

Puberty: the Wonder Years

Grade 5

Puberty: The Wonder Years Supports Common Core Standards for English Language Arts

Explanation:

- When you implement *Puberty: The Wonder Years* grade 5 lessons, you are helping students learn to read, write, speak, listen, and use language effectively using health education as a vehicle, and promoting the literacy skills and concepts required for college and career readiness in multiple disciplines.
- The left column lists all the grade 5 ELA Common Core Standards.
- The right column identifies which *Puberty: The Wonder Years* lessons support each standard.
- Additional standards can be addressed by modifying the lessons to include more writing, reading, or speaking activities.

Reading Informational Text

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5-5
CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5-6, 5-7
CCSS.ELA-LITERACY.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.	5-6, 5-7

Craft and Structure:

CCSS.ELA-LITERACY.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.	5-2, 5-3, 5-4
CCSS.ELA-LITERACY.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.	

CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
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Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.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.	5-2, 5-3
CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5-4

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5-2, 5-3
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Reading: Foundational Skills

Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5-2, 5-3, 5-4
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Fluency:

CCSS.ELA-LITERACY.RF.5.4 A-C Read with sufficient accuracy and fluency to support comprehension.	
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Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.1 A-D Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5-5, 5-6, 5-7
CCSS.ELA-LITERACY.W.5.2 A-E Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5-5, 5-6, 5-7
CCSS.ELA-LITERACY.W.5.3 A-E Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	

Production and Distribution of Writing:

CCSS.ELA-LITERACY.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.)	
CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	
CCSS.ELA-LITERACY.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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
CCSS.ELA-LITERACY.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.	5-5, 5-6, 5-7
CCSS.ELA-LITERACY.W.5.9 A-B Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Range of Writing:

CCSS.ELA-LITERACY.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.	
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Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1 A-D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5-5, 5-6, 5-7
CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5-5, 5-6, 5-7
CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5-6, 5-7
CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
CCSS.ELA-LITERACY.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1 A-E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7
CCSS.ELA-LITERACY.L.5.2 A-E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7

Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3 A-B Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7
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Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.4 A-C Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7
CCSS.ELA-LITERACY.L.5.5 A-C Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (<i>e.g., however, although, nevertheless, similarly, moreover, in addition</i>).	