

## Who We Are– The Gifted Hand

### ELA Standards

**LAFS.5.RL.1.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**LAFS.5.RL.2.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**LAFS.2.RL.3.7** 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).

**LAFS.5.RL.3.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**LAFS.5.RL.4.10** 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.

**LAFS.5.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. 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.

**LAFS.5.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-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.

**LAFS.5.RI.1.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**LAFS.5.RI.2.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**LAFS.5.RI.4.10** 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.

**LAFS.5.W.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons 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.

**LAFS.5.W.1.3** 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.

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- 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.

**LAFS.5.W.2.4** 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.)

**LAFS.5.W.2.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**LAFS.5.W.3.9** 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]”).

**LAFS.5.W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**LAFS.5.SL.1.1** 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.

- 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.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Demonstrate fluent and legible cursive writing skills.
- b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- c. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- d. Use verb tense to convey various times, sequences, states, and conditions.
- e. Recognize and correct inappropriate shifts in verb tense.

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	<p>f. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>and contrast the most important points presented by two texts on the same topic.</p> <p><b>LAFS.5.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"><li>a. Use punctuation to separate items in a series.</li><li>b. Use a comma to separate an introductory element from the rest of the sentence.</li><li>c. 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>).</li><li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li><li>e. Spell grade-appropriate words correctly, consulting references as needed.</li></ul> <p><b>LAFS.5.L.3.4</b> 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.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</li><li>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.</li></ul> <p><b>LAFS.5.L.3.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Interpret figurative language, including similes and metaphors, in context.</li><li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li><li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li></ul> <p><b>LAFS.5.L.3.6</b> Recall information from experiences or gather information from provided sources to answer a question. Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<b>Math Standards</b>	<p><b>MAFS.5.MD.1.1</b> Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) 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>

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Science Standards	<p><b>SC.5.N.1.1</b> Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p><b>SC.5.N.1.2</b> Explain the difference between an experiment and other types of scientific investigation.</p> <p><b>SC.5.N.1.3</b> Recognize and explain the need for repeated experimental trials..</p> <p><b>SC.5.N.1.4</b> Identify a control group and explain its importance in an experiment..</p> <p><b>SC.5.N.1.5</b> Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."</p> <p><b>SC.5.N.1.6</b> Recognize and explain the difference between personal opinion/interpretation and verified observation.</p> <p><b>SC.5.L.14.1</b> Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.</p> <p><b>SC.5.L.14.2</b> Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.</p> <p><b>SC.5.L. 15.1</b> Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.</p> <p><b>SC.5.L.17.1</b> Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.</p>
Social Studies Standards	<p><b>SS.5.A.1.1</b> Use primary and secondary sources to understand history.</p> <p><b>SS.5.A.1.2</b> Utilize timelines to identify and discuss American History time periods.</p> <p><b>SS.5.A.3.1</b> Describe technological developments that shaped European exploration.</p> <p><b>SS.5.A.6.2</b> Identify roles and contributions of significant people during the period of westward expansion.</p> <p><b>SS.5.A.6.3</b> Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.</p> <p><b>SS.5.E.1.3</b> Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.</p> <p><b>SS.5.G.4.1</b> Use geographic knowledge and skills when discussing current events</p> <p><b>SS.5.G.4.2</b> Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.</p>