Alignment of the Olweus Bullying Prevention Program to

Elementary Common Core Standards (K-5)

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Introduction

Educators who implement the Olweus Bullying Prevention Program (OBPP), or who are considering doing so, frequently ask if the OBPP supports Common Core Standards. The Common Core is a set of academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do by the end of each grade (www.corestandards.org). Below are examples of OBPP materials that meet Common Core Standards. This is not an exhaustive list but is intended to: (a) illustrate the many connections between Common Core Standards and the OBPP, and (b) help educators identify OBPP sources that meet each standard.

For more information about the OBPP, visit: www.violencepreventionworks.org or www.clemson.edu/olweus.
For more information about Common Core Standards, visit: www.corestandards.org.

OBPP materials include:
OBPP Schoolwide Guide and DVD/CD-ROM (2007)
OBPP Teacher Guide and DVD/CD-ROM (2007)
Olweus Bullying Questionnaire (2007)
Class Meetings that Matter: A Year's Worth of Resources for Grades K-5 (2009)
Cyber Bullying: A Prevention Curriculum for Grades 3-5 (2009)
Class Meetings and Individual Interventions: A How-To Guide and DVDs (2008)
OBPP Companion Bibliography for Grades K-12

Kindergarten

Common Core State Standards for English Language Arts

Reading Standards for Literature (RL)

Common Core Standard	OBPP Source(s)
Key Ideas and Details	
RL 1: With prompting and support, ask and answer questions about key details in a text.	*Class Meetings That Matter* (Grades: K-5), pp. 21-23, 31, 37-41, 57-59, 60-63, 78-81, 104-106, 108-111, 115-118, 126-129, 137, 147-150, 154, 164-167
RL 2: With prompting and support, retell familiar stories, including key details.	*Class Meetings That Matter* (Grades K-5), pp. 60-63, 137, 167
RL 3: With prompting and support, identify characters, settings, and major events in a story.	*Class Meetings That Matter* (Grades K-5), pp. 20, 137, 147-150, 167
Craft and Structure	
RL 5: Recognize common types of texts (e.g., storybooks, poems).	*Class Meetings That Matter* (Grades K-5), pp. 60-63, 111
Integration of Knowledge and Ideas	
RL 7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	*Class Meetings That Matter* (Grades K-5), pp. 57-59
RL 9: With prompting and support, compare and contrast the adventures and experiences of character in familiar stories.	*Class Meetings That Matter* (Grades K-5), pp. 60-63, 78-81, 167
Range of Reading and Level of Text Complexity	
RL 10: Actively engage in group reading activities with purpose and understanding	*Class Meetings That Matter* (Grades K-5), pp. 20, 27, 31, 46, 54, 57-59, 60-63, 78-81, 90, 111, 114, 115-118, 137, 141, 147-150, 154, 158, 164-167

Reading Standards: Foundational Skills (RF)

Standard	Source(s)
Print Concepts	
Fluency	
RF 4: Read emergent-reader texts with purpose and understanding.	*Class Meetings That Matter* (Grades K-5), pp. 31, 111, 115-118

Writing Standards (W)

Standard	Source(s)
Text Types and Purposes	
W 1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic of book (e.g., My favorite book is…)	*Class Meetings That Matter* (Grades K-5), pp. 23, 78-81, 125, 167 *Teacher Guide,* p. 70
W 2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	*Class Meetings That Matter* (Grades K-5), pp. 46, 59, 73-77, 86, 95-98, 106, 118, 119-121, 129, 158, 160-162
W 3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	*Class Meetings That Matter* (Grades K-5), pp. 27, 31, 59, 63, 80, 95-98, 99-106, 115-118, 137
Production and Distribution of Writing	
W 6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	*Class Meetings That Matter* (Grades K-5), pp. 55, 80, 94, 125, 162

Research to Build and Present Knowledge	
W 7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	*Class Meetings That Matter* (Grades K-5), pp. 111, 162
W 8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	*Class Meetings That Matter* (Grades K-5), pp. 24-27, 73-77, 80, 118, 123-125

Speaking and Listening Standards (SL)

Standard	Source(s)
Comprehension and Collaboration	
SL 1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	*Class Meetings That Matter* (Grades K-5), All *Schoolwide Guide,* p. 53 *Teacher Guide,* pp. 52, 55, 57, 62, 67-75 *Teacher Guide*: CD Docs 11-20
SL 1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	*Class Meetings That Matter* (Grades K-5), All *Teacher Guide,* p.70
SL 1b: Continue a conversation through multiple exchanges.	*Class Meetings That Matter* (Grades K-5), All *Teacher Guide,* pp. 77-86 *Teacher Guide*: CD Docs 11-20
SL 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	*Class Meetings That Matter* (Grades K-5), pp. 21-23, 51-55, 60-63, 64-67, 78-81, 116-118, 119-121, 123-125, 126-129, 130-133, 134-137, 138-141, 147-150, 151-154, 156-159 *Teacher Guide*: CD Docs 12-13, 17

SL 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	*Class Meetings That Matter* (Grades K-5), pp. 43-46, 51-55, 68-71, 87-90 *Schoolwide Guide,* p. 54 *Teacher Guide*: CD Docs 11–20
Presentation of Knowledge and Ideas	
SL 4: Describe familiar people, places, things, and events and with prompting and support, provide additional details.	*Class Meetings That Matter* (Grades K-5), pp. 59, 60-63, 73-77, 83-86, 87-90, 91-94, 95-98
SL 5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	*Class Meetings That Matter* (Grades K-5), pp. 31, 57-59, 118
SL 6: Speak audibly and express thoughts, feelings, and ideas clearly.	*Class Meetings That Matter* (Grades K-5), All *Teacher Guide*: CD Docs 11–20

Language Standards (L)

Standard	Source(s)
Vocabulary Acquisition and Use	
L 5c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).	*Class Meetings That Matter* (Grades K-5), pp. 21-23, 51-55, 73-77, 115-118, 119-121, 126-129 *Teacher Guide*: CD Docs 11-16
L 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	*Class Meetings That Matter* (Grades K-5), pp. 17-20, 112-114 *Teacher Guide*: CD Docs 16-17

Kindergarten

Common Core State Standards for Mathematics

Counting and Cardinality (K.CC)

Standard	Source(s)
Compare numbers.	
K.CC 6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	*Class Meetings That Matter* (Grades K-5), pp. 36, 72, 86, 129

Measurement and Data (K.MD)

Standard	Source(s)
Describe and compare measureable attributes.	
K.MD 2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	*Class Meetings That Matter* (Grades K-5), pp. 36, 72, 86
Classify objects and count the number of objects in each category.	
K.MD 3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	*Class Meetings That Matter* (Grades K-5), pp. 36, 72, 86, 102, 129

First Grade

Common Core State Standards for English Language Arts

Reading Standards for Literature (RL)

Standard	Source(s)
Key Ideas and Details	
RL 1: Ask and answer questions about key details in a text.	*Class Meetings That Matter* (Grades K-5), pp. 21-23, 31, 37-41, 57-59, 60-63, 73-77, 78-81, 104-106, 108-111, 115-118, 126-129, 147-150, 154, 164-167
RL 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	*Class Meetings That Matter* (Grades K-5), pp. 60-63, 115-118, 137, 147-150, 167
RL 3: Describe characters, settings, and major events, in a story, using key details.	*Class Meetings That Matter* (Grades K-5), pp. 20, 37-41, 60-63, 73-77, 115-118, 126-129, 137, 147-150, 154, 167
Craft and Structure	
RL 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	*Class Meetings That Matter* (Grades K-5), pp. 37-41, 57-59, 147-150
Integration of Knowledge and Ideas	
RL 7: Use illustrations and details in a story to describe its characters, setting, or events.	*Class Meetings That Matter* (Grades K-5), pp. 21-23, 57-59
RL 9: Compare and contrast the adventures and experiences of characters in stories.	*Class Meetings That Matter* (Grades K-5), pp. 60-63, 78-81, 126-129, 147-150, 167
Range of Reading and Level of Text Complexity	
RL 10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	*Class Meetings That Matter* (Grades K-5), pp. 20, 27, 31, 55, 78-81, 90, 114, 115-118, 137, 141, 154, 158 *Companion Bibliography* (Grades K-12), p. 11

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Reading Standards: Foundational Skills (RF)

Fluency	
RF 4: Read with sufficient accuracy and fluency to support comprehension.	*Class Meetings That Matter* (Grades K-5), p. 31
RF 4a: Read grade-level text with purpose and understanding.	*Class Meetings That Matter* (Grades K-5), pp. 111, 115-118

Writing Standards (W)

Standard	Source(s)
Text Types and Purposes	
W 1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	*Class Meetings That Matter* (Grades K-5), pp. 23, 78-81, 112-114 *Teacher Guide,* p. 70
W 2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	*Class Meetings That Matter* (Grades K-5), pp. 27, 46, 55, 59, 75, 86, 106, 121, 129, 137, 154, 159, 160-162, 167
W 3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	*Class Meetings That Matter* (Grades K-5), pp. 31, 59, 63, 80, 95-98, 106, 115-118, 137, 162
Production and Distribution of Writing	
W 6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	*Class Meetings That Matter* (Grades K-5), pp. 55, 80, 94, 98, 125, 162
Research to Build and Present Knowledge	
W 7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	*Class Meetings That Matter* (Grades K-5), p. 111

W 8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	*Class Meetings That Matter* (Grades K-5), pp. 73-77, 80, 118, 121, 123-125

Speaking and Listening Standards (SL)

Standard	Source(s)
Comprehension and Collaboration	
SL 1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	*Class Meetings That Matter* (Grades K-5), All *Schoolwide Guide,* p. 53 *Teacher Guide,* pp. 52, 55, 57, 62, 67-75 *Teacher Guide*: CD Docs 11-20
SL 1a: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	*Class Meetings That Matter* (Grades K-5), All *Teacher Guide,* p. 70
SL 1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	*Class Meetings That Matter* (Grades K-5), All *Teacher Guide,* pp. 77-86 *Teacher Guide*: CD Docs 11-20
SL 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	*Class Meetings That Matter* (Grades K-5), pp. 21-23, 51-55, 60-63, 64-67, 68-71, 73-77, 78-81, 115-118, 123-125, 126-129, 130-133, 134-137, 138-141, 147-150, 151-154, 156-159 *Teacher Guide*: CD Docs 12-13, 17
SL 3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	*Class Meetings That Matter* (Grades K-5), pp. 43-46, 51-55, 68-71, 78-81, 87-90, 138-141, 143-146, 164-167 *Schoolwide Guide,* p. 54 *Teacher Guide*: CD Docs 11-20

Presentation of Knowledge and Ideas	
SL 4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	*Class Meetings That Matter* (Grades K-5), pp. 59, 60-63, 73-77, 83-86, 87-90, 91-94, 95-98, 147-150
SL 5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	*Class Meetings That Matter* (Grades K-5), pp. 31, 57-59, 121, 162
SL 6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	*Class Meetings That Matter* (Grades K-5), pp. 17-20, 33-36, 43-46, 64-67, 78-81, 99-106, 108-111, 118, 130-133, 134-137 *Teacher Guide*: CD Docs 11-20

Language Standards (L)

Standard	Source(s)
Vocabulary Acquisition and Use	
L 5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy).	*Class Meetings That Matter* (Grades K-5), pp. 21-23, 40, 51-55, 73-77, 116-118, 119-121, 126-129
L 6: Use words and phrases acquired through conversations, reading and being read to, and occurring conjunctions to signal simple relationship (e.g., because).	*Class Meetings That Matter* (Grades K-5), pp. 17-20, 112-114, 147-150

Measurement and Data (1.MD)

Standard	Source(s)
Represent and interpret data.	
1.MD 4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	*Class Meetings That Matter* (Grades K-5), pp. 36, 72, 86, 102, 129

Second Grade

Common Core State Standards for English Language Arts

Reading Standards for Literature (RL)

Standard	Source(s)
Key Ideas and Details	
RL 1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	*Class Meetings That Matter* (Grades K-5), pp. 21-23, 31, 37-41, 57-59, 60-63, 73-77, 78-81, 104-106, 108-111, 115-118, 126-129, 147-150, 154, 164-167
RL 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	*Class Meetings That Matter* (Grades K-5), pp. 60-63, 115-118, 147-150, 167
RL 3: Describe how characters in a story respond to major events and challenges.	*Class Meetings That Matter* (Grades K-5), pp. 20, 37-41, 60-63, 73-77, 115-118, 126-129, 137, 147-150, 154, 167
Craft and Structure	
RL 5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	*Class Meetings That Matter* (Grades K-5), pp. 60-63, 111
Integration of Knowledge and Ideas	
RL 7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	*Class Meetings That Matter* (Grades K-5), pp. 21-23, 57-59
RL 9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) but different authors or from different cultures.	*Class Meetings That Matter* (Grades K-5), pp. 60-63, 78-81, 126-129, 147-150, 167
Range of Reading and Level of Text Complexity	
RL 10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3	*Class Meetings That Matter* (Grades K-5), pp. 20, 27, 31, 46, 78-81, 90, 111, 114, 115-118, 137, 141, 154, 158, 164-167

text complexity band proficiently, with scaffolding as needed at the high end of the range.	*Companion Bibliography* (Grades K-12), pp. 16, 23

Reading Standards: Foundational Skills (RF)

Standard	Source(s)
Fluency	
RF 4: Read with sufficient accuracy and fluency to support comprehension.	*Class Meetings That Matter* (K-5), pp. 31, 111, 115-118
RF 4a: Read grade-level text with purpose and understanding.	*Class Meetings That Matter* (K-5), pp. 31, 111, 115-118

Writing Standards (W)

Standard	Source(s)
Text Types and Purposes	
W 1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	*Class Meetings That Matter* (Grades K-5), pp. 23, 78-81, 112-114 *Teacher Guide,* p. 70
W 2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	*Class Meetings That Matter* (Grades K-5), pp. 27, 46, 55, 75, 86, 106, 121, 137, 159, 160-162
W 3: Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	*Class Meetings That Matter* (Grades K-5), pp. 31, 59, 63, 80, 95-98, 99-106, 115-118, 137, 162

Production and Distribution of Writing	
W 6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	*Class Meetings That Matter* (Grades K-5), pp. 55, 80, 94, 98, 125, 162
Research to Build and Present Knowledge	
W 7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	*Class Meetings That Matter* (Grades K-5), p. 111
W 8: Recall information from experiences or gather information from provided sources to answer a question.	*Class Meetings That Matter* (K-5), pp. 73-77, 80, 118, 121, 123-125

Speaking and Listening Standards (SL)

Standard	Source(s)
Comprehension and Collaboration	
SL 1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	*Class Meetings That Matter* (K-5), All *Schoolwide Guide,* p. 53 *Teacher Guide,* pp. 52, 55, 57, 62, 67-75 *Teacher Guide*: CD Docs 11-20
SL 1a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	*Class Meetings That Matter* (K-5), All *Teacher Guide, p. 70*
SL 1b: Build on others' talk in conversations by linking their comments to the remarks of others.	*Class Meetings That Matter* (K-5), All *Teacher Guide,* pp. 77-86 *Teacher Guide*: CD Docs 11-20

SL 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	*Class Meetings That Matter* (K-5), pp. 21-23, 51-55, 60-63, 64-67, 68-71, 73-77, 78-81, 115-118, 123-125, 126-129, 130-133, 134-137, 138-141, 147-150, 151-154, 156-159 *Teacher Guide*: CD Docs 12-13, 17
SL 3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	*Class Meetings That Matter* (K-5), pp. 43-46, 51-55, 68-71, 78-81, 87-90, 123-125, 138-141, 143-146, 151-154, 164-167 *Schoolwide Guide,* p. 54 *Teacher Guide*: CD Docs 11-20
Presentation of Knowledge and Ideas	
SL 4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	*Class Meetings That Matter* (K-5), pp. 31, 59, 60-63, 73-77, 83-86, 87-90, 91-94, 95-98, 147-150
SL 5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	*Class Meetings That Matter* (K-5), pp. 31, 57-59, 121, 162
SL 6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations).	*Class Meetings That Matter* (Grades K-5), pp. 17-20, 33-36, 43-46, 64-67, 78-81, 99-106, 108-111, 118, 130-133, 134-137

Language Standards (L)

Standard	Source(s)
Vocabulary Acquisition and Use	
L 5a: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	*Class Meetings That Matter* (K-5), pp. 21-23, 40, 51-55, 73-77, 115-118, 119-121, 126-129
L 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	*Class Meetings That Matter* (Grades K-5), pp. 17-20, 112-114, 147-150 *Teacher Guide*: CD Docs 11-20

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Third Grade

Common Core State Standards for English Language Arts

Reading Standards for Literature (RL)

Standard	Source(s)
Key Ideas and Details	
RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	*Class Meetings That Matter* (Grades K-5), pp. 184, 238-241, 306-309, 314-317 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-46, 55-56, 65-67, 73-75, 81-83, 89
RL 2: Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	*Class Meetings That Matter* (Grades K-5), pp. 184, 247, 282-286, 287-292, 293-298, 316
RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	*Class Meetings That Matter* (Grades K-5), pp. 195, 241, 276, 287-292, 293-298, 314-317 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-46, 55-56, 65-67, 73-75, 81-83
Craft and Structure	
RL 6: Distinguish their own point of view from that of the narrator or those of the characters.	*Class Meetings That Matter* (Grades K-5), pp. 244-247, 348
Range of Reading and Level of Text Complexity	
RL 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	*Class Meetings That Matter* (K-5), p. 247 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45, 55, 65, 73, 81 *Companion Bibliography* (Grades K-12), pp. 16, 23

Reading Standards: Foundational Skills (RF)

Standard	Source(s)
Fluency	
RF 4: Read with sufficient accuracy and fluency to support comprehension.	*Class Meetings That Matter* (K-5), p. 211 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45, 55, 65, 73, 81
RF 4a: Read grade-level text with purpose and understanding	*Class Meetings That Matter* (K-5), pp. 184, 241, 276, 287-292, 328

Writing Standards (W)

Standard	Source(s)
Text Types and Purposes	
W 1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	*Class Meetings That Matter* (K-5), pp. 196-201, 285, 314-317 *Teacher Guide,* p. 70
W 1a: Introduce the topic, or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	*Class Meetings That Matter* (K-5), pp. 180, 196-201, 252, 274-277, 281, 285, 287-292
W 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	*Class Meetings That Matter* (K-5), pp. 181-184, 196-201, 241, 256, 281, 285, 298-301, 337-339 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 49-51, 76-78, 89
W 2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	*Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 49-51, 76-78, 89
W 2b: Develop the topic with facts, definitions, and details.	*Class Meetings That Matter* (K-5), pp. 285, 256, 281, 238, 319-324
W 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	*Class Meetings That Matter* (K-5), pp. 189, 200, 206 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), p. 89

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Production and Distribution of Writing	
W 4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	*Class Meetings That Matter* (K-5), pp. 200, 206, 257-262, 263-267 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 49, 58-59, 76-77
W 6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	*Class Meetings That Matter* (K-5), p. 272 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), p. 89
Research to Build and Present Knowledge	
W 7: Conduct short research projects that build knowledge about a topic.	*Class Meetings That Matter* (K-5), pp. 302-305 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), p. 89
W 8: Recall information form experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	*Class Meetings That Matter* (K-5), pp. 257-262, 302-305, 319-324 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 55-56, 58-59, 65-67, 73-75, 89
Range of Writing	
W 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.	*Class Meetings That Matter* (K-5), p. 200

Speaking and Listening Standards (SL)

Standard	Source(s)
Comprehension and Collaboration	
SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	*Class Meetings That Matter* (K-5), All *Schoolwide Guide,* p. 53

	Teacher Guide, pp. 52, 55, 57, 62, 67-75 *Teacher Guide:* CD Docs, 11-20 Cyber Bullying: A Prevention Curriculum (Grades 3-5), All
SL 1a: 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.	*Class Meetings That Matter* (K-5), All *Teacher Guide,* p. 70
SL 1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	*Class Meetings That Matter* (K-5), All *Teacher Guide,* pp. 77-86 *Teacher Guide*: CD Docs, 11-13 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), All
SL 1d: Explain their own ideas and understanding in light of the discussion.	*Class Meetings That Matter* (K-5), pp. 238-241, 263-267 *Teacher Guide*: CD Docs 11-20
SL 2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	*Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-46, 55-56, 73-75 *Teacher Guide*: CD Docs 12-13, 17
SL 3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	*Class Meetings That Matter* (K-5), pp. 171-176, 191-195, 219-227, 282-286, 311-313 *Schoolwide Guide*, p.54 *Teacher Guide*: CD Docs 11-20 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-51, 55-61, 65-67, 73-75, 81-83

Presentation of Knowledge and Ideas	
SL 4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	*Class Meetings That Matter* (K-5), pp. 177-180, 186-189, 219-227, 238-243, 263-267, 268-272, 287-292, 298-301, 302-305, 314-317, 345-349 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 58-59, 76-77 *Teacher Guide*: CD Doc 18
SL 6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 on page 28 for specific expectations).	*Class Meetings That Matter* (K-5), pp. 196-201, 228-231 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-47, 55-56, 65-67, 73-75, 76-77, 81-83

Language Standards (L)

Standard	Source(s)
Conventions of Standard English	
L 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*Class Meetings That Matter* (K-5), pp. 208-212, 263-267 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 55-56, 58-59, 65-67, 73-75, 81-83
Knowledge of Language	
L 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	*Class Meetings That Matter* (K-5), pp. 228-231, 233-237, 244-247, 274-277, 293-297 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 58-59, 65-67, 73, 75, 81-83
L 3a: Choose words and phrases for effect.	*Class Meetings That Matter* (K-5), pp. 219-227
L 3b: Recognize and observe differences between the conventions of spoken and written standard English.	*Class Meetings That Matter* (K-5), pp. 171-176, 202-207, 214-218

Vocabulary Acquisition and Use	
L 4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	*Class Meetings That Matter* (K-5), pp. 191-195, 202-207, 237
L 4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	*Class Meetings That Matter* (K-5), p. 247
L 4d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	*Class Meetings That Matter* (K-5), pp. 302-305
L 5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	*Class Meetings That Matter* (K-5), pp. 181-184
L 5b: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	*Class Meetings That Matter* (K-5), pp. 181-184, 196-201, 300 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 53-61, 71-78
L 5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	*Class Meetings That Matter* (K-5), pp. 208-212

Third Grade

Common Core State Standards for Mathematics

Measurement and Data (3.MD)

Standard	Source(s)
Represent and interpret data.	
3.MD 3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less: problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	*Class Meetings That Matter* (K-5), pp. 174, 211, 252, 272, 296, 313
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
3.MD 8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	*Class Meetings That Matter* (K-5), p. 261

Fourth Grade

Common Core State Standards for English Language Arts

Reading Standards for Literature (RL)

Standard	Source(s)
Key Ideas and Details	
RL 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	*Class Meetings That Matter* (K-5), pp. 184, 238-244, 257-262, 314-317 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-46, 55-56, 65-67, 73-75, 81-83, 89
RL 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	*Class Meetings That Matter* (K-5), pp. 247, 282-286, 287-292, 293-297, 316
RL 3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	*Class Meetings That Matter* (K-5), pp. 195, 314-317 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-46, 55-56, 65-67, 73-75, 81-83
Range of Reading and Level of Text Complexity	
RL 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*Class Meetings That Matter* (K-5), pp. 211, 247, 241, 348 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45, 55, 65, 73, 81

Reading Standards: Foundational Skills (RF)

Standard	Source(s)
Fluency	
RF 4: Read with sufficient accuracy and fluency to support comprehension.	*Class Meetings That Matter* (K-5), p. 211 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45, 55, 65, 73, 81

Writing Standards (W)

Standard	Source(s)
Text Types and Purposes	
W 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	*Class Meetings That Matter* (K-5), pp. 285, 314-317 *Teacher Guide,* p. 70
W 1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	*Class Meetings That Matter* (K-5), pp. 180, 252, 274-277, 281, 287-292
W 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	*Class Meetings That Matter* (K-5), pp. 181-184, 196-201, 241, 256, 285, 298-301, 337-339 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 89
W 2a: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	*Cyber Bullying: A Prevention Curriculum* (Grades 3-5), p. 49
W 2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	*Class Meetings That Matter* (K-5), pp. 319-324
W 2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	*Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26
W 2e: Provide a concluding statement or section related to the information or explanation presented.	*Class Meetings That Matter* (K-5), pp. 201, 206
W 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	*Class Meetings That Matter* (K-5), pp. 189, 200, 206 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), p. 89

Production and Distribution of Writing	
W 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).	*Class Meetings That Matter* (K-5), pp. 200, 206, 257-262, 263-267, 270 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 49, 58-59, 76-77
W 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 one page in a single sitting.	*Class Meetings That Matter* (K-5), p. 272 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), p. 89
Research to Build and Present Knowledge	
W 7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	*Class Meetings That Matter* (K-5), pp. 302-305 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), p. 89
W 8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	*Class Meetings That Matter* (K-5), pp. 257-262, 302-305, 319-324 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 55-56, 58-59, 65-67, 73-75, 89
Range of Writing	
W 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.	*Class Meetings That Matter* (K-5), p. 200

Speaking and Listening Standards (SL)

Standard	Source(s)
Comprehension and Collaboration	
SL 1: Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher led) with	Class Meetings That Matter (K-5), All

diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	*Schoolwide Guide,* p. 53 *Teacher Guide,* pp. 52, 55, 57, 62, 67-75 *Teacher Guide*: CD Docs 11-20 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), All
SL 1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.	*Class Meetings That Matter* (K-5), All *Teacher Guide,* p. 70
SL 1b: Follow agree-upon rules for discussions and carry out assigned roles.	*Class Meetings That Matter* (K-5), All *Teacher Guide,* pp. 77-86 *Teacher Guide*: CD Docs 11-13 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), p. 68
SL 1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	*Class Meetings That Matter* (K-5), pp. 238-241, 263-267 *Teacher Guide*: CD Docs 11-20
SL 2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	*Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-46, 55-56, 73-75 *Teacher Guide*: CD Docs 12-13, 17
SL 3: Identify the reasons and evidence a speaker provides to support particular points.	*Class Meetings That Matter* (Grades K-5), pp. 171-176, 191-195, 219-227, 282-286, 311-313 *Schoolwide Guide,* p. 54 *Teacher Guide*: CD Docs 11-20 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-51, 55-61, 65-67, 73-75, 81-83

Presentation of Knowledge and Ideas	
SL 4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	*Class Meetings That Matter* (K-5), pp. 177-180, 186-189, 216, 219-227, 238-243, 246, 260, 263-267, 268-272, 287-292, 298-301, 302-305, 314-317, 345-349 *Teacher Guide*: CD Doc 18 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 58-59, 76-77
SL 5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	*Class Meetings That Matter* (K-5), pp. 186-189, 210 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 76-77
SL 6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situation where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, (See grade 4 Language standards 1 on page 28 for specific expectations.)	*Class Meetings That Matter* (K-5), pp. 196-201, 228-231 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-47, 55-56, 65-67, 73-75, 76-77, 81-83

Language Standards (L)

Standard	Source(s)
Conventions of Standard English	
L 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*Class Meetings That Matter* (K-5), pp. 208-212, 263-267 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 2-26, 55-56, 58-59, 65-67, 73-75, 81-83
Knowledge of Language	
L 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	*Class Meetings That Matter* (K-5), pp. 228-231, 233-237, 244-247, 274-277, 293-297 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 58-59, 65-67, 73-75, 81-83

L 3a: Choose words and phrases to convey ideas precisely.	*Class Meetings That Matter* (K-5), pp. 219-227
L 3b: Choose punctuation for effect.	*Class Meetings That Matter* (K-5), pp. 171-176, 202-207, 214-218
Vocabulary Acquisition and Use	
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	*Class Meetings That Matter* (K-5), pp. 191-195, 202-207
L 4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	*Class Meetings That Matter* (K-5), p. 247
L 4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	*Class Meetings That Matter* (K-5), pp. 302-305
L 5a: Explain the meaning of simile similes and metaphors (e.g., pretty as a picture) in context.	*Class Meetings That Matter* (K-5), pp. 181-184
L 5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	*Class Meetings That Matter* (K-5), pp. 181-184, 196-201
L 5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	*Class Meetings That Matter* (K-5), pp. 208-212

Fourth Grade

Common Core State Standards for Mathematics

Measurement and Data (4.MD)

Standard	Source(s)
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
4.MD 2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	*Class Meetings That Matter* (K-5), pp. 236, 252, 261, 272, 296, 313
4.MD 3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	*Class Meetings That Matter* (K-5), pp. 261, 272

Fifth Grade

Common Core State Standards for English Language Arts

Reading Standards for Literature (RL)

Standard	Source(s)
Key Ideas and Details	
RL 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	*Class Meetings That Matter* (K-5), pp. 184, 238-241, 257-261, 306-309, 314-317
RL 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, summarize the text.	*Class Meetings That Matter* (K-5), pp. 247, 282-286, 287-292, 316 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-46, 55-56, 65-67, 73-75, 81-83, 89
RL 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).	*Class Meetings That Matter* (K-5), pp. 195, 241, 282-286, 287-292, 314-317 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-46, 55-56, 65-67, 73-75, 81-83
Craft and Structure	
RL 6: Describe how a narrator's or speaker's point of view influences how events are described.	*Class Meetings That Matter* (K-5), pp. 245, 348
Range of Reading and Level of Text Complexity	
RL 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	*Class Meetings That Matter* (K-5), pp. 211, 241, 247, 348 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45, 55, 65, 73, 81

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Reading Standards: Foundational Skills (RF)

Standard	Source(s)
Fluency	
RF 4: Read with sufficient accuracy and fluency to support comprehension.	*Class Meetings That Matter* (K-5), pp. 211, 328 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45, 55, 65, 73, 81

Writing Standards (W)

Standard	Source(s)
Text Types and Purposes	
W 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	*Class Meetings That Matter* (K-5), pp. 196-201, 285, 314-317 *Teacher Guide,* p. 70
W 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.	*Class Meetings That Matter* (K-5), pp. 180, 196-201, 252, 274-277, 281, 285, 287-292
W 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	*Class Meetings That Matter* (K-5), pp. 181-184, 241, 256, 285, 298-301, 337-339 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 49-51, 76-78, 89
W 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.	*Cyber Bullying: A Prevention Curriculum* (Grades 3-5), p. 49
W 2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	*Class Meetings That Matter* (K-5), pp. 256, 319-324

W 2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	*Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26
W 2e: Provide a concluding statement or section related to the information or explanation presented.	*Class Meetings That Matter* (K-5), pp. 201, 206
W 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	*Class Meetings That Matter* (K-5), pp. 189, 200, 206
Production and Distribution of Writing	
W 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).	*Class Meetings That Matter* (K-5), pp. 200, 206, 257-262, 263-267, 270 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 49, 58-59, 76-77
W 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.	*Class Meetings That Matter* (K-5), p. 272
Research to Build and Present Knowledge	
W 7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	*Class Meetings That Matter* (K-5), pp. 302-305
W 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.	*Class Meetings That Matter* (K-5), pp. 257-262, 302-305, 319-324 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 55-56, 58-59, 65-67, 73-75
Range of Writing	
W 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.	*Class Meetings That Matter* (K-5), p. 200

Speaking and Listening Standards (SL)

Standard	Source(s)
Comprehension and Collaboration	
SL 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.	*Class Meetings That Matter* (K-5), All *Schoolwide Guide,* p.53 *Teacher Guide,* pp. 52, 55, 57, 62, 67-75 *Teacher Guide*: CD Docs 11-20 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), All
SL 1a: 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.	*Class Meetings That Matter* (K-5), All *Teacher Guide*, p. 70 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), p. 68
SL 1b: Follow agree-upon rules for discussions and carry out assigned roles.	*Class Meetings That Matter* (K-5), pp. 17-20, 24-24, 43-46, 83-86, 112-114 *Teacher Guide,* pp. 77-86 *Teacher Guide*: CD Docs 11-20
SL 1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	*Teacher Guide*: CD Docs 11-20
SL 1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	*Class Meetings That Matter* (K-5), pp. 238-241, 263-267 *Teacher Guide*: CD Docs 11-20
SL 2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	*Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-46, 55-56, 73-75 *Teacher Guide*: CD Docs 12-13, 17

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SL 3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	*Class Meetings That Matter* (K-5), pp. 171-176, 191-195, 219-227, 282-286, 311-313 *Schoolwide Guide,* p. 54 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 45-51, 55-61, 65-67, 73-75, 81-83
Presentation of Knowledge and Ideas	
SL 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.	*Class Meetings That Matter* (K-5), pp. 173, 177-180, 183, 186-189, 216, 219-227, 238-243, 246, 260, 263-267, 268-272, 280, 287-292, 298-301, 302-305, 314-317, 345-349 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 58-59, 76-77
SL 5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	*Class Meetings That Matter* (K-5), pp. 186-189, 210 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 76-77
SL 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 on page 28 for specific expectations).	*Class Meetings That Matter* (K-5), pp. 196-201, 228-231 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 25-26, 55-56, 58-59, 65-67, 73-75, 81-83

Language Standards (L)

Standard	Source(s)
Conventions of Standard English	
L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking.	*Class Meetings That Matter* (K-5), pp. 263-267

Knowledge of Language	
L 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	*Class Meetings That Matter* (K-5), pp. 228-231, 233-237, 244-247, 274-277, 293-297 *Cyber Bullying: A Prevention Curriculum* (Grades 3-5), pp. 58-59, 65-67, 73-75, 81-83
L 3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	*Class Meetings That Matter* (K-5), pp. 219-227
L 3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	*Class Meetings That Matter* (K-5), pp. 171-176, 202-207, 214-218
Vocabulary Acquisition and Use	
L 4: 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.	*Class Meetings That Matter* (K-5), pp. 191-195, 202-207
L 4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	*Class Meetings That Matter* (K-5), pp. 302-305
L 5a: Interpret figurative language, including similes and metaphors, in context.	*Class Meetings That Matter* (K-5), pp. 181-184
L 5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	*Class Meetings That Matter* (K-5), pp. 181-184, 196-201
L 5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	*Class Meetings That Matter* (K-5), pp. 208-212

Fifth Grade

Common Core State Standards for Mathematics

Measurement and Data (5.MD)

Standard	Source(s)
Represent and interpret data.	
5.MD 2: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	*Class Meetings That Matter* (K-5), pp. 174, 211, 252, 261, 296

Geometry (5.G)

Standard	Source(s)
Graph points on the coordinate place to solve real-world and mathematical problems	
5.G 1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the on each line and a given point in the place located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	*Class Meetings That Matter* (K-5), pp. 174, 211, 236, 252

5.G 2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation	*Class Meetings That Matter* (K-5), pp. 174, 211, 236, 252, 296