

# Grade 5

## Inquiry and Design Thinking

### 1.1 Connect

#### 1 Key Words from Background Information 5.1

1. Generates a list of key words for a research-based project with guidance 5.1
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### 1.1 Wonder

#### 2 Writing Questions that Lead to Inquiry 5.2

2. Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry 5.2

#### 3 Predicting Answers to Inquiry Questions 5.3

3. Forms tentative thesis about main ideas with guidance 5.3

#### 4 Using Predictions to Write a Tentative Thesis Statement 5.4

4. Forms tentative thesis about main ideas with guidance 5.4

#### 5 Using Predictions to Write an Hypothesis 5.5

5. For science topics, forms hypothesis (“if. . .then” statement) that can be “tested” through research or experiment/experience 5.5
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### 1.1 Investigate – Organization

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### 1.1 Investigate – Sources

#### 6 Evaluating Sources 5.6

6. Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher 5.6

#### 7 Selecting the Right Sourcesv 5.7

7. Selects and uses an appropriate print, video, or electronic source to answer questions 5.7

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## 1.1 Investigate – Evidence

- 8 Navigating a Website 5.8
  - 8. Uses navigation tools of pre-selected websites and databases to locate relevant information 5.8
- 9 Evaluating Information within a Source 5.9
  - 9. Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view 5.9
- 10 Effects of Different Perspectives on Issues/Topics 5.10
  - 10. Begins to analyze multiple points of view from multiple sources to determine similarities and differences 5.10

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## 1.1 Investigate – Making Sense of Information and Notetaking

- 11 Determining Important Ideas 5.11
  - 11. Uses a variety of strategies to determine important ideas (e.g., looking at ideas featured in introduction and conclusion, analyzing information highlighted in boxes or charts, paying attention to the topic of each paragraph, noting the amount of supporting details for the topic of each paragraph) 5.11
- 12 Notetaking to Answer Questions 5.12
  - 12. Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose 5.12
- 13 Reflective Notetaking 5.13
  - 13. Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose 5.13
- 14 Notetaking Grid 5.14
  - 14. Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose 5.14

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## 1.1 Construct

### 15 Mapping the Main Idea and Supporting Facts 5.15

- 15. With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer 5.15

### 16 Mind Mapping 5.16

- 16. With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer 5.16

### 17 Using Evidence to Support Opinions 5.17

- 17. Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up 5.17

### 18 Claim, Reasoning, and Evidence 5.18

- 18. Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up 5.18
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## 1.1 Express

### 19 Communicating Ideas to an Audience 5.19

- 19. Presents information clearly so that main points and supporting evidence are readily understood by audience 5.19

### 20 Using Feedback to Revise My Work 5.20

- 20. Modifies and revises own work based on feedback from teacher and peers 5.20

### 21 Bibliography Worksheet 5.21

- 21. Provides a bibliography of all sources used according to model provided by teacher 5.21
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## 1.1 Reflect

### 22 Self-Assessment 5.22

- 22. Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry 5.22

### 23 Strengths and Goals 5.23

- 23. Identifies own strengths and sets goals for improvement 5.23
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## 1.2 Design Thinking

### 24 Designing a Solution 5.24

- 24. Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis 5.24
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## Multiple Literacies

### 2.1 Response to Literature

#### 25 Impact of Author or Narrator Point of View 5.25

25. Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot 5.25
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### 2.1 Visual Literacy

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### 2.1 Media Literacy

#### 26 Evaluating the Effect of Media Elements 5.26

26. Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source 5.26
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### 2.2 Multiple Literacy Presentation

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## Social and Civic Responsibility

### 3.1 Learning from Diverse and Credible Points of View

#### 27 Challenging Own Assumptions with Multiple Viewpoints 5.27

27. Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives 5.27
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### 3.1 Civic Reasoning

#### Observation

Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others

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### 3.2 Collaboration

#### Class Discussion

Actively solicits and listens with an open mind to the opinions and ideas of others

#### Observation

Actively solicits and listens with an open mind to the opinions and ideas of others

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### 3.3 Intellectual Property Rights

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### 3.3 Safe and Ethical Use of Technology

#### 28 Positive Online Behavior 5.28

28. Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only 5.28
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## Personal Growth and Agency

### 4.1 Personal Exploration and Independent Reading and Learning

#### Book Checkout

Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge

#### Observation

Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge

#### Conversation

Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge

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### 4.1 Social and Emotional Growth

#### Book Checkout

Sets reading and learning goals and perseveres to achieve those goals [self-management]

#### Observation

Sets reading and learning goals and perseveres to achieve those goals [self-management]

#### 29 Social and Emotional Strengths 5.29

29. Reflects on own social and emotional strengths and challenges [self-awareness] 5.29
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### 4.2 Self-Identity and Confidence

#### Observation

Exhibits effective skills in sharing knowledge gained through personal and academic pursuits

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### 4.2 Commitment to Act