

Bixby Public Schools
Fifth Grade Social Studies PASS and Literacy Common Core EE 2011

PARCC 1st 9 Weeks		PARCC 2nd 9 Weeks	
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks	
Weeks 1-6	Weeks 7-9	Weeks 10-12	Weeks 13-18
Reading: Literature		Reading: Information	
Writing: Opinions		Writing: Inform/Explain	
Life Science Organisms	Life Science Environments	Life Science Environment	Physical Science Matter
Native Am/Europeans	Explorers/Colonial Am	Explorers/Colonial Am	European Settlement
<p>Pass 2.2 The students will examine the impact of the encounter between the Native Americans and Europeans.</p> <p>Pass 2.1 The student will examine key expeditions of European countries and the problems faced during the expeditions.</p>	<p>Pass 2.1 The student will identify key European explorers and examine the competition for control of the United States.</p> <p>Pass 3.1 The student will examine the growth and development of colonial America.</p> <p>Pass 3.2 The student will identify reasons people came to America.</p>	<p>Pass 3.3 The student will examine colonial life and recognize key individuals and groups.</p> <p>Pass 3.3 The student will describe early European settlements in colonial America.</p> <p>Pass 4.1 The student will recognize the competition for land in the colonies between European countries and conflicts such as the French and Indian War.</p>	
<p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	

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<p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	

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<p>W 5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W 5.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>W 5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p>	<p>W 5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W 5.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>W 5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p>	<p>W 5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W 5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W 5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>	<p>W 5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W 5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W 5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>

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<p>W 5.1d Provide a concluding statement or section related to the opinion presented.</p> <p>W 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W 5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W 5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W 5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W 5.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W 5.1d Provide a concluding statement or section related to the opinion presented.</p> <p>W 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W 5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W 5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W 5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W 5.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W 5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W 5.2e Provide a concluding statement or section related to the information or explanation presented.</p> <p>W 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W 5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W 5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W 5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>W 5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W 5.2e Provide a concluding statement or section related to the information or explanation presented.</p> <p>W 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W 5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W 5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W 5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>

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<p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting as needed by planning, revising, editing, rewriting, or trying a new approach. (editing for conventions should demons</p> <p>W 5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting as needed by planning, revising, editing, rewriting, or trying a new approach. (editing for conventions should demons</p> <p>W 5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>W 5.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting as needed by planning, revising, editing, rewriting, or trying a new approach. (editing for conventions should demons</p> <p>W 5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>W 5.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting as needed by planning, revising, editing, rewriting, or trying a new approach. (editing for conventions should demons</p> <p>W 5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>

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<p>W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W 5.9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing</p> <p>W 5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>	<p>W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
Academic Vocabulary--words will be introduced and continue until the end of the school year			

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quote, explicit, inference, summarize, main idea, interactions, compare/contrast, cause/effect, chronological, "draw on information", efficiently, evidence, integrate, analyze, point of view			
Assessments			
chapter tests, lesson quizzes, vocabulary, computer research, projects (group or individual)	chapter tests, lesson quizzes, vocabulary, computer research, scrapbook		chapter tests, lesson quizzes, vocabulary tests, projects (group or individual)
Resources			
Targeted chapters: 1, 2, 3	Targeted chapters: 4, 5		Targeted chapters: 6, 7