



COMMON CORE SUPPLEMENT

Grade 5

Welcome to the Oak Meadow Common Core Supplement for grade 5! These supplemental assignments are intended for schools and individuals who use Oak Meadow curriculum and who need to be in compliance with Common Core Standards.

Introduction

Oak Meadow provides a creative, flexible, and hands-on approach to the learning that meets the intellectual and developmental needs of our K–8 students. Our middle school curriculum is aimed at helping students understand their place in their community, country, and the larger world around them, and to gain a deeper understanding of the individuals, cultures, ideas, and events that have been a part of building our modern society. They also develop critical thinking, speaking, and writing skills that allow them to share their ideas and understanding effectively.

While our courses provide a compelling and complete learning experience, our program may not be in complete alignment with recent Common Core Standards in a few areas. After a rigorous analysis of all our courses, we have developed a series of supplements to accompany our materials for families and schools who utilize our curricula. These additions make our materials Common Core compliant. These Common Core additions are either stand-alone new lessons or add-ons to existing lessons. Where they fall in regard to the larger curriculum is clearly noted on each supplement lesson.

At the K–8 level, the primary reason for Oak Meadow’s divergence from the Common Core in some areas is rooted in our philosophy and approach as well as the home-based nature of our program. One example of this is that we do not encourage our families to use electronics in the lower elementary level (K–4). Although many families choose to use technology at this level, our curriculum does not require online activity in academic tasks in grades K–4. Although online research and electronic tools are introduced in grades 5–6, they are presented as optional and not emphasized at this level. In grades 7–8, the use of online research and computer use is incorporated to a greater degree. An additional consideration is that, because we are a distance learning school, there are fewer opportunities for student-to-student collaboration, oral presentation, and group discussions and activities within the home setting. The majority of these assignment additions have been written to address the differences in our approach to the use of technology and the educational setting of our homeschooled students.

Grade 5—ELA Standards

Included in this supplement are the following:

New reading, writing, speaking, and critical analysis assignments designed to be used with the existing Oak Meadow curriculum readings and materials. Some of these standards are already addressed in our curriculum, but we have included additional reinforcement activities for those standards that are not addressed as regularly as they might be in a traditional classroom setting (collaborative activities, etc.).

Part 1—General Addition

This addition can be applied where appropriate throughout the year while utilizing our curriculum.

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.

If needed, students may be introduced to a typing program like Mavis Beacon to develop their keyboarding skills. Vary the length of typing assignments throughout the year, and gradually increase the length of time students spend typing.

Part 2—Lesson Specific Additions

These assignments are meant to be integrated into the existing grade 5 curriculum where indicated into an existing lesson.

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).

Addition for Lesson 4

Choose two online sources about life on the Mayflower. Read each resource, and take notes on what you learn. Compare and contrast the two sources you found. Which source provided more information about what life was like on the Mayflower? Did these websites use any photographs or other graphics that helped enhance your understanding? Take the most interesting facts about the Mayflower from each source and make a giant cluster map or idea web. Write the notes from each source in a different color in the web; that way you know which source each bit of information comes from for any future writing assignments.

CCSS.ELA-LITERACY.SL.5.1

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.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion, and elaborate on the remarks of others

Addition for Lesson 5

Once you are finished writing your short story, meet with a partner for a peer review. Read each other's short stories and discuss what you really liked about each other's story. You can also use this time to make suggestions to your partner for improvements and to point out any editing revisions that you notice.

- If you are working with a group of students or homeschoolers, make a literary magazine out of all of your short stories. Include illustrations to go with each story, and design a cover together. Print out copies of your magazine for your friends and family (also addresses CCSS.ELA-LITERACY.W.5.6).

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.

Addition for Lesson 12

Watch the movie *Johnny Tremain*. Then choose **one** of the following assignments:

- Create a video of yourself giving your own review of the movie. What aspects of the movie were similar or different from the novel? Discuss your favorite/least favorite part of the movie. What would you have changed about it? What did you think of the actors and actresses that portrayed the different characters? Who was your favorite character? Do you think it gives a good historical representation of the story? Would you recommend it to a friend?
- Discuss the movie with another student or classmate, and see if you can agree on a rating - one, two, three, or four stars (four is best). Then, write about your conversation. Did you have the same opinion of the movie? Were there things that your partner noticed about the movie that you didn't? Was it difficult to agree on a rating for the movie (also addresses CCSS.ELA-LITERACY.SL.5.1)?

CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

(two assignment options)

Addition for Lesson 15

Visit the website, <http://www.theamericanrevolution.org/documents.aspx>, and choose one of the famous speeches of the American Revolution to read. You can also have a partner do a dramatic reading of it while you listen. Then, summarize the speaker's main points. Do you think the speaker was effective in using evidence to get their point across?

Addition for Lesson 19

Choose one of your favorite Ben Franklin inventions, or create an invention of your own. Describe the invention to a partner. Draw a picture of the invention, or find a picture to help your partner understand it better. Your partner should ask you as many clarifying questions as needed, to understand the purpose and function of the invention. Then, they will explain their invention to you, and you will interview them to get as much information as you can. Next, take turns presenting each other's inventions to a larger group (also addresses [CCSS.ELA-LITERACY.SL.5.1](#)).

[CCSS.ELA-LITERACY.RL.5.6](#)

Describe how a narrator's or speaker's point of view influences how events are described.

(two assignment options)

Addition for Lesson 22

Read the following quotes about the ownership of nature:

“My reason teaches me that land cannot be sold. The Great Spirit gave it to his children to live upon. So long as they occupy and cultivate it, they have a right to the soil. Nothing can be sold, but such things as can be carried away”
—Black Hawk

“We know our lands have now become more valuable. The white people think we do not know their value; but we know that the land is everlasting, and the few goods we receive for it are soon worn out and gone.”
—Canassatego

“I love this land and the buffalo and will not part with it...I have heard you intend to settle us on a reservation near the mountains. I don't want to settle. I love to roam over the prairies. There I feel free and happy, but when we settle down we grow pale and die. A long time ago this land belonged to our fathers, but when I go up to the river I see camps of soldiers on its banks. These soldiers cut down my timber, they kill my buffalo and when I see that, my heart feels like bursting.”
—Satanta, Kiowa Chief

“If we ever owned the land we own it still, for we never sold it. In the treaty councils the commissioners have claimed that our country had been sold to the government. Suppose a white man should come to me and say, Joseph, I like your horses, and I want to buy them. Then he goes to my neighbor and says to him; Joseph's horses. I want to buy them, but he refuses to sell. My neighbor answers, Pay me the money and I will sell you Joseph's horses. The white man returns to me, and says, Joseph, I have bought your horses and you must let me have them. If we sold our lands to the government, this is the way they were bought.”
—Chief Joseph-Nez Perce

- Choose one of these quotes, and explain what it means in your own words. Do you agree or disagree with the speaker?
- Have a debate with a classmate or friend on the topic of private ownership of nature. Come up with at least three points to develop for your side (for or against). Your partner should do the same for the side of the debate they will represent. Deliver your debate in front of a small group (also addresses CCSS.ELA-LITERACY.SL.5.1.).

Addition for Lesson 28

- Different characters from a story often have different perspectives about an event in the story. Choose an event from the novel, *Little House on the Prairie*, and write a paragraph describing the event from two different character's point of view. For example, you could try writing from Mary's point of view, and then try describing the same event from Pa's point of view. How are the two paragraphs different? Pay attention to your tone and your word choice so that your writing is authentic to each character.
- In *Little House on the Prairie*, Laura says, "There's no great loss without some small gain."

What do you think Laura means by this? Give examples of how this quote applies to the events in her life. Do you agree that this is true? Can you think of an example in your own life when this was true?

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Addition for Lesson 29

Do an online search and find several examples of advertisements published by the abolitionists who were trying to gather support. Choose one and write a paragraph about why you think this example of propaganda is effective. Did they use graphics or visual effects to get the attention of readers? Then, design your own example of propaganda that might help convince others to join the abolitionist movement. Present what you have created and discuss it with your class or family. If you are in a class with others who have done this project, put them together and create an abolitionist newsletter and make copies to give out (also addresses CCSS.ELA-LITERACY.SL.5.1 and CCSS.ELA-LITERACY.W.5.6).

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Addition for Lesson 30

Visit the website: http://teacher.scholastic.com/activities/bhistory/underground_railroad/tell_story.asp

Choose **one** of the following assignments:

- Choose one of the recorded firsthand accounts of a slave during this time period. Listen to the story and try to imagine what it would have been like to be a slave in the South, or one who is escaping through the Underground Railroad. Retell the story you heard to a classmate or family member. What surprised you about their story? Draw a picture from the story you listened to in your main lesson book or on separate paper.
- Watch the slideshow presentation on the website about the Underground Railroad. Did you learn anything new? Did you find that any one image from the presentation had more of an impact on you than the others? Why? Describe this image, the tone, and any emotional response that you have to this image. Discuss your opinions with a classmate (also addresses [CCSS.ELA-LITERACY.RL.5.7](#)).

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.

Addition for Lesson 35

Make a multimedia presentation about your cross country trip. It could include photos, music, videos, creative writing, video clips, and should also include information about some of the places you visited on the trip. You can use a web based program like Google presentation, PowerPoint, or a slideshow program, or you can film it like a movie. Be creative and try to make it as exciting as you can!

Grade 5—Math Standards

Oak Meadow recommends the use of *Saxon Math, Intermediate 5 (classroom edition)* in conjunction with or in place of Oak Meadow's Grade 5 Math.