Essential Elements for 5th grade 1st quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.1	Determine critical elements of text		
		EE.RL.5.1	Identify words in the text to answer a question about explicit information.	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Can identify the major events of a familiar story
			Proximal Precursor:	Can identify the key elements in a story, including the main characters, setting, and the major events
			Target:	Can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising of information
			Successor:	Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.1	Determine critical elements of text		
		EE.RI.5.1	Identify words in the text to answer a question about explicit information.	
			Initial Precursor:	Can demonstrate an understanding that he or she can communicate their preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions about their preferences
			Distal Precursor:	Can understand a familiar text read aloud or through oral or other media by answering questions posed by others
			Proximal Precursor:	Can answer questions posed by others regarding the concrete details of an informational text
			Target:	Can identify words or details to answer a question about explicit information presented in the text
			Successor:	Can find specific details in an informational text to answer questions asking about information explicitly stated in the text
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.1	Determine critical elements of text		
		EE.RI.5.5	Determine if a text tells about events, gives directions, or provides information on a topic.	
			Initial Precursor:	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it
			Distal Precursor:	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text

			Proximal Precursor:	Can identify a detail in an informational text from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information)
			Target:	Can determine if an informational text is providing information about events, giving directions, or providing information on a topic
			Successor:	Can understand how the title indicates information about or fits the structure of an informational text
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.1	Determine critical elements of text		
		EE.RI.5.7	Locate information in print or digital sources.	
			Initial Precursor:	Comprehends that all objects have some function or action typically associated with it (object action)
			Distal Precursor:	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text
			Proximal Precursor:	Can identify a detail in an informational text from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information)
			Target:	Can locate information within an informational text by using the text features including bold, italics, and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents, and glossaries
			Successor:	Can locate information in a text by using the specific text features, which can include bold print, captions, and subheadings
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RL.5.2	Identify the central idea or theme of a story, drama or poem.	
			Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
			Distal Precursor:	Can identify the behavior and actions of specific characters in a familiar story
			Proximal Precursor:	Can identify and recall how characters' actions affect the consequences that occur in the story afterwards
			Target:	Can identify the theme of a story, which includes a short, concise sentence about the overall meaning of the narrative
			Successor:	Can determine the details that providefor the foundation of the theme in a narrative

Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RL.5.4	Determine the intended meaning of multi-meaning words in a text.	
			Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
			Distal Precursor:	Can provide real-life examples of words connected to a use (describe people who are friendly)
			Proximal Precursor:	Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet")
			Target:	Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words
			Successor:	Can demonstrate an understanding of theuse of a multiple meaning word

Math

Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.			
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)		
		5.NF.1	Identify models of halves (1/2, 2/2) and fourths (1/4, 2/4, 3/4, 4/4)	
			Initial Precursor:	Recognize some Recognize separateness
			Distal Precursor:	Partition sets into equal subsets Partition any shape into equal parts
			Proximal Precursor:	Recognize one fourth in a set model Recognize one half in a set modelRecognize one half on and area model Recognize one fourth on an area model
			Target:	Recognize fourths in a set model Recognize halves in a set model Recognize halves on an area model Recognize fourths on an area model
			Successor:	Recognize proper fractions with a set model Recognize proper fractions with an area model
Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.			
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)		
		5.NF.2	Identify models of thirds (1/3, 2/3, 3/3) and tenths (1/10, 2/10, 3/10, 4/10, 5/10, 6/10, 7/10, 8/10, 9/10, 10/10).	
			Initial Precursor:	Recognize some Recognize separateness
			Distal Precursor:	Partition any shape into equal parts
			Proximal Precursor:	Recognize one third on an area model Recognize one tenth on an area model

			Target:	Recognize thirds on an area model Recognize tenths on an area model
			Successor:	Recognize proper fractions with an area model
Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.			
Conceptual Area	M.C1.2	Compare, compose, and decompose numbers and sets		
		5.NBT.1	Compare numbers up to 99 using base ten models.	
			Initial Precursor:	Recognize separateness Recognize set
			Distal Precursor:	Count all objects in a set or subset Recognize same number of Recognize different number of Recognize more number of Recognize fewer number of
			Proximal Precursor:	Compare 2 quantities up to 10 using models
			Target:	Compare 2 quantities up to 100 using models
			Successor:	Compare 2 numerals up to 100 using symbols (=, <, >) Order more than 2 two-digit numerals or quantities from greatest to least Order more than 2 two-digit numerals or quantities from least to greatest
Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.			
Conceptual Area	M.C1.2	Compare, compose, and decompose numbers and sets		
		5.NBT.3	Compare whole numbers up to 100 using symbols (<, >, =).	
			Initial Precursor:	Recognize separateness Recognize set
			Distal Precursor:	Compare 2 quantities up to 10 using models
			Proximal Precursor:	Compare 2 numerals up to 10 using symbols (=, <,>)
			Target:	Compare 2 numerals up to 100 using symbols (=,<,>)
			Successor:	Compare 2 numerals up to 1000 using symbols (==, <, >) Order more than 2 two-digit numerals or quantities from greatest to least Order more than 2 two-digit numerals or quantities from least to greatest

Science

Major Claim	Matter and ItsInteractions			
Conceptual Area	PS1.A	Structure and Properties of Matter		
		EE.5-PS1-2	Measure and compare weights of substances before and after heating, cooling, or mixing substancesto showthat weight of matter is conserved.	
			Initial Precursor:	Recognize the change in state from liquid to solid or from solid to liquid of the same material

			Proximal Precursor:	Compare the weight of an object before and after it changes from a liquid to a solid and from a solid to a liquid
			Target:	Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved
Major Claim	Matter and ItsInteractions			
Conceptual Area	PS1.A	Structure and Properties of Matter		
		EE.5-PS1-3	Make observations and measurements to identify materials based on their properties (e.g., weight, shape,texture, buoyancy, color, or magnetism).	
			Initial Precursor:	Match materials with similar physical properties
			Proximal Precursor:	Classify materials by physical properties. (e.g., weight, shape, texture, buoyancy, color, or magnetism)
			Target:	Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture,buoyancy, color, or magnetism)

Physical Education

T: Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power)
T: Participate in health-related fitness assessments and interpret the results (e.g., Fitness gram, President's Challenge)
T: Analyze food choices and the relationship between physical activity and food intake
T: Explain the relationship between stress and physical activity (e.g., deep breathing calms nervous feelings)
T: Explain effects of aerobic and anaerobic activity (e.g., aerobic – heavy breathing, anaerobic – muscle fatigue)
T: Identify the major function of these four body systems (circulatory – blood flow; respiratory – oxygen; muscular – strength and motor performance; skeletal – body support)

Essential Elements for 5th grade 2nd quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RL.5.6	Determine the point of view of the narrator.	
			Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
			Distal Precursor:	Student can identify the explicitly-stated actions of characters in a story
			Proximal Precursor:	Can determine who the narrator is in a story he or she is reading
			Target:	Can determine what the point of view for the narrator of a story is
			Successor:	Can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as "I ruminated on the missed opportunity at catching the thief on that fateful night at
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RI.5.2	Identify the main idea of a text when it is not explicitly stated.	
			Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
			Distal Precursor:	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text
			Proximal Precursor:	Can identify the concrete details mentioned in beginner level informational texts
			Target:	Can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic
			Successor:	Can determine which details contained within a paragraph of an informational text provide animportant contribution to the paragraph's main idea
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RI.5.4	Determine the meanings ofdomain-specific words and phrases	
			Initial Precursor:	Can recognize when he or sheencounters familiar people, objects, places, and events
			Distal Precursor:	Can provide real-life examples of words connected to a use (describe people who are friendly)
			Proximal Precursor:	Can identify simple semantic definitions for unambiguous words in a text
			Target:	Can represent the meaning of domain specific words and phrases in text
			Successor:	Can ascertain how the meaning of an informational text is altered by the specific word choices the author makes

Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RI.5.8	Identify the relationship between a specific point and supporting reasons in an informational text.	
			Initial Precursor:	Identify or name objects that are identical as same. Identify sameness within familiar contexts
			Distal Precursor:	Can identify the relationship between multiple concrete facts or details in a literature or informational text
			Proximal Precursor:	Can find two points made by an author of an informational text that relate to each other
			Target:	Can find out how specific points made by an author in an informational text relate to the reasons supporting it
			Successor:	Can identify the examples reflecting the points, reasoning, and details (key individuals, events, and ideas) used by the author in an informational text
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.L.5.4.a	Use sentence level context to determine which word is missing from a content area text	
			Initial Precursor:	Can demonstrate a receptive understanding of the object words that accompany familiar games or routines
			Distal Precursor:	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different
			Proximal Precursor:	Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence
			Target:	Can identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence's meaning as clues
			Successor:	Can identify what word is missing within a text by using the surrounding words and sentences and their meaning as clues to the meaning of the missing word

Math

Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.			
Conceptual Area	M.C1.2	Compare, compose, and decompose numbers and sets		
		5.NBT.4	Round two-digit whole numbers to the nearest 10 from 0—90.	
			Initial Precursor:	Use perceptual subitizing
			Distal Precursor:	Recognize ten and something Recognize multiple tens and something Decompose numbers based on tens Explain ten as a composition of ten ones Recognize a unit

			Proximal Precursor:	Explain place value for ones and tens Explain the relationship between rounding and place value
			Target:	Round whole numbers 0-100 to the nearest ten
			Successor:	Round whole numbers to the nearest hundred
Major Claim	Students demonstrateincreasingly complex spatialreasoning and understanding ofgeometric principles.			
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations		
		5.NBT.5	Multiply whole numbers up to 5x5.	
			Initial Precursor:	Recognize separateness Recognize set Recognize subset
			Distal Precursor:	Explain repeated addition Represent repeated addition with an equation Solve repeated addition problems
			Proximal Precursor:	Demonstrate the concept of multiplication
			Target:	Multiply by 1 Multiply by 2 Multiply by 3 Multiply by 4 Multiply by 5
			Successor:	Apply the relationship between multiplication and division
Major Claim	Students demonstrateincreasingly complex spatialreasoning and understanding ofgeometric principles.			
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations		
		5.NBT.6-7	Illustrate the concept ofdivision using fair and equal shares.	
			Initial Precursor:	Recognize separateness Recognize set Recognize subset
			Distal Precursor:	Model equal set Recognize equal Recognize same number of
			Proximal Precursor:	Partition sets
			Target:	Partition sets into equal subsets
			Successor:	Demonstrate the concept of division Explain repeated subtraction
Major Claim	Students demonstrateincreasingly complex spatialreasoning and understanding ofgeometric principles.			
Conceptual Area	M.C2.1	Understand and use geometric properties of two-and three-dimensional shapes		
		5.G.1-4	Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.	

Initial Precursor:	Recognize same Recognize different
Distal Precursor:	Classify same two-dimensional shapes with same size and same orientation Classify same two-dimensional shapes with different size and/or different orientation
Proximal Precursor:	Describe attributes of shapes
Target:	Analyze shapes to identify common attributes
Successor:	Explain attribute relationships between shapes

Science

Major Claim	Motion and Stability:Forces and Interactions			
Conceptual Area	PS2.B	Types of Interactions		
		EE.5-PS2-1	Demonstrate that the gravitational force exerted by Earth on objects is directed down.	
			Initial Precursor:	Recognize the directionan object will go when dropped
			Proximal Precursor:	Predict the direction an object will go when dropped
			Target:	Demonstrate that the gravitational force exerted by Earth on objects is directed down
Major Claim	Energy			
Conceptual Area	PS3.D	Energy in Chemical Processes and Everyday Life		
		EE.5-PS3-1	Create a model to describe that energy in animals' food was once energy from the Sun	
			Initial Precursor:	Identify simple models that show that plants need sunlight to grow
			Proximal Precursor:	Use models to describe that plants capture energy from sunlight
			Target:	Create a model to describe that energy in animals' food was once energy from the Sun

Physical Education

T: Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius)
T: Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)
T: Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each
T: Recognize signals of sudden onset emergencies (e.g., high/low blood sugar, breathing, seizures) and seek appropriate assistance.
T: Demonstrate sport-specific manipulative skills in games and modified sports activities.
T: Demonstrate tumbling routine.

Essential Elements for 5th grade 3rd quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.L.5.5.c	Demonstrate understanding of words that have similar meanings.	
			Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
			Distal Precursor:	Can determine some of the relevant words for describing people, places, things, orevents familiar to the student
			Proximal Precursor:	Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down)
			Target:	Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student)
			Successor:	Ceases to overgeneralize words and have proper extension of word meaning
Major Claim	Students can produce writing for a range of purposes and audiences			
Conceptual Area	ELA.C1.3	Integrate ideas and information from text		
		EE.RL.5.3	Compare two characters in a familiar story	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Can identify character(s) and setting in a familiar story
			Proximal Precursor:	Can use illustrations and/or details of a text to describe the events
			Target:	Can compare different characters in a familiar story
			Successor:	Can contrast different characters in a familiar story using specific key details
Major Claim	Students can produce writing for a range of purposes and audiences			
Conceptual Area	ELA.C1.3	Integrate ideas and information from text		
		EE.RL.5.5	Identify story element that undergoes change from beginning to end.	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text
			Proximal Precursor:	The student can identify characteristic elements of stories in a text, including main character, setting, initiating and resolution events
			Target:	The student will identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting)

			Successor:	Student can use information about structure to make determinations about the text
Major Claim	Students can produce writing for a range of purposes and audiences			
Conceptual Area	ELA.C1.3	Integrate ideas and information from text		
		EE.RL.5.9	Compare stories, myths, or texts with similar topics or themes.	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Can understand adjectives in others' speech
			Proximal Precursor:	Can identify and recall how characters' actions affect the consequences that occur in the story afterwards
			Target:	Can determine how two narratives on similar topics or specific themes are similar to one another on their coverage of the topics
			Successor:	Can find the similarities and differences between two narratives with a similar theme or topic
Major Claim	Students can produce writing for a range of purposes and audiences			
Conceptual Area	ELA.C1.3	Integrate ideas and information from text		
		EE.RI.5.3	Compare two individuals, events or ideas in a text	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Can understand adjectives in others' speech
			Proximal Precursor:	Can identify the concrete details mentioned in beginner level informational texts
			Target:	Can find the similarities between the key details, such as the individuals, events, or ideas, located within an informational text
			Successor:	Can find the similarities and differences between the key details located within an informational text

Math

Major Claim	Students demonstrateincreasingly complex spatialreasoning and understanding ofgeometric principles.			
Conceptual Area	M.C2.1	Understand and use geometric properties of two-and three-dimensional shapes		
		5.MD.3	Identify common three-dimensional shapes.	
			Initial Precursor:	Notice what is new
			Distal Precursor:	Recognize same Recognize different

			Proximal Precursor:	Match the same three-dimensionalshapes with same size and different orientation Match the same three-dimensional shapes with different size and different orientation Match the same three-dimensional shapes with same size and same orientation Match the same three-dimensional shapes with different size and same orientation
			Target:	Recognize spheres Recognize cones Recognize cubes Recognize cylinders
			Successor:	Use geometric shapes to describe objects Describe attributes of shapes
Major Claim	Students demonstrateincreasingly complex spatialreasoning and understanding ofgeometric principles.			
Conceptual Area	M.C2.2	Solve problems involving area, perimeter, and volume		
		5.MD.4-5	Determine the volume of a rectangular prism by counting units of measure (unit cubes)	
			Initial Precursor:	Recognize separateness Recognize enclosure
			Distal Precursor:	Explain volume Explain a unit cube
			Proximal Precursor:	Explain volume as a composition of cube units Calculate volume by counting unit cubes
			Target:	Calculate volume of a right rectangular prism by packing unit cubes
			Successor:	Solve word problems involving volume of rectangularprisms
Major Claim	Students demonstrate increasingly complex understanding of measurement,data, and analytic procedures			
Conceptual Area	M.C3.1	Understand and use measurement principles and units of measure		
		5.MD.1.a	Tell time using an analog or digital clock to the half or quarter hour.	
			Initial Precursor:	Attend Recognize different
			Distal Precursor:	Recognize measurable attributes
			Proximal Precursor:	Recognize the hour hand Knows hours on a clock Recognize the hour on a digital clockRecognize the minute hand Recognize the minute on a digital clock
			Target:	Tell time to the quarter hour Tell time to the half hour
			Successor:	Represent time

Major Claim	Students demonstrateincreasingly complexunderstanding of measurement,data, and analytic procedures			
Conceptual Area	M.C3.1	Understand and use measurement principles and units of measure		
		5.MD.1.b	Use standard units to measure weight and length of objects.	
			Initial Precursor:	Recognize attribute values
			Distal Precursor:	Recognize measurable attributes
			Proximal Precursor:	Make direct comparison of 2 lengths Order more than 2 lengths by direct comparison Order more than 2 masses by direct comparison Make direct comparison of 2 masses
			Target:	Use an appropriate tool for measuring length using inches Use an appropriate tool for measuring length using feet Use an appropriate tool for measuring massin pounds Use an appropriate tool for measuring massin ounces
			Successor:	Estimate length using inches Estimate length using feet Estimate mass in pounds Estimate mass in ounces

Science

Major Claim	From Molecules to Organisms: Structure andProcesses			
Conceptual Area	LS1.C	Organization for Matter and Energy Flow in Organisms		
		EE.5-LS1-1	Provide evidence that plants need air and water to grow	
			Initial Precursor:	Distinguish things that grow from things that don't grow
			Proximal Precursor:	Provide evidence that plants grow
			Target:	Provide evidence that plants need air and water to grow
Major Claim	Ecosystems: Interactions, Energy, andDynamics			
Conceptual Area	LS2.A	Interdependent Relationships in Ecosystems		
		EE.5-LS2-1	Create a model to shows the movement of matter (e.g., plant growth, eating, composting) through livingthings	
			Initial Precursor:	Identify common human foods
			Proximal Precursor:	Identify a model that shows the movement of matter from plants to animals (e.g. food chain/food web)
			Target:	Create a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things

Physical Education

T: Analyze and correct errors in movement patterns and skills that require balance, basic tumbling, and range of motion
T: Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)
T: Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances)
T: Apply fundamental and specialized skills in game situations with increased proficiency
T: Critique techniques and provide feedback (e.g., throwing – throwing arm, side away from target, rotate hips) to teacher or partner
T: Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games

Essential Elements for 5th grade 4th quarter

Language Arts

Major claim	Students can produce writing for a range of purposes and audiences			
Conceptual Area	ELA.C1.3	Integrate ideas and information from text		
		EE.RI.5.9	Compare and contrast details gained from two texts on the same topic.	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
			Proximal Precursor:	Can compare informational texts on the same topic based on the specific details used to discuss the topic
			Target:	Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic
			Successor:	After reading two texts on the same topic, can compare and contrast the main points of each
Major Claim	Students can produce writing for a range of purposes and audiences			
Conceptual Area	ELA.C2.1	Use writing to communicate		
		EE.W.5.2.b	Provide facts, details, or other information related to the topic.	
			Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
			Distal Precursor:	Can determine some of the relevant words for describing people, places, things, orevents familiar to the student
			Proximal Precursor:	Can identify the specific details, such as the people, places, things, and events, that occur withina specific personal experience
			Target:	Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic
			Successor:	Student is able to put facts or details identified about a topic into writing
Major Claim	Students can produce writing for a range of purposes and audiences			
Conceptual Area	ELA.C2.1	Use writing to communicate		
		EE.W.5.2.a	Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.	
			Initial Precursor:	Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice
			Distal Precursor:	Can respond to wh-questions regarding choice of topic and other questions related to writing about the topic.

Proximal Precursor:	Can write about a specific topic using facts and details to describe the topic
Target:	Can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate
Successor:	Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic

Math

Major Claim	Students demonstrateincreasingly complexunderstanding of measurement,data, and analytic procedures			
Conceptual Area	M.C3.1	Understand and use measurement principles and units of measure		
		5.MD.1.c	Indicate relative value of collections of coins	
			Initial Precursor:	Recognize attribute values
			Distal Precursor:	Recognize money
			Proximal Precursor:	State the value ofapenny State the value of a nickel State the value ofadime State the value of a quarter Recognize penny Recognize nickel Recognize dime Recognize quarter
			Target:	State the value of a nickel related to a dime State the value of a nickel related to a quarter State the value of a penny related to a nickel State the value of a penny related to a dime State the value of a penny related to a quarter
			Successor:	Count with mixed coins
Major Claim	Students solve increasinglycomplex mathematical problems,making productive use of algebraand functions.			
Conceptual Area	M.C3.2	Represent and interpret data displays		
		5.MD.2	Represent and interpret data on a picture, line plot, or bar graph.	
			Initial Precursor:	Arrange objects in pairs Recognize attribute values
			Distal Precursor:	Classify Order objects
			Proximal Precursor:	Use bar graphs to read the data Use picture graphs to read the data Use line plots (dot plots) to read the data

			Target:	Represent data using bar graph Represent data using picture graph Represent data using line plot (dot plot) Use graphs to read between the data
			Successor:	Use graphs to read beyond the data
Major Claim	Students solve increasinglycomplex mathematical problems,making productive use of algebraand functions.			
Conceptual Area	M.C4.2	Understand patterns and functional thinking		
		5.OA.3	Identify and extend numerical patterns	
			Initial Precursor:	Order objects Classify Contrast objects
			Distal Precursor:	Recognize patterns
			Proximal Precursor:	Recognize repeating patterns Recognize the core unit in a repeated pattern Recognize the pattern rule in a growing pattern Recognize growing patterns Recognize symbolic patterns Recognize shrinking patterns Recognize the pattern rule in a shrinking pattern
			Target:	Extend a symbolic pattern by applying the rule
			Successor:	Predict an element in a symbolic pattern by applying the rule

Science

Major Claim	Earth's Place in theUniverse			
Conceptual Area	ESS1.B	Earth and the Solar System		
		EE.5-ESS1-2	Represent and interpret data on a picture, line, or bar graph to show seasonal patterns in the length of daylight hours.	
			Initial Precursor:	Order events in daily routine including sunrise and sunset
			Proximal Precursor:	Recognize patterns about length of daylight hours over time (e.g., week to week, month to month)
			Target:	Represent and interpret data on a picture, line, or bar graph to show seasonal patterns in the length of daylight hours
Major Claim	Earth's Systems			
Conceptual Area	ESS2.A	Earth Materials and Systems		
		EE.5-ESS2-1	Develop a model showing how water (hydrosphere) affects the living things (biosphere) found in a region.	

			Initial Precursor:	Anticipates routine (e.g., clothes to wear, activities to do) to follow when it is raining
			Proximal Precursor:	Recognize how water (hydrosphere) affects people in a region (e.g., floods, droughts, mudslide, tourism, and recreation)
			Target:	Develop a model showing how water (hydrosphere) affects the living things (biosphere) found in a region
Major Claim	Earth and Human Activity			
Conceptual Area	ESS3.C	Human Impacts on Earth Systems		
		EE.5-ESS3-1	Use information to describe how people can help protect the Earth's resources and how that affects the environment	
			Initial Precursor:	Identify one way to protect a resource of Earth (e.g., put paper in the recycling bin)
			Proximal Precursor:	Compare two methods people can use to help protect the Earth's resources
			Target:	Use information to describe how people can help protect the Earth's resources and how that affects the environment

Physical Education

T: Recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns
T: Communicate ideas and feelings through dance movement (e.g., sports dance, joy, anger)
T: Create simple rhythmic routines using fundamental movement skills in partner and small group situations.
T: Preform a traditional folk or square dance (e.g., Cotton Eyed Joe and Patty Cake Polka)
T: Identify the historical and cultural origin of various international folk dances (e.g., Teton Mountain Stomp – USA)