/A	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
		graphs.			
5.MD.3a	Recognize volume as an attribute of solid figures and understand concepts of volume measurement: A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	N/A	N/A	N/A	N/A
5.MD.3b	Recognize volume as an attribute of solid figures and understand concepts of volume measurement: A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	5.13.1 Develop the formula for the volume of a rectangular prism and use it to find volumes from the measures of the lengths of the sides. Compare results with the volumes found by filling the prism (i.e., box) with standard units (i.e., inch cubes or centimeter cubes).	Aligned	N/A	N/A
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	5.13.1 Develop the formula for the volume of a rectangular prism and use it to find volumes from the measures of the lengths of the sides. Compare results with the volumes found by filling the prism (i.e., box) with standard units (i.e., inch cubes or centimeter cubes).	Aligned	-Identify appropriate units of measurement	(49) Measure volume by packing a figure with cubes of a specified size.
5.MD.5a	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume: Find	5.13.1 Develop the formula for the volume of a rectangular prism and use it	Partial: The GDOE standard does not address the last	N/A	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	to find volumes from the measures of the lengths of the sides. Compare results with the volumes found by filling the prism (i.e., box) with standard units (i.e., inch cubes or centimeter cubes).	part of the CCSS, regarding threefold products.		
5.MD.5b	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume: Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	5.13.1 Develop the formula for the volume of a rectangular prism and use it to find volumes from the measures of the lengths of the sides. Compare results with the volumes found by filling the prism (i.e., box) with standard units (i.e., inch cubes or centimeter cubes).	Aligned	N/A	N/A
5.MD.5c	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume: Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	N/A	N/A	N/A	N/A
5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of	5.9.1 Specify locations by placing points (i.e., ordered pairs of positive numbers) in the coordinate plane (Cartesian plane).	Partial: The CCSS develops the conditions and vocabulary of the coordinate system	N/A	(33, 34, 35) Identify a point given the ordered pair, or an

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
	numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).		and coordinates, which appears to go deeper that what might be implied in the GDOE standard.		ordered pair given a labeled point (41) Identify a point on the coordinate plane using its horizontal and vertical distance from the origin
5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	5.9.2 Given the coordinates of their vertices, place polygons in the coordinate plane.	Partial: The GDOE standard is not fully inclusive of the real-world problems specified in the CCSS and does not seem to require interpretation of the values.	-Identify points on a coordinate grid	(42, 43, 44) Identify points on the coordinate plane to solve a problem in all 4 quadrants
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	6.8.1 Classify quadrilaterals using their definitions and explore relationships among the types of quadrilaterals (e.g., squares as equal sided rectangles, rhombuses, and parallelograms).	Partial: This Grade 6 GDOE standard deals with classifying quadrilaterals, while the CCSS says any category of two-dimensional	-Solve problems using properties of geometric figures	N/A

Common Core State Standard (CCSS)		GDOE Content Standard	Alignment Notes	SAT 10 Objectives	SBA Objectives
			figures.		
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	6.8.1 Classify quadrilaterals using their definitions and explore relationships among the types of quadrilaterals (e.g., squares as equal sided rectangles, rhombuses, and parallelograms).	Partial: This Grade 6 GDOE standard deals with classifying quadrilaterals, while the CCSS says any category of two-dimensional figures.		N/A



GRADE 5 Common Core State Standards – Critical Areas

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

- (1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)
- (2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.
- (3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems.



<p>Big Idea 1, Quarter 1: Students will learn the meaning of decimal numbers and how the patterns of decimals are connected to the powers of 10.</p>		<p>Essential Question(s): How does place value in decimal numbers relate to place value in whole numbers?</p>													
<p>Standards:</p> <p>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.3.a Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.3.b Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place.</p>															
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Suggested Timeline: 5 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 1: Students will be able to multiply multi-digit whole numbers with fluency and use models and place value strategies to apply the operations to decimal numbers.</p>		<p>Essential Question(s): How are all four operations applied with decimals? How are multiplication and division of whole numbers related?</p>													
<p>Standards:</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>															
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Suggested Timeline: 4 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 2: Students will learn how to use grouping symbols in expressions to express an explicit order to compute the operations.</p>				<p>Essential Question(s): How does understanding how two expressions are related help explain the relationship between numerals? How can we decide what operation to use when presented with a problem?</p>											
<p>Standards: 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p>															
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Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 2: Numbers can represent value, position, location, and relationships; symbols may be used to express these relationships on a coordinate plane.</p>		<p>Essential Question(s): How does using ordered pairs help students identify relationships in numbers and space?</p>													
<p>Standards:</p> <p>5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p> <p>5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>															
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Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 2: Students will be able to distinguish attributes of shapes and use these attributes to describe the relationships and differences that exist in classes of shapes.</p>		<p>Essential Question(s): How does classifying geometrical shapes by attributes and features expand student understanding?</p>													
<p>Standards:</p> <p>5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p>															
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Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 4, Quarter 2: Students will be able to multiply a whole number or fraction by a fraction, divide a whole number by a fraction, and explain how the result is related to the results of whole number–only problems.</p>		<p>Essential Question(s): How is the area of a rectangle affected when the length of the sides are a fractional value? How does a fraction impact a quotient when the dividend is a whole number? Will this always be true? How does multiplying a fraction by a fraction change the way we count the whole and the parts?</p>													
<p>Standards:</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>5.NF.4.b Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>5.NF.7.a Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p>															
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Suggested Timeline: 3 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 1, Quarter 3: Students will be able to extend and apply previous understandings of multiplication and division to multiply and divide fractions.		Essential Question(s): How can we apply and extend previous understandings of multiplying and dividing fractions?					
Standards:							
5.NF.4.a Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.							
5.NF.5.a Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.							
5.NF.5.b Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.							
5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.							
5.NF.7.b Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. b. Interpret division of a whole number by a unit fraction, and compute such quotients.							
5.NF.7.c Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.							
5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 4 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Big Idea 2, Quarter 3: Students will be able to add and subtract fractions, including unlike denominators.		Essential Question(s): Why do we use equivalent fractions to add and subtract fractions? How do you add and subtract fractions?					
Standards:							
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.							
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 5 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 4: Students will be able to convert between units of measure within a given measurement system and develop the concept of volume.</p>		<p>Essential Question(s): What is volume and how is it different from area? Why would you need to convert a unit of measure to a different unit of measure?</p>												
<p>Standards:</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>5.MD.3.a Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p>5.MD.3.b Recognize volume as an attribute of solid figures and understand concepts of volume measurement. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>														
<p>Mathematical Practices:</p> <table border="1"> <tr> <td>1. Make sense of problems and persevere in solving them.</td> <td>2. Reason abstractly and quantitatively.</td> <td>3. Construct viable arguments and critique the reasoning of others.</td> <td>4. Model with mathematics.</td> <td>5. Use appropriate tools strategically.</td> <td>6. Attend to precision.</td> <td>7. Look for and make use of structure.</td> <td>8. Look for and express regularity in repeated reasoning.</td> </tr> </table>							1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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Suggested Timeline: 4 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 4: Students will understand the concept of volume, its formulas, and its relationship to area.</p>	<p>Essential Question(s): How does the volume of a prism change as the length of one or more dimensions changes? What are three different ways to find an area and which one is easiest for you to use?</p>
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<p>Standards:</p> <p>5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>5.MD.5.a Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>5.MD.5.b Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>5.MD.5.c Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>	
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<p>Mathematical Practices:</p>							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Suggested Timeline: 5 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



<p>Big Idea 1, Quarter 1: Students will learn the meaning of decimal numbers and how the patterns of decimals are connected to the powers of 10.</p>	<p>Essential Question(s): How does place value in decimal numbers relate to place value in whole numbers?</p>						
<p>Standards:</p> <p>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.3.a Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.3.b Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place.</p> <p>Mathematical Practices:</p>							
<p>1. Make sense of problems and persevere in solving them.</p>	<p>2. Reason abstractly and quantitatively.</p>	<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>4. Model with mathematics.</p>	<p>5. Use appropriate tools strategically.</p>	<p>6. Attend to precision.</p>	<p>7. Look for and make use of structure.</p>	<p>8. Look for and express regularity in repeated reasoning.</p>
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>In this Big Idea, students build upon their understanding of place value and extend prior skills with decimal numbers to the thousandths place. Their understanding of place value, developed in fourth grade, extends to comparisons between place values. In particular, students will learn that a digit in any given place represents ten times the same digit one place to the right, and one tenth the same digit one place to the left. This understanding is foundational to the other concepts in this Big Idea.</p> <p>Students use place value to identify patterns in products and quotients involving powers of 10 and extending to decimal numbers. This is a natural extension of the prior learning involving place value and is to be based on an analysis of the zeros in the numbers. The instruction flows into the use of exponents as an abstract method of naming positive powers of 10.</p> <p>Students apply their understanding of place value and decimal numbers to read decimal numbers, write them in a variety of ways, and also compare</p>							

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

decimal numbers through thousandths. This requires students to flexibly apply what they know about place value and the relationship between digits in a number to interpret the abstract representation of numbers. This application continues as students round decimal numbers to a given place value.

The key vocabulary in this Big Idea has been introduced in previous grades and should be reviewed as appropriate in the lessons.

<p>Key Vocabulary thousandths place</p>	<p>Links to Prior Learning Students have previously explored place value into the decimal numbers; read, written, ordered, and compared decimal numbers; and used place value concepts to round whole numbers.</p>	<p>Links to Future Learning Students will extend their understanding of exponents to include bases other than 10 and integer exponents.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) As students review and extend their understanding of place value, some students will benefit from the use of a concrete model such as a place value chart with counters or numeral cards to represent the numbers they are working with. This concrete representation gives way to drawn representations using a blank place value chart and ultimately to the purely abstract representation with numbers and symbols.</p> <p>The place value chart will be a key tool in helping students order and compare numbers and will also give students a tool to help explain their thinking as they solve problems involving place value and decimal numbers.</p> <p>Use a number line as well as base-ten blocks, place value charts, grids, pictures, drawings, and manipulatives to extend decimals into thousandths. Have students read decimals using fractional language and write decimals in fractional form as well as expanded notation so that students make connections to equivalencies such as $0.8 = 0.80 = 0.800$.</p>		<p>Mathematical Practices Make sense of problems and persevere in solving them: As students explore and apply patterns in the place value charts, they will have to make sense of the structure and work through to the end (MP 1).</p> <p>Model with mathematics: Students use the structure of the place value chart to help them model decimal numbers in a variety of ways, including written, standard, and expanded form (MP 4).</p> <p>MP.6 Attend to precision: When working with place value, students need to be cautious to use the correct place value notation and also to correctly name the digits in a number. Precision also applies to the vocabulary terms here, especially with place value (MP 6).</p> <p>Look for and make use of structure: Students will look</p>

Italic Information: Recursive standard – repeated in at least one other quarter

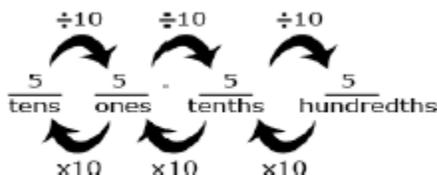
BOLD information: Standards that should be emphasized

Some equivalent forms of 0.72 are:

$$\begin{aligned} &72/100 \\ &7/10 + 2/100 \\ &7 \times (1/10) + 2 \times (1/100) \\ &0.70 + 0.02 \end{aligned}$$

$$\begin{aligned} &70/100 + 2/100 \\ &0.720 \\ &7 \times (1/10) + 2 \times (1/100) + 0 \times (1/1000) \\ &720/1000 \end{aligned}$$

While exploring the powers of ten in decimal numbers, it is often helpful to “back in” to the concept by starting with thousands (10 x 10 x 10) and then dividing, recording the results in a table. Have them see that hundreds are 1000/10, tens are 100/10, and ones are 10/10. Have students make a prediction about what happens as they move to the tenths place, and then demonstrate that it is equal to 1/10, and that the hundredths are equal to 1/(10 x 10) or 1/100. (Marzano: Generating and Testing Hypotheses)



Money is a good medium to compare decimals. Present contextual situations that require the comparison of the cost of two items to determine the lower or higher priced item. Students should also be able to identify how many pennies, dimes, dollars, and ten dollars, etc., are in a given value. Help students make connections between the number of each type of coin and the value of each coin, and the expanded form of the number. Build on the understanding that it always takes ten of the number to the right to make the number to the left.

Number cards, number cubes, spinners, and other manipulatives can be used to generate decimal numbers. For example, have students roll three number cubes, then create the largest and smallest numbers to the thousandths place. Ask students to represent the numbers with numerals and words.

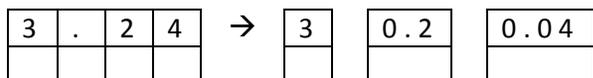
for patterns and apply the structure of those patterns as they explore decimal numbers in greater depth. This structure is a key point in this Big Idea (MP 7).

Look for and express regularity in repeated reasoning: As students use the place value chart and structure of decimal numbers, they will see that they apply the same reasoning skills consistently from one problem to the next (MP 8).

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Students who struggle with expressing decimal numbers in expanded or written form may benefit from the use of place value cards that allow them to decompose a number and also see the values that make up the number. These cards have many different names, but an example follows.



Resources & Links to Technology

- [Georgia Math Standards \(Grade 5 Unit 2\)](#) Examples, vocabulary, tasks, and assessments to measure student understanding
- [Engage NY - Module 1](#) Engage NY Module on place value and decimal fractions

Resources that will support 5th grade with every Big Idea

- [Kansas Flipbook](#) This is one state’s unwrapping of all the standards in Grade 5 mathematics.
- [National Science Digital Library](#) This site links to multiple resources for CCSS. You can search by domain and down to the standard level.
- [Illustrative Mathematics](#) This site was specifically designed to support the CCSS. You can find examples and illustrations for the meaning of every standard with ease.
- [Georgia Standards - Units of Study](#) The state of Georgia has designed units of study for the entire year. If you click on the right side to open up 5th grade, you will find instructional units with many excellent lessons as well as links to other Web sites and lessons.
- [National Library of Virtual Manipulatives](#) A collection of online manipulatives that can be used by teachers and students.

Big Idea 2, Quarter 1:

Students will be able to multiply multi-digit whole numbers with fluency and use models and place value strategies to apply the operations to decimal numbers.

Essential Question(s):

How are all four operations applied with decimals?
How are multiplication and division of whole numbers related?

Standards:

5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>In this Big Idea, students continue to use place value concepts to expand their understanding of whole number operations and begin to build knowledge of operations with decimal numbers. Development of multi-digit multiplication with whole numbers moves to the fluency level. Procedural fluency is defined by the Common Core as “skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.”</p> <p>Students extend their understanding of multi-digit division to include 2-digit divisors. They use the same strategies they used in grade 4 as they solve division problems, such as arrays, area models, and place value charts. These strategies will be critical as students are exposed to strategies involving place value, the relationship between multiplication and division, and properties of operations (including the associative and distributive properties); it is important that instruction not focus on one single strategy, and that students be encouraged to use a variety of strategies as they make sense of the problems.</p> <p>Students also apply these same strategies as they begin to use the four operations with decimal numbers (to hundredths). They begin at the conceptual level with concrete models and drawings in preparation for further abstract study of this skill. Explanation and justification are encouraged as a critical part of this exploration.</p>							
Key Vocabulary rounding, place value, decimal point, decimal		Links to Prior Learning Students have already developed a foundational understanding of multi-digit multiplication and division using a variety of			Links to Future Learning Students will continue to apply the four operations to decimal numbers beyond hundredths and build fluency with whole-number division.		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

	strategies.																																
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>There is an emphasis in this Big Idea on the use of models, in particular the area model, to build an understanding of the concepts. It may be necessary to introduce the area model with smaller numbers, especially for students who are struggling to model multiplication and division. This may extend down as far as 1-digit by 1-digit numbers as necessary. Here is an example of how to use an area model to multiple 225 x 12 using place value. Each partial product is added together to find the product.</p> <div style="text-align: center;"> 225×12 </div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">200</td> <td style="text-align: center;">20</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">2,000</td> <td style="text-align: center;">200</td> <td style="text-align: center;">50</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">400</td> <td style="text-align: center;">40</td> <td style="text-align: center;">10</td> </tr> </table> <div style="margin-left: auto; margin-right: auto;"> <table border="1"> <tr><td>2,000</td></tr> <tr><td>400</td></tr> <tr><td>200</td></tr> <tr><td>40</td></tr> <tr><td>50</td></tr> <tr><td><u>+ 10</u></td></tr> <tr><td>2,700</td></tr> </table> </div> <p>Students may benefit from the partial products method of multiplication. This method helps students to clearly see the connection to place value and helps build a solid foundation for their ongoing work with multiplication. Consider this example:</p> <table style="margin-left: 20px;"> <tr><td>234</td><td></td></tr> <tr><td><u>× 8</u></td><td></td></tr> <tr><td>32</td><td>Multiply the ones (8 x 4 ones = 32 ones).</td></tr> <tr><td>240</td><td>Multiply the tens (8 x 3 tens = 24 tens = 240).</td></tr> <tr><td><u>1,600</u></td><td>Multiply the hundreds (8 x 2 hundreds = 1600).</td></tr> <tr><td>1,872</td><td>Add the partial products.</td></tr> </table>		200	20	5	10	2,000	200	50	2	400	40	10	2,000	400	200	40	50	<u>+ 10</u>	2,700	234		<u>× 8</u>		32	Multiply the ones (8 x 4 ones = 32 ones).	240	Multiply the tens (8 x 3 tens = 24 tens = 240).	<u>1,600</u>	Multiply the hundreds (8 x 2 hundreds = 1600).	1,872	Add the partial products.	<p>Mathematical Practices</p> <p>Make sense of problems and persevere in solving them: Students use models and drawings to understand problems involving operations with decimal numbers. These problems require students to work through several steps and require diligence at each step and throughout the process (MP 1).</p> <p>Construct viable arguments and critique the reasoning of others: As students explore concepts and progress from concrete to abstract models, they have ample opportunity to explain their thinking, question one another, and justify their responses based on the mathematics (MP 3).</p> <p>Model with mathematics: Students use mathematics as a tool to build understanding of new concepts, through the use of structure and models (MP 4).</p> <p>Attend to precision: Both multi-digit division and operations with decimal numbers require students to be thoughtful and careful as they solve problems (MP 6).</p> <p>Look for and express regularity in repeated reasoning: Students apply the structure of the base-ten system to solve problems (MP 8).</p>	
	200	20	5																														
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Note that students could also use this method working from left to right (starting with hundreds), which may be more intuitive for some students.

Because students have used various models and strategies to solve problems involving multiplication with whole numbers, they should be able to transition to using standard algorithms effectively. With guidance, they should understand the connection between the standard algorithm and their strategies. Connections between the algorithm for multiplying multi-digit whole numbers and strategies such as partial products or lattice multiplication are necessary for students’ understanding. You should connect the algorithm to the various strategies by helping students to see how they are the same and how they are different. (Marzano: Identifying Similarities and Differences)

As students developed efficient strategies to do whole number operations, they should also develop efficient strategies with decimal operations.

Students should learn to estimate decimal computations before they compute with pencil and paper. The focus on estimation should be on the meaning of the numbers and the operations, not on how many decimal places are involved. For example, to estimate the product of 32.84×4.6 , the estimate would be more than 120, closer to 150. Students should consider that 32.84 is closer to 30 and 4.6 is closer to 5. The product of 30 and 5 is 150. Therefore, the product of 32.84×4.6 should be close to 150. (Writing equations horizontally encourages using mental math).

Students have gradually increased their understanding of multiplication over several grades. Fluency is something that develops over time; practice with multi-digit multiplication should be given over the course of the year as students solve problems related to other mathematical studies. Opportunities to determine when to use paper pencil algorithms, mental math, or a computing tool is also a necessary skill and should be provided in problem-solving situations.

As students explore the concept of division, they will use a variety of strategies from concrete

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>models to math drawings, working toward the abstract representations with numbers and symbols. Some students may need to start again with the concrete models, while others will be ready to move directly to abstract representation, depending upon their retained foundational knowledge of division.</p> <p>The same progression—concrete to drawings to abstract representation—will apply as students transition to operations with decimal numbers. The use of place value charts, manipulatives, and drawings will help students make the connection to whole-number operations and begin to build the foundation for decimal numbers.</p>	
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • NCTM Illuminations: Division with an Area Model • Engage NY - Module 2 Engage NY Module on multi-digit whole numbers and decimal fraction operations 	

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Big Idea 1, Quarter 2: Students will learn how to use grouping symbols in expressions to express an explicit order to compute the operations.</p>				<p>Essential Question(s): How does understanding how two expressions are related help explain the relationship between numerals? How can we decide what operation to use when presented with a problem?</p>											
<p>Standards: 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p>															
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<p>Elements of the Standard(s) – What’s the meaning? In this Big Idea, students extend their previous work with the order of operations and the four operations to include parentheses, brackets, or other grouping symbols in numerical expressions. They will use this understanding to evaluate expressions (5.OA.1) and also to interpret and analyze expression without evaluating them. This also requires students to interpret problems written with words as numerical expressions (5.OA.2). As a progression in learning, students should first work with whole number expressions before moving into expressions that involve decimals and fractions. It is an expectation of this standard that expressions include decimals and fractions. Teach the meaning of an expression versus an equation. An expression is a series of numbers and symbols without an equal sign. An expression might have a specific value. As you write expressions, connect verbal language for saying the expression to the symbols. For example, doubling an age is $2x$ while tripling an age is $3x$ where x is an age. It is important for students to have a sound conceptual understanding of expressions and order of operations so that they can interpret and analyze problems at the level expressed in the standard.</p>															

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<p>Key Vocabulary grouping symbols, order of operations (previously introduced, but expanded in this Big Idea), evaluate</p>	<p>Links to Prior Learning Students have previously used the order of operations for addition, subtraction, multiplication, and division to evaluate numerical expressions without grouping symbols.</p>	<p>Links to Future Learning Students will extend their understanding of order of operations to include exponents, and will continue to write and evaluate numerical expressions in problem situations.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) There are conventions (rules) determined by mathematicians that must be learned with no conceptual basis. For example, multiplication and division are always done before addition and subtraction. This acceptance of rules is an obstacle to some students, especially when we have placed so much evidence on understanding why mathematics works the way it does. It is important to actually tell students about the difference between a convention or rule and a concept.</p> <p>Be careful with mnemonics for order of operations as the PEMDAS is often used by students incorrectly. MD in this saying shows multiplication as an operation before division. However, they are equivalent and you perform the operation that comes first in the problem. The same thing is true for addition and subtraction. Be aware of this. After teaching the convention, a good task for students is to come up with their own saying to remember the sequence to evaluate an expression. It is a great cooperative activity for students to work in small groups to create their own numeric. (Marzano: Cooperative Learning)</p> <p>Begin with expressions that have two operations without any grouping symbols (multiplication or division combined with addition or subtraction) before introducing expressions with multiple operations.</p> <p>Using the same digits, with the operations in a different order, have students evaluate the expressions and discuss why the value of the expression is different. For example, have students evaluate $5 \times 3 + 6$ and $5 + 3 \times 6$. Discuss the rules that must be followed. Have students insert parentheses around the multiplication or division part in an expression. A</p>		<p>Mathematical Practices Make sense of problems and persevere in solving them: Students spend the majority of this Big Idea interpreting problems and expressions and applying the order of operations (MP 1).</p> <p>Reason abstractly and quantitatively: Students use quantitative reasoning as they work through abstract representations in the form of expressions (MP 2).</p> <p>Model with mathematics: Students will use mathematics to model verbal statements (MP 4).</p> <p>Attend to precision: The precision in this Big Idea comes not only in the application of the mathematics as students evaluate expressions, but also in the use of key mathematical language as students express written expressions with numbers (MP 6).</p>

Italic Information: Recursive standard – repeated in at least one other quarter

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discussion should focus on the similarities and differences in the problems and the results. This leads to students being able to solve problem situations that require that they know the order in which operations should take place. (Marzano: Identifying Similarities and Differences)

After students have evaluated expressions without grouping symbols, present problems with one grouping symbol, beginning with parentheses, then in combination with brackets and/or braces.

It may be helpful to have students write each number and symbol on a separate note card to better see the parts of the expression as they evaluate them using the order of operations. It is helpful to have students work in twos or threes as they evaluate the expression in this way. An arrangement might look like this:

6	+	(2	+	4)	÷	3
---	---	---	---	---	---	---	---	---

When writing expressions, have students write numerical expressions in words without calculating the value. This is the foundation for writing algebraic expressions. Then, have students write numerical expressions from phrases without calculating them.

It is helpful to teach students to look for key terms in problems presented using words. Using strategies such as underlining, highlighting, or simple graphic organizers can help students make sense of problems and accurately interpret their meaning. Particular attention should be given to the following:

- Words that represent numbers
- Words that represent operations
- Words that represent grouping symbols

Resources & Links to Technology

- [Georgia Math Standards \(Grade 5 Unit 1\)](#) Examples and tasks to support instruction and assessment. The first six tasks are relevant to the standards in this Big Idea.

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

- [Engage NY - Module 2](#) Engage NY Module on multi-digit whole numbers and decimal fraction operations
- <http://www.kutasoftware.com/freeipa.html> Related practice problems for students

<p>Big Idea 2, Quarter 2: Numbers can represent value, position, location, and relationships; symbols may be used to express these relationships on a coordinate plane.</p>		<p>Essential Question(s): How does using ordered pairs help students identify relationships in numbers and space?</p>													
<p>Standards:</p> <p>5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p> <p>5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>															
<p>Mathematical Practices:</p> <table border="1"> <tr> <td>1. Make sense of problems and persevere in solving them.</td> <td>2. Reason abstractly and quantitatively.</td> <td>3. Construct viable arguments and critique the reasoning of others.</td> <td>4. Model with mathematics.</td> <td>5. Use appropriate tools strategically.</td> <td>6. Attend to precision.</td> <td>7. Look for and make use of structure.</td> <td>8. Look for and express regularity in repeated reasoning.</td> </tr> </table>								1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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<p>Elements of the Standard(s) – What’s the meaning? In this Big Idea, students do significant work in the first quadrant of the coordinate plane. The majority of this work involves creating sets of ordered pairs and graphing points in the first quadrant; some attention is also given to developing the concept of the coordinate plane and its various parts: the axes and the origin. This is students’ introduction to the coordinate plane, and the concepts should be developed consistent with that introduction. The introduction to the coordinate plane needs to precede any other instruction in this Big Idea. All of this work on the coordinate grid is finally connected to the context of problems and patterns.</p>															

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

It is important during instruction in this Big Idea to slow down to teach and reinforce the vocabulary that is connected to the coordinate graph. Be sure to address the axis, an ordered pair, the order of the values on an ordered pair, and where they are located on the number lines of the coordinate system. Be sure to discuss the structure in terms of parallel and perpendicular lines. These points should be connected to the context of a situation or problem.

Given two rules with an apparent relationship, students should be able to identify the relationship between the resulting sequences of the terms in one sequence to the corresponding terms in the other sequence. For example, starting with 0, multiply by 4 and starting with 0, multiply by 8 and generate each sequence of numbers (0, 4, 8, 12, 16, ...) and (0, 8, 16, 24, 32,...). Students should see that the terms in the second sequence are double the terms in the first sequence, or that the terms in the first sequence are half the terms in the second sequence.

As students create ordered pairs, they use two rules to create two separate output sets that are then ordered. This requires students to apply their prior understanding of rules and equations to create the output sets; rules should be chosen that will result in positive outputs only, as the resulting ordered pairs will need to lie in the first quadrant. Use situations that you can come back to throughout this unit. After looking at patterns in a table, the same pattern could be analyzed on a graph. Consider the example and think about how each set of points would be displayed on a coordinate system:

Input	+ 3 (Output)	x 2 (Output)	Ordered Pair 1	Ordered Pair 2
0	3	0	(0, 3)	(0, 0)
1	4	2	(1, 4)	(1, 2)
3	6	6	(3, 6)	(3, 6)
6	9	12	(6, 9)	(6, 12)

Students begin to apply their new knowledge of points and ordered pairs as they solve problems involving real-world situations. As a part of this problem-solving, they need to be able to interpret the meaning of a point graphed in the first quadrant. For example, students might describe the point on a graph using the ordered pair (6, 1), where the horizontal axis is age and the vertical axis is grade, and must recognize this means a student who is 6 years old is in the first grade.

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Key Vocabulary coordinate plane, horizontal axis, vertical axis, origin, point, ordered pair, quadrant, x-axis, y-axis, x-coordinate, y-coordinate</p>	<p>Links to Prior Learning Students have used rules to create patterns and recorded the results in a table.</p>	<p>Links to Future Learning Students will continue to explore the coordinate plane, expanding their understanding to include points graphed in all four quadrants.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Students need to create and draw coordinate systems after using one to understand its structure.</p> <p>Students need to have multiple experiences with not only plotting points but describing locations with accuracy and attending to the precision of the placement of points on the graph.</p> <p>Have students form ordered pairs and graph them on a coordinate plane.</p> <p>When using rules to create the ordered pairs, it might be helpful to have students work in pairs, with one student creating a table for one rule and another for the other rule. They then work together to create their list of ordered pairs. (Marzano: Cooperative Learning)</p> <p>Students need to understand the underlying structure of the coordinate system and see how axes make it possible to locate points anywhere on a coordinate plane. This is the first time students are working with coordinate planes and only in the first quadrant. It is important that students create the coordinate grid themselves. This can be related to two number lines and reliance on previous experiences with moving along a number line.</p> <p>As students learn to graph points in the coordinate plane, they should be exposed to the plane in a variety of ways. To engage students using kinesthetic methods, use tape or chalk to make a large coordinate plane on the floor. As points are graphed, have a different student represent each point by moving from the origin to the point and standing on the point. This concrete activity helps students understand the process of graphing points and opens the door for more abstract representations of points in the plane.</p>		<p>Mathematical Practices Model with mathematics: Students use the coordinate plane as a tool for modeling and solving real-world problems (MP 4).</p> <p>Use appropriate tools strategically: Students use the coordinate plane as a tool for solving problems. They also use tables and other tools to record the output of the rules they are using to create ordered pairs (MP 5).</p> <p>Attend to precision: Students must work carefully as they plot ordered pairs in the coordinate plane, being sure not to confuse movement along the axes. They also learn to use the new mathematical language in this Big Idea accurately to describe their work (MP 6).</p> <p>Look for and make use of structure: The structure of the rules that students are using to create their ordered pairs can help them to utilize the patterns to better understand the output values (MP 7).</p> <p>Look for and express regularity in repeated reasoning: Students will repeatedly practice the process of plotting an ordered pair and then use this reasoning as they interpret points in context (MP 8).</p>

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<p>Struggling students may also benefit from ready-made planes where they only need to label the axes and plot and label the ordered pairs.</p> <p>Gathering and graphing data is a valuable experience for students. It helps them to develop an understanding of coordinates and what the overall graph represents. Students also need to analyze the graph by interpreting the coordinate values in the context of the situation.</p> <p>As students solve problems using the coordinate plane, it is important that they be given the opportunity to discuss their work. Encourage students to explain their thinking, especially when interpreting the meaning of a point, and expect them to ask questions of one another and be prepared to justify their thinking. This process helps build the deep conceptual understanding that is demanded by the standards.</p>	
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • LearnZillion Activities for Coordinate Plane Videos and tutorials for key content • NCTM Illuminations – Finding Your Way Around Lesson and interactive tools to help students understand graphing points in the coordinate plane • Illuminations: Dynamic Paper A NCTM site that allows you to create number lines, grid paper, etc. in the scale and size you desire 	

<p>Big Idea 3, Quarter 2: Students will be able to distinguish attributes of shapes and use these attributes to describe the relationships and differences that exist in classes of shapes.</p>	<p>Essential Question(s): How does classifying geometrical shapes by attributes and features expand student understanding?</p>
<p>Standards:</p> <p>5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>Mathematical Practices:</p>	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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Elements of the Standard(s) – What’s the meaning?

In this Big Idea, students extend their prior understanding of basic geometric figures by categorizing two-dimensional figures based on their attributes. In the previous grade, students learned about the basic figures (such as line segments, angles, parallel lines, and perpendicular lines) and identified them in two-dimensional figures. Here, students are expected to see how these attributes are inherited by more specific shapes and how they can help students understand the relationships between those shapes (5.G.3). Some specific attributes that should be examined and learned include:

- Properties of sides within a shapes: parallel sides, perpendicular sides, congruent sides
- Properties of angles within a shape: angle type, angle measurements, congruent angles
- Properties of symmetry: point symmetry, line symmetry

Students are expected to use these properties to justify naming of shapes and their attributes. For example, students should be able to justify and defend whether or not a rectangle is a parallelogram or if all quadrilaterals have right angles.

Students will use these attributes to create a hierarchy of shapes for a variety of two-dimensional figures, including (at the highest level) triangles, quadrilaterals, and other two-dimensional figures (5.G.4). The standard is vague as to the extent to which students are to take the classification; it is reasonable to say that the majority of the classification will be done around triangles and quadrilaterals, with students recognizing that shapes with more than four sides fall into neither of these groups. Classifications should include at least the following shapes: polygon, rhombus, square, triangle quadrilateral, pentagon, hexagon, cube, trapezoid, circle, half circle. It should also be specific to include these ideas:

- Classify triangles by sides as equilateral, isosceles, scalene.
- Classify triangles by angles as right, acute, or obtuse.
- Classify triangles by both sides and angles to realize that, for example, an obtuse equilateral triangle is not possible.
- Quadrilaterals can be a parallelogram or a trapezoid. And, parallelograms can be a rectangle or a rhombus. A square is a specific rhombus, and it is a specific rectangle.

Some of the vocabulary in this Big Idea has likely been explored in previous grades, but a review of some special terms (e.g., rhombus) could be beneficial to students.

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Key Vocabulary quadrilateral, parallelogram, rhombus, rectangle, square, kite, trapezoid, triangle, right triangle, acute triangle, obtuse triangle, equilateral triangle, isosceles triangle, scalene triangle, congruent</p>	<p>Links to Prior Learning Students have learned basic shapes, and have also explored basic geometric figures and identified those figures in two-dimensional figures.</p>	<p>Links to Future Learning The formal classification of shapes will help students as they further explore geometric figures and their properties; for example, students will later learn about regular polygons and some of their characteristics. These classifications are also helpful as students continue to learn about symmetry.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) The development of the new vocabulary in this Big Idea presents a challenge for many students. Use tools such as graphic organizers, word walls, and other unpacking strategies at the beginning of the Big Idea to introduce the terms, and then reinforce their use during the lesson instruction. (Marzano: Cues, Questions, and Advance Organizers)</p> <p>Students can use graphic organizers such as flow charts or T-charts to compare and contrast the attributes of geometric figures. Have students create a T-chart with a shape on each side. (Marzano: Cues, Questions, and Advance Organizers)</p> <p>Have them list attributes of the shapes, such as number of sides, number of angles, types of lines, etc. they need to determine what’s alike or different about the two shapes to get a larger classification for the shapes and be able to explain these properties. (Marzano: Identifying Similarities and Differences)</p> <p>Students use a variety of visual tools as they categorize and classify shapes. A chart similar to the one below may be helpful for students to see clearly the relationship between the shapes; such a chart would be completed by students as part of a class discussion. It also makes it easier for students to understand how some attributes are inherited from shapes higher on the chart. A similar chart could be used with triangles. (Marzano: Nonlinguistic Representation)</p>		<p>Mathematical Practices Make sense of problems and persevere in solving them: Students must use their knowledge of the attributes of shapes to classify and categorize the shapes, and then infer inherited relationships (MP 1).</p> <p>Construct viable arguments and critique the reasoning of others: Students discuss, question, and justify their work and the work of their peers as they classify figures (MP 3).</p> <p>Use appropriate tools strategically: Students use models and charts to understand the relationships between two-dimensional figures and classify them appropriately (MP 5).</p> <p>Attend to precision: The key requirement for precision in this Big Idea lies not in the work students are doing, but in the language they are using to describe and classify shapes (MP 6).</p>

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Pose questions such as, “Why is a square always a rectangle?” and “Why is a rectangle not always a square?” Expect students to use precision in justifying and explaining their reasoning.</p> <p>Students will better understand how the attributes are shared between shapes if they have the opportunity to discuss their reasoning with their peers. The same process of explaining, questioning, and justifying should be an ongoing part of the instruction in this Big Idea.</p>		
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Illuminations: Dynamic Paper An NCTM site that allows you to create shapes for students to use in various activities and lessons • Georgia Math Standards (Grade 5 Unit 6) Examples, vocabulary, and tasks to support instruction and assessment in the concepts in this Big Idea. 		

<p>Big Idea 4, Quarter 2: Students will be able to multiply a whole number or fraction by a fraction, divide a whole number by a fraction, and explain how the result is related to the results of whole number–only problems.</p>	<p>Essential Question(s): How is the area of a rectangle affected when the length of the sides are a fractional value? How does a fraction impact a quotient when the dividend is a whole number? Will this always be true?</p>
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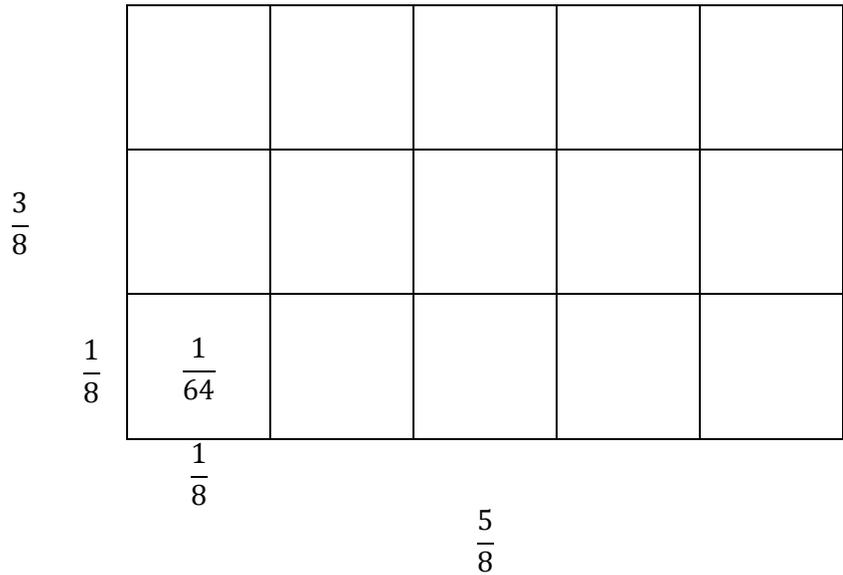
BOLD information: Standards that should be emphasized

How does multiplying a fraction by a fraction change the way we count the whole and the parts?							
Standards:							
5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.							
5.NF.4.b Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.							
5.NF.7.a Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
Elements of the Standard(s) – What’s the meaning?							
In this Big Idea, students expand on their understanding of fractions and fraction operations to explore the relationship between a fraction and whole-number division, and also to build further understanding of multiplication and division of fractions.							
Students will explore the relationship between division of whole numbers and fractions. Although students have worked with fractions prior to this Big Idea, they have not yet defined a fraction as a division problem. This concept moves students beyond the part-whole definition of a fraction and makes a solid connection to the fact that division of whole numbers is simply dividing one whole number into smaller parts. Students will see that a fraction is equivalent to dividing the numerator by the denominator, and that quotients can be written as fractions or mixed numbers (5.NF.3). Key to this understanding is that remainders are really the numerator in a fraction, with the divisor as the denominator.							
Students extend their understanding of fraction multiplication to include multiplication of <i>both</i> whole numbers and fractions by a fraction. This is a natural extension of previous work involving whole numbers, and is intended to be addressed very visually, using an area model (5.NF.4.b). Students will need to understand that the area of the unit squares with fractional lengths is a fraction and need to know how to find that fraction. Consider, for							

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BOLD information: Standards that should be emphasized

example, the model below.



The development of this concept should be done carefully and with a great deal of support for students, who are certain to struggle with these concepts at first.

Finally, students begin to explore division of fractions as they work with whole numbers and unit fractions, dividing unit fractions by whole numbers. This instruction is based on students’ previous work with division and may include the same strategies used previously to build conceptual understanding of the procedure (5.NF.7.a).

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<p>Key Vocabulary fraction, unit fraction, product, quotient, whole number</p>	<p>Links to Prior Learning Students have worked extensively with the four operations with whole numbers, and have done significant work with adding, subtracting, and multiplying fractions.</p>	<p>Links to Future Learning Students will continue to develop their understanding of fraction division as they divide whole numbers by fractions and fractions by fractions.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Students will benefit greatly from the use of visual models to help them understand and interpret the problems in this Big Idea. These models may include area models and fraction bars or circles. Students should be encouraged to draw a model as often as necessary as they solve these kinds of problems. Begin with students modeling multiplication and division with whole numbers. Have them explain how they used the model or drawing to arrive at the solution.</p> <p>Students who are struggling with the new application of the area model to include fractions may benefit from working on whole-number problems using the area model to help them see the connections between the two. Ask questions such as, “What does 2×3 mean?” and “What does $12 \div 3$ mean?” Then, follow with questions for multiplication with fractions, such as, “What does $3/4 \times 1/3$ mean?” “What does $3/4 \times 7$ mean?” (7 sets of $3/4$) and “What does $7 \times 3/4$ mean?” ($3/4$ of a set of 7).</p> <p>Use fraction bars as a tool to help students see what happens when a unit fraction is divided into equal parts by a whole number. Consider the following as an example.</p> <p>Begin by showing or reviewing the process for dividing a whole number by a fraction. Start with $2 \div (1/2)$. Model the whole number 2 with a bar model (see below). Establish the unit of $1/2$ in proportion to the bar model. Then show that the unit of $1/2$ fits into the whole number 2 exactly four times. Show that the quotient is 4; remind students that the quotient is the answer to a division a problem.</p> <p>Bar model for $1/2$: </p>		<p>Mathematical Practices Make sense of problems and persevere in solving them: Students use models to help interpret the problems accurately and as a means of checking as they work through the problem (MP 1).</p> <p>Attend to precision: Students use care as they work with fractions, especially as they create area models to use as they solve the problems (MP 6).</p> <p>Look for and make use of structure: Students explore fractions from a structural standpoint, breaking a product down into its unit parts and using the area model to understand the relationships (MP 7).</p> <p>Look for and make use of regularity in repeated reasoning: As students break the fractions down into unit fractions, they see the repetition of the parts within the model and how they work together to show the product (MP 8).</p>

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<p>$\frac{1}{2}$ divided by 4: </p> <p>Use calculators or other appropriate technology to help students recognize connections in multiplication and division. For example, use calculators to explain what happens to the result of multiplying a whole number by a fraction ($3 \times \frac{1}{2}$, $4 \times \frac{1}{2}$, $5 \times \frac{1}{2}$...and $4 \times \frac{1}{2}$, $4 \times \frac{1}{3}$, $4 \times \frac{1}{4}$,...) and when multiplying a fraction by a number greater than 1. A similar strategy can be used to explain what happens to the result when dividing a unit fraction by a non-zero whole number ($\frac{1}{8} \div 4$, $\frac{1}{8} \div 8$, $\frac{1}{8} \div \frac{1}{6}$,...) and what happens to the result when dividing a whole number by a unit fraction ($4 \div \frac{1}{4}$, $8 \div \frac{1}{4}$, $12 \div \frac{1}{4}$,...).</p>	
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Paper strips (fraction bars) • Pattern blocks 	

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<p>Big Idea 1, Quarter 3: Students will be able to extend and apply previous understandings of multiplication and division to multiply and divide fractions.</p>	<p>Essential Question(s): How can we apply and extend previous understandings of multiplying and dividing fractions?</p>						
<p>Standards:</p> <p>5.NF.4.a Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p>5.NF.5.a Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>5.NF.5.b Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p> <p>5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>5.NF.7.b Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. b. Interpret division of a whole number by a unit fraction, and compute such quotients.</p> <p>5.NF.7.c Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>							
<p>Mathematical Practices:</p>							
<p>1. Make sense of problems and persevere in solving them.</p>	<p>2. Reason abstractly and quantitatively.</p>	<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>4. Model with mathematics.</p>	<p>5. Use appropriate tools strategically.</p>	<p>6. Attend to precision.</p>	<p>7. Look for and make use of structure.</p>	<p>8. Look for and express regularity in repeated reasoning.</p>
<p>Elements of the Standard(s) – What’s the meaning? In this Big Idea, students continue to work with products and quotients involving fractions, extending the work started in the previous Big Idea. The emphasis is on division with fractions, but students also explore multiplication concepts.</p>							

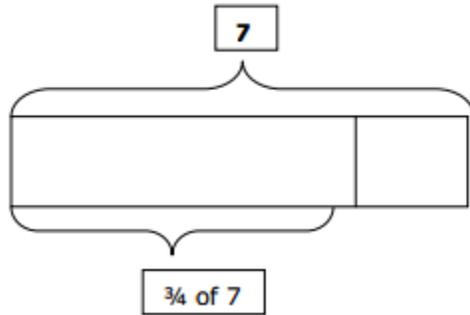
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<p>The key learning for students relative to multiplication with fractions is about scaling. In particular, students need to be able to understand the effects of multiplying by a fraction less than 1, a fraction greater than 1, and also the effects of multiplying by a fraction equal to 1. This understanding is critical as students solve problems involving the multiplication of fractions, as it is one tool that they can use to determine if their solutions are reasonable.</p> <p>Students will build on their understanding of division with fractions to include division of a whole number by a unit fraction, and will solve division problems involving whole numbers and unit fractions as both divisor and dividend. They then apply this understanding to solve problems involving multiplication and division of fractions.</p> <p>The key vocabulary in this Big Idea has been introduced and developed previously, and should be reinforced at point of use in the lessons.</p>		
<p>Key Vocabulary fraction, product, quotient, scale, unit fraction</p>	<p>Links to Prior Learning Students have explored multiplication and division of fractions.</p>	<p>Links to Future Learning Students will continue to build understanding of the four operations with fractions, moving to addition and subtraction with unlike denominators.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) See Big Idea 4, Quarter 2 for relevant instructional strategies.</p> <p>As students work with scale as a way to understand fraction relationships, they should use both formal and informal fraction models to build understanding of the concepts. These concepts should be taught in conjunction with the other fraction concepts rather than in isolation. Some examples:</p> <ul style="list-style-type: none"> • $\frac{3}{4} \times 7$ is less than 7 because 7 is multiplied by a factor less than 1 so the product must be less than 7. 		<p>Mathematical Practices Make sense of problems and persevere in solving them: Students should be encouraged to use conversation and support one another as they solve problems involving multiplication with fractions. Step problems from whole numbers into fractions to support students as they build connections (MP 1).</p> <p>Construct viable arguments and critique the reasoning of others: Students discuss, question, and justify their work and the work of their peers as they find various ways to represent multiplication of fractions (MP 3).</p> <p>Model with mathematics: Students use fractions to model word problems (MP 4).</p>

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- $2 \frac{2}{3} \times 8$ must be more than 8 because 2 groups of 8 is 16 and $2 \frac{2}{3}$ is almost 3 groups of 8. So the answer must be close to, but less than 24.
- $\frac{3}{4} = \frac{(5 \times 3)}{(5 \times 4)}$ because multiplying $\frac{3}{4} \times \frac{5}{5}$ is the same as multiplying by 1.

In helping students develop a deep conceptual understanding of fraction operations, it is important that attention be given to the concrete to abstract progression. Students should work with a variety of hands-on tools, including fraction strips and other fraction models, which give way to draw representations of the fractions they are working with. With this conceptual understanding, students will progress to the use of abstract representations using numbers and symbols. Care should be exercised to understand students’ level of understanding and to move them along this progression as appropriate. The transition to abstract representation should not be rushed but should be encouraged as soon as possible.

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$2\frac{1}{2}$ groups of $3\frac{1}{2}$:

The area model and the line segments show that the area is the same quantity as the product of the side lengths.

As students solve problems with fractions, continue to encourage discussion using the explain-question-justify model used in earlier Big Ideas. This will help facilitate the development of conceptual understanding and support students as they move to more abstract models.

Resources & Links to Technology

- [LearnZillion Lessons of Fractions](#) This is a series of video lessons to use in your classroom that address the value of the product when a fraction is involved.
- [Multiplying a Whole Number by a Fraction](#) Learning Channel classroom video on teaching multiplication of a whole number by a fraction
- [A fraction performance task](#)
- [Georgia Math Standards \(Grade 5 Unit 4\)](#) Examples, tasks, and tools for instruction and assessment

<p>Big Idea 2, Quarter 3: Students will be able to add and subtract fractions, including unlike denominators.</p>	<p>Essential Question(s): Why do we use equivalent fractions to add and subtract fractions? How do you add and subtract fractions?</p>
<p>Standards:</p> <p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
Elements of the Standard(s) – What’s the meaning?							
<p>In this Big Idea, students will continue their study of fractions and extend their understanding of addition and subtraction of fractions to include fractions with unlike denominators. The emphasis is on finding and using equivalent fractions to rewrite problems with common denominators. Students also apply their understanding of fraction addition and subtraction to solve word problems. Here are some specific pieces of content that must be addressed during instruction.</p> <ul style="list-style-type: none"> • Instruction needs to continue to use area models, number lines, and other models to build meaning well prior to any use with an algorithm. • Students need to understand the need for a common denominator. It is all about having the same size units so that counting can be used. • Students need to develop the understanding that when adding or subtracting fractions, the fractions must refer to the same whole. Any models used must refer to the same whole. • Use estimation to predict a sum or difference before working any problem. Students can use benchmark values (0, $\frac{1}{2}$, 1, etc.) to make these estimates. For example, $\frac{3}{8} + \frac{2}{3} = ?$ When you use benchmark numbers, both of these fractions are close to $\frac{1}{2}$. So, $\frac{1}{2} + \frac{1}{2} = 1$. In fact, $\frac{3}{8}$ is a little less than $\frac{1}{2}$ and $\frac{2}{3}$ is a little greater than $\frac{1}{2}$. So, 1 should be a really close approximation or estimate for this sum. 							
Key Vocabulary equivalent fraction, like denominator, simplify, estimate			Links to Prior Learning Students have added and subtracted fractions with like denominators and have used equivalent fractions to find common denominators for two fractions.		Links to Future Learning Students will continue to use fractions as they work with ratio and proportion problems.		
Instructional Strategies (EL, SIOP, SPED, Marzano) Students use a variety of models, both concrete and visual, to understand fraction equivalence. This is especially useful for students who may be struggling to find common denominators; for these students, it may be necessary to review the process of finding equivalent fractions before they are ready to apply the skill in the context of this Big Idea.					Mathematical Practices Make sense of problems and persevere in solving them: Students apply their understanding of fractions to make sense of, interpret, and rewrite problems when fractions have unlike denominators (MP 1).		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

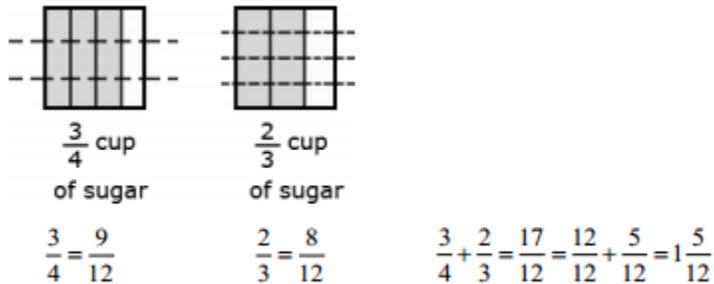
As students add and subtract fractions, encourage them to use their understanding of equivalent fractions to create a problem with like denominators.

Begin with situations where only one fraction needs to be changed (e.g., $\frac{1}{2} + \frac{1}{4}$) and then move to problems where both fractions need to be changed (e.g., $\frac{1}{3} + \frac{1}{5}$).

Use visual models as necessary to reinforce the process. Allow students to add and subtract fractions using different strategies such as number lines, area models, fraction bars, or strips. Have students share their strategies and discuss commonalities in them.

Students may find that a circular model might not be the best model when adding or subtracting fractions. Some examples of useful models:

Area Model:



Linear Model:

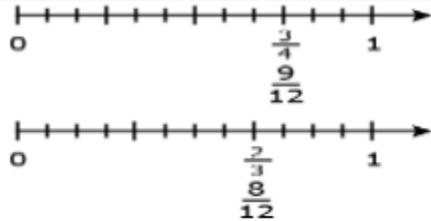
Reason abstractly and quantitatively: Students must both interpret and apply abstract representations of fractions as they solve problems (MP 2).

Model with mathematics: Students use fractions to model word problems (MP 4).

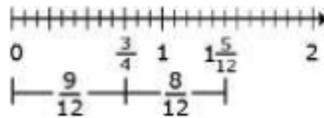
Use appropriate tools strategically: Students use models to represent fractions and find equivalent fractions (MP 5).

Italic Information: Recursive standard – repeated in at least one other quarter

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Solution:



As with solving word problems with whole number operations, regularly present word problems involving addition or subtraction of fractions. The concept of adding or subtracting fractions with unlike denominators will develop through solving problems. Mental computations and estimation strategies should be used to determine the reasonableness of answers. Students need to prove or disprove whether an answer provided for a problem is reasonable.

Estimation is about getting useful answers; it is not about getting the right answer. It is important for students to learn which strategy to use for estimation. Students need to think about what might be a close answer and then explain their reasoning.

Discussion, including explaining, questioning, and justifying, will help students as they solve problems involving the addition and subtraction of fractions. Encourage students to explain their models and be prepared to ask questions of their peers. One strategy that will help students learn to question is to have every student write down at least one question they would like to ask; even if they do not get to verbalize their question(s) this will encourage the kind of thinking that is required by the standards.

Italic Information: Recursive standard – repeated in at least one other quarter

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Resources & Links to Technology

- [Another Online Fraction Strip](#) Interactive model that can be used to show equivalence
- [Engage NY - Module 3](#) Engage NY module on addition and subtraction of fractions

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 4: Students will be able to convert between units of measure within a given measurement system and develop the concept of volume.</p>		<p>Essential Question(s): What is volume and how is it different from area? Why would you need to convert a unit of measure to a different unit of measure?</p>													
<p>Standards:</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>5.MD.3.a Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p>5.MD.3.b Recognize volume as an attribute of solid figures and understand concepts of volume measurement. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>															
<p>Mathematical Practices:</p> <table border="1"> <tr> <td>1. Make sense of problems and persevere in solving them.</td> <td>2. Reason abstractly and quantitatively.</td> <td>3. Construct viable arguments and critique the reasoning of others.</td> <td>4. Model with mathematics.</td> <td>5. Use appropriate tools strategically.</td> <td>6. Attend to precision.</td> <td>7. Look for and make use of structure.</td> <td>8. Look for and express regularity in repeated reasoning.</td> </tr> </table>								1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
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<p>Elements of the Standard(s) – What’s the meaning? In this Big Idea, students are converting measurements of different-sized units and building meaning of volume.</p> <p>Unit conversions remain in the same system, whereas previous work involved conversions only from larger units to smaller units. Students will now work with conversions going both large to small and small to large. Having worked both directions, students also solve multi-step, real-world problems involving conversion. Conversions still are within the same system of measurement.</p> <p>Students also begin to explore the volume of a solid figure. Their previous experience with volume has included only liquid volume. At this point, volume is approached from a very concrete perspective, with students developing the idea of a unit cube and volume as a total of the unit cubes inside an object. Students need to understand volume as a type of measurement and meaning of the units of measure associated with volume. One thing to differentiate for students is the difference between liquid volume (where we use measurements of mL or cups) and solid volume (where we use cubic units). This understanding is critical to further study with volume and three-dimensional figures and should be limited to figures with whole-number side lengths.</p>															

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

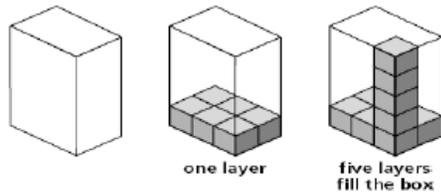
<p>Key Vocabulary volume, unit cube, solid figure</p>	<p>Links to Prior Learning Students have previously worked with unit conversions from larger units to smaller units. The idea of a unit cube is based in prior learning on unit squares as students began to explore area.</p>	<p>Links to Future Learning Students will expand their understanding of volume as they learn volume formulas and apply volume to problem-solving situations.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Use graphic organizers (foldables) and hands-on models to teach the key vocabulary in this Big Idea.</p> <p>To convert from one unit to another unit, the relationship between the units must be known. In order for students to have a better understanding of the relationships between units, they need to use measuring tools in class. The number of units must relate to the size of the unit. For example, students have discovered that there are 12 inches in 1 foot and 3 feet in 1 yard. This understanding is needed to convert inches to yards. Using 12-inch rulers and yardsticks, students can see that three of the 12-inch rulers are equivalent to one yardstick (3×12 inches = 36 inches; 36 inches = 1 yard). Using this knowledge, students can decide whether to multiply or divide when making conversions.</p> <p>It may be helpful for all students to have available conversion tables as they work with unit conversions. These tables can help students understand how the units are related. All students, and especially those who struggle with language or skill with units, will benefit from a review of common prefixes used with common unit systems.</p> <p>Once students have an understanding of the relationships between units and how to do conversions, they are ready to solve multi-step problems that require conversions within the same system. Allow students to discuss methods used in solving the problems. Begin with problems that allow for renaming the units to represent the solution before using problems that require renaming to find the solution. The process of explaining, questioning, and justifying will help students solidify the abstract reasoning that is required in this process.</p>		<p>Mathematical Practices</p> <p>Reason abstractly and quantitatively: Students must apply reasoning skills as they interpret and solve conversion problems (MP 2).</p> <p>Construct viable arguments and critique the reasoning of others: Students explain, question, and justify as they solve conversion problems (MP 3).</p> <p>Model with mathematics: Students model real-world conversion problems with abstract representations (MP 4).</p> <p>Use appropriate tools strategically: Students use conversion tables as a tool to solve conversion problems. Students need to have options of tools to use for finding volume. Do they use cubes? Do they use a ruler or measuring tape? And, how would they use each of these tools to find the volume of a prism? (MP 5)</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

As students begin to explore volume, use hands-on models to encourage conceptual development. For example, use centimeter cubes to fill a small box or other rectangular prism. As students interact with the models, they will better understand the concept of volume, that it is the total of the cubes packed into a solid figure.

Give students one block (a 1- or 2- cubic centimeter or cubic-inch cube), a ruler with the appropriate measure based on the type of cube, and a small rectangular box. Ask students to determine the number of cubes needed to fill the box. Have students share their strategies with the class using words, drawings, or numbers.



By stacking geometric solids with cubic units in layers, students can begin understanding the concept of how addition and multiplication play a part in finding volume.

Resources & Links to Technology

NCTM Illuminations – [Unit Conversion Activity for Customary Units](#) – [Unit Conversion Activity for Metric Units](#)
[Unit Conversion Online Resources](#)

Big Idea 2, Quarter 4:

Students will understand the concept of volume, its formulas, and its relationship to area.

Essential Question(s):

How does the volume of a prism change as the length of one or more dimensions changes?
What are three different ways to find an area and which one is easiest for you to use?

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

Standards:							
5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.							
5.MD.5.a Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.							
5.MD.5.b Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.							
5.MD.5.c Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.							
Mathematical Practices:							
1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
Elements of the Standard(s) – What’s the meaning?							
In this Big Idea, students continue to explore volume as they find the volume of right rectangular prisms, including cubes. They will learn the standard formulas for volume of a prism ($l \times w \times h$ and $B \times h$) and compare the results of the formulas to the volume found using unit cubes. Work with volume in this Big Idea is restricted to right rectangular prisms with whole-number side lengths.							
Students extend their knowledge of volume of rectangular prisms to include solids composed of two or more rectangular prisms and apply the formulas to find the volume of each part and, by addition, the volume of the entire solid. These concepts are applied to real-world situations.							
Key Vocabulary prism, rectangular prism, cube, base, height		Links to Prior Learning Immediately prior to this Big Idea, students began to explore volume.			Links to Future Learning Students will expand their knowledge of volume to include other solid figures.		

Italic Information: Recursive standard – repeated in at least one other quarter

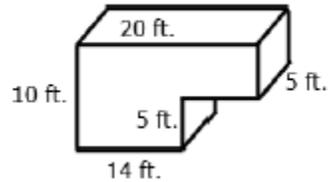
BOLD information: Standards that should be emphasized

<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Students should continue to use concrete and/or virtual models for unit cubes and rectangular prisms as they explore the relationship between the volume found using the cubes and that found using the formulas. This will help to reinforce equivalence and encourages the progression from concrete models to abstract (formula) representations.</p> <p>Provide students with opportunities to find the volume of rectangular prisms by counting unit cubes, in metric and standard units of measure, before the formula is presented. Multiple opportunities are needed for students to develop the formula for the volume of a rectangular prism with activities similar to the one described below.</p> <p>By stacking geometric solids with cubic units in layers, students build upon their understanding of how addition plays a part in finding volume. This will lead to an understanding of the formula for the volume of a right rectangular prism, $B \times h$, where B is the area of the base. A right rectangular prism has three pairs of parallel faces that are all rectangles.</p> <p>Have students build a prism in layers. Then, have students determine the number of cubes in the bottom layer and share their strategies. Students should use multiplication based on their knowledge of arrays and its use in multiplying two whole numbers.</p> <p>Ask what strategies can be used to determine the volume of the prism based on the number of cubes in the bottom layer. Expect responses such as: adding the same number of cubes in each layer as were on the bottom layer, or multiply the number of cubes in one layer times the number of layers.</p> <p>Provide practice with problems that move from showing all the cubes that make up a prism to one that only shows total measurements of each dimension.</p> <p>Include problems that students must decompose a shape into prisms. Have students represent each prism separately and calculate each volume in order to find the total volume. For example, if this picture represents a swimming pool, you can find the volume of the shallow</p>	<p>Mathematical Practices</p> <p>Make sense of problems and persevere in solving them: Students must interpret the representation of a composite figure and correctly apply volume concepts to solve real-world problems (MP 1).</p> <p>Reason abstractly and quantitatively: Students use reasoning and procedures to solve problems using abstract notations (MP 2).</p> <p>Model with mathematics: Students will apply their understanding of volume and solid figures to model and solve real-world problems (MP 4).</p> <p>Use appropriate tools strategically: Students use models and formulas as they interpret and solve volume problems (MP 5).</p>
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Italic Information: Recursive standard – repeated in at least one other quarter

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end versus the deep end.



As students solve real-world problems, encourage discussion using the explain-question-justify model. It is particularly important that students be able to clearly explain how they applied the formulas and why their solution makes sense, and to then be able to justify their work.

Resources & Links to Technology

- [Additional Online Resources for Volume](#)
- [LearnZillion Lessons on Volume](#) LearnZillion is a collection of videos to use in the classroom. This series is all about understanding and calculating solid volumes.

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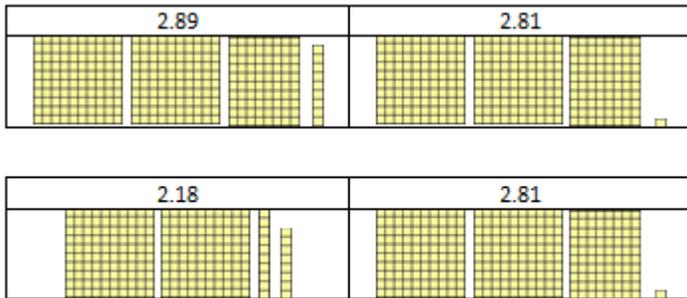


Content: Math	Grade/Course: 5	Timeline: 60 Minutes												
Standard(s): 5.NBT.3.a Read, write, and compare decimals to thousandths: a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. Mathematical Practices: 2 Reason abstractly and quantitatively														
Lesson Overview: In this lesson, students will apply their knowledge of place value to compare two decimal numbers using the notation $<$, $>$, and $=$. They will look for patterns in the numbers and compare the numbers using place value concepts extended from whole numbers.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Use place value to compare two decimal numbers. 												
Vocabulary: No new vocabulary – Reinforce vocabulary of place value to distinguish tens from tenths, hundreds from hundredths, etc.		Focus Question(s): How do you use place value to compare two decimal numbers?												
Description of Lesson (including instructional strategies): Anticipatory Set: Given a decimal number to thousandths, such as 3.852, have students write the number in expanded form, as shown in standard 5.NBT.3.a. For example, $3.852 = 3 \times 1 + 8 \times (1/10) + 5 \times (1/100) + 2 \times (1/1000)$. Another way to write this decimal in expanded notation would be $3 + 8/10 + 5/100 + 2/1000$. Repeat with another decimal number to hundredths or thousandths as necessary. If students haven't written decimals in this way, you might need to add this as lesson. Students should have already worked with these formats prior to comparing decimals. In the example above, you want students to connect the way decimals are read to the way they are written. Notice that if equivalent fractions are used, the same decimal could be written as $3 + 800/1000 + 50/1000 + 2/1000$, which is the same as $3 + 852/1000$. Notice how this is how we name a decimal. This knowledge and understanding is critical to build with students prior to doing this lesson. Instruction and Strategies: Begin by reinforcing prior instruction on writing decimal numbers in expanded form. It may be helpful to use a chart, like the one below, to easily see the place value of each digit. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Tens</th> <th>Ones</th> <th>.</th> <th>Tenths</th> <th>Hundredths</th> <th>Thousandths</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> Before looking at the numbers to compare, have students draw pictures of decimal values. For example, draw 2.81 and 2.89. If you use a square to represent one, it would look like this.			Tens	Ones	.	Tenths	Hundredths	Thousandths						
Tens	Ones	.	Tenths	Hundredths	Thousandths									

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Look at how the value 2.81 is represented differently from 2.18 or 2.8 or 2.08. Make sure you include values that are often confused, which include zeros in the middle and the end of decimal values. Students need to use the visualization prior to looking only at the symbols. This won't need to be used as long if visuals were used with naming decimals.

After using visual tool, *give students two decimal numbers to hundredths and expand both using the table.* Both numbers should be the same except for the digit in the hundredths place. For example, we will use 23.85 and 23.89. Begin with the first digit of the first number, and model how to name the place value (2 tens). Write the 2 in the chart in the tens column. *Then move to the digit in the ones place, asking the class to tell the value.* Encourage the group to respond as a whole. Repeat for the remaining digits in the first number and the second number.

Tens	Ones	.	Tenths	Hundredths	Thousandths
2	3	.	8	5	
2	3	.	8	9	

Next, explain to students that we can use place value to compare the two numbers. Using the numbers already in the chart, demonstrate for the class how to compare the digits beginning with the leftmost column. Compare the digits using the equal sign; for example, $2 = 2$. Since the digits in the tens column are the same, we can move to the ones column. *Ask students to compare the digits in the ones and tenths columns on their own.* Then discuss that these values are also equal.

Move to the digits in the hundredths place. Ask students if 5 is greater than, equal to, or less than 9. Point out that since 5 is less than 9, and all the digits in the other places are equal, then the number 23.85 is less than 23.89. Have students turn to a partner and explain how they know that $23.85 < 23.89$. Monitor student responses and reinforce as necessary. You might have one or two students explain their reasoning to the class.

Repeat the process with two new decimal numbers. The smaller of the two should be written to the thousandths, and the larger to the hundredths, with the difference in the hundredths place. This will help students to see that the larger number is not necessarily the number with the most digits after the decimal point. For example, you might use the numbers shown below.

Tens	Ones	.	Tenths	Hundredths	Thousandths
1	5	.	7	4	
1	5	.	7	3	8

You may choose to have students work through these numbers with a partner. If students are still struggling

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

with the process, then model the steps again using this example. Students should see that $15.74 > 15.738$. Ask: “How do you know that 15.74 is larger? Does your answer make sense?” (Marzano: Cues, Questions, and Advance Organizers) *Encourage students to discuss their responses to the questions with a partner or in a group and to ask questions to be sure they understand their peers’ responses.* (Marzano: Cooperative Learning)

Based on observation, you may wish to work through another example.

Guided Practice:

Have students complete two or three additional problems comparing decimal numbers. One of the problems should include two decimal numbers to the thousandths, and the other two a mix of place values.

Formative Assessment:

Review the Focus Question with students. Then ask students to explain to a partner how they can use place value to compare two decimal numbers. Encourage students to use an example in their explanation, and to ask questions to be sure they understand their partner’s thinking.

Closure:

Ask students to think of ways that they have compared numbers in the past to solve a problem, and then to think of a situation in which they might need to compare decimal numbers. Have them write a word problem for the situation.

Independent Practice:

Independent practice should consist of a set of 8–10 problems that require students to compare decimal numbers to a variety of place values, up to thousandths. Two or more of the problems should require some kind of application of the concept.

Accommodations/Modifications:

It may help students to see the numbers “taken apart.” Write each digit using place value on a separate card. For example, 1.253 would be written as 1, 0.2, 0.05, and 0.003. Then students can more easily compare two numbers by seeing the value of each digit as they work from left to right.

Resources (Textbook and Supplemental):

- [Practice Worksheet](#) (If you use a simple practice sheet such as this one, do the following: Assign at least five problems where students have to create a drawing to support their answer. Don’t assign all problems; rather, assign some with numbers that are closely related. Choose one problem for students to explain how they determined their solution.)

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.



Content: Math	Grade/Course: 5	Timeline: 60 minutes
Standard(s): 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). 5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. Mathematical Practice: 1. Make sense of problems and persevere in solving them, 4. Model with mathematics, 5. Use appropriate tools strategically		
Lesson Overview: In this lesson, students will learn to use the coordinate plane as a tool to solve problems by graphing and interpreting points in the context of the problem.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Represent data from a problem as a set of points in the coordinate plane. • Interpret data given as points in a coordinate plane as solutions to a problem. 	
Vocabulary: Point, coordinate plane, coordinate, ordered pair, horizontal axis, vertical axis, origin	Focus Question(s): <ul style="list-style-type: none"> • How does a coordinate plane help solve real-world problems? 	
Description of Lesson (including instructional strategies): Anticipatory Set: Give students a map of the classroom or school, with labeled points (A, B, C, etc.) at key positions (door, window, teacher desk, etc.). Ask them to name the location of the items with their label. Explain that we can use this kind of map to solve real-world problems. This is a continued practice in the vocabulary for coordinate graphing and plotting points on a coordinate graph. Use the <i>Cyberchase</i> video " Using a Coordinate Grid " to set the context for using a coordinate grid to solve problems. Instruction and Strategies: Help students build the vocabulary for this lesson. Introduce them to the coordinate plane (quadrant 1 only). Show and label the horizontal axis and vertical axis, and the point where they intersect. Define this point of intersection as the origin. Discuss that any point on a coordinate plane can be identified by its location from zero. The location is called an ordered pair, and is made up of two numbers: the distance over from zero and the distance up from zero, in that order . Show students two or three points and how to find their ordered pair. Now present students with a problem: "A new company is selling T-shirts. The first day, they sell 5 shirts. The second day, they sell 4 more shirts than they sold the first day." <i>Have students discuss with a partner how they could show the number of shirts from the first day on the coordinate plane.</i> Discuss with students how they could label each axis, and what scale they might use. Then demonstrate graphing the ordered pair for the first		

Instructions that are italicized include student engagement strategies.

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day at the point (1, 5). (See attachment for handout)

Now continue the problem: “Graph the point showing the number of shirts sold the second day.” Lead students through a discussion of how to find the ordered pair for day two, by adding $5+4$ to get 9. Ask students to write and graph the ordered pair for the second day. Students should graph the point (2, 9).

Continue the problem: “Several days later, the owner of the company graphs the point (6, 35). Explain what this point represents.” *Ask students to explain to a partner what this point represents.* Select two or three students to share their responses with the class, then encourage students to ask questions. Ensure that students get to the correct answer that on the sixth day the company sold 35 shirts.

Guided Practice:

Present students with a similar problem to the one above. The emphasis should be on solving a multi-step problem that involves both representing the problem on the coordinate plane and then interpreting a point within the context of the problem. (See attachment)

Formative Assessment:

Review the Focus Question with students. Ask them to explain how they used a coordinate plane to solve the problems in the lesson. Have them write one question that they could answer about one of the problems using the coordinate plane.

Closure:

Explain to students that we can use a coordinate plane in many ways. When we use points to solve problems, we are using the coordinate plane to understand problems. Tell students that they will continue to use the coordinate plane as they continue their study of mathematics.

Independent Practice:

Provide 2–4 real-world problems that involve using the coordinate plane to represent and/or interpret a real-world problem. Students might also need additional practice in graphing points which several of the resources address.

Accommodations/Modifications:

- For students who struggle to draw the coordinate plane, provide centimeter or ¼-inch grid paper with axes and labels already included.
 - It may be helpful to have students who are struggling to understand how to plot a point use a large coordinate plane on the ground. You can create this using chalk on a paved surface or masking tape on a carpeted surface; some teachers use a large shower curtain with paint or tape for the coordinate plane so they can fold it up and put it away easily. Have students represent the points on the plane, moving over and up from zero.

Resources (Textbook and Supplemental):

- [Performance Task \(with Rubric\)](#)
- ["Using a Coordinate Grid"](#) (Cyberchase video)
- [Geometry and the Coordinate Plane](#) (Georgia Department of Education)
- [Illustrative Mathematics: Battleship Graphing](#)
- [Describe a Graph](#) (National Council of Teachers of Mathematics)

Instructions that are italicized include student engagement strategies.

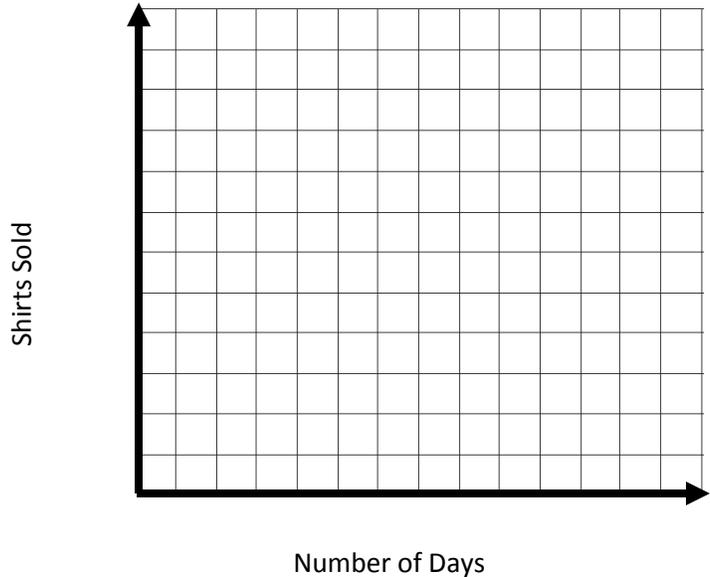
Instructions that are underlined embed checking for understanding.

Guam Department of Education 2013

Selling T-Shirts

A new company is selling T-shirts. The first day, they sell 5 shirts. The second day, they sell 4 more shirts than they sold the first day.

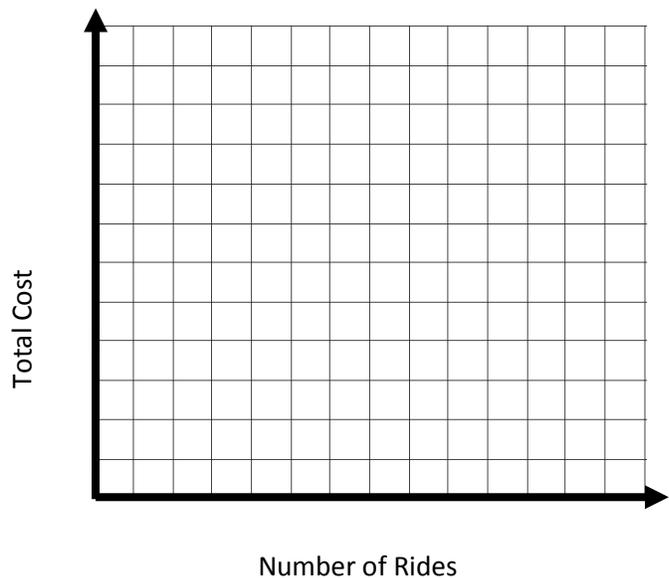
Selling T-Shirts		
X (day)	Y (shirt sells)	Ordered Pair
1	5	(1, 5)
2	9	(2, 9)
3		(3, ___)



Carnival Rides

The carnival charges \$5.00 for admissions for children and each ride costs #2. Use the table to determine the total cost you will pay if you go on 1 ride, 2 rides, 3 rides, 5 rides, or 10 rides. Use the graph to show this same information.

Carnival Rides		
X (Number of Rides)	Y (Total Cost)	Ordered Pair



You decide that next weekend you are going to a different carnival.

This carnival charges only \$3 to get into the carnival but each ride costs \$3. Create a table to show these ordered pairs and use a different color to plot these values on the same graph as above. Which carnival is the better deal and why?

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.



Content: Math	Grade/Course: 5	Timeline: 60 minutes
Standard(s): 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.		
Mathematical Practices: 2. Reason abstractly and quantitatively, 4. Models with mathematics		
Lesson Overview: Students will learn how to create equivalent fractions so that the units are the same, which will allow them to add and subtract fractions that have unlike denominators.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Convert unlike fractions (with different denominators) to like fractions (with the same denominators) with 80 percent accuracy. 	
Vocabulary: No new vocabulary, but review from previous lessons.	Focus Question(s): How would you explain how to change unlike fractions to like fractions?	
Description of Lesson (including instructional strategies): Anticipatory Set: <ul style="list-style-type: none"> Students are in groups of 4-5 members (Marzano: Cooperative Learning). Each team should have their own whiteboard and colored markers. <p>“Today you will learn how to convert unlike fractions to like fractions. Yesterday we focused on finding the least common multiple of unlike fractions. Let’s review.”</p> <ul style="list-style-type: none"> Pass out premade unlike fraction problems on cards to each group (Attachment 1). Students are to work as a team to identify the Least Common Multiple (LCM) of denominators. An assigned team member (team recorder) will write their answer on their whiteboard <u>Multiple Response Cards</u>. After 1-2 minutes, student will raise their whiteboards with their answers for you to confirm answers. If 50 percent of the teams are not able to find the LCM, review the steps of how to find the LCM: “Step 1: List the multiples of each denominator. Step 2: Find the least common multiple of the multiples by circling it”. Have the teams fix up their errors. Instruction and Strategies: <ol style="list-style-type: none"> Write on the board: $3/5 + 2/3$ Ask: “Why do you think we need to find the LCM of fractions before we add or subtract them? Think-Pair-Share” (Marzano: Cooperative Learning). Encourage students’ answers. <i>Have teams find the LCM/LCD of 3 and 4 (denominators) and write on their whiteboards. <u>First team to respond with the correct answer will need to explain how they got their answer</u> (students will take notes of the steps in the math journal as the lesson proceeds).</i> Use the attached PowerPoint to guide students as they think about how to add fractions. Guided Practice: <ol style="list-style-type: none"> During the PowerPoint presentation, Show “Try these” problems. 		

Instructions that are italicized include students engagement strategies.

Instructions that are underlined embed checking for understanding.

Try These

<p>A $\frac{1}{3} + \frac{8}{27}$</p> <p>B $\frac{1}{4} + \frac{5}{6}$</p> <p>C $\frac{7}{10} + \frac{1}{4}$</p>	<p>D $\frac{1}{3} + \frac{7}{9}$</p> <p>E $\frac{5}{7} + \frac{3}{4}$</p> <p>F $\frac{2}{3} + \frac{4}{7}$</p>
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2. Assign each group a letter and have them solve the problems on their white board. Observe groups to ensure students are working together and solving the problem correctly; redirect if needed.
3. After 5 minutes, groups will reveal their solution and explain their process of solving the problems.
4. After groups' explanation, reveal the answers.
*If groups are making mistakes, redirect to proper problem solving process.

Formative Assessment:

Guided practice will be the formative assessment. This will involve students to re-evaluate their problem-solving process.

Closure:

- 1.) Tell groups to "jigsaw" (all same number grouped together) (Marzano: Cooperative Learning).
- 2.) Ask: "How would you explain how to change unlike fractions to like fractions?"
- 3.) Have groups discuss amongst each other.
- 4.) Call a volunteer from each group to discuss their findings.
- 5.) Validate by asking students to show "thumbs up, if you all agree" and "thumbs down if you disagree" and explain why. Review steps if there are thumbs down.

Independent Practice:

This concept not yet fully developed for students to work independently.

Accommodations/Modifications: (see Resources)

- Use the graphic organizer for students with Special Needs and English Language Learners.
- There are several interactive games that will push gifted and talented learners and allow them to move at their own pace.

Resources (Textbook and Supplemental):

- Adding and Subtracting Fractions PowerPoint (Please see attached)
- After lesson activities: Interactive games will be provided for groups who have accomplished tasks.
 - [Fruit Shoot Fraction Addition](#)
 - [Board Games: Adding and Subtracting Fractions](#)
 - [Adding Fractions](#)

Graphic organizer: fold paper into fourths

Step 1	Step 2
Step 3	Answer

Instructions that are italicized include students engagement strategies.

Instructions that are underlined embed checking for understanding.



Content: Math	Grade/Course: 5	Timeline: 60 minutes
<p>Standard(s):</p> <p>5.MD.5a Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>5.MD.5b Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume: Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>Mathematical Practices: 1. Make sense of problems and persevere in solving them, 2. Reason abstractly and quantitatively, 4. Models with mathematics, 7. Look for and make use of structure, 8. Look for and express regularity in repeated reasoning.</p>		
<p>Lesson Overview:</p> <p>In this lesson, students will understand the concept of volume, its formulas, and its relationship to area. This lesson builds on a prior lesson where students would have used cubes to fill a volume and counted the total cubes to determine a volume.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> Use a representation (drawing or model) and connect it to an equation to calculate the volume of a rectangular prism. 	
<p>Vocabulary:</p> <p>No new vocabulary; reinforce previously introduced vocabulary (rectangular prism, volume, 3-dimensional, area, etc.)</p>	<p>Focus Question(s):</p> <p>What are some ways to find the volume of a rectangular prism that doesn't involve counting all the cubes it takes to fill the figure?</p>	
<p>Description of Lesson (including instructional strategies):</p> <p>Anticipatory Set:</p> <p>Distribute boxes of different sizes to students. Ask them, "How can you find the volume of each box without the snap cubes?" Students will work in small groups to answer the question. They will share their responses with the class.</p> <p>After students share out, let them know that today they will be learning another strategy for finding the volume of each box.</p> <p>Instruction and Strategies:</p> <ol style="list-style-type: none"> Using snap cubes, demonstrate how to create a rectangular prism. Using the cubes, make a row of four and say that is the length, which is four centimeters. Then make two rows of four cubes to make one layer and say that is the width, which is 8, or 2×4, or $4+4$. This is also called the area of the figure ($A = L \times W$). Then make three layers of eight cubes and say that is the height, which is 24, or $3 \times 2 \times 4$, or $8 + 8 + 8$. This is the volume of the figure ($V = L \times W \times H$). 		

Instructions that are italicized include students engagement strategies.

Instructions that are underlined embed checking for understanding.

5. So, the volume of the rectangular prism is 24 cubic centimeters.
6. Explain that there are different ways of finding the volume of a rectangular prism, instead of counting individual cubes. You can add the number of layers or you can use the formula for volume, which is length (l) x width (w) x height (h).
7. Demonstrate another problem similar to this one.
8. Before doing guided practice, check for understanding using “Fingers-Up”
9. If more than 50 percent of the class does not understand, demonstrate using another example.

Guided Practice:

1. *Divide students into groups of 4 or 5 and instruct them to follow the steps in the Volume worksheet that is attached below (Marzano: Cooperative Learning).*
2. Distribute 36 snap cubes to each group.
3. *Describe the base of the figure as the first floor of a rectangular prism-shaped building. Ask students, “What is the area of the base?”*
4. *Next, discuss the height of the figure. Ask students, “How many layers high is the cube?” or “How many layers high is the prism?” The number of layers will represent the height.*
5. *Have students look at how the length, width, and height are related to the value of 36.*

Formative Assessment:

Review the focus question with students using Think-Pair-Share. Ask them to pair with a partner and explain how to get the volume of a rectangular prism. Have the class participate in whole class discussion about volume. Students indicate their degree of understanding on a scale of zero to five by holding up the corresponding number of fingers (Greenstein: Fingers-Up).

Closure:

Students will answer the question “What did you learn about volume today?” on an index card as an exit slip.

Independent Practice:

*Students will work on assigned numbers from text book (Harcourt Math)
p. 594, #5–17*

Accommodations/Modifications:

- Simplify directions
- Allow extra time
- Increase or decrease problems

Resources (Textbook and Supplemental):

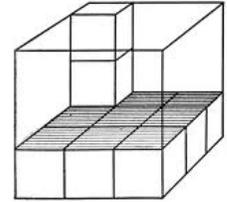
- See attached Volume worksheet
- [Volume and Measurement](#) (Georgia Department of Education lesson plan)

Instructions that are italicized include students engagement strategies.

Instructions that are underlined embed checking for understanding.

Guam Department of Education 2013

Volume



Name: _____

Date: _____

1. Count out 36 cubes.
2. Build all the rectangular prisms that can be made with the 36 cubes. For each rectangular prism, record the length, width, height, and volume in cubic centimeters in the table below.
3. What do you notice about the rectangular prisms you created?
4. How can you find the volume without building and counting the cubes?

Shape #	Volume			Volume in cubic centimeters (cm^3)
	Length	Width	Height	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Instructions that are italicized include students engagement strategies.

Instructions that are underlined embed checking for understanding.

Guam Department of Education 2013



Standard Number	GDOE Content Standard		SAT 10 Objectives	SBA Objectives
Standard 1: Science As Inquiry	5.1.1	Using evidence gathered from investigations, make and defend conclusions.	-Apply an understanding of the type of questions that can be answered by experimentation -Use observation skills to make inferences about objects in the solar system	(1-3) Collecting evidence from investigations
Standard 1: Science As Inquiry	5.1.2	Identify variables in scientific investigations and recognize the importance of controlling variables in scientific explorations. <i>EXAMPLE(S):</i> Describe how altering the conditions of an investigation can result in faulty comparisons of results.	-Identify a procedure that should be followed to correct a possible experimental error	(5-7) Identifying variables/controls
Standard 1: Science As Inquiry	5.1.3	Use models to represent and study objects, events, or processes in the real world.	-Use observation skills to make inferences about objects in the solar system -Apply an understanding of Earth's motion using a model -Use a model to determine motion	(9-12) Interpreting models/diagrams
Standard 1: Science As Inquiry	5.1.4	Explain how scientific work is varied and engages men, women, and children of all ages and backgrounds.	N/A	(15-16) Examines various professions/inquiries related to science
Standard 2: Life Science	5.2.1	Explain that for offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next.	N/A	(17-19) Offspring and inherited traits
Standard 2: Life Science	5.2.2	Describe how some living things consist of a single cell that needs food, water, air, a way to dispose of waste, and an environment in which to live.	-Identify characteristics common to major groups of organisms -Identify the role of given organisms in an ecosystem	NA

Standard Number	GDOE Content Standard		SAT 10 Objectives	SBA Objectives
Standard 2: Life Science	5.2.3	Explain that although some organisms are made of a collection of similar cells, some organisms' cells, such as human nerve and muscle cells, vary greatly in appearance and perform very different roles in the organisms.	-Identify characteristics common to major groups of organisms	(22) Addresses types of cells
Standard 2: Life Science	5.2.4	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 and how changes in those environments can sometimes be beneficial or harmful.	-Identify the role of given organisms in an ecosystem -Predict the effects of on a population under given conditions -Identify the effects on a population from a given environmental change -Identify habitats suitable for the adaptations of common animals	(23-26) Examines how environment effects an organism positively/negatively
Standard 2: Life Science	5.2.5	Explain that most microorganisms do not cause disease and how many serve beneficial purposes.	-Identify methods of disease transfer in humans	(27-28) Addresses how microorganisms are useful
Standard 2: Life Science	5.2.6	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.	-Predict the effects on a population under given conditions -Identify the effects on a population from a given environmental change -Identify habitats suitable for the adaptations of common animals	(29-30) Disadvantages and advantages of certain characteristics
Standard 2: Life Science	5.2.7	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.	Duplicate for 5.2.7	N/A
Standard 2: Life Science	5.2.8	Explain that, like other animals, human beings have body systems.	-Identify a basic function of a human system	(32) Difference in body systems among animals

Standard Number	GDOE Content Standard		SAT 10 Objectives	SBA Objectives
Standard 3: Physical Science	5.3.1	Investigate that when liquid water disappears, it has turned into a gas that is mixed into the air and can reappear as a liquid if cooled or as a solid if cooled below its freezing point.	-Make an inference based on an understanding of changes in the properties of matter -Determine the characteristics of water at different temperatures -Apply an understanding of properties of matter	(33-35) Examines conditions contributing to differences in matter
Standard 3: Physical Science	5.3.2	Explain how changes in speed or direction of motion of an object are caused by forces; also, understand that the greater the force, the greater the change in motion, and the more massive an object, the less effect a given force will have on it.	-Use a model to determine motion -Draw a conclusion about motion based on given data -Predict the effects of forces on an object	(36) Addresses types of forces
Standard 3: Physical Science	5.3.3	Demonstrate the use of energy to get work done.	N/A	(37-38) Examines tools that transfer energy to make work quicker and more efficient
Standard 3: Physical Science	5.3.4	Compare and contrast renewable and non-renewable sources of energy.	N/A	(39-40) Examines how energy is converted
Standard 3: Physical Science	5.3.5	Explain that energy can be transformed. <i>EXAMPLE(S)</i> : mechanical, chemical, electrical, nuclear	-Identify basic characteristics of materials involved in electrical currents	(41-43) Examines examples of energy conversion
Standard 3: Physical Science	5.3.6	Explain that objects move at different rates, with some moving very slowly and some moving too quickly to be observed.	-Use a model to determine motion -Draw a conclusion about motion based on given data -Use observation skills to make inferences about objects in the solar system	(44) Examines sound wave production

Standard Number	GDOE Content Standard		SAT 10 Objectives	SBA Objectives
Standard 3: Physical Science	5.3.7	Investigate and explain that when warm objects are put with cool objects, the warm objects lose heat and the cool objects gain heat until they are all at the same temperature.	N/A	(45, 48) Addresses direction of energy flow
Standard 3: Physical Science	5.3.8	Investigate materials as heat conductors. <ul style="list-style-type: none"> • Conductor: a material capable of transmitting energy, such as heat or electricity 	-Identify the basic characteristics of materials involved in electrical currents -Make an inference based on an understanding of changes in the properties of matter	(46-47) Classifies type of energy heat is and types of heat conductors
Standard 4: Earth and Space Science	5.4.1	Using existing theories, explain how the Earth has been shaped and changed over time. <i>EXAMPLE(S):</i> Construct a model of an island from sand and describe how the model can be changed, reshaped, or destroyed by moving wind, water, or other forces.	-Apply an understanding of organisms on erosion -Apply an understanding of the cause of common landforms	(49-51) Focuses on theory of plate tectonics
Standard 4: Earth and Space Science	5.4.2	Explain the relationship between oceans, weather, and climate and how changes in these affect the Earth.	-Apply an understanding of a model of Earth's motion -Apply an understanding of the conditions required for precipitation -Identify an effect of the force of gravity on Earth -Identify changes caused by Earth's motion	(52-55) Examines causes of climate changes and ocean tides
Standard 4: Earth and Space Science	5.4.3	Demonstrate and explain the use of stratification of rocks as a record of change.	-Apply an understanding of organisms on erosion -Make a prediction based on given characteristics of Earth's crust -Apply an understanding of the cause of common landforms	(57-58) Examines different types of rock and rock layers as it relates to time and change

Standard Number	GDOE Content Standard		SAT 10 Objectives	SBA Objectives
Standard 4: Earth and Space Science	5.4.4	Observe and describe that stars come in different sizes, brightness, and colors.	N/A	(59-60) Addresses reasons for star's characteristics such as brightness and size
Standard 4: Earth and Space Science	5.4.5	Build a model of the solar system showing the eight planets and their relative position and size in relation to the Sun.	-Apply an understanding of Earth's motion using a model -Use a model to infer the effects of the sun on Earth -Use observation skills to make inferences about objects in the solar system	(62-63) Examines events related to position of planets as well as order of the planets
Standard 4: Earth and Space Science	5.4.6	Demonstrate that Earth's gravity pulls any object toward it without touching it.	-Identify an effect of the force of gravity on Earth	NA
Standard 5: Science and Technology	5.5.1	Give examples of how technology extends the ability of people to make positive and/or negative changes in the world.	N/A	(13-14) Using technological tools to make weather predictions (66) Examines technological advances that have a positive impact on the environment
Standard 5: Science and Technology	5.5.2	Describe how a solution to one problem may create other problems. <i>EXAMPLE(S)</i> : Use of commercial fertilizers can harm water lenses on islands.	N/A	(67-68) Examines advances in the world which have led to environmental problems



<p>Big Idea 1, Quarter 1: Students will be able to explain the makeup of living things (characteristics, environment, life cycles, kingdom, body systems, survival, reproduction, etc.)</p>	<p>Essential Question(s): What are living things? What do living things need to survive and reproduce? How do certain characteristics help an organism survive in an environment?</p>
<p>Guam Standards:</p> <p>5.2.1 Explain that for offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next.</p> <p>5.2.2 Describe how some living things consist of a single cell that needs food, water, air, a way to dispose of waste, and an environment in which to live.</p> <p>5.2.3 Explain that although some organisms are made of a collection of similar cells, some organisms’ cells, such as human nerve and muscle cells, vary greatly in appearance and perform very different roles in the organisms.</p> <p>5.2.4 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 and how changes in those environments can sometimes be beneficial or harmful.</p> <p>5.2.5 Explain that most microorganisms do not cause disease and how many serve beneficial purposes.</p> <p>5.2.6 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> <p>5.2.8 Explain that, like other animals, human beings have body systems.</p>	<p>CCSS Literacy Standards:</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

Suggested Timeline: 5 OUT OF 9 WEEKS 30-45MIN. DAILY

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 1: Students will be able to explain the states of water at different temperatures and its relation to the water cycle.</p>	<p>Essential Question(s): What is the water cycle? What are the properties of water?</p>
<p>Guam Standards: 5.3.1 Investigate that when liquid water disappears, it has turned into a gas that is mixed into the air and can reappear as a liquid if cooled or as a solid if cooled below its freezing point.</p>	<p>CCSS Literacy Standards: 5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. 5.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented. 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

Suggested Timeline: 2 OUT OF 9 WEEKS 30-45 MIN. DAILY

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 1: The students will be able to identify, define, and compare and contrast renewable and nonrenewable energy.</p>	<p>Essential Question(s): What are renewable resources? What are nonrenewable resources?</p>
<p>Guam Standards: 5.3.4 Compare and contrast renewable and non-renewable sources of energy.</p>	<p>CCSS Literacy Standards: 5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. 5.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented. 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

Suggested Timeline: 2OUT OF 9 WEEKS 30-45MIN. DAILY

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 2: Students will use scientific inquiry to research information, utilizing technological resources to gather evidence through investigations to show their results in models or experiments.</p>	<p>Essential Question(s): What is an inquiry? What sources of technology can be used to research and gather information? What kind of experiments or models can be used to show inquiry?</p>
<p>Guam Standards:</p> <p>5.1.1 Using evidence gathered from investigations, make and defend conclusions.</p> <p>5.1.2 Identify variables in scientific investigations and recognize the importance of controlling variables in scientific explorations. <i>EXAMPLE(S):</i> Describe how altering the conditions of an investigation can result in faulty comparisons of results.</p> <p>5.1.3 Use models to represent and study objects, events, or processes in the real world.</p> <p>5.1.4 Explain how scientific work is varied and engages men, women, and children of all ages and backgrounds.</p> <p>5.5.1 Give examples of how technology extends the ability of people to make positive and/or negative changes in the world.</p> <p>5.5.2 Describe how a solution to one problem may create other problems. <i>EXAMPLE(S):</i> Use of commercial fertilizers can harm water lenses on islands.</p>	<p>CCSS Literacy Standards:</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

Suggested Timeline: 4 OUT OF 9 WEEKS 30-45MIN. DAILY

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 3: Students will be able to explain how elements can shape and change Earth’s appearance over time.</p>	<p>Essential Question(s): What are the different elements? What affect does each element have on Earth’s appearance? What is Pangaea?</p>
<p>Guam Standards:</p> <p>5.4.1 Using existing theories, explain how the Earth has been shaped and changed over time. <i>EXAMPLE(S):</i> Construct a model of an island from sand and describe how the model can be changed, reshaped, or destroyed by moving wind, water, or other forces.</p> <p>5.4.2 Explain the relationship between oceans, weather, and climate and how changes in these affect the Earth.</p> <p>5.4.3 Demonstrate and explain the use of stratification of rocks as a record of change.</p>	<p>CCSS Literacy Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

	<p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
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Suggested Timeline: 5 OUT OF 9 WEEKS 30-45MIN. DAILY

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 3: Students will be able to identify and describe the different components that make up the solar system (sun, stars, planets, moon, asteroids, etc.) and how the sun affects the earth’s gravitational pull?</p>	<p>Essential Question(s): What is the solar system? What components make up the solar system? What effects does the sun have on the earth’s gravitational pull?</p>
<p>Guam Standards:</p> <p>5.4.4 Observe and describe that stars come in different sizes, brightness, and colors.</p> <p>5.4.5 Build a model of the solar system showing the eight planets and their relative position and size in relation to the Sun.</p> <p>5.4.6 Demonstrate that Earth’s gravity pulls any object toward it without touching it.</p>	<p>CCSS Literacy Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

Italic Information: Recursive standard – repeated in at least one other quarter

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	<p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
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Suggested Timeline: 3 OUT OF 9 WEEKS 30-45MIN. DAILY

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 4: Students will be able to demonstrate how change of speed or direction, caused by force, can affect the motion of an object.</p>	<p>Essential Question(s): What is force? How does force affect speed and direction? What is motion?</p>
<p>Guam Standards:</p> <p>5.3.2 Explain how changes in speed or direction of motion of an object are caused by forces; also, understand that the greater the force, the greater the change in motion, and the more massive an object, the less effect a given force will have on it.</p> <p>5.3.3 Demonstrate the use of energy to get work done.</p> <p>5.3.6 Explain that objects move at different rates, with some moving very slowly and some moving too quickly to be observed.</p>	<p>CCSS Literacy Standards:</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

	5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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Suggested Timeline: 5 OUT OF 9 WEEKS 30-45MIN. DAILY

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 4: Students will be able to investigate, explain, and list energy that can be transformed.</p>	<p>Essential Question(s): What are the different forms of energy? What are ways that energy can be transformed?</p>
<p>Guam Standards:</p> <p>5.3.5 Explain that energy can be transformed. <i>EXAMPLE(S):</i> mechanical, chemical, electrical, nuclear</p> <p>5.3.7 Investigate and explain that when warm objects are put with cool objects, the warm objects lose heat and the cool objects gain heat until they are all at the same temperature.</p> <p>5.3.8 Investigate materials as heat conductors.</p> <ul style="list-style-type: none"> • Conductor: a material capable of transmitting energy, such as heat or electricity 	<p>CCSS Literacy Standards:</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

	5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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Suggested Timeline: 3 OUT OF 9 WEEKS 30-45MIN. DAILY

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



<p>Big Idea 1, Quarter 1 Students will be able to explain the makeup of living things (characteristics, environment, life cycles, kingdom, body systems, survival, reproduction, etc.).</p>	<p>Essential Question(s): What are living things? What do living things need to survive and reproduce? How do certain characteristics help an organism survive in an environment?</p>
<p>Guam Standards:</p> <p>5.2.1 Explain that for offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next.</p> <p>5.2.2 Describe how some living things consist of a single cell that needs food, water, air, a way to dispose of waste, and an environment in which to live.</p> <p>5.2.3 Explain that although some organisms are made of a collection of similar cells, some organisms’ cells, such as human nerve and muscle cells, vary greatly in appearance and perform very different roles in the organisms.</p> <p>5.2.4 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 and how changes in those environments can sometimes be beneficial or harmful.</p> <p>5.2.5 Explain that most microorganisms do not cause disease and how many serve beneficial purposes.</p> <p>5.2.6 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> <p>5.2.8 Explain that, like other animals, human beings have body systems.</p>	<p>CCSS Literacy Standards:</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase</p>

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	information in notes and finished work, and provide a list of sources.	
<p>Elements of the Standard(s) – What’s the meaning? There are four major components within this Big Idea:</p> <ul style="list-style-type: none"> • Within the first component, students will learn about inherited characteristics and traits of plants and animals. Students will become familiar with recessive and dominant traits and their role in determining expressed traits. • Within the second component, students will learn the parts of a cell and its functions and develop this knowledge as they learn about and understand tissue and how it relates to the function of organ systems. • Within the third component, students will become familiar with different body systems: circulatory (heart, blood, vessels), respiratory (nose, trachea, lungs), digestive (mouth, esophagus, stomach, intestine), skeletal (bones), muscular (muscles), reproductive, and nervous (brain, spinal cord, nerves). They will understand what these systems are responsible for and how they work together. • Within the fourth component, students will expand their knowledge of traits and use this to classify living things. Students will be able to determine that possessing particular characteristics contributes to the increase/decrease of survival in an environment. 		
<p>Key Vocabulary inherited trait, dominant trait, recessive trait, gene, cell, cell membrane, nucleus, diffusion, cytoplasm, osmosis, organ, tissue, system, circulatory system, respiratory system, digestive system, reproductive system, skeletal system, muscular system, nervous system, kingdom, moneran, protest, fungi, genus, species, vertebrate, mammal, reptile, amphibian, invertebrate</p>	<p>Links to Prior Learning Students were introduced to the concept of plant/animal traits and the effects of environment in Grade 3. (An extensive review of this material is necessary as this concept is not addressed fully in Grade 4).</p>	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to develop the concept of inherited traits of plants and animals and the role the environment plays when it comes to survival of organisms, as well as classification of organisms in Grade 7 and Biology. • Students will continue to study cell structure of plants and animals, as well as organ systems through their high school career in Biology and Anatomy.
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Instructional strategies to use across units of study:</p> <ul style="list-style-type: none"> • Constantly provide positive words of encouragement to all students to help foster the importance of effort. Make sure the encouragement is specific to the task. • Clearly state (orally and in writing) content objectives for students. • Model concepts through direct instruction prior to guided practice and independent practice. 		<p>CCSS Literacy Standards</p> <ul style="list-style-type: none"> • Students will become familiar with science terms and vocabulary in order to comprehend the text they are reading and use these terms in the correct context when completing writing tasks. Cloze Sentences/Text can be used to review content vocabulary in context. Choose a sentence that has a strong contextual support for the vocabulary word. Possible replacement

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<ul style="list-style-type: none"> • Explicitly link past learning and new concepts and link these concepts to students’ background and experiences. • Break concepts and tasks into smaller chunks (i.e. students may only be required to focus on a couple of steps of the scientific process to begin with). • Preteach background knowledge and vocabulary. <p>Nonlinguistic representations help students construct meaning of specific content which will help them store and recall the information later. Students can create illustrations or models of plant and animal cells (Marzano: Nonlinguistic Representations).</p> <p>Providing cues to students helps them begin thinking about what they know about a particular concept and linking that concept to future learning. For example, students are familiar with different physical characteristics in humans that they have observed, such as hair and eye color. Introduce the concept of inherited traits by providing students with pictures of different types of physical characteristics in humans. They can identify their own traits and link them to a particular parent or family member (Marzano: Cues, Questions, Advanced Organizers).</p> <p>Provide students with writing templates to help them organize their thoughts and structure their writing appropriately (Marzano: Cues, Questions, Advance Organizers).</p> <p>Students need to become familiar with identifying key information in text in order to be successful note takers and develop writing skills. Scaffolds and structured modeling need to be put in place for students to be successful, as this is not an intuitive skill. To begin building comprehension with expository text, the class can read a section at a time while you model note taking. Think aloud to demonstrate the thought process involved. This will also help build organization when it comes to writing for CCSS (Marzano: Summarizing and Note Taking).</p> <p>Students need experience working together to enhance their learning and develop accountability within a group. To begin, students will work together to identify and label</p>	<p>words are brainstormed.</p> <ul style="list-style-type: none"> • Students will use rigorous science texts to become proficient readers by finding main ideas, making inferences, and analyzing content. It’s important to model this process through note taking and class discussion as the text is read. • When writing, students will support main ideas with evidence and organize information in correct form. Model and have students practice outlining science text using sentence frames in order to become familiar with the organization and presentation of information.
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<p>features within a particular unit of study. Each group will be given an organ system to report on. Model and then provide students with an organizer that asks them to identify the organs involved in each system. Groups will report out to the class (Marzano: Cooperative Learning & DOK Level One).</p> <p>As students become exposed to science content and the scientific process, they will need to understand and explain why events happen. Within this unit, students will describe the cause and effect of events that occurred due to natural selection (DOK: Level 2).</p>	
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Science Grade 5 • Genetics and Traits • Using Sentence Frames • CLOZE Reading Example • 10 Examples of National Selection • Body Systems Graphic Organizer 	

<p>Big Idea 2, Quarter 1 Students will be able to explain the states of water at different temperatures and its relation to the water cycle.</p>	<p>Essential Question(s): What is the water cycle? What are the properties of water?</p>
<p>Guam Standards: 5.3.1 Investigate that when liquid water disappears, it has turned into a gas that is mixed into the air and can reappear as a liquid if cooled or as a solid if cooled below its freezing point.</p>	<p>CCSS Literacy Standards: 5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. 5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and</p>

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	<p>examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
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Elements of the Standard(s) – What’s the meaning?
 There are three major components to this Big Idea:

- Students will first become familiar with water’s ability to change forms (gas, solid, liquid). They will understand that warmer temperatures cause water to evaporate, becoming a gas, and under cooler conditions water can freeze into ice, becoming a solid.
- Students will apply this knowledge to understand how water changes form as it relates to the water cycle:
 1. Heat from the sun causes water on Earth to evaporate and rise into the sky.
 2. As water vapor in the clouds cools down, it becomes water again through condensation.
 3. Water falls from the sky in the form of rain, snow, hail, or sleet through a process called precipitation.
 4. Oceans and lakes collect water that has fallen and the process continues over again.
- Students will learn that the various forms water takes affects the land, ocean, and atmosphere.

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Key Vocabulary water cycle, evaporation, condensation, precipitation, transpiration, gas, liquid, solid</p>	<p>Links to Prior Learning Students have previously encountered concepts about weather; however, this will be the first time students are exposed to how temperature and the changes in states of matter directly relates to the water cycle.</p>	<p>Links to Future Learning Students will continue to develop knowledge about different states of matter and its relationship to weather, motion, and energy.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Help students organize information from various texts by using a series of questions to emphasize important/key information. Provide them with a summary frame style of note taking when learning about different properties of water. Students will identify the topic, provide a restriction of this property as it relates to the water cycle, and provide an illustration and a two-sentence summary (Marzano: Summarizing and Note Taking).</p> <p>Forming relationships among content and visual representations helps students recall information more accurately. They can create a flow map with pictures depicting the stages of the water cycle cells (Marzano: Nonlinguistic Representations).</p> <p>Higher-order questioning can reinforce information students have learned, as well as deepen their knowledge by allowing them to analyze different perspectives. The following activity illustrates this: in the 4 Corners strategy, provide questions about the water cycle with A, B, C, D answer choices. The corners of the classroom will be labeled A, B, C, D. Students will choose which corner they will stand in and defend their answer using complete sentences. You can also assign corners and students must explain why their answer choice is correct or incorrect. Students have the opportunity to change corners after analyzing different explanations provided by other students (Marzano: Cues, Questioning, and Advance Organizers).</p>		<p>CCSS Literacy Standards</p> <ul style="list-style-type: none"> • Students will become familiar with science terms and vocabulary in order to comprehend the text they are reading. Picture This is a vocabulary or concept review where students draw symbols or words to represent words or major concepts. Students exchange papers with a partner and partners try to label each other’s drawings with the correct vocabulary word or concept. • Students will comprehend science text in order to analyze, summarize, and interpret information accurately. It’s important to model this process through note taking and class discussion as the text is read. • Provide students with summary frames/questions to help build summarizing skills to develop their writing abilities. Students must use the frames as a means to respond in complete sentences. As they develop this skill over time, students can move away from the frames and begin using their own. This will help develop skills related to experiments and research papers.
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Science Grade 5 • Graphic Organizer (flow chart) 		

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- [Using Sentence Frames](#)

<p>Big Idea 3, Quarter 1 The students will be able to identify, define, and compare and contrast renewable and nonrenewable energy.</p>	<p>Essential Question(s): What are renewable resources? What are nonrenewable resources?</p>
<p>Guam Standards: 5.3.4 Compare and contrast renewable and non-renewable sources of energy.</p>	<p>CCSS Literacy Standards: 5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. 5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented. 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p>

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	5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<p>Elements of the Standard(s) – What’s the meaning? There are four components for students to master the Big Idea:</p> <ul style="list-style-type: none"> • Students will need to become familiar with energy forms and how energy is transferred prior to learning about renewable and nonrenewable energy sources. • Students will learn that energy sources can be classified as renewable; replenished within a short period of time, such as solar energy, or nonrenewable; resources that cannot be replenished once they are used, such as fossil fuels. • By understanding the fundamentals of energy, students will learn how renewable and nonrenewable energy works and be able to compare and contrast each. • Students will learn that the supply of nonrenewable resources is limited in the world and this has negative consequences on our environment. 		
<p>Key Vocabulary renewable energy, nonrenewable energy, fossil fuel, energy, kinetic energy, potential energy, transformation of energy, the law of conservation of energy, mechanical energy, thermal energy, electric energy, chemical energy</p>	<p>Links to Prior Learning Students have had prior experience with what fossil fuels are and where they came from, basic understanding of the transfer of energy, and thermal energy (Grade 4).</p>	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • In Big Idea 2, Quarter 4, students will further investigate how energy is transformed. • Students will continue to investigate how force and energy affect matter and how the different ways of obtaining and transferring energy can have environmental consequences (Grade 6).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Providing explicit cues can help access prior knowledge and help students develop questions to further their understanding regarding a specific topic. Renewable and nonrenewable sources of energy can be introduced to students through several video clips. Students can discuss what they viewed and fill out a K-W-L chart (Marzano: Cues, Questioning, and Advance Organizers).</p> <p>Have students organize renewable and nonrenewable energy items into groups based on their common characteristics. Students can complete a comparison matrix and determine how these items are similar and different. First select two items to compare; in this case, it will be renewable and nonrenewable energy.</p>		<p>CCSS Literacy Standards</p> <ul style="list-style-type: none"> • Students will become familiar with science terms and vocabulary in order by using a definition frame. They need to identify what is being defined, place it in an appropriate category, identify characteristics, identify characteristics that make it different, and provide a summary. • Provide students with prepared notes that have blank sections where important information should be filled in. This is a scaffold that builds upon the prepared notes. After students become familiar with comprehension and organization, they can try it on their own.

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<p>Next, identify characteristics of each. Students must decide which category the characteristics belong in. Lastly, students will explain how the two are similar and different using the categorized characteristics. Use a 2-circle Venn diagram to chart this comparison (Marzano: Identifying Similarities and Differences).</p> <p>Provide students with several examples on renewable and nonrenewable sources of energy and students will research and list the pros and cons of each (Marzano: Summarizing and Note Taking).</p>	<ul style="list-style-type: none"> • Students will produce written documents across science standards and concepts that include but are not limited to experiments and research papers. Providing a writing template as a scaffold can help students organize their writing. • Students will be able to interpret and produce visuals depicting the standard. For example, they can produce a diagram showing the cycle of how energy is transferred from one conductor to another.
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Science Grade 5 • Renewable vs. Nonrenewable Sources of Energy Video • Graphic Organizer (Pros and Cons) 	

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<p>Big Idea 1, Quarter 2 Students will use scientific inquiry to research information, utilizing technological resources to gather evidence through investigations to show their results in models or experiments.</p>	<p>Essential Question(s): What is an inquiry? What sources of technology can be used to research and gather information? What kind of experiments or models can be used to show inquiry?</p>
<p>Guam Standards:</p> <p>5.1.1 Using evidence gathered from investigations, make and defend conclusions.</p> <p>5.1.2 Identify variables in scientific investigations and recognize the importance of controlling variables in scientific explorations. <i>EXAMPLE(S):</i> Describe how altering the conditions of an investigation can result in faulty comparisons of results.</p> <p>5.1.3 Use models to represent and study objects, events, or processes in the real world.</p> <p>5.1.4 Explain how scientific work is varied and engages men, women, and children of all ages and backgrounds.</p> <p>5.5.1 Give examples of how technology extends the ability of people to make positive and/or negative changes in the world.</p> <p>5.5.2 Describe how a solution to one problem may create other problems. <i>EXAMPLE(S):</i> Use of commercial fertilizers can harm water lenses on islands.</p>	<p>CCSS Literacy Standards:</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase</p>

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		information in notes and finished work, and provide a list of sources.
<p>Elements of the Standard(s) – What’s the meaning? There are several components to this Big Idea:</p> <ul style="list-style-type: none"> Students will need a review of the scientific process in order to conduct investigations appropriately: <ol style="list-style-type: none"> Ask a question—you can encourage students to think about what causes something or why something happens. Gather information—students need to practice observing and gathering information about a specific topic. Create a hypothesis—students will develop an educated guess based on the research collected. Experiment and test your hypothesis—students must prove their hypothesis with tests and trials that show why their data and tests are correct. Analyze results—students will determine whether or not the experimental evidence supports their hypothesis or not. You can ask students “What did you learn from your experiment? Did you find answers to your questions?” Present conclusion—students will present their findings and provide questions for further investigation depending on their results. Students will need to become familiar with conducting research and gathering evidence and information from reliable and valid resources. Assist students in developing comprehension of scientific research from multiple sources. 		
<p>Key Vocabulary investigation, relevant, evidence, hypothesis, hypotheses, conclusion, experiment, independent variable, dependent variable, variable, analyze, interpret</p>	<p>Links to Prior Learning Students were introduced to the scientific method and focused on using evidence from investigations to make conclusions and identify variables in an experiment.</p>	<p>Links to Future Learning Students will continue to conduct investigations, using the scientific process when applying their knowledge of science standards throughout their science education.</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Provide students with a web organizer or flow chart to fill in the steps of the scientific process. Using a sequence of events graphic organizer, organizes the process. Students can also add an illustration to their notes to create a stronger, mental association with the steps (Marzano: Summarizing and Note Taking & Nonlinguistic Representations). Students need to develop accountability skills through group activities. Outline rules and procedures for students when working in groups to help them become familiar with the process. Providing students with cues, such as video clips, can help reinforce knowledge regarding a specific topic as illustrated in the following strategy: in the carousel activity,</p>		<p>CCSS Literacy Standards</p> <ul style="list-style-type: none"> Students will become familiar with science terms and vocabulary in order to comprehend the text they are reading. Cloze Sentences/Text can be used to review content vocabulary in context. Choose a sentence that has a strong contextual support for the vocabulary word. Possible replacement words are brainstormed. Students will comprehend science text in order to analyze, summarize, and interpret information accurately. It’s important to model this process through

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<p>present a clip of an experiment and post each step of the scientific process on chart paper. In small groups, students indicate which part of the experiment fits into each section. Student groups rotate to each piece of chart paper (Marzano: Cooperative Learning & Cues, Questions, Advance Organizers).</p> <p>Students will get multiple opportunities to practice using technology to gather information for research. You will need to explicitly model this process (Marzano: Providing Practice).</p>	<p>note taking and class discussion as the text is read. As students gain experience with technological resources, it is important to model annotating the text in order to gather relevant information.</p> <ul style="list-style-type: none"> • Students can begin getting familiar with organizing information when generating a hypothesis and citing evidence through the use of a T-chart graphic organizer. • Students will be able to cite sources when conducting research. Provide examples of the correct method for citing sources and model this for students.
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Science Grade 5 • T-chart Example of Organizing Information • Graphic Organizer (flow chart) 	

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<p>Big Idea 1, Quarter 3 Students will be able to explain how elements can shape and change Earth’s appearance over time.</p>	<p>Essential Question(s): What are the different elements? What affect does each element have on Earth’s appearance? What is Pangaea?</p>
<p>Guam Standards:</p> <p>5.4.1 Using existing theories, explain how the Earth has been shaped and changed over time. <i>EXAMPLE(S):</i> Construct a model of an island from sand and describe how the model can be changed, reshaped, or destroyed by moving wind, water, or other forces.</p> <p>5.4.2 Explain the relationship between oceans, weather, and climate and how changes in these affect the Earth.</p> <p>5.4.3 Demonstrate and explain the use of stratification of rocks as a record of change.</p>	<p>CCSS Literacy Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3</p>

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		above.)
<p>Elements of the Standard(s) – What’s the meaning? There are three components to this Big Idea:</p> <ul style="list-style-type: none"> • Students will learn how water, ice, and wind change landforms. • Students will observe Earth’s surface and learn what causes the formation of structures, such as mountains. They will learn what causes volcanos and earthquakes and the landforms that are formed from these types of natural phenomenon. • Students will become familiar with continental drift and how Earth has changed by investigating fossils. 		
<p>Key Vocabulary landforms, weathering, erosion, deposition, mass movement, crust, mantle, core, plate, magma, volcano, earthquake, fault, continental drift, Pangaea, fossil</p>	<p>Links to Prior Learning Students should have prior knowledge on processes and events that shape the Earth: earthquakes, floods, volcanos, typhoons, etc. (grade 4).</p>	<p>Links to Future Learning Students will continue to expand and develop their understanding of Earth’s features, processes, events, and changes (grade 6).</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Students need to gain experience with identifying key concepts in scientific text for increased comprehension. They can take combination notes (notes + summary). Students will write important concepts or questions on the left side and an illustration or answer to match on the right. They must write a summary of the information on the bottom of the page. This format is also referred to as Cornell Notes. Students will also gain practice with writing topic sentences (Marzano: Summarizing and Note Taking & Nonlinguistic Representations).</p> <p>Introducing a concept through video cues can help students connect prior knowledge and new knowledge for a deeper understanding. Show students clips from United Streaming to introduce concepts from the Big Idea. Students can generate questions and discussions based on the information viewed that they would like to learn more about (Marzano: Cues, Questions, and Advance Organizers). Try using Discovery Education Videos.</p> <p>Students will need to develop deduction (making a prediction) and induction (making</p>		<p>CCSS Literacy Standards</p> <ul style="list-style-type: none"> • Students will become familiar with science terms and vocabulary in order to comprehend the text they are reading. They can form groups and act out each vocabulary word. Groups will perform each skit and the class must guess which vocabulary word is acted out. • Students will use Cornell Notes to aid in the comprehension of science text. They will also practice summarizing through the closure section of Cornell Notes. • Students will follow the steps of the scientific process to carry out investigations. Provide an example/template of a scientific investigation to help students stay organized. • Students will compare/contrast information from multiple sources. They may learn about different early scientific theories and explain the rationale for each and why it may or may not have been supported.

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<p>inferences based on information) skills to generate and test hypotheses successfully. Students will conduct a weathering and erosion lab where they will engage in experimental inquiry. They will use prior knowledge, as well as research, to formulate a hypothesis. They will generate explanations of observations and conclude whether or not the results are consistent with theory (Marzano: Generating and Testing Hypothesis).</p> <p>Students will conduct labs in small groups. Each student will have role in conducting the lab. As students gain lab experience, it is a good idea for you to organize the groups and assign each member in the group a task at first. Student tasks can rotate so that each member of the group practices taking responsibility and gains experience with each task. (Marzano: Cooperative Learning).</p>	
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Science Grade 5 • Cornell Notes Example • Erosion Lab 	

<p>Big Idea 2, Quarter 3 Students will be able to identify and describe the different components that make up the solar system (sun, stars, planets, moon, asteroids, etc.) and how the sun affects the earth’s gravitational pull?</p>	<p>Essential Question(s): What is the solar system? What components make up the solar system? What effects does the sun have on the earth’s gravitational pull?</p>
<p>Guam Standards:</p> <p>5.4.4 Observe and describe that stars come in different sizes, brightness, and colors.</p> <p>5.4.5 Build a model of the solar system showing the eight planets and their relative position and size in relation to the Sun.</p> <p>5.4.6 Demonstrate that Earth’s gravity pulls any object toward it without touching it.</p>	<p>CCSS Literacy Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem</p>

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	<p>efficiently.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
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Elements of the Standard(s) – What’s the meaning?

There are six components to this Big Idea:

- Stars are unique. They vary in size, brightness, and colors. Students need to be able to observe and describe these differences.
- Students will study the life cycle of a star and how scientists classify stars based on its properties. They will need to understand that stars change forms over time.
- Students will develop knowledge of the cycles of the solar system and its relation to rotation and time and how this effects the seasons on Earth.
- Students will learn how scientists investigate the solar system and what tools they use to gather information. They will be able to identify differences in scientific theory as technology advances and understand that there are many things we still do not know about the universe. They should be able to create a model that shows the relative positions of the planets to the sun and the relative sizes.
- Students will continue to learn about the features of the sun and how Earth benefits from the energy from the sun.

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<ul style="list-style-type: none"> Students continue to learn about gravity. They should be able to demonstrate how gravity pulls on objects without touching it. All the previous components lead up to students learning how they form the Milky Way Galaxy, which is just one of many in the universe. 		
<p>Key Vocabulary revolve, orbit, rotate, axis, eclipse, solstice, equinox, planets, asteroids, comets, telescope, satellite, space probe, photosphere, corona, sunspot, solar flare, solar wind, magnitude, main sequence, nebula, protostar, expanding star, red giant, planetary nebula, white dwarf, universe, galaxy, light year, galactic cluster</p>	<p>Links to Prior Learning Students have prior knowledge with the relationships between the rotation of the earth around the sun, the solar system, and the changes of seasons (grade 4).</p>	<p>Links to Future Learning</p> <ul style="list-style-type: none"> Students will use and evaluate technologies that are used to study space and earth science. Students will use models and drawings to show their understanding of the workings of the universe (i.e. rotation vs. revolution, seasons, tides, phases of the moon, gravitational pull, stars, etc.) (Grade 8).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) To classify items, students need to identify important characteristics for each item. They can classify and categorize stars based on their key attributes. Identify the items to be classified by students. They must describe its key attributes, create a category based on the attributes, and repeat this process until all items have been categorized (Marzano: Identifying Similarities and Differences).</p> <p>Identifying key concepts and ideas within science text is essential for comprehension and supports the development of writing skills by organizing information correctly. Students can create foldable notes to depict the features of the sun, as well as how the Earth receives energy from the sun (Marzano: Summarizing and Note Taking).</p> <p>Exit tickets: At the end of a lesson, pass out index cards or a piece of paper and ask students to respond to a question that they should have learned (this can be the focus question developed by the team). You can quickly assess and provide feedback to students on the content learned for that day. You also use this assessment as a means to guide instruction (Marzano-Providing Feedback).</p>		<p>CCSS Literacy Standards</p> <ul style="list-style-type: none"> Students will become familiar with science terms and vocabulary in order to comprehend the text they are reading. Using a graphic organizer for synthesizing information, students can make inferences and conclusions based on evidence from the text or when comparing evidence from research articles. Students will compare/contrast information from multiple sources. They may learn about different early scientific theories and explain the rationale for each and why it may or may not have been supported.
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Harcourt Science Grade 5 		

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- [Foldable Science Notes](#)
- [Synthesizing Information Graphic Organizer](#)

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<p>Big Idea 1, Quarter 4 Students will be able to demonstrate how change of speed or direction, caused by force, can affect the motion of an object.</p>	<p>Essential Question(s): What is force? How does force affect speed and direction? What is motion?</p>
<p>Guam Standards: 5.3.2 Explain how changes in speed or direction of motion of an object are caused by forces; also, understand that the greater the force, the greater the change in motion, and the more massive an object, the less effect a given force will have on it. 5.3.3 Demonstrate the use of energy to get work done. 5.3.6 Explain that objects move at different rates, with some moving very slowly and some moving too quickly to be observed.</p>	<p>CCSS Literacy Standards: 5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. 5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented. 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p>

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	<p>5.W.6</p> <p>5.W.8</p>	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Elements of the Standard(s) – What’s the meaning?</p> <ul style="list-style-type: none"> • Students will learn that objects move due to greater forces or lesser forces. One force that changes the extent of movement is friction. All matter has mass which also effects motion. • Motion is based on distance traveled over time. The greater the forces, the greater the change in motion. • Students will demonstrate how it takes energy to get work done. • Students will expand their understanding of how motion and speed are related as well as use the three laws of motion to understand how mass and velocity affect momentum. <ul style="list-style-type: none"> ○ Students will learn the first law of motion—An object at rest will remain at rest unless acted on by an unbalanced force. An object in motion continues in motion with the same speed and in the same direction unless acted upon by an unbalanced force. ○ Students will learn the second law of motion—Acceleration is produced when a force acts on a mass. The greater the mass, the greater the amount of force needed. A heavier object requires more force to move than a lighter object. ○ Students will learn the third law of motion—For every action, there is an equal and opposite reaction. For every force, there is a reaction force that is equal in size, but opposite in direction. Whenever an object pushes another object, it gets pushed back in the opposite direction equally as hard. 		
<p>Key Vocabulary position, speed, velocity, acceleration, momentum, inertia, action force, reaction force, three laws of motion</p>	<p>Links to Prior Learning Students became familiar with the concepts of potential and kinetic energy in Big Idea 3, Quarter 1.</p>	<p>Links to Future Learning Students will gain an understanding of how force and energy affect matter (Grade 6).</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Identifying key concepts and ideas within science text is essential for comprehension and supports the development of writing skills by organizing information correctly. Students will construct notes using a Problem-Solution Frame to develop an understanding of how motion and speed are related (Marzano: Summarizing and</p>		<p>CCSS Literacy Standards</p> <ul style="list-style-type: none"> • Students will become familiar with science terms and vocabulary in order to comprehend the text they are reading. Cloze Sentences/Text can be used to review content vocabulary in context. Choose a sentence that has a

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<p>Note Taking).</p> <p>Since this can be a difficult concept for students, provide background information using a video clip. Before watching the video, provide students with an anticipation guide. The anticipation guide will contain statements relating to the learning goal and students will agree or disagree. After watching the video, students will agree or disagree with the statement once more and observe changes (Marzano: Advance Organizers).</p> <p>In groups, students will conduct labs based on laws of motion. Each student will have role in conducting the lab. As students gain lab experience, it is a good idea to organize the groups and assign each member in the group a task at first. Student tasks can rotate so that each member of the group practices taking responsibility and gains experience with each task (Marzano: Cooperative Learning).</p>	<p>strong contextual support for the vocabulary word. Possible replacement words are brainstormed.</p> <ul style="list-style-type: none"> • Students will continue to be exposed to scientific research in order to gain experience with science text to enhance comprehension. • Problem-Solution frames can be used to build reading comprehension. Students identify the problem, come up with two possible solutions, and explain which solution has the best chance of succeeding and why.
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Science Grade 5 • Research Articles Related to Motion • Laws of Motion Video 	

<p>Big Idea 2, Quarter 4 Students will be able to investigate, explain, and list energy that can be transformed.</p>	<p>Essential Question(s): What are the different forms of energy? What are ways that energy can be transformed?</p>
<p>Guam Standards:</p> <p>5.3.5 Explain that energy can be transformed. <i>EXAMPLE(S):</i> mechanical, chemical, electrical, nuclear</p> <p>5.3.7 Investigate and explain that when warm objects are put with cool objects, the warm objects lose heat and the cool objects gain heat until they are all at the same temperature.</p>	<p>CCSS Literacy Standards:</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>

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<p>5.3.8 Investigate materials as heat conductors.</p> <ul style="list-style-type: none"> • Conductor: a material capable of transmitting energy, such as heat or electricity 	<p>5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; B) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; C) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); D) Use precise language and domain-specific vocabulary to inform about or explain the topic; E) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Elements of the Standard(s) – What’s the meaning?</p> <ul style="list-style-type: none"> • Students will become familiar with the concept of kinetic energy (energy that is in motion). Moving water and electricity are examples of kinetic energy. They will understand that although you may not be able to see kinetic energy, like in the electricity example, it does exist. 	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<ul style="list-style-type: none"> • Students will become familiar with potential energy; stored energy. If this type of energy were released, it would do a lot of work. Examples of potential energy include a roller coaster sitting at the top of a track or a swing sitting still at a playground. • Students will understand that energy can be transferred. This occurs through mechanical, chemical, electrical, and nuclear energy. • One way that energy moves that students investigate is the temperatures. When warm things are put with cooler things, heat transfers to the cooler item until both items are the same temperature. For example, when ice is put at room temperature, the warm temperature is absorbed by the ice. Conduction is the transfer of thermal energy between things that are touching. This heating and cooling can cause changes in the properties of materials and not all materials respond in the same way. • Convection is the movement of thermal energy by the movement of thermal energy by the movement of liquids or gases. Convection in the oceans and atmosphere helps to move thermal energy around Earth, and this influences weather and climate. 		
<p>Key Vocabulary potential energy, kinetic energy, electric charge, electric force, electric current, conductor, electric circuit, insulator, resistor, electromagnet, reflection, refraction, lens, pitch, volume, temperature, heat, conduction, convection, radiation</p>	<p>Links to Prior Learning Students became familiar with the concepts of potential and kinetic energy in Big Idea 3, Quarter 1.</p>	<p>Links to Future Learning Students will gain an understanding of how force and energy affect matter (grade 6).</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano) Engage students in reciprocal teaching which includes summarizing, questioning, clarifying, and predicting when studying multiple sources of energy (Marzano: Summarizing and Note Taking).</p> <p>Students can compare and contrast different sources of energy using 3-circle Venn diagram or compare and contrast chart where items are categorized by attributes (Marzano: Identifying Similarities and Differences).</p> <p>In groups, students will conduct labs based on potential/kinetic energy. Each student will have role in conducting the lab. As students gain lab experience, it is a good idea to organize the groups and assign each member in the group a task at first (Marzano: Cooperative Learning).</p> <p>Have students identify different types of materials and examples of conduction</p>		<p>CCSS Literacy Standards</p> <ul style="list-style-type: none"> • Students will become familiar with science terms and vocabulary in order to comprehend the text they are reading. They will become familiar with science terms and vocabulary in order by using a definition frame. Students need to identify what is being defined, place it in an appropriate category, identify characteristics, identify characteristics that make it different, and provide a summary. • Students can apply knowledge and receive feedback from their peers through the use of a Dialectic Response Journal. This journal records dialogue between the ideas in the text to help students develop a deeper understanding of difficult texts.

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>versus convection. Use these in a foldable to show how each one transfers energy.</p>	<ul style="list-style-type: none"> • Students will be able to cite sources when conducting research. Provide examples of the correct method for citing sources and model this for students.
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Harcourt Science Grade 5 • Dialectic Response Journal 	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



<p>Content: Science</p>	<p>Grade/Course: 5</p>	<p>Timeline: One 30-min. lesson for Anticipatory Set and Instruction and one 45–60-min. lesson for Guided Practice, Independent Practice, and Closure.</p>
<p>Science Standard(s): 5.2.1 Explain that for offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next.</p>		
<p>Lesson Overview: Students will become familiar with recessive and dominant traits and understand their role in how traits are inherited.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> Identify recessive traits, dominant traits, and which traits are expressed physically. 	
<p>Vocabulary: Inherited trait, dominant trait, recessive trait, gene</p>	<p>Focus Question(s):</p> <ul style="list-style-type: none"> When is a dominant trait inherited? When is a recessive trait inherited? 	
<p>Description of Lesson (including instructional strategies):</p> <p>Anticipatory Set: Collect picture cards of several inherited, physical traits, such as individuals with attached earlobes and dimples. Examples of these cards can also be found at Physical trait cards. To introduce the lesson, have students stand in a circle and hold up one of the cards. Students who possess the trait located on the card will remain standing and the others will sit. Students can observe the similarities and differences among each other. Students will stand again and you will hold up another trait card. Once again, those who have the trait will remain standing while the other students sit. Continue until all cards have been shown to the class. Explain to the students that they will be learning how traits, such as those they saw on the cards, are inherited from their parents.</p> <p>Instruction and Strategies: Explain that individuals receive copies of genes (types of DNA or information used by cells to build human beings) from each of their parents (place a picture of a mother and father up on the board). Explain that in each cell is a copy of two genes, one from the mother and one from the father, for each trait expressed (place a picture of a gene coded one color for the mother and one color for the father underneath the pictures of mother and father). Draw arrows from the mother and father to a picture of a child and then place pictures of the gene from each parent below. Students can get a visual representation of how genes are passed from each parent (Marzano- Nonlinguistic Representations). <u>Ask students to hold up the number of genes located in each cell, followed by how many from the mother and/or how many from the father.</u></p> <p>Explain that genes are either dominant or recessive. It would be helpful to have a picture representing a strong superhero labeled “DOMINANT” in all capital letters (dominant traits will later be identified using a capital letter) and a picture of something small or weak labeled “recessive” in all lowercase letters. Ask the class which gene, dominant or recessive, would most likely result in that trait being inherited: the “stronger” dominant gene or “weaker” recessive gene. <i>Students can discuss with partners or groups before the teacher calls on students for answers.</i> <u>Call on students randomly using equity cards.</u> Also, have students observe that “dominant” will be labeled with an uppercase letter and “recessive” will be labeled with a lowercase letter.</p>		

Instructions that are italicized include student engagement strategies.

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Explain that as long as there is a “stronger” dominant gene present, the dominant gene will be expressed physically. The recessive or “weaker” gene will be expressed if there are no dominant genes present and there are two recessive genes in the cell instead. Demonstrate this on the board or with chart paper. One side is labeled “dominant” and the other “recessive.” Use the example of the widows peak trait and place the capital W under “dominant” and lowercase w under “recessive.”

Guided Practice:

To better understand the above concept, have cards labeled “D” for dominant and “r” for recessive. Student groups or pairs (Marzano – Cooperative Learning) will be given a “D” card and “r” card. Group two “D” cards and model that if there is a dominant gene, the dominant trait will be expressed and therefore hold up the “D” card. Continue to pair genes together. As you pair the genes, students must hold up the card that symbolizes which trait is expressed. If you hold up a “D” card and “r” card, students must hold up their “D” card, indicating the dominant gene would be expressed physically.

After students are comfortable with the terms “dominant” and “recessive” and how they are related to inheriting traits, you can move on to displaying actual traits labeled with upper and lowercase letters. For example, a picture of a widows peak hairline, would be labeled “W” and a straight hairline would be labeled “w.” Students will hold up the dominant or recessive card indicating which inherited trait is expressed based on the pairs the teacher presents.

Formative Assessment:

Students will be given several inherited dominant and recessive facial traits and classify them as being expressed physically or not. After the traits have been classified, they will draw a face depicting the physical traits that are inherited. (Marzano – Nonlinguistic Representations)

Closure:

Students will share their drawing to members of their group or with a partner. You can call on several students to share their drawings to the class and have them explain how they chose which traits to express.

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Advanced students can begin to use Punnett Squares to determine traits.

Resources (Textbook and Supplemental):

- Harcourt Science Textbook Ch.1 Lesson 3, pp. A76–A81
- [Physical trait cards](#)

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Content: Science	Grade/Course: 5	Timeline: One 60-minute period
Science Standard(s): 5.4.1 Using existing theories, explain how the Earth has been shaped and changed over time. <i>EXAMPLE(S):</i> Construct a model of an island from sand and describe how the model can be changed, reshaped, or destroyed by moving wind, water, or other forces.		
CCSS Literacy Standards: 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
Lesson Overview: Students will understand that the continents were once one large “super continent” called Pangaea and that the continents are continuously moving due to the continental drift.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Understand the theory of Pangaea. • Understand how the Earth’s plates move. 	
Vocabulary: Continent, continental drift, Pangaea, Laurasia, Gondwana, plates of the earth	Focus Question(s): <ul style="list-style-type: none"> • What caused and continues to cause Earth’s continents to move? 	
Description of Lesson (including instructional strategies): Anticipatory Set: Display a large graphic of a world map and ask students to make observations about what they notice about the land masses or continents. <i>Students may share their observations with partners.</i> Record answers on chart paper.		
Instruction and Strategies: Tell students that in early 1915, German scientist Alfred Wegener developed a theory that the continents once formed a giant supercontinent that he called Pangaea. He speculated that Earth took this form about 245 million years ago. Evidence suggests that 200 million years ago, Pangaea divided into two super continents; Gondwana and Laurasia. Have students practice guided reading in the text on pp. C20–C22.		
<i>Model this concept by having students form 7 groups for each of the continents. Students will interlock arms with those in their group. They will all form one large group, representing Pangaea. Those that belong to continents in Laurasia will slowly move away from continents representing Gondwana. Each of the groups will move away from each other, representing the world as we know it today.</i>		
Guided Practice: Students will each receive a piece of construction paper and a map of the continents labeled with mountain ranges, volcanos, and earthquake sites, which can also be color coded. Students will cut out the continents and arrange them so their edges fit together, forming Pangaea. Also, have a model and guide the students through the process. <u>Ask students to observe where the mountains, volcanos, and earthquake sites are located.</u>		
Students will repeat this process, but instead, glue the continents as they are today. Ask: “Where are most of the mountains, volcanoes, and earthquakes located in relation to the present continents? Why do you think		

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they are there?” Record answers on chart paper.

Formative Assessment:

Ask students what inferences they can make about the location of the continents 1 million years from now based on what they have learned? They can record their answers in their science journals and you will provide feedback. (Marzano-providing feedback).

Closure:

Students can present the inferences they have made to the class and defend their reasoning.

Independent Practice:

Have students write a summary statement about how the earth is arranged differently today than it was 200 million years ago. They should identify specific evidence in the text that supports their thinking. You could set this up to be a short paragraph that will be submitted to be in the newspaper, so they can think about how to write to explain this idea to a person that would be reading the paper. Encourage students to find information beyond what is in the textbook to enhance this short article, such as another picture or specific fact they find on the internet.

Accommodations/Modifications:

- Students can be grouped with varying abilities.
- A large map of the world can be displayed for students who have difficulty placing the continents in the correct area, and landforms can be color coded to help students visually.

Resources (Textbook and Supplemental):

- Harcourt Science pp. C20–C22

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Content: Science	Grade/Course: 5	Timeline: 60 minutes
<p>Science Standard(s): 5.4.5 Build a model of the solar system showing the eight planets and their relative position and size in relation to the Sun.</p> <p>CCSS ELA Standards: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>		
<p>Lesson Overview: Students will become familiar with the characteristics of the eight planets in our solar system.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> Compare and contrast the inner and outer planets in our solar system according to size, surface composition, number of moons/rings, and rotation using a chart. 	
<p>Vocabulary: Solar system, inner planets, outer planets, moon, rotation, surface, rings</p>	<p>Focus Question(s):</p> <ul style="list-style-type: none"> How does information about the surface, number of moons, and rotation help to categorize inner and outer planets? How do inner and outer planets compare and contrast? 	
<p>Description of Lesson (including instructional strategies):</p> <p>Anticipatory Set: To introduce the lesson, review the eight planets with students through the usage of mnemonic devices. Give students a few written or verbal examples of how to memorize the eight planets, or even show a fun video (See Sample Link Below). <i>After, have students brainstorm and come up with their very own mnemonic devices based on their personal interests.</i> Explain that they will also be learning the different characteristics of the inner and outer planets and later will be able to categorize them based on those characteristics.</p> <p>Instruction and Strategies: Divide students into eight cooperative research groups (Marzano: Cooperative Learning). Each group will be assigned one planet. <i>Groups will use reference materials, such as textbooks, encyclopedias, library books, Internet (see links below), handouts, etc., to research their planets and fill in the appropriate information on the Planet Characteristics worksheet (see attachment) given to them.</i></p> <p>After students have completed filling in the information for their planets, regroup students making sure that there is one member from each of the original research groups in the new groups. <i>In their new groups, have students exchange information so that each student has a completed worksheet.</i> When finished, have students return to their original cooperative groups. <i>Task each group to now identify the characteristics of inner and outer planets that are alike and different.</i></p> <p>Guided Practice: <i>To better understand the topic, have students work on filling in the Double-Bubble graphic organizer worksheet (Marzano: Cues, Questions, and Advanced Organizers) to compare and contrast inner and outer planet characteristics. Students will complete this task in cooperative learning groups.</i></p>		

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After completing their Double-Bubble worksheets, pass out two cards, one labeled “Inner Planet,” and the other labeled “Outer Planet,” to each group. Call out facts about the planet characteristics. Students will discuss the answer in their groups and hold up the appropriate card that identifies that characteristic as an inner or outer planet or both. Check for student understanding after every statement.

Formative Assessment:

In their journals, students will write a summary to answer the essential question: How do inner and outer planets compare and contrast?

Closure:

Students will share their journal entries to members of their groups or to a partner. Call on a minimum of 2-3 students to share their journals with the entire class, explaining what they learned.

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Cooperative Learning Groups
- Pair up students who can work well together, pairing those students who will need more assistance in writing/reading with those capable of assisting their partners.

Resources (Textbook and Supplemental):

- Harcourt Science Textbook, Unit D Ch. 1, Lessons 1 and 2, pp. D2–D19
- Handouts: Planet Characteristics chart (see attachment), [Double Bubble Thinking Map](#)
- Encyclopedias, reference books, etc.
- Internet Resources:
 - [Characteristics of Inner and Outer Planets](#)
 - [Bob the Alien’s Tour of the Solar System](#)
 - [Differences Between the Inner and Outer Planets](#)
 - [Kids Astronomy: Our Solar System](#)

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PLANET CHARACTERISTICS					
	Size	Surface Composition	Number of Moons	Number of Rings	Rotation
Mercury					
Venus					
Earth					
Mars					
Jupiter					
Saturn					
Uranus					
Neptune					

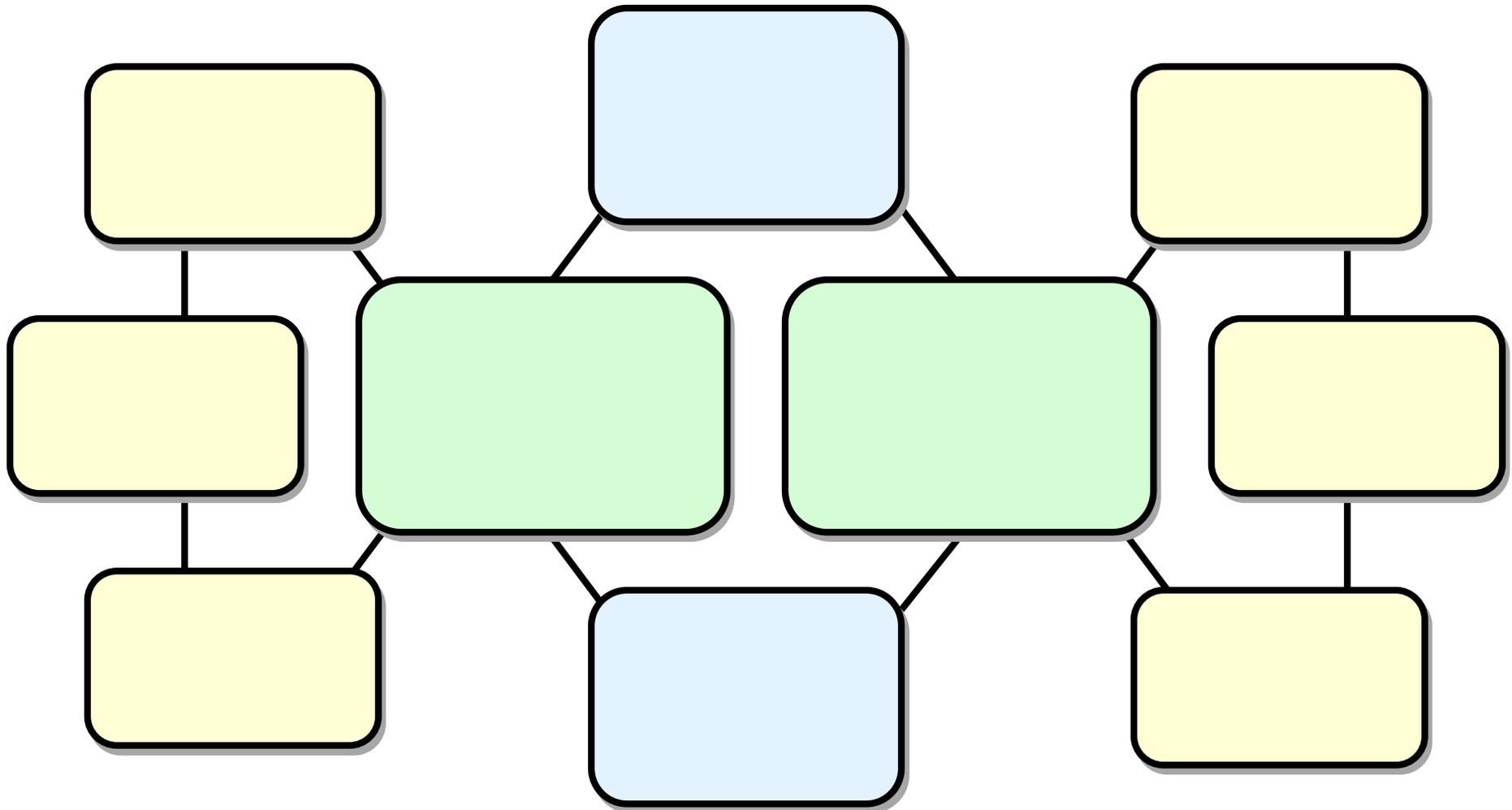
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Double Bubble Chart

Directions: Use this mind map to compare (find similarities) and contrast (find differences).





Content: Science	Grade/Course: 5	Timeline: 75 minutes in 2 days
<p>Science Standard(s): 5.3.3 Demonstrate the use of energy to get work done.</p> <p>CCSS ELA Standards: 5.SL.1a Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>		
<p>Lesson Overview: This lesson is an introduction to what is work and how to measure work using the formula <i>force x distance = work</i>. This lesson will take place after students have been exposed to scientific terms "force" and "motion." This will support the Big Idea: Students will be able to demonstrate how change of speed or direction, caused by force, can affect the motion of an object.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Define work in a scientific context. • Measure work using a given formula (Force x distance = Work). • Record data onto given table. 	
<p>Vocabulary: Force, work, power, distance, effort, joule, Newton, meters</p>	<p>Focus Question(s): How is force used to determine the amount of work required to complete a task?</p>	
<p>Description of Lesson (including instructional strategies):</p> <p>Anticipatory Set: 5mins In whole group, students will listen to The WORK and POWER Song and join in with the singer towards the end. This song incorporates vocabulary terms that will be used in this lesson as well as summarizes the formula of work.</p> <p>Instruction and Strategies: 10–15 mins Introduce vocabulary terms and how it is measured. (Marzano Nonlinguistic Representation and Note Taking) Take virtual fieldtrip through Force and Motion ThinkQuest.</p> <p>Guided Practice: 30mins Refer to Attachment 1 below. Given various word problems, students in groups will solve and illustrate using work formula (Marzano Cooperative Learning).</p> <p>Formative Assessment: 5–10 mins "One-word"- Students individually write one word that summarizes their learning and then explain why they chose that word.</p> <p>Closure: 5 mins Overview Edheads activity, which illustrates graphic movements in households and short-answer questions that give immediate feedback on student responses.</p>		

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Independent Practice: 5–10 mins

Refer to Attachment 2 Given teacher-generated worksheet consisting of different scenarios. Students will solve amount of Joules, Newtons, or meters per problem.

Accommodations/Modifications:

- Extra assistance is provided when needed through a peer or teacher.
- Provide opportunities for cooperative learning
- Use a calculator to support students in the calculations of work.

Resources (Textbook and Supplemental):

- Harcourt Science Textbook
- [The WORK and POWER Song](#)
- [Force and Motion ThinkQuest](#)
- [Edheads activity](#)
- Attachments 1 & 2 (Formula for work)

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Attachment 1:

Group Name: _____

Group Members: _____

Work = force x distance

- The unit for force is measured in Newtons (N)
- The unit for distance is measured in meters (m)
- The unit for work is measured in Joules (J)

Problem 1:

A forklift moves 34m carrying a 1023N-box across a warehouse floor. How much work does the forklift do?

Problem 2:

How much work does a person who uses a force of 27.5N to move a grocery cart 12.3m do?

Problem 3:

55,000J of work is done to move a rock 25m. How much force was applied?

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Attachment 2:

Name: _____

Work = force x distance

- The unit for force is measured in Newtons (N)
- The unit for distance is measured in meters (m)
- The unit for work is measured in Joules (J)

Problem 1:

A young boy applied a force of 2550N on his pit bull dog, who was sitting on the boy's shoes. He was able to move the dog 2m. How much work did he do trying to push the dog?

Problem 2:

If it takes 68J of work to push a desk chair 10m across a floor, how much force would be needed?

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Standard Number	GDOE Content Standard		SAT 10 Objectives
Standard 1: Culture	5.1.1	Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.	-Evaluate the effect of European settlement in the U.S.
Standard 2: History	5.2.1	Sequence time lines of historical events studied.	-Interpret a time line
Standard 2: History	5.2.2	Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative.	-Analyze a graph
Standard 2: History	5.2.3	Identify primary and secondary source documents.	-Recognize elements of U.S. political documents
Standard 2: History	5.2.4	Describe the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca), including their political structures, religious practices, use of slaves, and reasons for their decline.	N/A
Standard 2: History	5.2.5	Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey; what he found; and how his discoveries changed the image of the world, especially the maps used by explorers. <i>EXAMPLE(S)</i> : Vasco Nuñez de Balboa, John and Sebastian Cabot, Jacques Cartier, Samuel de Champlain, Christopher Columbus, Henry Hudson, Ferdinand Magellan, Juan Ponce de Leon, Amerigo Vespucci	N/A
Standard 2: History	5.2.6	Describe the goals and extent of the Dutch settlement in New York; the French settlements in Canada; and the Spanish settlements in Florida, the Southwest, and California.	-Analyze causes of immigration to the U.S.
Standard 2: History	5.2.7	Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.	-Evaluate the effect of European settlement in the U.S.

Standard Number	GDOE Content Standard		SAT 10 Objectives
Standard 2: History	5.2.8	Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.	<ul style="list-style-type: none"> -Recall elements of a U.S. conflict -Recognize the role of government in the economy
Standard 2: History	5.2.9	Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.	<ul style="list-style-type: none"> -Recall elements of a U.S. conflict
Standard 2: History	5.2.10	Describe the life and achievements of important leaders during the Revolution and the early years of the U.S.	<ul style="list-style-type: none"> -Recognize the impact of technological innovations -Analyze the causes of community change over time
Standard 2: History	5.2.11	Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.	<ul style="list-style-type: none"> -Analyze the causes of community change over time -Analyze a cause of settlement in the U.S.
Standard 2: History	5.2.12	Describe the expedition of Lewis and Clark from 1803 to 1806.	<ul style="list-style-type: none"> -Analyze the causes of community change over time -Recognize ways historians learn about the past
Standard 2: History	5.2.13	Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism.	<ul style="list-style-type: none"> -Recall elements of a U.S. conflict
Standard 2: History	5.2.14	Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century and describe their lives on the frontier.	<ul style="list-style-type: none"> -Analyze the causes of community change over time -Analyze a cause of settlement in the U.S.
Standard 2: History	5.2.15	Identify the key issues that contributed to the onset of the Civil War.	<ul style="list-style-type: none"> -Recall elements of a U.S. conflict
Standard 2: History	5.2.16	Summarize the critical developments leading to the Civil War.	<ul style="list-style-type: none"> -Recall elements of a U.S. conflict -Draw a conclusion using multiple perspectives -Interpret a time line -Analyze the causes of community change

Standard Number	GDOE Content Standard		SAT 10 Objectives
			over time
Standard 2: History	5.2.17	Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), the Gettysburg Address (1863), his views on slavery, and the political obstacles he encountered.	-Identify the responsibility of government -Recognize principles of U.S. democracy -Interpret a time line -Analyze a historical perspective
Standard 2: History	5.2.18	Summarize the roles and policies of various Civil War leaders and describe the important Civil War battles and events. Leaders <ul style="list-style-type: none"> • Jefferson Davis • Ulysses S. Grant • Robert E. Lee Battles <ul style="list-style-type: none"> • Antietam • Vicksburg • Gettysburg 	-Recall elements of a U.S. conflict -Draw a conclusion using multiple perspectives -Analyze a historical perspective
Standard 2: History	5.2.19	Provide examples of the various effects of the Civil War, including: <ul style="list-style-type: none"> • Physical and economic destruction • The increased role of the federal government • The greatest loss of life on a per capita basis of any U.S. war before or since 	-Recall elements of a U.S. conflict -Analyze the causes of community change over time -Understand an economic concept -Analyze a historical perspective -Identify the responsibility of government
Standard 2: History	5.2.20	Identify the policies and consequences of Reconstruction, including the following: <ul style="list-style-type: none"> • The 13th, 14th, and 15th Amendments • The rise of Jim Crow laws • The Supreme Court case Plessy v. Ferguson (1896) 	-Identify the responsibility of government -Analyze a function of the judicial system
Standard 3: Geography	5.3.1	Use maps, globes, photographs, pictures, or tables to locate or recognize the following: <ul style="list-style-type: none"> • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky 	-Recognize physical characteristics of a region -Interpret a demographic map -Identify location -Analyze a map -Interpret a resource map

Standard Number	GDOE Content Standard		SAT 10 Objectives
		Mountains, Basin and Range, and Coastal Range <ul style="list-style-type: none"> • The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico • Key geographic features on maps, diagrams, and/or photographs 	-Analyze a special purpose map
Standard 4: Government and Civics	5.4.1	Evaluate and discuss issues in the development of the nation.	-Analyze the causes of community change over time -Draw a conclusion using multiple perspectives
Standard 4: Government and Civics	5.4.2	Identify and interpret political cartoons and pictures.	-Recognize principles of U.S. democracy -Recognize an economic concept
Standard 4: Government and Civics	5.4.3	Recognize patriotic slogans and excerpts from notable speeches and documents.	N/A
Standard 4: Government and Civics	5.4.4	Explain why the Articles of Confederation failed and contributed to the need for a Constitutional Convention.	-Identify the responsibility of government -Recognize principles of U.S. democracy
Standard 4: Government and Civics	5.4.5	Identify the various leaders of the Constitutional Convention and describe the major issues they debated, including the following: <ul style="list-style-type: none"> • Distribution of political power • Rights of individuals • Rights of states • The Great Compromise • Slavery 	-Analyze a historical perspective -Evaluate a compromise -Understand checks and balances
Standard 4: Government and	5.4.6	Identify and explain the issues involved in the creation and ratification of the U.S. Constitution including the following:	-Analyze a historical perspective -Evaluate a compromise

Standard Number	GDOE Content Standard		SAT 10 Objectives
Civics		<ul style="list-style-type: none"> • The problems with the Articles of Confederation • The major compromises necessary to produce the Constitution and the roles of James Madison and George Washington • The significance of the Bill of Rights • The arguments of Federalists and Anti-Federalists during the ratification debates • How John Marshall’s precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government 	-Recognize elements of U.S. political documents
Standard 4: Government and Civics	5.4.7	Explain how the principles of popular sovereignty, limited government, federalism, checks and balances, and separation of powers are embodied in the U.S. Constitution.	-Recognize elements of U.S. political documents -Identify the responsibility of government -Understand checks and balances -Recognize principles of U.S. democracy
Standard 5: Economics	5.5.1	Explain the causes of the establishment of slavery in North America, the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition.	-Analyze causes of immigration to the U.S. -Analyze a historical perspective
Standard 5: Economics	5.5.2	Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.	-Understand an economic concept -Recognize an economic concept -Recognize the role of the government in the economy



<p>Big Idea 1, Quarter 1: Students will analyze both pre-European settlements and early European exploration of North America and determine how those contributed to the colonization of North America.</p>	<p>Essential Question(s): What motivates people to leave their homeland and settle in a new place? Why do people explore and settle? How do geographic features affect settlement and land use patterns? How does geographic location influence culture? How did the achievements of early explorers contribute to the colonization of North America? How was pre-Columbian civilization affected by European settlements?</p>
<p>Guam Standards:</p> <p>5.2.4 Describe the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca), including their political structures, religious practices, use of slaves, and reasons for their decline.</p> <p>5.2.5 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey; what he found; and how his discoveries changed the image of the world, especially the maps used by explorers.</p> <p>5.2.1 Sequence time lines of historical events studied.</p> <p>5.3.1 Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</p> <ul style="list-style-type: none"> • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range • The water features important to the early history of the 	<p>CCSS ELA Support Standards:</p> <p>5.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events; d) Use concrete words and phrases and sensory details to convey experiences and events precisely; e) Provide a conclusion that follows from the narrated experiences or events.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico</p> <ul style="list-style-type: none">• Key geographic features on maps, diagrams, and/or photographs	
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Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 1: Students will be able to recognize patriotic slogans and excerpts from notable speeches and documents in order to apply such skills to student council activities. <i>Note: Teach during the first two weeks of school to align with student council-separate skill to be established at the beginning of the year.</i></p>	<p>Essential Question(s): What qualities make speeches memorable?</p>
<p>Guam Standards: 5.4.3 Recognize patriotic slogans and excerpts from notable speeches and documents.</p>	<p>CCSS Literacy Standards: 5.W.9b Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 2: Students will compare and contrast the different European colonies throughout North America and connect colonial actions to the impact on Native Americans as well as the onset of the Revolutionary War.</p>	<p>Essential Question(s): How did the trade barriers lead to conflict between the colonies and England? What impact did the colonization have on Native Americans? How did American Colonization impact the rest of the world? What impact did the French and Indian War have on Britain, France, the colonies, and Native Americans?</p>
<p>Guam Standards:</p> <p>5.1.1 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.</p> <p>5.2.6 Describe the goals and extent of the Dutch settlement in New York; the French settlements in Canada; and the Spanish settlements in Florida, the Southwest, and California.</p> <p>5.2.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.</p> <p>5.2.8 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.</p> <p>5.4.4 Explain why the Articles of Confederation failed and contributed to the need for a Constitutional Convention.</p> <p>5.2.1 <i>Sequence time lines of historical events studied.</i></p>	<p>CCSS ELA Supports Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>5.3.1</p>	<p>Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</p> <ul style="list-style-type: none"> • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range • The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico • Key geographic features on maps, diagrams, and/or photographs 	
<p>5.4.2</p>	<p>Identify and interpret political cartoons and pictures.</p>	

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 3: Students will understand and apply knowledge of the influences of and the events leading up to and occurring during the Revolutionary War (1775-1783).</p>	<p>Essential Question(s): What key events led to the Revolutionary War? What characteristics did the leaders of the Revolutionary War possess? What effects did the Revolutionary War have on future events in U.S. history?</p>
<p>Guam Standards:</p> <p>5.2.1 <i>Sequence time lines of historical events studied.</i></p> <p>5.2.9 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.</p> <p>5.2.10 Describe the life and achievements of important leaders during the Revolution and the early years of the U.S.</p> <p>5.4.1 Evaluate and discuss issues in the development of the nation.</p>	<p>CCSS ELA Support Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 3: Students will integrate and apply knowledge of the influences of and the events leading up to and during the Constitutional Convention (1787) and the creation of influential U.S. documents and government structures.</p>	<p>Essential Question(s): How did events of the time influence the creation of such documents as the Constitution and the Bill of Rights? What were obstacles associated with the creation of the U.S. government? How does the government structure created hundreds of years ago affect life today?</p>
<p>Guam Standards: <i>5.2.1 Sequence time lines of historical events studied.</i></p> <p>5.4.5 Identify the various leaders of the Constitutional Convention and describe the major issues they debated, including the following:</p> <ul style="list-style-type: none"> • Distribution of political power • Rights of individuals • Rights of states • The Great Compromise • Slavery <p>5.4.6 Identify and explain the issues involved in the creation and ratification of the U.S. Constitution including the following:</p> <ul style="list-style-type: none"> • The problems with the Articles of Confederation • The major compromises necessary to produce the Constitution and the roles of James Madison and George Washington • The significance of the Bill of Rights • The arguments of Federalists and Anti-Federalists during the ratification debates • How John Marshall’s precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government 	<p>CCSS ELA Support Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>5.4.7 Explain how the principles of popular sovereignty, limited government, federalism, checks and balances, and separation of powers are embodied in the U.S. Constitution.</p>	
<p><i>5.4.1 Evaluate and discuss issues in the development of the nation.</i></p>	

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 3, Quarter 3: Students will be able to demonstrate and analyze knowledge of the expansion and colonization of the United States.</p>	<p>Essential Question(s): How did the expansion change the culture of the United States? What problems arose for the people choosing to participate in the move westward?</p>
<p>Guam Standards:</p> <p><i>5.2.1 Sequence time lines of historical events studied.</i></p> <p>5.2.11 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.</p> <p>5.2.12 Describe the expedition of Lewis and Clark from 1803 to 1806.</p> <p>5.2.13 Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism.</p> <p>5.2.14 Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century and describe their lives on the frontier.</p> <p>5.3.1 Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</p> <ul style="list-style-type: none"> • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range • The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico • Key geographic features on maps, diagrams, and/or photographs 	<p>CCSS ELA Support Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

5.4.1 <i>Evaluate and discuss issues in the development of the nation.</i>	
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Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 4: Students will understand and apply knowledge of the influences of and the events leading up to and occurring during the Civil War (1861-1865).</p>	<p>Essential Question(s): How did issues of slavery impact the United States? What were the last effects of the Civil War? How were the United States and areas abroad affected by the Civil War?</p>
<p>Guam Standards:</p> <p>5.2.1 <i>Sequence time lines of historical events studied.</i></p> <p>5.2.2 Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative.</p> <p>5.2.15 Identify the key issues that contributed to the onset of the Civil War.</p> <p>5.2.16 Summarize the critical developments leading to the Civil War.</p> <p>5.2.17 Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), the Gettysburg Address (1863), his views on slavery, and the political obstacles he encountered.</p> <p>5.2.18 Summarize the roles and policies of various Civil War leaders and describe the important Civil War battles and events.</p> <p>5.2.19 Provide examples of the various effects of the Civil War, including:</p> <ul style="list-style-type: none"> • Physical and economic destruction • The increased role of the federal government • The greatest loss of life on a per capita basis of any U.S. war before or since 	<p>CCSS ELA Support Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.W.1a-d Write opinion pieces on topics or texts, supporting a point of view with reason and information: a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose; b) Provide logically ordered reasons that are supported by facts and details; c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically); d) Provide a concluding statement or section related to the opinion presented.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>5.3.1</p>	<p><i>Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</i></p> <ul style="list-style-type: none"> • <i>Parallels of latitude and meridians of longitude</i> • <i>The seven continents and five oceans</i> • <i>The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range</i> • <i>The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico</i> • <i>Key geographic features on maps, diagrams, and/or photographs</i> 	
<p>5.5.1</p>	<p>Explain the causes of the establishment of slavery in North America, the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition.</p>	
<p>5.4.1</p>	<p><i>Evaluate and discuss issues in the development of the nation.</i></p>	

Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 4: Students will apply knowledge of the post-Civil War era in the United States through comparison of multiple perspectives and opinions on key events.</p>	<p>Essential Question(s): How did the U.S. government change after the Civil War? How do some of the important court cases post-Civil War influence decisions made today?</p>
<p>Guam Standards:</p> <p>5.2.1 <i>Sequence time lines of historical events studied.</i></p> <p>5.2.20 Identify the policies and consequences of Reconstruction, including the following:</p> <ul style="list-style-type: none"> • The 13th, 14th, and 15th Amendments • The rise of Jim Crow laws • The Supreme Court case Plessy v. Ferguson (1896) <p>5.3.1 <i>Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</i></p> <ul style="list-style-type: none"> • <i>Parallels of latitude and meridians of longitude</i> • <i>The seven continents and five oceans</i> • <i>The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range</i> • <i>The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico</i> • <i>Key geographic features on maps, diagrams, and/or photographs</i> <p>5.5.2 Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.</p>	<p>CCSS ELA Support Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); d) Use precise language and domain-specific vocabulary to inform about or explain the topic; e) Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

5.4.1 <i>Evaluate and discuss issues in the development of the nation.</i>	
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Suggested Timeline:

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



<p>Big Idea 1, Quarter 1 Students will analyze both pre-European settlements and early European exploration of North America and determine how those contributed to the colonization of North America.</p>	<p>Essential Question(s): What motivates people to leave their homeland and settle in a new place? Why do people explore and settle? How do geographic features affect settlement and land use patterns? How does geographic location influence culture? How did the achievements of early explorers contribute to the colonization of North America? How was pre-Columbian civilization affected by European settlements?</p>
<p>Guam Standards:</p> <p>5.2.4 Describe the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca), including their political structures, religious practices, use of slaves, and reasons for their decline.</p> <p>5.2.5 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey; what he found; and how his discoveries changed the image of the world, especially the maps used by explorers.</p> <p>5.2.1 Sequence time lines of historical events studied.</p> <p>5.3.1 Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</p> <ul style="list-style-type: none"> • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range • The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico 	<p>CCSS ELA Support Standards:</p> <p>5.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events; d) Use concrete words and phrases and sensory details to convey experiences and events precisely; e) Provide a conclusion that follows from the narrated experiences or events.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

Italic Information: Recursive standard – repeated in at least one other quarter

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<ul style="list-style-type: none"> • Key geographic features on maps, diagrams, and/or photographs 		
<p>Elements of the Standard(s) – What’s the meaning?</p> <p>In this section, students will learn about the three major pre-Columbian civilizations (Maya, Aztec, and Inca) that existed in Central and South America. It will be important for students to be able to identify these civilizations’ well-developed political structures, religious practices, use of slaves, and reasons for their decline (5.2.4).</p> <p>Students will also make connections between changes in these pre-Columbian civilizations with the emergence of trade routes throughout Asia and the world. Students should also be able to identify important explorers (5.2.5).</p> <p>To help organize time and locations, students will utilize timelines (5.2.1), maps, globes, pictures, and other geographical aides (5.3.1).</p>		
<p>Key Vocabulary</p> <p>Glacier, migration, agriculture, civilization, pueblo, surplus, potlatch, clan, irrigation, staple, ceremony, lodge, nomad, travois, longhouse, confederation, wampum, barter</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have developed knowledge of different cultures (3.1.1, 3.1.2, 3.1.3). • Students have developed timelines and an understanding of time periods (3.2.1, 3.2.3). • Students have developed an understanding of geological traits, how to use a map and globe, and the location of various landmasses (3.3.1-3.3.7). • Students have engaged in activities related to comparing and contrasting different cultures (4.1.1, 4.1.3). • Students have learned about exploration and consequences of colonization (4.2.8, 4.2.7). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to learn about how cultures change and evolve (6.1.1). • Students will also use prior knowledge to construct timelines and organize information properly (6.2.1, 6.2.2). • Students will use their previous knowledge to make connections between current practices and practices of the past (6.3.1, 6.2.4). • Students will use their knowledge of European exploration to make connections to other parts of the world, such as Egypt, Persia, and China (6.2.7, 6.2.8).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p>		<p>CCSS ELA Support Standards</p>

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>EL Strategies</p> <ul style="list-style-type: none"> • When introducing the Pre-Columbian civilizations, deliver information in smaller chunks with frequent comprehension checks, as opposed to entire units. For example, discuss traits of each individual Pre-Columbian civilization prior to discussing all the civilizations at the same time. • Pre-teach background knowledge/key vocabulary or concepts of Pre-Columbian civilizations that students will need for each unit before moving ahead. • Use graphic organizers such as bubble maps to assist students in organizing information and to provide visual support for concepts related to Pre-Columbian civilizations. These graphic organizers may also be used to assist students when they are writing narratives (CCSS Standard: 5.W.3a-e). <p>SPED Strategies</p> <ul style="list-style-type: none"> • Use a wide variety of ways to explain a concept or assignment. When appropriate, the concept or assignment may be depicted in graphic or pictorial form, with manipulatives, or with real objects to accompany oral and written instructions. Use pictures or real objects related to Pre-Columbian civilizations to introduce concepts students may be reading or writing about (CCSS Standard: 5.W.4). • Prior to the lesson, provide assistance on the content-specific and general vocabulary, and use reinforcement or additional practice afterward. Instructional resources and instruction should be monitored for ambiguities or language that would be confusing, such as idioms. Review all texts prior to students reading them to be prepared on how to address student questions. <p>Marzano Strategies</p> <p>1. Identifying Similarities and Differences Use students’ prior knowledge of different cultures to assist in explaining similar and dissimilar characteristics of Pre-Columbian civilizations. This can be done using graphic organizers, such as three-column maps or bubble maps.</p> <p>2. Summarizing and Note Taking Throughout this unit, students should have opportunities to promote greater comprehension by analyzing details related to Pre-Columbian civilizations to expose what's essential and then put it in their own words. Students may copy excerpts from their textbooks and practice summarizing</p>	<p>To assist understanding of pre-Columbian civilizations and the emergence of exploration, students can develop real and imagined narratives (5.W.3a-e). They can take the role of an explorer or an Aztec, Mayan, or Incan citizen affected by the changes in their civilization. Students should include a clear sequence of events, well-developed characters, dialogues, descriptions, and a variety of details and vocabulary (5.W.4).</p>
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Italic Information: Recursive standard – repeated in at least one other quarter

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the excerpt in their own words. They can pair share with another student to check for accuracy. These summary statements will also assist them in their writing.	
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| <p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Houghton Mifflin 5th Grade Social Studies Book: United States History, pp. 36–77 • Spanish Explorers of North America (United Streaming lesson and video references) • Ancient Americas (United Streaming supplemental content) • Mayan Lesson plan • History Graphic Organizers |
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<p>Big Idea 2, Quarter 1 Students will be able to recognize patriotic slogans and excerpts from notable speeches and documents in order to apply such skills to student council activities. <i>Note: Teach during the first two weeks of school to align with student council- separate skill to be established at the beginning of the year.</i></p>	<p>Essential Question(s): What qualities make speeches memorable?</p>
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<p>Guam Standards: 5.4.3 Recognize patriotic slogans and excerpts from notable speeches and documents.</p>	<p>CCSS Literacy Standards: 5.W.9b Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
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<p>Elements of the Standard(s) – What’s the meaning? Students will be exposed to various patriotic slogans and excerpts from notable speeches in order to develop their own skills as potential school leaders in student council (5.4.3). They should be exposed to speeches through video and text and by delivering the speeches themselves to enhance their speaking skills. Students can be provided with opportunities to bring in examples of slogans, develop their own slogans, and have opportunities to discuss them in class.</p>
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Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Key Vocabulary Gettysburg Address, Abraham Lincoln, Martin Luther King Jr., I Have a Dream, John F. Kennedy Inaugural Address, Franklin Roosevelt, First Inaugural Address</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have been exposed to skills related to distinguishing between fact and fiction (4.2.1). • Students have completed activities related to defending and supporting positions in relation to government and civics (4.4.1). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will use the skills developed by this Big Idea to identify and discuss major events and leaders in world history (6.2.12). • Students will also develop an understanding of individuals roles in society and cultures (6.4.1).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> • Provide students with common key vocabulary or concepts used in speeches and slogans. Students can integrate or edit these items within speeches they develop (5.W.9b). • Provide opportunities for students to witness the use of correct grammar and speech when speaking. Videos, audio recordings, and opportunities to practice speaking will be helpful. <p>SPED Strategies</p> <ul style="list-style-type: none"> • Provide content-specific and general vocabulary to be used in student speeches or slogans. • Establish a safe and supportive environment in which students are encouraged to talk and ask questions freely when they do not understand. <p>Marzano Strategies</p> <p>7. Setting Objectives and Providing Feedback Setting objectives provide students with a focus for learning. Students should be able to explain the objective/goal by the end of the lesson.</p>		<p>CCSS ELA Support Standards</p> <p>Students should be given opportunities to research historical figures and famous speeches. They can complete exercises which report on the purpose of the speech, the context leading up to the speech, and the effect of speeches. Students may also report on the individual who gave the speech. They should provide concrete evidence which supports the sequential delivery of information (5.W.9b)</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Houghton Mifflin 5th Grade Social Studies Book: United States History, pp. 458 and 459 • Copy of the Gettysburg Address • Video of “I Have a Dream” Speech • Video of JFK’s Inaugural Speech • Copy and background information of FDR’s First Inaugural Speech • History Graphic Organizers 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 2 Students will compare and contrast the different European colonies throughout North America and connect colonial actions to the impact on Native Americans as well as the onset of the Revolutionary War.</p>	<p>Essential Question(s): How did the trade barriers lead to conflict between the colonies and England? What impact did the colonization have on Native Americans? How did American Colonization impact the rest of the world? What impact did the French and Indian War have on Britain, France, the colonies, and Native Americans?</p>
<p>Guam Standards:</p> <p>5.1.1 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.</p> <p>5.2.6 Describe the goals and extent of the Dutch settlement in New York; the French settlements in Canada; and the Spanish settlements in Florida, the Southwest, and California.</p> <p>5.2.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.</p> <p>5.2.8 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.</p> <p>5.4.4 Explain why the Articles of Confederation failed and contributed to the need for a Constitutional Convention.</p> <p>5.2.1 <i>Sequence time lines of historical events studied.</i></p>	<p>CCSS ELA Supports Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>5.3.1</p>	<p>Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</p> <ul style="list-style-type: none"> • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range • The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico • Key geographic features on maps, diagrams, and/or photographs 	
<p>5.4.2</p>	<p>Identify and interpret political cartoons and pictures.</p>	

Elements of the Standard(s) – What’s the meaning?

In this section, students will learn about the effect of English settlement on indigenous people (5.1.1). Students will learn about how cultures change over time and the conflicts and difficulties related to such change (5.1.1). They will also learn about the development of the English settlements and how those settlements were built (5.2.6). Students will learn about important leaders and groups who guided the development of the colonies (5.2.7). Students will also be instructed on other conflicts related to the U. S. colonization (5.2.8, 5.4.4). They will record and maintain this information using various strategies such as timelines (5.2.1).

<p>Key Vocabulary Merchant, kingdom, technology, navigation, astrolabe, profit, slavery, caravan, settlement, epidemic, circumnavigate, expedition, conquistador, empire, colony, mission, convert, hacienda, revolt, claim, armada, invasion, charter, invest, stock, cash crop, indentured servant, pilgrim, compact, cape, diversity, tolerance, missionary, growing season, tidewater, fall line, backcountry, town meeting, self-government, dissenter, banish, industry, export,</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have been exposed to information related to how cultures change and evolve over time (4.1.4). • Students should be familiar with the customs of other cultures (4.1.1, 4.1.2). • Students should be aware of the effects conflicts of cultures have on the economy, government, and 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to identify how cultures change and evolve (6.1.1). • Students will use their knowledge of their own society to study the emergence, conflicts, and structure of societies throughout the world (6.2.6, 6.2.7, 6.2.8, 6.2.9, 6.2.10, 6.2.11, 6.2.12, 6.2.13, 6.2.14, 6.2.15). • Students will also use more specific words and abbreviations when discussing and organizing
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Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>import, Middle Passage, slave trade, proprietor, representative, treaty, free market economy, free enterprise, artisan, apprentice, plantation, legislature, refuge, debtor, indigo, overseer, spiritual</p>	<p>people (4.3.9, 4.2.10).</p> <ul style="list-style-type: none"> Students should have experience utilizing timelines and other formats to organize information. 	<p>time periods (6.2.1).</p>
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> Break information of the English settlement into smaller “chunks” with frequent comprehension checks. Pre-teach background knowledge/key vocabulary or concepts related to the English settlement to students prior to beginning lessons. <p>Marzano Strategies</p> <p>1. Identifying Similarities and Differences Have students use knowledge of how other cultures, including their own, were affected by new cultures. Use graphic organizers (Venn diagram) to assist students in organizing this information.</p> <p>2. Summarizing and Note Taking Provide opportunities for students to organize information into outlines to assist in the development of informational writing, discussion, and presentations.</p>		<p>CCSS ELA Support Standards</p> <ul style="list-style-type: none"> Students may gain a better understanding of how cultures evolve and change by reading and summarizing informational text using key details and main ideas (5.RI.5). They may also benefit from discussing more than one culture to compare and contrast similar components of each (5.RI.3, 5.RI.5). Students can engage in various activities to deliver this information, such as written format, oral presentations, or group discussions.
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Houghton Mifflin 5th Grade Social Studies Book: United States History, pp. 78–225 European Colonies Game European Colonies Video History Graphic Organizers 		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 1, Quarter 3 Students will understand and apply knowledge of the influences of and the events leading up to and occurring during the Revolutionary War (1775-1783).</p>	<p>Essential Question(s): What key events led to the Revolutionary War? What characteristics did the leaders of the Revolutionary War possess? What effects did the Revolutionary War have on future events in U.S. history?</p>	
<p>Guam Standards: 5.2.1 <i>Sequence time lines of historical events studied.</i> 5.2.9 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. 5.2.10 Describe the life and achievements of important leaders during the Revolution and the early years of the U.S. 5.4.1 Evaluate and discuss issues in the development of the nation.</p>	<p>CCSS ELA Support Standards: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	
<p>Elements of the Standard(s) – What’s the meaning? Students will learn about the events which led to the Revolutionary War (5.2.9). They will also acquire knowledge of the major battles and leaders of the Revolutionary War (5.2.10). Students will make connections between this war and the development of the United States (5.4.1). They will organize information related to the Revolutionary War in various formats (5.2.1).</p>		
<p>Key Vocabulary Ally, congress, rebellion, proclamation, tax, smuggling, liberty, protest, boycott, repeal, massacre, correspondence, quarter, delegate, Patriot, militia, minutemen, commander, petition</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have acquired knowledge of conflict and war (4.2.7, 4.2.10). • Students should understand the causes and effects of war (4.2.10, 4.2.11). • Students should understand how to 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to learn about situations of conflict (6.2.13, 6.2.14, 6.2.15). • Students will also build on previous knowledge to understand issues affecting civilizations throughout the world (6.2.6-6.2.15).

Italic Information: Recursive standard – repeated in at least one other quarter

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	<p>discuss and defend the information they have learned (4.3.8, 4.3.9, 4.5.1, 4.5.2).</p>	
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> Utilize timelines and other graphic organizers to deliver information and events of the Revolutionary War into smaller chunks with frequent comprehension checks (CCSS Standard: 5.RI.2) Use props (uniforms, clothes, eating utensils, etc.) and visual aids to re-teach background knowledge/key vocabulary or concepts. <p>SPED Strategies</p> <p>Use a wide variety of ways to explain a concept or assignment. When appropriate, the concept or assignment may be depicted in graphic or pictorial form, with manipulatives, or with real objects to accompany oral and written instructions.</p> <p>Marzano Strategies</p> <p>2. Summarizing and Note Taking</p> <p>Use various approaches to assist students in summarizing and gathering information on the Revolutionary War. Use student-made flipbooks or basic outlines when note taking. Students may also draw pictures. These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words (CCSS Standard: 5.2.9, 5.2.10).</p>		<p>CCSS ELA Support Standards</p> <p>Students will benefit from summarizing the events of the Revolutionary War in both written and oral formats, highlighting the key details and main ideas (5.RI.2). In their summaries, students can explain relationships and interactions of individuals, events, and ideas (5.RI.3, 5.RI.5). Students should use a wide variety of texts on the same topic (5.RI.9). In order to share the information they have learned, students can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (5.W.7)</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> Houghton Mifflin 5th Grade Social Studies Book: United States History, pp. 226–259 Complete Timeline of Revolutionary War Revolutionary War Video Revolutionary War Lesson History Graphic Organizers 		

<p>Big Idea 2, Quarter 3 Students will integrate and apply knowledge of the influences of and the</p>	<p>Essential Question(s): How did events of the time influence the creation of such documents as</p>
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Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>events leading up to and during the Constitutional Convention (1787) and the creation of influential U.S. documents and government structures.</p>	<p>the Constitution and the Bill of Rights? What were obstacles associated with the creation of the U.S. government? How does the government structure created hundreds of years ago affect life today?</p>
<p>Guam Standards: 5.2.1 <i>Sequence time lines of historical events studied.</i> 5.4.5 Identify the various leaders of the Constitutional Convention and describe the major issues they debated, including the following:</p> <ul style="list-style-type: none"> • Distribution of political power • Rights of individuals • Rights of states • The Great Compromise • Slavery <p>5.4.6 Identify and explain the issues involved in the creation and ratification of the U.S. Constitution including the following:</p> <ul style="list-style-type: none"> • The problems with the Articles of Confederation • The major compromises necessary to produce the Constitution and the roles of James Madison and George Washington • The significance of the Bill of Rights • The arguments of Federalists and Anti-Federalists during the ratification debates • How John Marshall’s precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government <p>5.4.7 Explain how the principles of popular sovereignty, limited government, federalism, checks and balances, and separation of powers are embodied in the U.S. Constitution.</p>	<p>CCSS ELA Support Standards: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>5.4.1 <i>Evaluate and discuss issues in the development of the nation.</i></p>		
<p>Elements of the Standard(s) – What’s the meaning? In this section, students will learn about the major issues and leaders involved in the creation of influential and historical U.S. documents and government structures (5.4.5, 5.4.6). Students should be able to identify components of each issue and leader and be able to sequentially map their creation or influence (5.2.1). Students should also be able to use and identify key vocabulary such as <i>popular sovereignty, limited government, federalism, checks and balances, and separation of powers</i> (5.4.7). They should also be able to tie these concepts together in order to broadly understand the components of developing a nation (5.4.1).</p>		
<p>Key Vocabulary Independence, declaration, rights, treason, Loyalist, neutral, inflation, retreat, mercenary, victory, strategy, traitor, surrender, constitution, citizen, territory, ordinance, federal, republic, compromise, ratify, democracy, checks and balances, veto, unconstitutional, amendment, inauguration, Cabinet, political party, interest, capital</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students’ previous knowledge of colonization (4.2.8) and the role key leaders played in the colonization (4.2.9) will increase understanding of the development of the United States. • Students’ previous knowledge of how different cultures influence other cultures will help them understand the issues related to the creation of the U.S. government structure (4.1.4). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will use their knowledge of emerging cultures to better understand the ancient cultures of the world (6.2.5–6.2.11). • Students will build upon their understanding of conflict created by changing cultures to identify and explain the conflicts within current societies (6.2.13, 6.2.14, 6.2.15).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> • Break tasks into smaller chunks with frequent comprehension checks as opposed to entire units with a single comprehensive test (CCSS Standard: 5.4.5, 5.4.6, 5.4.7). • Pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead (CCSS Standard: 5.4.5, 5.4.6, 5.4.7). • Use graphic organizers (Venn diagram, circle map) to provide visual support for concepts and organize details related to U.S. documents and governments structures (CCSS Standard: 5.RI.3). <p>SPED Strategies</p> <ul style="list-style-type: none"> • Use a wide variety of ways to explain a concept or assignment. When appropriate, the 		<p>CCSS ELA Support Standards</p> <p>During this quarter, students will continue to work on identifying the main idea of the unit through the identification of key details. Rather than copy the main ideas and details, students should summarize as often as possible for better understanding (5.RI.2). Summarizing can be done both written and orally and include summaries of one event or person as well as comparisons and contrasts to other people or events (5.RI.3, 5.RL.5). Students should be allowed opportunities to access different texts on the same</p>

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<p>concept or assignment may be depicted in graphic or pictorial form, with manipulatives, or with real objects to accompany oral and written instructions.</p> <ul style="list-style-type: none"> • Provide content-specific and general vocabulary (popular sovereignty, limited government, federalism, checks and balances, and separation of powers) to be used for each lesson prior to the lesson. Various activities (in context, pictures, videos) can be used to assist student understanding. <p>Marzano Strategies 2. Summarizing and Note Taking Provide opportunities to summarize key pieces of information and events related to government structures. These summaries will assist students in their writing (CCSS Standard: 5.RI.2).</p>	<p>topic to compare and reinforce their summaries (5.RI.9). In addition to short summaries, longer research type projects may be used (5.W.7).</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Houghton Mifflin 5th Grade Social Studies Book: United States History, pp. 260–337 • U.S. Constitution Video • Celebrate Constitution Day by visiting http://www.constitutionday.cc/ for activities • History Graphic Organizers 	

<p>Big Idea 3, Quarter 3 Students will be able to demonstrate and analyze knowledge of the expansion and colonization of the United States.</p>	<p>Essential Question(s): How did the expansion change the culture of the United States? What problems arose for the people choosing to participate in the move westward?</p>
<p>Guam Standards: <i>5.2.1 Sequence time lines of historical events studied.</i> 5.2.11 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. 5.2.12 Describe the expedition of Lewis and Clark from 1803 to 1806. 5.2.13 Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism.</p>	<p>CCSS ELA Support Standards: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

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5.2.14	Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century and describe their lives on the frontier.	5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5.3.1	<p>Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</p> <ul style="list-style-type: none"> • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range • The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico • Key geographic features on maps, diagrams, and/or photographs 	5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.4.1	<i>Evaluate and discuss issues in the development of the nation.</i>	5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Elements of the Standard(s) – What’s the meaning?
 The focus of this section is for students to gain knowledge about the Louisiana Purchase (5.2.11), Lewis and Clark (5.2.12), the War of 1812 (5.2.13), and westward expansion (5.2.14). Students should not only be able to identify key items related to each of these in order (5.2.1) but what events influenced each of these items or persons and how these items and people influenced further actions. They should also be able to analyze and discuss the importance of the expansion of the United States and point out key locations on a map (5.3.1, 5.4.1).

<p>Key Vocabulary Pioneer, frontier, flatboat, canal, manufacturer, corps, interpreter, source, prosperity, nationalism, foreign policy, suffrage, campaign, ruling, textile, interchangeable parts, mass production, productivity, entrepreneur, famine, reform,</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have been developing knowledge of different cultures (3.1.1, 3.1.2, 3.1.3). • Students have been instructed in developing timelines and understanding different time periods (3.2.1, 3.2.3). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to learn about how cultures change and evolve (6.1.1). • Students will use prior knowledge to construct timelines and organize information properly (6.2.1, 6.2.2). • Students will use their previous knowledge to
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Italic Information: Recursive standard – repeated in at least one other quarter

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<p>temperance, injustice, annexation, manifest destiny, front, cession, wagon train, forty-niner, gold rush, boomtown</p>	<ul style="list-style-type: none"> • Students have been developing an understanding of geological traits, how to use a map and globe, and the location of various landmasses (3.3.1-3.3.7). • Students have engaged in activities related to comparing and contrasting different cultures (4.1.1, 4.1.3). • Students have learned about exploration and consequences of colonization (4.2.8, 4.2.7). 	<p>make connections between current practices and practices of the past (6.3.1, 6.2.4)</p> <ul style="list-style-type: none"> • Students will use their knowledge of European exploration to make connections to other parts of the world, such as Egypt, Persia, and China (6.2.7, 6.2.8).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> • Use timelines and other graphic organizers to record important dates and events of this period (5.RI.2). • Pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead. <p>SPED Strategies</p> <ul style="list-style-type: none"> • Use video, pictures, and other props to explain a concept or assignment. • Allow students opportunities to work in pairs or groups to share and check information they have learned. Students may also work together to find definitions of key terms and vocabulary. <p>Marzano Strategies</p> <p>2. Summarizing and Note Taking</p> <p>These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words (CCSS Standard: 5.2.11–5.2.14).</p>		<p>CCSS ELA Support Standards</p> <p>During this quarter, students will continue to work on identifying the main idea of the unit through the identification of key details. Rather than copy the main ideas and details, students should summarize as often as possible for better understanding (5.RI.2). Summarizing can be done both written and orally and include summaries of one event or person as well as comparisons and contrasts to other people or events (5.RI.3, 5.RL.5). Students should be allowed opportunities to access different texts on the same topic to compare and reinforce their summaries (5.RI.9). In addition to short summaries, longer research type projects may be used (5.W.7).</p>
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Houghton Mifflin 5th Grade Social Studies Book: United States History, pp. 338–409 • Louis and Clark Game • Louisiana Purchase and Louis and Clark lessons • History Graphic Organizers 		

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Big Idea 1, Quarter 4 Students will understand and apply knowledge of the influences of and the events leading up to and occurring during the Civil War (1861-1865).</p>	<p>Essential Question(s): How did issues of slavery impact the United States? What were the last effects of the Civil War? How were the United States and areas abroad affected by the Civil War?</p>
<p>Guam Standards: 5.2.1 <i>Sequence time lines of historical events studied.</i> 5.2.2 Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative. 5.2.15 Identify the key issues that contributed to the onset of the Civil War. 5.2.16 Summarize the critical developments leading to the Civil War. 5.2.17 Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), the Gettysburg Address (1863), his views on slavery, and the political obstacles he encountered. 5.2.18 Summarize the roles and policies of various Civil War leaders and describe the important Civil War battles and events. 5.2.19 Provide examples of the various effects of the Civil War, including:</p> <ul style="list-style-type: none"> • Physical and economic destruction • The increased role of the federal government • The greatest loss of life on a per capita basis of any U.S. war before or since 	<p>CCSS ELA Support Standards: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 5.W.1a-d Write opinion pieces on topics or texts, supporting a point of view with reason and information: a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose; b) Provide logically ordered reasons that are supported by facts and details; c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically); d) Provide a concluding statement or section related to the opinion presented. 5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>5.3.1</p>	<p><i>Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</i></p> <ul style="list-style-type: none"> • <i>Parallels of latitude and meridians of longitude</i> • <i>The seven continents and five oceans</i> • <i>The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range</i> • <i>The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico</i> • <i>Key geographic features on maps, diagrams, and/or photographs</i> 	
<p>5.5.1</p>	<p>Explain the causes of the establishment of slavery in North America, the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition.</p>	
<p>5.4.1</p>	<p><i>Evaluate and discuss issues in the development of the nation.</i></p>	

Elements of the Standard(s) – What’s the meaning?
 In this section, students will be able to identify key issues leading to, occurring during, and occurring after the Civil War (5.2.15). They should be able to identify key events and people in chronological order (5.2.1, 5.2.16–5.2.19, 5.5.1). Students should be exposed to multiple texts when learning about the Civil War. This information can also be acquired through visual components such as graphs, photos, and historical cartoons (5.2.2). Students may use their new information to carry on discussions, write short research reports, present information visually, or write summaries (5.3.1, 5.4.1).

<p>Key Vocabulary Tariff, states’ rights, sectionalism, abolitionist, discrimination, Underground Railroad, slave state, free state, Union, popular sovereignty, fugitive, secession, Confederacy, civil war</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have learned about conflict and the events which occur before and after a conflict (4.2.7, 4.2.10). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will continue to understand and apply previous knowledge to other instances of war and conflict (6.2.14, 6.2.15). • Students will utilize their knowledge of colonization and
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Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

	<ul style="list-style-type: none"> Students have a previous understanding of government (4.4.1), civics (4.4.3), and economically motivated immigration (4.5.2). 	<p>cultural influences to better understand the creation of civilizations in ancient times (6.2.7-6.2.12).</p> <ul style="list-style-type: none"> Students will also bring a perspective on issues such as slavery, citizenship, and democracy (6.2.7, 6.2.9).
<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> Correctly rephrase a question, phrase, or word that was mispronounced so students can hear it appropriately modeled without embarrassment. Break events and information of the Civil War into smaller chunks with frequent comprehension checks. Use graphic organizers (bubble maps, multi-column organizers, etc.) to gather and organize information on individuals, events, ideas, or concepts. Pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead. Use group configurations that support language, content, and cultural objectives of the lesson, and provide sufficient scaffolding (such as participation structures and language frames) to enable students to interact effectively. <p>SPED Strategies</p> <ul style="list-style-type: none"> Allow opportunities for students to peer-revise summaries regarding the Civil War. Several types of groups (editing, grammar, usage, mechanics, etc.) may be used. <p>Marzano Strategies</p> <p>1. Identifying Similarities and Differences Draw on students’ prior knowledge to help them understand the issues and events of the Civil War.</p> <p>2. Summarizing and Note Taking Have students organize their Civil War notes to reflect the format of writing a summary that includes topic, organized structure, and logical reasons to support an argument (5.W.1a-d).</p>		<p>CCSS ELA Support Standards</p> <ul style="list-style-type: none"> Students should be provided opportunities to summarize the events of the Civil War both in written and oral form, citing both the main idea and supporting details (5.RI.2). Student writing can include the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (5.RI.3, 5.RI.5). In addition to summaries, students may write opinion pieces which include a topic, organized structure, and logical reasons to support an argument (5.W.1a-d). They may also collect and report on information in the form of a short research project in or out of a group (5.W.7).
<p>Resources & Links to Technology</p>		

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

- Houghton Mifflin 5th Grade Social Studies Book: United States History, pp. 410–449
- [Civil War Game](#)
- [Civil War Activities](#)
- [Civil War Lessons](#)
- [History Graphic Organizers](#)

<p>Big Idea 2, Quarter 4 Students will apply knowledge of the post-Civil War era in the United States through comparison of multiple perspectives and opinions on key events.</p>	<p>Essential Question(s): How did the U.S. government change after the Civil War? How do some of the important court cases post-Civil War influence decisions made today?</p>
<p>Guam Standards:</p> <p>5.2.1 <i>Sequence time lines of historical events studied.</i></p> <p>5.2.20 Identify the policies and consequences of Reconstruction, including the following:</p> <ul style="list-style-type: none"> • The 13th, 14th, and 15th Amendments • The rise of Jim Crow laws • The Supreme Court case Plessy v. Ferguson (1896) <p>5.3.1 <i>Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</i></p> <ul style="list-style-type: none"> • <i>Parallels of latitude and meridians of longitude</i> • <i>The seven continents and five oceans</i> • <i>The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range</i> • <i>The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico</i> 	<p>CCSS ELA Support Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); d) Use precise language and domain-specific vocabulary to inform about or explain the topic; e) Provide a</p>

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>5.5.2 Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.</p> <p>5.4.1 <i>Evaluate and discuss issues in the development of the nation.</i></p> <ul style="list-style-type: none"> • <i>Key geographic features on maps, diagrams, and/or photographs</i> 	<p>5.W.7 concluding statement or section related to the information or explanation presented.</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
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Elements of the Standard(s) – What’s the meaning?
 In this section, students will be introduced to the U.S. legislation process (5.2.20) and how legislation and laws affect the United States (5.3.1). They should be able to discuss key legislation in order of time sequence (5.2.1) and discuss how such legislation helps to create the nation we live in today (5.4.1). Students will also be able to discuss and analyze how economics plays a role in different parts of the country (5.5.2).

<p>Key Vocabulary Border state, casualties, draft, emancipation, camp, home front, civilian, telegraph, total war, desert, Reconstruction, assassination, Freedmen’s Bureau, impeach, sharecropping, Jim Crow, segregation, transcontinental, prejudice, homestead, Exodusters, drought, sodbuster, demand, supply, railhead, barbed wire, reservation, habitat, extinct, assimilate</p>	<p>Links to Prior Learning</p> <ul style="list-style-type: none"> • Students have utilized knowledge of how their own society has been politically, economically, and socially impacted by the laws of other countries (4.2.8). • Students have been instructed in civic affairs and political parties (4.4.2). 	<p>Links to Future Learning</p> <ul style="list-style-type: none"> • Students will use their knowledge of laws and legislation by discovering how the U.S. legislation system was guided by ancient civilizations (6.2.6-6.2.12). • Students will have opportunities to utilize their prior knowledge to determine the interrelationships of economics and legislation on a broader global level (6.5.1).
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<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>EL Strategies</p> <ul style="list-style-type: none"> • Pre-teach background knowledge/key vocabulary or concepts of the legislative process. • Use graphic organizers and visual representation of the government structure. Students may draw pictures and add information to their visual representations. <p>SPED Strategies</p> <ul style="list-style-type: none"> • Have students partake in interactive activities in which they act the part of important government leaders to demonstrate their understanding of the 	<p>CCSS ELA Support Standards</p> <ul style="list-style-type: none"> • Students should be provided opportunities to summarize and reflect on their interpretation of U.S. legislation in written and oral form, citing both the main idea and supporting details (5.RI.2). They should be provided with opportunities to bring information from a variety of texts (5.RI.9). Student writing can include the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical
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Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>legislative process in a creative way.</p> <p>Marzano Strategies</p> <p>2. Summarizing and Note Taking</p> <p>Provide opportunities for students to investigate the legislative process from various types of texts (encyclopedia, online resources, etc.). Have them record information and construct a detailed report of their findings.</p>	<p>text based on specific information in the text. (5.RI.3, 5.RI.5).</p> <ul style="list-style-type: none"> • In addition to summaries, students may write informative/explanatory pieces which include a topic, organized structure, and logical reasons to support an argument (5.W.2a-e). They may also collect and report on information in the form of a short research project in or out of a group (5.W.7).
<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • Houghton Mifflin 5th Grade Social Studies Book: United States History, pp. 450–531 • History Graphic Organizers • Post-Civil War lesson 	

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized



Content: History	Grade/Course: Five	Timeline: 45–60 minutes
Standard(s): 5.2.1 Sequence time lines of historical events studied. 5.2.4 Describe the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca), including their political structures, religious practices, use of slaves, and reasons for their decline.		
Lesson Overview: In this lesson, students will be shown note-taking skills to enhance their understanding of pre-Columbian civilizations.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Identify and demonstrate an understanding of key details about pre-Columbian civilizations. • Describe how pre-Columbian civilizations affect our current society. 	
Vocabulary: agriculture, clan, irrigation, nomad, glacier, migration, agriculture, civilization	Focus Question(s): How did pre-Columbian civilizations form, live their day-to-day lives, and influence our lives today?	
Description of Lesson (including instructional strategies): Anticipatory Set: (10 minutes) Prepare 10–15 (enough for two students to share) picture cards of images of pre-Columbian civilizations (images available on Google, or for ideas visit a slideshow such as pre-Columbian slides). Try to make sure some of the pictures are tied to information on pages 38–45 in the Houghton Mifflin Social Studies Book (possibly include images of North and South America, hunters crossing a land bridge between Asia and North America, Aztec civilizations, Tenochtitlan, etc.) <i>Have students work in pairs and discuss what is happening in the picture and any questions the picture stimulates that they may want to learn more about (Marzano: Cooperative Learning). Students may record these questions on a sheet of paper. You may call on a few pairs to share some of their thoughts or questions. Collect the pictures and possibly display them on the board or around the class during this lesson.</i> Instruction and Strategies: (20 minutes) <ul style="list-style-type: none"> • Explain to students they will be reading about the images that have been passed out. While they read, they will be taking notes to collect new information and answer some of the questions they had (Marzano: Summarizing and Note Taking). If the book does not address all their questions, they will discuss places to find the answers they are looking for after the lesson. • Before the lesson, prepare a piece of butcher paper to look like a piece of regular 8 ½ x 11 lined writing paper. • Tape the paper on the board. Have students take out one sheet of paper. • With students, demonstrate how to set up their paper for note-taking using a graphic organizer called Cornell Notes (Cornell Notes-graphic organizer). • After students have set up their notes organizer, have them write their Anticipatory Set questions on the back of their paper to record any answers they discover while reading. • Read aloud as a class page 38. Students record any Key Points (Possibly use MAIN IDEA: People began arriving in the Americas around 27,000 years ago) and Notes (i.e., One theory of how hunters first came to the Americas was across a land bridge between Asia and North America). (See attached example.) 		

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

- *Write this MAIN IDEA and NOTE on your large paper to demonstrate how students take notes.*
- Discuss any answered questions from the pictures distributed during the Anticipatory Set.

Guided Practice: (20 minutes)

- Select student volunteers to read page 39. Instruct students to write possible Key Points and Notes as they listen or read.
- Stop at the end of the page to discuss Key Points and Notes. Write those items on your large paper for students to copy.
- The rest of the lesson can be completed in this fashion, or students can be put into groups, or pairs to complete the note-taking process. Students should be given about 20 minutes to read and note-take (possibly to page 43). If they do not complete the activity, they may finish as homework (Marzano).

Formative Assessment:

You can collect the Cornell Notes organizer after students have completed it to determine if they understand the structure of note-taking and have captured the Key Points from the reading.

Give students guidance and feedback if they have not captured the Key Points of the reading.

You may also formulate test or quiz questions from the Key Points and notes they have taken on their Cornell Notes organizer.

Closure: (5-7 minutes)

Have students return to their Anticipatory Set partners and quickly share any answers to their picture questions. If students have not found the answer, have them record on the back of their paper possible locations (Internet, atlas, encyclopedia, etc.) where they can access the information. Students can also be required to use such resources as homework (Marzano).

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Students who need extra support can be given an already created Cornell Notes graphic organizer. If they need more assistance, Key Points or Notes can be prefilled in for them to guide their reading. Homogeneous or heterogeneous reading groups can be formed and assisted by the teacher.
- For students needing a challenge, consider having them write a summary of their Notes using the Key Point as the topic of a paragraph and the Notes as details in the paragraph.

Resources (Textbook and Supplemental):

Houghton Mifflin Social Studies Fifth grade book (If you do not have this book, you can go online and pull information about pre-Columbian civilizations that are written at a grade-appropriate level.)

Note-taking suggestions: [Cornell Notes-graphic organizer](#).

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Sample Cornell Note-Taking Organizer

(Students put Key Points and corresponding page numbers in the left-hand column. Any notes/thoughts regarding those points are described in the right-hand column. The bottom *Summary* section can be used at the end for students to summarize all information.

Key Points/Main Ideas	Notes Regarding Key Points
People began arriving in the Americas around 27,000 years ago.	One theory of how hunters first came to the Americas was across the land bridge between Asia and North America.
Summary	

Instructions that are italicized include student engagement strategies.

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Content: History	Grade/Course: Five	Timeline: 30–45 minutes
Standard(s): HSS Standards: 5.1.1 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them. ELA Support Standards: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		
Lesson Overview: Students will continue their exploration of the 13 American colonies by identifying the impact of colonization on the Native Americans in that area. In this lesson, students will use a Venn diagram to compare and contrast perceptions of Native Americans in a video versus in their history book. Students may begin to question the purpose of each resource, which may help guide them in future lessons regarding author’s point of view and purpose.		Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Compare and contrast perceptions of how American Colonization impacted Native Americans.
Vocabulary: colonization, Native Americans		Focus Question(s): What impact did colonization have on Native Americans?
Description of Lesson (including instructional strategies): Anticipatory Set: (5 minutes) <ul style="list-style-type: none"> • <i>Have students pair share about one of the following:</i> <ul style="list-style-type: none"> ○ How they felt when they were forced to share something ○ How they felt being in a new situation (moving to a new city, going to a new school) • Explain to students that the next session will deal with European settlers who came to live in America among Native Americans who had already been living here and how the Native Americans and colonists shared many of the same feelings as what students just discussed with their partners. Instruction and Strategies: (10 minutes) <ul style="list-style-type: none"> • Explain to students they will continue to learn about the European colonization of America. • Remind students of the definition of colony: “an area of land ruled by another country.” • Explain to students they will learn about important people and events involved in colonization as well as how colonization impacted Native Americans already living in America. • Show students the “Life in Jamestown” (Thirteen Colonies) video, which demonstrates the hardships Europeans experienced when they came to America, how they survived colonization, and the impact of colonization on Native Americans. Guided Practice: (15 minutes) <ul style="list-style-type: none"> • Have students turn to page 132 in the Houghton Mifflin Social Studies book and read the section entitled “Jamestown and the Powhatans.” 		

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

- Pass out the compare and contrast graphic organizer (see [Venn Diagram](#)).
- Duplicate the Venn diagram on the board. With a title of “**Impact of Colonization**,” write **colonists** on one side and **Native Americans** on the other side.
- Allow students to work in pairs to identify details from the Powhatan event and the video regarding the different and similar hardships and changes faced by colonists and Native Americans (Marzano: Cooperative Learning).
- Possible Guiding Questions: (Marzano: Similarities and Differences)
 - What were some of the colonists’ struggles when they came to a new land?
 - What struggles did Native Americans experience when the colonists arrived?
 - What were their actions toward each other?
 - How did colonization help or hurt each group? Have students record their thoughts on the diagram.
- When done, students may turn to page 168 and read the “Conflicts over Land” section and add more information regarding the impact colonization had on Native Americans.

Formative Assessment: (5 minutes)

Collect Venn diagrams and evaluate for understanding.

Have students find another pair of students and have the four students share their findings. Ask two students to answer how colonization impacted the Native Americans, while the other two students report on how colonization affected the colonists. Ask students to share specific details from the movie and text. Students may also have a short debate on which group was impacted most by colonization, citing details from the movie and text.

Closure: (5 minutes)

Have students respond to the focus question on an exit ticket.

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

- Students who need more assistance may work in a larger group with the teacher and complete the Venn diagram together. Teachers may also complete sections of the Venn diagram before the paper is distributed to assist students with filling in the rest.
- Students who need to be challenged can begin to read pp. 132–168 to identify any other information regarding Native Americans.

Resources (Textbook and Supplemental):

- Core Lesson 2, Roanoke and Jamestown, Houghton Mifflin Social Studies, p. 132
- Venn diagram – [Venn Diagram](#)
- “Life in Jamestown” [Thirteen Colonies](#)

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.



Content: HSS	Grade/Course: Five	Timeline: 90 minutes
<p>Standard(s): HSS Standard: 5.4.5 Identify the various leaders of the Constitutional Convention and describe the major issues they debated, including the following:</p> <ul style="list-style-type: none"> • Distribution of political power • Rights of individuals • Rights of states • The Great Compromise • Slavery <p>CCSS ELA Support Standard: 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
<p>Lesson Overview: This lesson will be used to introduce the Bill of Rights and to prepare our students for citizenship in their constitutional democracy.</p> <p>This lesson will come after a lesson about the Constitution has been taught.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Analyze the Bill of Rights and explain how Amendments 1–5 affect their daily lives. 	
<p>Vocabulary: amendment, militia, due process, religion, press, assembly, arms, seizure, expression, quartering</p>	<p>Focus Question(s):</p> <ul style="list-style-type: none"> • Which of the first five Amendments do you think is most important? Why? 	
<p>Description of Lesson (including instructional strategies):</p> <p>Anticipatory Set: (10 minutes) Show students a set of pictures depicting something representing Amendments 1–5 (see PowerPoint). <i>Students pretend that they are a person/character in a picture. As a team, they will discuss the following questions.</i></p> <ol style="list-style-type: none"> 1. <i>Who is in the picture with you?</i> 2. <i>Where are you?</i> 3. <i>Why are you there?</i> 4. <i>What do you predict will happen to you?</i> 5. <i>When did this picture take place?</i> <p><u>Students will share their thoughts with the class.</u></p> <p>Instruction and Strategies: (30 minutes)</p> <ul style="list-style-type: none"> • Explain to students that they will be learning about the Bill of Rights, Amendments 1–5. • Introduce vocabulary words by having <i>students work in pairs to complete a vocabulary map. Students will list the vocabulary word in the center of a sticky note. In their words, students list a student-friendly explanation, a synonym, and a quickly drawn picture. Students will write a sentence using the vocabulary word. When they are done, they will share their vocabulary maps with another pair.</i> 		

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

Guided Practice: (30 minutes)

- Select students to read an Amendment from their textbooks pp. 334–335.
- Have students think about what the Amendment means to them. Think-Pair-Share
- Then students will *share their thoughts with their partners*. Think-Pair-Share
- *Students will be randomly called to share their ideas with the class*. Random Reporter
- Provide the class key points and an example of each Amendment. (You can refer to notes for simplified version.)

Formative Assessment: (10 minutes)

Students will be asked a series of questions. They will use their fingers to signify the number of the Amendment 1–5 that is being described. (e.g., A soldier goes to Joseph’s house to hide and his mom and dad don’t know that he’s there. The soldier tells Joseph not to tell his mom and dad that he’s there. What Amendment am I describing?)

Formulate a test or quiz questions that reflect Amendments 1–5, the Bill of Rights (see attached for examples).

Closure: (10 minutes)

Provide a question prompt for students to discuss with their small groups or partners. “Which of the first five Amendments in the Bill of Rights is most important to you? Why?”

Independent Practice:

This concept is not yet fully developed for students to work independently.

Accommodations/Modifications:

Allow students extra time to finish the assignment.

Resources (Textbook and Supplemental):

- www.billofrightsinsitute.org
- Houghton Mifflin Social Studies, United States History, textbook pp. 334–335
- *What’s the Bill of Rights?* by Nancy Harris
- PowerPoint: You Have the Right to Remain Silent

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Instructions that are underlined embed checking for understanding.

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The Bill of Rights

www.historyforkids.org

After the leaders of the new United States wrote the **Constitution**, they had to get the thirteen states to agree to it. Some of the states didn't want to agree unless they could add some specific rights for individual people. So in 1791 the United States added ten new rights to the Constitution. These are called the Bill of Rights.

These are the ten rights that are in the Bill of Rights:

1. Congress can't make any law about your religion, or stop you from practicing your religion, or keep you from saying whatever you want, or publishing whatever you want (like in a newspaper or a book). And Congress can't stop you from meeting peacefully for a demonstration to ask the government to change something.
2. Congress can't stop people from having and carrying weapons, because we need to be able to defend ourselves.
3. You don't have to let soldiers live in your house, except if there is a war, and even then only if Congress has passed a law about it.
4. Nobody can search your body, or your house, or your papers and things, unless they can prove to a judge that they have a good reason to think you have committed a crime.
5. You can't be tried for any serious crime without a Grand Jury meeting first to decide whether there's enough evidence for a trial. And if the jury decides you are innocent, the government can't try again with another jury. You don't have to say anything at your trial. You can't be killed, or put in jail, or fined, unless you were convicted of a crime by a jury. And the government can't take your house or your farm or anything that is yours, unless the government pays for it.
6. If you're arrested, you have a right to have your trial pretty soon, and the government can't keep you in jail without trying you. The trial has to be public, so everyone knows what is happening. The case has to be decided by a jury of ordinary people from your area. You have the right to know what you are accused of, to see and hear the people who are witnesses against you, to have the government help you get witnesses on your side, and you have the right to a lawyer to help you.
7. You also have the right to a jury when it is a civil case (a law case between two people rather than between you and the government).
8. The government can't make you pay more than is reasonable in bail or in fines, and the government can't order you to have cruel or unusual punishments (like torture) even if you are convicted of a crime.
9. Just because these rights are listed in the Constitution doesn't mean that you don't have other rights too.
10. Anything that the Constitution doesn't say that Congress can do should be left up to the states, or to the people.

Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Name: _____ Date: _____

Bill of Rights – Alphabetical Order

Place the word bank words below in alphabetical order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Amendment	Militia	Due process	Ratify
Freedoms	Religion	Press	Assembly
Liberty	Arms	Rights	Laws
Seizure	Jury	Expression	Quartering

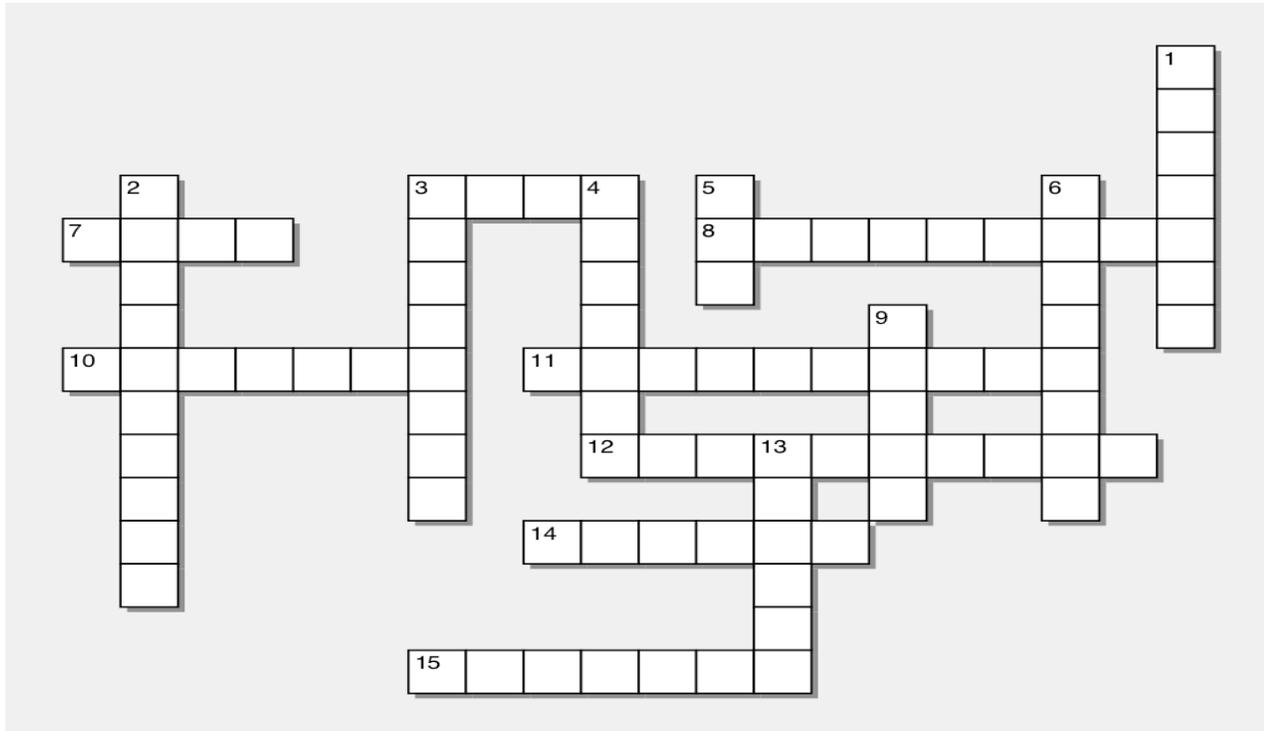
Instructions that are italicized include student engagement strategies.

Instructions that are underlined embed checking for understanding.

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Name: _____ Date: _____

Bill of Rights Vocabulary Crossword



Across	Down
3. Another word for weapons.	1. Civilians trained as soldiers but not part of the regular army.
7. A body of citizens sworn to give a true verdict according to the evidence presented in a court of law.	2. The administration of justice according to established rules and principles; based on the principle that a person cannot be deprived of life or liberty or property without appropriate legal procedures and safeguards.
8. A statement that is added to or revises or improves a proposal or document.	3. A group of persons who are gathered together for a common purpose.
10. The condition of being free; the power to act or speak or think without externally imposed restraints.	4. The act of forcibly dispossessing an owner of property.
11. Living accommodations (especially those assigned to military personnel)	5. A binding or enforceable rule.
12. The communication (in speech or writing)	

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<p>of your beliefs or opinions.</p> <p>14. An abstract idea of that which is due to a person.</p> <p>15. Freedom of choice.</p>	<p>6. An institution to express belief in a divine power.</p> <p>9. The print and news media responsible for gathering and publishing news in the form of newspapers, magazines, or television.</p> <p>13. Approve and express assent, responsibility, or obligation.</p>
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Content: HSS	Grade/Course: Five	Timeline: 90 minutes
Standard(s): HSS Standards 5.2.1 Sequence time lines of historical events studied. CCSS ELA Support Standards: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		
Lesson Overview: This lesson will describe the state of the nation and sequence the first events of the Civil War. This lesson should be conducted after having prior knowledge of creating a timeline.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> Construct a timeline of events from the election of Lincoln to the First Battle of Manassas. 	
Vocabulary: citizenship, Civil War, Confederacy, debates, succession	Focus Question(s): How different would life be today if the events of the Civil War did not occur?	
Description of Lesson (including instructional strategies): Anticipatory Set: (5 minutes) <ul style="list-style-type: none"> Pass out the events of the Civil War Timeline Sheet, one event per student (Please see attached sheet "Civil War Timeline Sheet.") Tell students to get into their designated teams. Teams have been grouped prior to this activity. Give each student a timeline sheet. <u>Have students do the "Line up formative assessment" activity. With the Civil War Timeline Sheet, have students line up according to the order of events (in sequential order). Give students 3 minutes to create a timeline of the Civil War.</u> After 3 minutes, take a picture of each team. Explain to them that they will be learning about the events of the Civil War. Instruction and Strategies: (30 minutes) <ul style="list-style-type: none"> Discuss prior knowledge of a timeline with students. Ask students, "What are the essential components of a timeline?" Introduce the new vocabulary. Discuss the events leading to the Civil War. <i>Students will use Timeline Note Taking Foldable Graphic Organizer to summarize and take notes as they watch the PowerPoint (see attached) on the Civil War timeline. (Marzano: Summarizing and Note Taking)</i> Guided Practice: (10–15 minutes) <ul style="list-style-type: none"> Have the class return to their teams. <i>Using their Timeline Note Taking Foldable Graphic Organizer, have students sequence the events of the Civil War by using the timeline activity sheet with their team.</i> 		

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Formative Assessment: (35 minutes)

- *Create a timeline utilizing the sequence of events discussed. Students may use their notes from the Timeline Note Taking Foldable Graphic Organizer. Students may utilize other resources and materials to create their timeline.*
- Have students return to their teams.
- *Each team will present their timeline to the class. Presentation will be 2 minutes for each team. Please use the American Civil War Timeline Project Rubrics to rate the teams (see attached).*

Closure: (5 minutes)

- Pass out the events of the Civil War Timeline Sheet, one event per student (Please see attached sheet "Civil War Timeline Sheet.")
- Tell students to get into their designated teams. **Teams have been grouped prior to this activity.**
- Give each student a timeline sheet.
- *Have students do the "Line up formative assessment" activity. With the Civil War Timeline Sheet, have students line up according to the order of events (in sequential order). Give students 3 minutes to create a timeline of the Civil War.*
- After 3 minutes, take a picture of each team.
- Have students compare the two pictures (the before and after).

Accommodations/Modifications:

- Students can work in teams.
- Students can be a mixture of ability levels within a team.

Resources (Textbook and Supplemental):

- Line up formative assessment (Greenstein, L (2010)). What teachers really need to know about formative assessment. ASCD.)
- The Civil War PowerPoint (see attachment)
- (<http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/elementary/lesson-plans-elementary.html>)
- Timeline Note Taking Foldable Graphic Organizer (see attached)
- American Civil War Timeline Project Rubrics (see attached)

Additional Resources:

- www.brainpop.com/socialstudies/freemovies/civilwar
- www.pbs.org/civilwar/images
- www.youtube.com/watch?v=3G09qUtyBk4

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Timeline Note Taking Foldable Graphic Organizer

(Please print out on cardstock. The dotted lines are to be cut and folded on bold line.)

Event ↑							
Date:							

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CIVIL WAR TIMELINE SHEET (Print on cardstock and cut for group activities.)

<p>Lincoln elected President</p>	<p>South Carolina secedes</p>
<p>Shots fired at steamship <i>Star of the West</i></p>	<p>Secession of 6 other southern states</p>
<p>Jefferson Davis is chosen as President of the Confederacy</p>	<p>Creation of the Constitution of the Confederate States</p>
<p>Attack on Fort Sumter</p>	<p>Secession of 4 more southern states</p>

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CIVIL WAR TIMELINE SHEET (Teacher answer key)

<p>November 1860</p> <p>Lincoln elected President</p>	<p>December 1860</p> <p>South Carolina secedes</p>
<p>January 1861</p> <p>Shots fired at steamship <i>Star of the West</i></p>	<p>January/February 1861</p> <p>Secession of 6 other southern states</p>
<p>February 9, 1861</p> <p>Jefferson Davis is chosen as President of the Confederacy</p>	<p>March 1861</p> <p>Creation of the Constitution of the Confederate States</p>
<p>April 1861</p> <p>Attack on Fort Sumter</p>	<p>April–June 1861</p> <p>Secession of 4 more southern states</p>

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American Civil War Timeline Project Rubrics

(Adapted from

<http://www.rockdale.k12.ga.us/schools/ses/class/kdozier/Documents/Civil%20War%20Timeline%20Project.pdf>)

Project Overview

- Students will create a timeline that includes key events from the American Civil War.
- This will be their culminating activity for our unit on the American Civil War.
- The timeline should **include key battles, events, and figures that greatly impacted the Civil War.**
- In order to earn a passing score on the timeline, they must have at least **EIGHT (8)** events listed on the timeline, include pictures, detailed descriptions of events, and organized in chronological order.

Timeline Rubric Criteria	4 Exceeding Standards	3 Meeting Standards	2 Progressing Toward Standards	1 Little to No Progress Toward Standards
<i>Identifies Civil War Events</i>	Eight Civil War events included on timeline	Eight Civil War events on timeline	Five Civil War events on timeline	Four or fewer Civil War events on timeline
<i>Pictorial Representations</i>	Includes eight pictorial representations	Includes eight pictorial representations	Includes five pictorial representations	Includes four or fewer pictorial representations
<i>Explains the events listed on the timeline</i>	Detailed description of eight events	Detailed description of eight events	Detailed description of five events	Four or fewer detailed events
<i>Organization of timeline</i>	Each event is organized and located correctly on the timeline. Use of technology is evident.	Each event organized and located correctly on the timeline.	Some events are organized and located correctly on the timeline.	Most events are not clearly organized and located correctly on the timeline.

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