THINK GIVE

Standards Map (Massachusetts)
5th grade

The ThinkGive curriculum has been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies as well as the Common Core English Language Arts Standards. Utilization and adoption of the Common Core standards and SEL competencies vary by state. Teachers can use this resource to align each ThinkGive lesson to state standards.

CASEL

SELF-AWARENESS
Identifying emotions
Accurate self-perception
Recognizing strengths
Self-confidence
Self-efficacy

SELF-MANAGEMENT
Self-discipline
Self-motivation
Goal setting

SOCIAL AWARENESS
Perspective-taking
Empathy
Appreciating diversity
Respect for others

RELATIONSHIP SKILLS
Communication
Social engagement
Relationship building
Teamwork

RESPONSIBLE DECISION-MAKING
Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

Common Core

ThinkGive classroom discussions as well as the online recording / reflecting / blogging components promote connection to a variety of ELA standards.

Speaking & Listening
Comprehension and Collaboration
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.

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.
CCSS.ELA-LITERACY.SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language
Conventions of Standard English

CCSS.ELA-LITERACY.L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2
Demonstrate command of the conventions of standard English
capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.A
Use punctuation to separate items in a series.

CCSS.ELA-LITERACY.L.5.2.B
Use a comma to separate an introductory element from the rest of the sentence.

CCSS.ELA-LITERACY.L.5.2.E
Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

CCSS.ELA-LITERACY.L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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 (e.g., however, although, nevertheless, similarly, moreover, in addition).

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In addition, the ThinkGive curriculum has been mapped to the Massachusetts Curriculum Framework for English Language Arts and Literacy Standards, and the Massachusetts Curriculum Framework for Digital Literacy and Computer Science.

Massachusetts Curriculum Framework for English Language Arts + Literacy

Writing | Text Types + Purposes
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c Link ideas within categories of information using words and phrases (e.g., in contrast, especially).
W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

Writing | Production + Distribution of Writing
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.5.a Demonstrate command of standard English conventions
W.5.5.b Demonstrate the ability to use general academic and domain-specific vocabulary appropriately

Massachusetts Curriculum Framework for Digital Literacy + Computer Science

These standards are directly addressed through the web-based recording of gifts, responding and reacting to others' gifts, and use of the blog.

Collaboration and Communication [3-5.DTC.b]
1. Communicate key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using digital tools and media-rich resources.
2. Collaborate through online digital tools under teacher supervision.

W.5.6 Use technology, including current web-based communication platforms, 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.

Speaking and Listening | Comprehension and Collaboration

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.

SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

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.

Speaking and Listening | Presentation of Knowledge and Ideas

SL.5.4 Report on a topic, text, procedure, or solution to a mathematical problem 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 and use appropriate vocabulary.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language | Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

L.5.1.a Sentence Structure and Meaning – Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.

L.5.1.b Sentence Structure and Meaning – Recognize and correct inappropriate shifts in verb tense.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language | Knowledge of Language

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.