

Taking Care of Ourselves Unit Standards Key

Grade 5 • Ages 10-12

COMMON CORE STANDARDS

(www.corestandards.org)

1. Reading: Informational Texts

CCSS.ELA-Literacy.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2: 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.

CCSS.ELA-Literacy.RL.5.3: 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).

2. Writing

CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3. Speaking & Listening

CCSS.ELA-Literacy.SL.5.1: 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.

CCSS.ELA-Literacy.SL.5.4: 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.

4. Literacy

CCSS.ELA-Literacy.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

COLORADO P-12 ACADEMIC STANDARDS <http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp>

1. Comprehensive Health

Standard 3: Emotional and Social Wellness in Health Grade Level Expectation (GLE): 1. Analyze internal and external factors that influence mental and emotional health

Evidence Outcome (EO): Students can: c. Explain how families and peers can influence mental and emotional health

2. Reading, Writing and Communicating

Standard 1: Oral Expression and Listening Grade Level Expectation (GLE): 2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes Evidence Outcomes (EO): Students can: a. Listen to other's ideas and form their own opinions b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing their own clearly c. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions)

Standard 2: Reading for all Purposes Grade Level Expectation (GLE): 1. Literary texts are understood and interpreted using a range of strategies Evidence Outcomes (EO): Students can: a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge b. Use Key Ideas and Details to: i. Quote

accurately from a text when explaining what the text says explicitly and when drawing inferences from the text ii. 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 iii. Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)

Standard 3: Writing and Composition Grade Level Expectation (GLE): 1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes Evidence Outcomes (EO): Students can: a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences b. Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length) Grade Level Expectation (GLE): 2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes Evidence Outcome (EO): Students can: b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

3. Visual Arts

Standard 1: Observe and Learn to Comprehend Grade Level Expectation (GLE): 1. Visual arts communicate the human experience

Evidence Outcome (EO): Students can: c. Use visual information to construct personal visual narratives

Standard 3: Invent and Discover to Create Grade Level Expectation (GLE): 1. Use artistic media and expression to communicate personal and objective points of view Evidence Outcomes (EO): Students can: a. Employ the characteristics and expressive features of art and design to express ideas c.

Taking Care of Ourselves Unit Standards Key

Grade 5 • Ages 10-12

Create works of art individually and collaboratively that communicate artistic intent

OTHER STANDARDS MET

1. 21st Century Skills (www.p21.org)

Learning and Innovation Skills a. Critical Thinking - Reason effectively, make judgments and decisions, solve problems b. Communicate clearly and collaborate with others c. Creativity and Innovation - Think creatively and work creatively with others

Life and Career Skills a. Initiative and Self Direction - Manage goals and time, work independently, be self-directed learners b. Social and Cross-Cultural Skills - Interact effectively with others c. Productivity and Accountability - Manage projects and produce results d. Responsibility - Be responsible to others

2. Social and Emotional Standards (www.casel.org)

Self-awareness

Social Awareness

Self Management