

## Elementary Curriculum ESSENTIALS

**A quick glance at the essential standards/outcomes you should be seeing in your classrooms this month.**

All grade level standards are expected to be taught, however the essential standards need to be mastered/secured prior to the end of the school year.

### Integrated Strategies

<p><b>Engagement</b> Jigsaw</p> <p>The Jigsaw strategy asks a group of students to become “experts” on a specific text or body of knowledge and then share that material with another group of students. This strategy offers a way to help students understand and retain information while they develop their collaboration skills.</p>	<p><b>Blended Learning</b> Project-Based Learning</p> <p>Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.</p>	<p><b>Language (ELlevation)</b> Building with Bricks and Mortar</p> <p>Create sentences using vocabulary cards Discuss new sentences with peers Write sentences in notebook</p> <p><i>Can be modified with pictures and single words for Kinder.</i></p>
<p><b>Unit 9: The Economic Development of Cities</b> <b>Essential Question: How do economic changes impact societies?</b> April 22 - May 10 (15 days)</p>	<p><b>English Language Arts</b></p>	<p><b>Unit 10: Transforming Matter</b> <b>Essential Question: Why do we measure and describe the world?</b> May 13- May 31 (14 days)</p>

### Reading Foundational Skills

<p>RF.5.3a Use combined knowledge of all <b>letter-sound correspondences, syllabication patterns, and morphology</b> (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.4.c Use <b>context</b> to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, editing, rewriting</b>, or trying a new approach.</p>
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### Reading - Literature

#### Reading - Informational Text

<p>RI.5.1 <b>Quote accurately</b> from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RI.5.4 Determine the <b>meaning of general academic and domain-specific words and phrases</b> in a text relevant to a grade 5 topic or subject area.</p>	<p>RI.5.9 <b>Integrate information</b> from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>RI.5.10 By the end of the year, <b>read and comprehend informational texts</b>, including history/ social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>		

### Language

<p>L.5.4a Use <b>context</b> as a clue to the meaning of a word or phrase.</p>	<p>L.5.4b Use common, grade-appropriate <b>Greek and Latin affixes and roots</b> as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>L.5.4c <b>Consult reference materials</b> (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>L.5.5.c Use the <b>relationship between particular words</b> to better understand each of the words.</p>	<p>L.5.6 Acquire and use accurately grade-appropriate general <b>academic and domain-specific words and phrases</b>, including those that signal contrast, addition, and other logical relationships.</p>	

### Speaking & Listening

<p>SL.5.1 Engage effectively in a range of <b>collaborative discussions</b> with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>SL.5.1a 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>SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>
<p>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	

<p><b>Topic 11 - Convert Measurement</b> 8 lessons over 14 days Measurement and Data</p>	<p><b>Mathematics</b> <b>Topic 12 - Represent and Interpret Data</b> 4 lessons over 7 days Measurement and Data"</p>	<p><b>Topic 15 - Algebra: Analyze Patterns and Relationships</b> 4 lessons over 8 days Operations and Algebraic Thinking</p>
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### LIFE SCIENCE ~ Living Systems ~ March 4 - June 7

<p>5-PS3: Energy</p>	<p>5-LS1: From Molecules to Organisms: Structures and</p>	<p>5-LS2: Ecosystems: Interactions, Energy, and Dynamics</p>
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