Entry Points – Grade 5

ELA

Common Core Crosswalk with DC CAS-Alt Entry Poinrts August 2012

ELA	Fifth Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point More Complex	CC Strand	CC Matched Standard
Language Development	5.LD-V.8. Identify the meaning of common Greek and Latin roots and affixes to determine the meaning of unfamiliar words.	Use Greek and Latin roots and affixes to define unknown words.	♦ Identify a Greek prefix. ♦ Identify a Latin suffix. ♦ Identify a Greek root word (using pictures, words or objects).	♦ Distinguish between suffixes and prefixes. ♦ Match definition to the corresponding Latin or Greek root word. ♦ Make new words by adding Greek or Latin suffixes or prefixes to familiar words.	♦ Identify the meaning of unfamiliar words using knowledge of Greek and Latin roots, suffixes, and prefixes. ♦ Use root words and add suffixes and/or prefixes to form new words. ♦ Define a new word using knowledge of a familiar Greek/Latin root/affix .	Language	5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
Language Development	5.LD-V.9. Identify and apply the meanings of the terms antonyms, synonyms, and homophones.	Identify and apply the meaning of the terms antonyms, synonyms and homophones.	♦ Match a word with the correct definition.	♦ Identify that homophones are words that sound the same but are not spelled the same and have different meanings. ♦ Identify that synonyms have the same meaning. ♦ Identify that antonyms have opposite meanings .	♦ Match a set of synonyms. ♦ Match antonyms. ♦ Match homophones. ♦ Match pairs of synonyms with their meanings (using objects, words or pictures).	Language	5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Literary Text	5.LT-T.3. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	Identify theme of a literary selection.	♦ Answer who or what questions about a literacy selection with a moral theme. ♦ Define a moral.	♦ Identify whether a literary selection teaches a lesson. ♦ Find the topic of a literary selection.	♦ Find and label the theme of a literary text (e.g., match a picture of good vs. evil to an adapted passage from Harry Potter). ♦ Match the theme to a selection of text. ♦ Determine the author's view of life (e.g., pr-war vs. anti-war). ♦ Use a switch to answer yes/no questions about the theme of a story.	Reading: Literature	5.R.L.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.

ELA	Fifth Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point More Complex	CC Strand	CC Matched Standard
Literary Text	5.LT-F.5. Identify the plot and its components (e.g., main events, conflicts, resolutions).	Identify plot and its components.	♦ Identify the characters in a fictional story (who is in the story). ♦ Identify the setting in a fictional story (where the story takes place) e.g., Draw a picture of the setting using details from the story. ♦ Define conflict. ♦ Define resolution.	♦ Sequence events from a fictional story. ♦ Identify the main idea of a fictional story (what happened in the story).	♦ Identify main event, conflict, or resolution in a fictional story . ♦ Answer questions about the plot of a fictional story. ♦ Identify the main event and conflict of a fictional story. ♦ Match the conflict and resolution with a story (e.g., choose from a list of three different resolutions).	Reading: Literature	4.R.L.3 : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Literary Text	5.LT-P.7. Respond to and analyze the effects of the sounds in words (alliteration, onomatopoeia, rhyme scheme), form (free verse, couplets), and figurative language (metaphor, simile) to uncover the meaning of a poem.	Analyze sound effects in words, form and figurative language to interpret a poem.	♦ Identify alliteration, onomatopoeia, or rhyme scheme in a poem. ♦ Find the word "like" or "as" in a poem.	♦ Draw a picture illustrating the meaning of a metaphor or simile. ♦ Distinguish between a simile and metaphor. ♦ Match a poem form to its definition.	♦ Categorize poems into type of forms. ♦ Classify words as alliteration or onomatopoeia .	Language	5.L.5.a Interpret figurative language, including similes and metaphors, in context.

ELA	Fifth Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point More Complex	CC Strand	CC Matched Standard
Literary Text	5.LT-S.9. Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language.	Identify and critique author's use of sensory details, imagery, and figurative language.	♦ Match a picture of an image to the portion of text. ♦ Match sensory details to the sense the author is trying to invoke (e.g., she smelled as sweet as a daisy-to the nose).	♦ Find sensory details in a text. ♦ Locate imagery in a short text. ♦ Label figurative language.	♦ Identify imagery and state whether they like the author's use of it. ♦ Compare two authors' uses of figurative language (e.g., the student places figurative language from each author in a Venn diagram-on one side, the 1st author, the 2nd author on the other and similarities in the middle.	Reading: Literature	5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Informational Text	5.IT-E.1. Identify the author's purpose and summarize the critical details of expository text, maintaining chronological or logical order.	Identify author's purpose, summarize critical details in sequence.	♦ List details found in an expository text . ♦ Answer questions of who, what, where, when, and how in relation to expository text. ♦ Identify words that assist in determining the author's purpose "believe, think, entertain, persuade, inform, etc). ♦ Use a timeline to sequence events from informational text.	♦ Identify the author's purpose of expository text (newspapers, magazines, maps, schedules, pamphlets, etc). ♦ List important details in order from expository text. ♦ Identify the supporting details of an expository text (choose the correct summary of supporting details from 3 choices). ♦ Identify the purpose of an expository text (e.g., Choose the purpose from 3 different choices-e.g., to inform, to entertain, to persuade OR Match a cut out of the topic sentence to the topic sentence in the text).	♦ Summarize an expository text by stating the author's purpose and identify the important details in order from journals, newspapers, booklets, etc. ♦ Make an outline of the author's purpose and supporting details of an expository text.	Reading: Informational Text	5.R.I.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Informational Text	5.IT-E.2. Distinguish fact from opinion in expository text, providing supporting evidence from text.	Distinguish fact from opinion and support with text.	♦ Define fact and opinion. ♦ Identify the word "fact" and the word "opinion". ♦ Identify types of information that may signify facts or opinions (e.g., data from an experiment, an opinion poll).	♦ Label fact and opinion when given a statement. ♦ State opinion/reaction about a story, character or event in a non-fiction text. ♦ Answer questions about facts from an expository text.	♦ Label fact and opinion when given a statement from an expository text. ♦ Classify statement/picture presented as true (fact) or made-up (opinion). ♦ Given a list of statements from an expository text, identify which are facts and which are opinions.	Reading: Informational Text	3.R.I.6 Distinguish their own point of view from that of the author of a text.

ELA	Fifth Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point More Complex	CC Strand	CC Matched Standard
Informational Text	5.IT-A.7. Determine an author's position (i.e., what the author is arguing), providing supporting evidence from the text.	Determine author's position and support with text.	I♦ dentify the topic of an article from the editorial section of a newspaper.	♦ Match the author to her/his argument (e.g., choose from 3 possible choices summarizing the author's argument). ♦ Choose the author's argument from a set of 3 possible arguments.	♦ Choose the author's argument from a set of 3 possible arguments and find words in the text to support their choice. ♦ Identify the author's position and 1 sentence to support the position.	Reading: Informational Text	5.R.I.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).

CONTENT Reading/ELA

STRAND Language Development

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Language Development	5LD-V8	Identify the meaning of common Greek and Latin roots and affixes to determine the meaning of unfamiliar words.	♦ Use Greek and Latin roots and affixes to define unknown words.

Less Complex	Possible Entry Points	More Complex
The student will:	The student will:	The student will:
Language Development ♦ Identify a Greek prefix ♦ Identify a Latin suffix ♦ Identify a Greek root word (using pictures, words or objects)	♦ Distinguish between suffixes and prefixes. ♦ Match definition to the corresponding Latin or Greek root word ♦ Match the meanings of suffixes and prefixes with the correct suffix or prefix ♦ Make new words by adding Greek or Latin suffixes or prefixes to familiar words	♦ Identify the meaning of unfamiliar words using knowledge of Greek and Latin roots, suffixes, and prefixes ♦ Use root word and add suffixes and/or prefixes to form new words ♦ Define a new word using knowledge of a familiar Greek/Latin root/affix

General Education Example: Students discuss the meaning of common Greek roots, such as micro- *and* geo-*, to help them understand the meaning of the words such as microscope, microwave, microbe, geometry, geography, and geology.*

STRAND Language Development

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Language Development	5LD-V9	Identify and apply the meanings of the terms antonym, synonym, and homophone.	♦ Identify and apply the meaning of the terms antonym, synonym and homophone.

Less Complex	Possible Entry Points	More Complex
The student will:	The student will:	The student will:
Language Development ♦ Match a word with the correct definition	♦ Identify that homophones are words that sound the same but are not spelled the same and have different meanings ♦ Identify that synonyms have the same meaning ♦ Identify that antonyms have opposite meanings	♦ Match a set of synonyms ♦ Match antonyms ♦ Match homophones ♦ Match pairs of synonyms with their meanings (using objects, words or pictures)

General Education Example: Given a list of paired words, students identify whether each pair of words are antonyms, synonyms, or homophones. Then students take a word and identify its antonym, synonym and homophone

CONTENT Reading/ELA

STRAND Literary Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	5LT-T3	Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	♦ Identify theme of a literary selection

Less Complex	Possible Entry Points	More Complex
The student will:	The student will:	The student will:
Literary Text ♦ Answer who or what questions about a literacy selection with a moral theme ♦ Define a moral	♦ Identify whether a literary selection teaches a lesson ♦ Find the topic of a literary selection	♦ Find and label the theme of a literary text (e.g., match a picture of good vs. evil to an adapted passage from Harry Potter) ♦ Match the theme to a selection of text ♦ Determine the author's view on life (e.g., pro-war vs. anti-war) ♦ Use a switch to answer yes/no questions about the theme of a story

General Education Example: Students compare books that deal with the theme of the impact of war, both on those who fight in the battles and those who remain at home. Works on this theme include books on the Civil War period, such as Bull Run *by Paul Fleischman; books on World War I, such as* After the Dancing Days *by Margaret Rostkowski; or books about the Vietnam War, such as* Park's Quest *by Katherine Patterson.*

STRAND Literary Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	5LT-F5	Identify the plot and its components (e.g., main events, conflict, resolution).	♦ Identify plot and its components

Less Complex	Possible Entry Points	More Complex
The student will:	The student will:	The student will:
Literary Text ♦ Identify the characters in a fictional story (*who is in the story*) ♦ Identify the setting in a fictional story (*where the story takes place*) e.g., Draw a picture of the setting using details from the story. ♦ Define conflict ♦ Define resolution	♦ Sequence events from a fictional story ♦ Identify the main idea of a fictional story *(what happened in the story*)	♦ Identify conflict or resolution in a fictional story ♦ Answer questions about the plot of a fictional story ♦ Identify the main event and conflict of a fictional story ♦ Match the conflict and resolution with a story (e.g., choose from a list of three different resolutions)

General Education Example: After reading Sarah, Plain and Tall, *by Patricia MacLachlan, students discuss the causes and effects of the main event of the plot when the father in the story acquires a mail-order bride. Students describe the effects of this event, including adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. They plot the story onto a story map, and write a sentence identifying the major theme.*

CONTENT Reading/ELA

STRAND Literary Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	5LT-P7	Respond to and analyze the effects of the sounds in words (alliteration, onomatopoeia, rhyme scheme), form (free verse, couplets), and figurative language (metaphor, simile) to uncover the meaning of a poem.	♦ Analyze sound effects in words, form and figurative language to interpret a poem

Less Complex		Possible Entry Points	More Complex
	The student will:	The student will:	The student will:
Literary Text	♦ Identify alliteration, onomatopoeia, or rhyme scheme in a poem ♦ Find the word "like" or "as" in a poem	♦ Draw a picture illustrating the meaning of a metaphor or simile ♦ Distinguish between a simile and metaphor ♦ Match a poem form to its definition	♦ Categorize poems into the type of forms ♦ Classify words as alliteration or onomatopoeia

General Education Example: Students read poetry from a cross-section of authors such as Nikki Giovanni, Gary Soto, Leslie Marmon Silko. Then, students discuss the reason for the variations in language.

STRAND Literary Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	5LT-S9	Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language.	♦ Identify and critique author's use of sensory details, imagery, and figurative language

Less Complex		Possible Entry Points	More Complex
	The student will:	The student will:	The student will:
Literary Text	♦ Match a picture of an image to the portion of text ♦ Match sensory details to the sense the author is trying to invoke (e.g., she smelled as sweet as a daisy—to the nose)	♦ Find sensory details in a text ♦ Locate imagery in a short text ♦ Label figurative language	♦ Identify imagery and state whether they like the author's use of it. ♦ Compare two authors' uses of figurative language (e.g., the student places figurative language from each author in a Venn diagram-on one side, the 1st author, the 2nd author on the other and similarities in the middle.)

General Education Example: Students read and listen to an audiotape of Dr. Martin Luther King's "I Have A Dream" speech and identify the features that appeal to them and the rhetorical/figurative devices that make the speech effective.

CONTENT Reading/ELA

STRAND Informational Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Informational Text	5IT-E1	Identify the author's purpose and summarize the critical details of expository text, maintaining chronological or logical order.	♦ Identify author's purpose, summarize critical details in sequence

	Less Complex	Possible Entry Points	More Complex
	The student will:	The student will:	The student will:
Informational Text	♦ List details found in an expository text ♦ Answer questions of who, what, where, when, and how in relation to expository text ♦ Identify words that assist in determining the author's purpose "believe, think, entertain, persuade, inform, etc.) ♦ Use a timeline to sequence events from informational text	♦ Identify the author's purpose of expository text (newspapers, magazines, maps, schedules, pamphlets, etc.) ♦ List important details in order from expository text ♦ Identify the supporting details of an expository text (choose the correct summary of supporting details from 3 choices) ♦ Identify the purpose of an expository text (e.g., Choose the purpose from 3 different choices—e.g., to inform, to entertain, to persuade OR Match a cut out of the topic sentence to the topic sentence in the text.)	♦ Summarize an expository text by stating the author's purpose and identifying the important details in order from journals, newspapers, booklets, etc. ♦ Make an outline of the author's purpose and supporting details of an expository text

General Education Example: Students read African Beginnings *by James Haskins. In pairs, they summarize important facts about how early civilizations have had a lasting impact on the world's history, and on American culture. Then students revise, edit, rewrite, and illustrate their reports and display them in the classroom or library.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Informational Text	5IT-E2	Distinguish fact from opinion in expository text, providing supporting evidence from text.	♦ Distinguish fact from opinion and support with text

Less Complex		Possible Entry Points	More Complex
	The student will:	The student will:	The student will:
Informational Text	♦ Define fact and opinion ♦ Identify the word "fact" and the word "opinion" ♦ Identify types of information that may signify facts or opinions (e.g., data from an experiment, an opinion poll)	♦ Label fact and opinion when given a statement. ♦ State opinion/reaction about a story, character or event in a non-fiction text ♦ Answer questions about facts from an expository text	♦ Label fact and opinion when given a statement from an expository text ♦ Classify statement/picture presented as true (fact) or made-up (opinion) ♦ Given a list of statements from an expository text, identify which are facts and which are opinions

General Education Example: In reading an article about how snowshoe rabbits change colors, students distinguish facts (i.e., Snowshoe rabbits change color from brown to white in the winter) from opinions (i.e., Snowshoe rabbits are very pretty animals because they can change colors).

STRAND Informational Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Informational Text	5IT-A7	Determine an author's position (i.e., what the author is arguing), providing supporting evidence from the text.	♦ Determine author's position and support with text

Less Complex		Possible Entry Points	More Complex
	The student will:	The student will:	The student will:
Informational Text	♦ Identify the topic of an article from the editorial section of a newspaper ♦	♦ Match the author to her/his argument (e.g., choose from 3 possible choices summarizing the author's argument) ♦ Choose the author's argument from a set of 3 possible arguments	♦ Choose the author's argument from a set of 3 possible arguments and find words in the text to support their choice. ♦ Identify the author's position and 1 sentence to support the position

General Education Example: Students read their local newspaper and describe a columnist's opinion, providing supporting evidence from the column to back up their assertions.

Entry Points – Grade 5

Mathematics

Mathematics	Fifth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point**	**Entry Point More Complex**	**CCSS Strand**	**CCSS Matched Standard**
Number Sense and Operations	5NSO-N1 Estimate, round, and manipulate very large (e.g., billions) and very small (e.g., thousandths) numbers; demonstrate an understanding of place value to billions and thousandths.	Apply knowledge of number concepts to very large or very small numbers (including decimals) to estimate, round and manipulate numbers	*Locate numbers on a number line *Match a numeral to its number word *Identify which set has more or less	*Write, read, and name decimals to tenths (.1, .2, .3) *Write, read, and name 100s and 1000s *Use place value graphic organizer to write numbers (e.g., 10 is zero ones and 1 ten) *Use manipulatives to represent numbers	*Compare numbers using symbols (>, <, =) including decimals, small and large numbers *Create a number line using integers (+, -) *Estimate and round money to the nearest dollar *Determine if a number is closer to zero or 10	Number and Operations in Base Ten	4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place. 5.NBT.3b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Number Sense and Operations	5NSO-N3 Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.	Use a number line to demonstrate understanding of integers, decimals, mixed numbers, or fractions.	*Recognize numbers get larger or smaller on the number line *Find numbers on a number line *From a set of three possible choices, identify a number line	*Compare numbers (e.g., using manipulatives) on a number line *Determine what numbers come before or after a given set of numbers	*Place positive numbers, fractions, and decimals on the number line in the correct position *Place mixed numbers on a number line *Construct a number line, placing fractions in the correct position	Measurement and Data Number and Operations--Fractions Number and Operations Base Ten	2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. 5.NBT.3. Read, write, and compare decimals to thousandths.

Number Sense and Operations	5NSO-E23 Estimate sums and differences of whole numbers, positive fractions, and positive decimals. Estimate products of whole numbers and products of positive decimals with whole numbers. Use a variety of strategies and judge reasonableness of answers.	Use estimation to solve problems involving addition, subtraction, or multiplication.	*Name numbers in an equation *Determine if a number is closer to 5 or 10 *Identify when to add or subtract *From a set of three numbers, identify the fraction	*Round a number up to the closest 10 *Solve addition problems	*Round numbers in an equation to the closet group of 10 (10, 20, 30) and then solve *Use estimation to solve problems (addition, subtraction or multiplication) *Use estimation to add, subtract, or multiply	Operations and Algebraic Thinking Number and Operations in Base Ten	4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.
Number Sense and Operations	5NSO-C13 Add and subtract fractions (including mixed numbers) with like and unlike denominators (of 2, 3, 4, 5 and 10), and express answers in the simplest form.	Solve addition and subtraction problems involving fractions and express them in simplest form	*Create a number line to order fractions *Identify fractions *Identify like or unlike denominators (e.g., match like denominators)	*Simplify fractions *Identify fractions and equivalent mixed numbers *Identify a mixed number *Identify an improper fraction (e.g., identify when the numerator (top number) is larger than the denominator)	*Add and subtract fractions and simply if necessary *Add fractions and simplify (e.g., using manipulatives) *Subtract fractions and simply (e.g., using manipulatives)	Number and Operations--Fractions	4.NF.3.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

Number Sense and Operations	5NSO-F8 Explain different interpretations of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, as division of whole numbers by whole numbers, and as locations on the number line.	Understand different interpretations of fractions	*Identify fractional parts *Identify numerator and denominator in a fraction	*Write a fraction *Represent a part of a whole with manipulatives	*Represent fractions as a ratio of a whole, parts of a collection, or as division of a whole number by a whole number *Represent fractions as a ratio of whole numbers using a model *Place fractions on a number line *Model fractions as a part of a whole *Model fractions as a part of a collection	Number and Operations--Fractions	3.NF.1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
Patterns, Relations & Algebra	5PRA1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions (e.g., ABBCCC …; 1, 5, 9, 13, …; 3, 9, 27, …).	Analyze patterns to determine their rules	*Identify a pattern (e.g., in the classroom environment) *Label shapes as same or different *Identify a non-pattern	*Describe two different types of patterns (abab/abbabb) *Using manipulatives, make a pattern	*Extend a mathematical pattern *Match a pattern (e.g., abbabb) to an example *Describe the rules that govern a specific pattern	Operations and Algebraic Thinking	4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Patterns, Relations & Algebra	5PRA3 Use the properties of equality to solve problems with whole numbers.	Use properties of equality to solve problems	*List the symbols which can be used to illustrate equality and inequality (>, <, and =) *Use manipulatives to demonstrate one-to-one correspondence of numbers in an equation	*Define equality by using symbols (>, <, =) and manipulatives *Use equal and unequal symbols with manipulatives to show problems as equal or unequal	*Use properties of equality to solve an equation *Determine which equations are equal	Number and Operations in Base Ten	2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
Patterns, Relations & Algebra	5PRA5 Interpret and evaluate mathematical expressions that use parentheses; use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	Apply order of operations to solve a problem	*Describe an equation using manipulatives *Complete a simple addition problem *Solve a simple subtraction problem	*Explain the order of operations using manipulatives *Compare order of operations to parts of an equation	*Apply order of operations to solve a problem *Use task analysis to solve a problem using order of operations	Operational and Algebraic Thinking	3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Patterns, Relations & Algebra	5PRA6 Solve problems involving proportional relationships using concrete models, tables, graphs, and paper-pencil methods.	Use various methods to solve proportional problems	*List numbers in a proportional problem *Recognize proportional tables, models or graphs	*Distinguish proportional problems using a table, model or graph *Match proportional problems to their graphic representations (e.g., 3 men to 4 women -3:4, 3/4, or 3 to 4)	*Solve proportional problem using a table *Solve a proportional problem using a model (e.g., find the unknown length in a similar pair of figures)	Ratios and Proportional Relationships	6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical sproblems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. 6.RP.3.a. Make tables of equivalent ratios relating quantities with wholenumber measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
Geometry	5G1 Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides (e.g., squares, rectangles, rhombuses, parallelograms, and trapezoids; isosceles, equilateral, and right triangles).	Identify polygons based on their properties	*Define parallel *Define perpendicular	*Name a square *Name a right triangle *Identify parallel lines *Identify perpendicular sides *Match two congruent sides of a rectangle (e.g., long side to long side)	*Sort shapes by the number of sides *Sort shapes by the number of parallel sides *Classify shapes by types of interior angles	Geometry	5.G.4. Classify two-dimensional figures in a hierarchy based on properties.

Geometry	5G2 Identify, describe, and compare special types of three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.	Compare three-dimensional shapes based on their properties	*Identify 2 and 3 dimensional shapes *Distinguish between 2 and 3 dimensional shapes	*Match 2 and 3 dimensional shapes (e.g., square to a cube) *Identify face *Identify edge *Count edges *Count faces	*Sort 3 dimensional objects by the number of edges *Match 3 dimensional shapes by number of faces *Complete a Venn Diagram comparing 3 dimensional shapes	Geometry	2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 6.G.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Geometry	5G3 Identify relationships among points, lines, and planes (e.g., intersecting, parallel, perpendicular).	Identify relationships among points, lines, and planes	*Distinguish a line from a point *Recognize a plane *Identify a point *Identify a line	*Compare parallel and intersecting lines *Define perpendicular planes	*Locate points to create a line *Draw lines to create a plane *Show parallel lines *Construct intersecting lines *Use perpendicular lines to explain points, lines, and planes	Geometry	4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Geometry	5G6 Predict, describe, and perform transformations on two-dimensional shapes (e.g., translations, rotations, and reflections).	Perform transformation on two-dimensional shapes	*Identify two dimensional shapes *Name a transformation for a two dimensional shape	*Tell the difference between the transformations by using the definition of each to match the two dimensional shape *Choose a reflection, translation or a rotation to describe a transformation on a 2 dimensional shape	*Rotate a square *Translate a triangle *Perform a reflection on a quadrilateral *Match a two-dimensional shape to its reflection	Geometry	none

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 5

Learning Standards as written		Essential and Prioritized Skill
Number Sense and Operations	5NSO-N1 Estimate, round, and manipulate very large (e.g., billions) and very small (e.g., thousandths) numbers; demonstrate an understanding of place value to billions and thousandths.	♦ Apply knowledge of number concepts to very large or very small numbers (including decimals) to estimate, round and manipulate numbers

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Number Sense ♦ Locate numbers on a number line ♦ Match a numeral to its number word ♦ Identify which set has more or less	♦ Write, read, and name decimals to tenths (.1, .2, .3) ♦ Write, read, and name 100s and 1000s ♦ Use place value graphic organizer to write numbers (e.g., 10 is zero ones and 1 ten) ♦ Use manipulatives to represent numbers	♦ Compare numbers using symbols (>, <, =) including decimals, small and large numbers ♦ Create a number line using integers(+, -,) ♦ Estimate and round money to the nearest dollar ♦ Determine if a number is closer to zero or 10

•

CONTENT Mathematics
STRAND Number Sense & Operations

Grade 5

Learning Standards as written		Essential and Prioritized Skill
Number Sense and Operations	5NSO-N3 Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.	Use a number line to demonstrate understanding of integers, decimals, mixed numbers, or fractions.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Recognize numbers get larger or smaller on the number line ♦ Find numbers on a number line ♦ From a set of three possible choices, identify a number line	♦ Compare numbers (e.g., using manipulatives) on a number line ♦ Determine what numbers come before or after a given set of numbers	♦ Place positive numbers, fractions and decimals on the number line in the correct position ♦ Place mixed numbers on a number line ♦ Construct a number line, placing fractions in the correct position

Number Sense

General Education Example

Example: Arrange in order 9/4, 35%, 0.3, -3, 2 1/2 on a number line.

CONTENT Mathematics
STRAND Number Sense & Operations

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	5NSO-E23	Estimate sums and differences of whole numbers, positive fractions, and positive decimals. Estimate products of whole numbers and products of positive decimals with whole numbers. Use a variety of strategies and judge reasonableness of answers.	♦ Use estimation to solve problems involving addition, subtraction, or multiplication.

Possible Entry Points

	Less Complex		More Complex
	The student will:	**The student will:**	**The student will:**
Estimation	♦ Name numbers in an equation. ♦ Determine if a number is closer to 5 or 10 ♦ Identify when to add or subtract ♦ From a set of three numbers, identify the fraction	♦ Round a number up to the closest 10 ♦ Solve addition problems	♦ Round numbers in an equation to the closest group of 10 (10, 20, 30) and then solve ♦ Use estimation to solve problems (addition, subtraction or multiplication) ♦ Use estimation to add, subtract, or multiply

General Education Example

Example: A box of 6 ice cream bars weighs 10.65 oz. Approximately what is the net weight of 49 boxes?

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	5NSO-C13	Add and subtract fractions (including mixed numbers) with like and unlike denominators (of 2, 3, 4, 5 and 10), and express answers in the simplest form.	♦ Solve addition and subtraction problems involving fractions and express them in simplest form

	Less Complex	**Possible Entry Points**	More Complex
	The student will:	**The student will:**	**The student will:**
Computation	♦ Create a number line to order fractions. ♦ Identify fractions ♦ Identify like or unlike denominators (e.g., match like denominators)	♦ Simplify fractions ♦ Identify fractions and equivalent mixed numbers ♦ Identify a mixed number ♦ Identify an improper fraction (e.g., Identify when the numerator (top number) is larger than the denominator)	♦ Add and subtract fractions and simplify if necessary ♦ Add fractions and simplify (e.g., using manipulatives) ♦ Subtract fractions and simplify (e.g., using manipulatives)

General Education Example

Example: $3\ 4/5 - 2\ 2/3 = ?$

Example: Draw a square and then slide it 3 inches horizontally across your page. Draw the new square in a different color.

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	5NSO-F8	Explain different interpretations of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, as division of whole numbers by whole numbers, and as locations on the number line.	♦ Understand different interpretations of fractions

	Less Complex	**Possible Entry Points**	More Complex
	The student will:	**The student will:**	**The student will:**
Fractions	♦ Identify fractional parts ♦ Identify numerator and denominator in a fraction	♦ Write a fraction ♦ Represent a part of a whole with manipulatives	♦ Represent fractions as a ratio of a whole, parts of a collection, or as division of a whole number by a whole number ♦ Represent fractions as a ratio of whole numbers using a model ♦ Place fractions on a number line ♦ Model fractions as part of a whole. ♦ Model fractions as part of a collection

General Education Example

Example: First, 2/3 means "2 divided by 3" and is located between 0 and 1 on the number line. A car moving at a constant speed travels 130 miles in 2 hours. Write the ratio of distance to time and use it to find how far the car will travel in 5 hours.

CONTENT: Mathematics

STRAND: Patterns, Relations, & Algebra

- **Grade 5**

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	• 5PRA1	Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions (e.g., ABBCCC …; 1, 5, 9, 13, …; 3, 9, 27, …).	♦ Analyze patterns to determine their rules

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify a pattern (e.g., in the classroom environment) ♦ Label shapes as same or different ♦ Identify a non-pattern	♦ Describe two different types of patterns (abab/abbabb) ♦ Using manipulatives, make a pattern.	♦ Extend a mathematical pattern ♦ Match a pattern (e.g.abbabb) to an example ♦ Describe the rules that govern a specific pattern

General Education Example

Example: Triangles and trapezoids were used to make a pattern.

Level 1:

Level 2:

Level 3:

1. If the pattern above continues, how many black triangles are needed to build level 10?

2. If the pattern above continues, how many white trapezoids are needed to build level 10? Explain how you know you are correct.

CONTENT: Mathematics
STRAND: Patterns, Relations, & Algebra

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	5PRA3	Use the properties of equality to solve problems with whole numbers.	♦ Use properties of equality to solve problems

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ List the symbols which can be used to illustrate equality and inequality (>,<, =, and ≠) ♦ Use manipulatives to demonstrate one-to-one correspondence of numbers in an equation	♦ Define equality by using symbols (>,<, =, and ≠) and manipulatives ♦ Use equal and unequal symbols with manipulatives to show problems as equal or unequal	♦ Use properties of equality to solve an equation ♦ Determine which equations are equal

General Education Example

Example: If ☐ + 7 = 13, then ☐ = 13 – 7, therefore ☐ = 6; if 3 x ☐ = 15, then 1/3 x 3 x ☐ = 1/3 x 15, therefore ☐ = 5.

CONTENT: Mathematics
STRAND: Patterns, Relations, & Algebra

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	5PRA5	Interpret and evaluate mathematical expressions that use parentheses; use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	♦ Apply order of operations to solve a problem

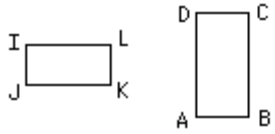
Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Describe an equation using manipulatives ♦ Complete a simple addition problem ♦ Solve a simple subtraction problem	♦ Explain the order of operations using manipulatives ♦ Compare order of operations to parts of an equation	♦ Apply order of operations to solve a problem ♦ Use task analysis to solve a problem using order of operations

General Education Example

Example: Find the values of 10 – (7 – 3) and of (10 – 7) – 3. Write in symbols: add 19 and 34 and double the result.

CONTENT: Mathematics
STRAND: Patterns, Relations, & Algebra

Grade 5		
Learning Standards as written Patterns, Relations, & Algebra 5PRA6	Solve problems involving proportional relationships using concrete models, tables, graphs, and paper-pencil methods.	Essential and Prioritized Skill ♦ Use various methods to solve proportional problems

Less Complex	Possible Entry Points	More Complex
The student will: ♦ List numbers in a proportional problem (e.g., ○□□ circles to squares) ♦ Recognize proportional tables, models or graphs	**The student will:** ♦ Distinguish proportional problems using a table, model or graph ♦ Match proportional problems to their graphic representations (e.g., 3 men to 4 women – 3:4, ¾, or 3 to 4)	**The student will:** ♦ Solve a proportional problem using a table ♦ Solve a proportional problem using a model (e.g., find the unknown length in a similar pair of figures)  length of sides: JK = 18 ft DA = 54 ft IJ = 12 ft BC = 54 ft LI = 18 ft CD = _____ KL = 12 ft AB = 36 ft ♦ Solve a proportional problem using a graph

General Education Example

Example: An official U.S. flag uses 19 to 10 as a ratio of length to width. Create a table to illustrate five flag sizes that could be used.

CONTENT: Mathematics
STRAND: Geometry

Grade 5

Learning Standards as written		Essential and Prioritized Skill
Geometry 5G1	Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides (e.g., squares, rectangles, rhombuses, parallelograms, and trapezoids; isosceles, equilateral, and right triangles).	♦ Identify polygons based on their properties

Less Complex	**Possible Entry Points**	More Complex
• **The student will:**	• **The student will:**	• **The student will:**
♦ Define parallel	♦ Name a square	♦ Sort shapes by the number of sides
♦ Define perpendicular	♦ Name a right triangle	♦ Sort shapes by the number of parallel sides
	♦ Identify parallel lines	♦ Classify shapes by types of interior angles
	♦ Identify perpendicular sides	
	♦ Match two congruent sides of a rectangle (e.g., long side to long side)	

CONTENT: Mathematics
STRAND: Geometry

Grade 5

Learning Standards as written		Essential and Prioritized Skill
Geometry 5G2	Identify, describe, and compare special types of three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.	♦ Compare three-dimensional shapes based on their properties

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify 2 and 3 dimensional shapes ♦ Distinguish between 2 and 3 dimensional shapes	♦ Match 2 and 3 dimensional shapes (e.g., square to a cube) ♦ Identify face ♦ Identify edge ♦ Count edges ♦ Count faces	♦ Sort 3 dimensional objects by the number of edges ♦ Match 3 dimensional shapes by number of faces ♦ Complete a Venn Diagram comparing 3 dimensional shapes

CONTENT: Mathematics
STRAND: Geometry

Grade 5

Learning Standards as written		Essential and Prioritized Skill
Geometry 5G3	Identify relationships among points, lines, and planes (e.g., intersecting, parallel, perpendicular).	♦ Identify relationships among points, lines, and planes

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Distinguish a line from a point ♦ Recognize a plane ♦ Identify a point ♦ Identify a line	♦ Compare parallel and intersecting lines ♦ Define perpendicular planes .	♦ Locate points to create a line ♦ Draw lines to create a plane ♦ Show parallel lines ♦ Construct intersecting lines ♦ Use perpendicular lines to explain points, lines, and planes

CONTENT: **Mathematics**
STRAND: Geometry

Grade 5		
Learning Standards as written Geometry 5G6	Predict, describe, and perform transformations on two-dimensional shapes (e.g., translations, rotations, and reflections).	Essential and Prioritized Skill ♦ Perform transformation on two-dimensional shapes
Less Complex	**Possible Entry Points**	More Complex
The student will: ♦ Identify two dimensional shapes ♦ Name a transformation for a two dimensional shape	**The student will:** ♦ Tell the difference between the transformations by using the definition of each to match the two dimensional shape ♦ Choose a reflection, translation or a rotation to describe a transformation on a 2 dimensional shape	**The student will:** ♦ Rotate a square ♦ Translate a triangle ♦ Perform a reflection on a quadrilateral ♦ Match a two-dimensional shape to its reflection

Entry Points – Grade 5

Science

CONTENT Science

STRAND Science and Technology

Grade 5				
Learning Standards as written			Essential and Prioritized Skill	
Science and Technology	5.1.1	Evaluate the validity of claims based on the amount and quality of the evidence cited.	♦ Judge the validity of claims based on the amount and quality of the evidence from an investigation	
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
Science and Tech.	♦ Name and sequence the steps of an investigation ♦ Based on an investigation sort valid and invalid claims	♦ Define validity, evidence, and quality as scientific terms ♦ Use data presented in an investigation to support scientific outcomes ♦ Use charts, tables, or graphic organizers to show data from a scientific investigation	♦ Evaluate the design of an experiment based on amount and quality of evidence ♦ Analyze the data presented in the investigation to determine whether claims are valid	

CONTENT Science

STRAND Science and Technology

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Science and Technology	5.2.1	Recognize and describe how results of similar scientific investigations may turn out differently because of inconsistencies in methods, materials, and observations, or because of limitations of the precision of the instruments used.	♦ Analyze how inconsistencies and limitations of investigations affect the results

Less Complex		**Possible Entry Points**	More Complex
	The student will:	**The student will:**	**The student will:**
Science and Technology	♦ List the different steps in the scientific method ♦ Define scientific investigation	♦ Sequence the scientific method for simple investigation ♦ Define the meaning of consistencies and inconsistencies and limitations ♦ Record the step by step instructions when performing new investigation including outcomes and predictions	♦ Use the scientific method to complete a simple investigation and explain limitations ♦ Explain how to avoid inconsistencies or limitations in a simple investigation

CONTENT Science

STRAND Science and Technology

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Science and Technology	5.2.5	Identify the controlled variable and at least one independent variable in a scientific investigation, when appropriate.	♦ Identify controlled and independent variables in an experiment

Less Complex		Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Science and Technology	♦ Identify things that can control the outcome of an investigation ♦ Identify things that can change the outcome of an investigation	♦ Define scientific variable ♦ Recognize if a scientific investigation is using a controlled variable or an independent variable (e.g., a plant with sunlight verses a plant without sunlight) ♦ Define independent and controlled variables	♦ Locate controlled variables and independent variables in a scientific investigation ♦ Locate examples of independent and controlled variables

CONTENT Science

STRAND Earth and Space Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Earth Science	5.5.1	Describe the Earth as part of a system called the solar system, which includes the sun (a star), planets, comets, asteroids, and many moons.	♦ Explain what a solar system is and how the earth fits into it (the Earth as part of a system called the Solar System)

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
Earth and Space Science ♦ Identify the sun (a star), planets, comets, asteroids, or moons (e.g., use flash- card, manipulatives) ♦ Name and describe the largest body in the solar system ♦ Represent in diagram the solar system	♦ Sequence the Earth and planets in ordinal pattern in the solar system ♦ List the distance of the planets from the earth. ♦ Compare the features of the Earth to the features of other planets ♦ Distinguish among the sun (a star), planets, comets, asteroids, or moons (e.g., use flashcards, manipulatives)	♦ Describe the order of the planets according to their distance from the sun (e.g., using different size ball or NASA pictures) ♦ Describe the properties of a planet (e.g., explain why Pluto is not a planet) ♦ Describe the properties of a solar system (e.g., explain why Pluto is a part of the solar system)

CONTENT Science

STRAND Earth and Space Science

Grade 5				
Learning Standards as written			Essential and Prioritized Skill	
Earth Science	5.5.3	Demonstrate how the Earth orbits the sun in a year's time and Earth rotates on its axis about once every 24 hours.	♦ Demonstrate how the Earth orbits and rotates	
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
Earth and Space Science	♦ Identify the moon, sun, and the Earth ♦ Describe day and night (e.g., using pictures and other materials) ♦ List the seasons	♦ Distinguish day from night ♦ Differentiate the seasons ♦ Represent in a diagram day and night (e.g., pictures, drawings) ♦ Represent in diagrams the seasons ♦ Compare the Earth and the sun or the Earth and the moon ♦ Using a picture/model, construct a model illustrating how the Earth orbits and rotates	♦ Construct a model from memory illustrating how the Earth orbits and rotates ♦ Explain how the Earth's rotation affects the time or seasons ♦ Cite evidence that the Earth's rotation affects the time or season ♦ Design how the Earth's rotation causes day and night ♦ Design how the sun's rays strike the Earth to cause seasons	

CONTENT Science

STRAND Life Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Life Science	5.12.2	Identify organisms that are not native to the Washington, DC, area and how they undergo changes to increase their chance of survival in the area.	♦ Identify non-native organisms and explain how they adapt to Washington, DC

Less Complex		**Possible Entry Points**	More Complex
	The student will:	**The student will:**	**The student will:**
Life Science	♦ Define/illustrate "adaptation" ♦ Classify organisms as native or non-native to Washington, DC	♦ Identify different samples of organisms not native to Washington, DC (e.g., snake fish) ♦ Identify ways that organisms not native to Washington, DC affect our environment ♦ Complete sentences or picture graphics telling how non-native organisms maintained their chance of survival in the Washington, DC area	♦ Describe how organisms not native to Washington, DC change ♦ Classify types of organisms which are likely to survive in a particular environment ♦ Match non-native organisms to the way they changed to survive in Washington, DC ♦ Use a Venn Diagram to compare native and non-native organisms

General Education Examples: Student compares and contrasts at least three native and three **non-native** plants. The diagram shows at least five similarities and differences (e.g., size, shape, competition or cooperation with other species, possibilities for extinction, water and nutrition sources, human uses, etc.)

Student creates a one minute informational TV advertisement about **non-native** plants and their effect on the native environment. The ad must address at least three ways that the **non-native** plants effect the native environment

CONTENT Science

STRAND Life Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Life Science	5.12.4	Explain that organisms fit enough to survive in a particular environment will typically produce offspring fit enough to survive and reproduce in that particular environment. Over time, these inherited characteristics are carried as the predominant forms (e.g., adaptations such as shape of beak, length of neck, shape of teeth).	♦ Explain survival and inherited characteristics

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
Life Science ♦ Define organisms ♦ Identify characteristics of living things ♦ Group organisms into categories using their characteristics (e.g., living things, plants and animals)	♦ Match an organism's survival characteristic to its environment (e.g., giraffe's long neck— Sahara where leaves are only high up) ♦ Identify characteristics that can be inherited (e.g., eye color, height, shape of beak, etc.) ♦ Match an organism to its habitat	♦ Describe the survival needs of different organisms based on their environments ♦ Compare and contrast the differing ways an organism interacts with its surroundings (e.g., how a frog and a butterfly get food, protect themselves, etc.) ♦ Explain how different organisms use their unique adaptations to meet their needs

CONTENT Science

STRAND Life Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Life Science	5.12.5	Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful, and how changes in the environment (drought, cold) have caused some plants and animals to die, migrate, or become extinct.	♦ Explain effects of habitat change

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Life Science ♦ De scribe habitat ♦ Define environment ♦ Identify different environments	♦ Explain how animals and plants use resources in their environments ♦ List examples of how habitat can be affected by the weather ♦ Describe major dry-land environments (e.g., plants and animals that live in the desert, rainforest, arctic, etc.)	♦ Match a habitat change with an outcome (or likely outcome) for particular plants and animals (e.g., using objects, pictures, or symbols) ♦ Describe the effects of flood, disease and erosion on organisms and habitat

CONTENT Science

STRAND Life Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Life Science	5.12.9	Examine the information that fossils provide us about living things that inhabited the Earth in the distant past, and describe how they can be compared both with one another and with living organisms according to their similarities and differences.	♦ Understand what fossils tell us about the past in general and about living organisms

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
Life Science ♦ Define a fossil ♦ Describe how a fossil is formed ♦ Identify a fossil ♦ Label different types of fossils (e.g., cast, molds, trace, and imprints)	♦ List similarities between fossils and living organisms ♦ Use fossils to describe animals that lived in the distant past ♦ Match fossils (scientific pictures) with a specific geology (e.g., a nautilus is found in the ocean)	♦ Compare and contrast today's living things with fossils (e.g., use a graphic organizer to compare and contrast) ♦ Summarize the differences and similarities of fossils and living organisms ♦ Illustrate how geology has changed over time based on the fossil record (e.g., oceans where now there are mountains, etc.)