

The Great Body Shop  
Grade 5 Example

GBS/CC Standards Matrix

THE GREAT BODY SHOP Objectives	CC Anchor Standards	CC Grade Level Standards For Grade 5
<p><b>Those Crazy Mixed-Up Emotions</b></p> <p>Lesson 1</p> <p>(K) Describe human emotions and their effects on the body</p> <p>(V) Build respect for the power of emotions to influence your health</p> <p>(LS) Express emotions appropriately through communication skills</p> <p>(TS) Predict the consequences of emotions on health</p> <p>Student Issue Articles: Front Cover, I'm So Mad I Could Scream, I Feel Lousy</p>	<p><b>Literature:</b> Key Ideas And Details</p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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).</p> <p>4. Determine the meaning of words and phrases.</p> <p>5. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>10. By the end of the year, read and comprehend literature, including <b>stories</b>, dramas, and poetry, at the high end of the grades <b>4–5 text complexity</b> band independently and proficiently.</p>
	<p>Craft and Structure</p>	<p>4. Determine the meaning of words and phrases.</p>
	<p>Range of Reading and Level of Text Complexity</p>	<p>5. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>10. By the end of the year, read and comprehend literature, including <b>stories</b>, dramas, and poetry, at the high end of the grades <b>4–5 text complexity</b> band independently and proficiently.</p>
	<p><b>Informational Text:</b> Key Ideas And Details</p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>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.</p>
	<p>Craft and Structure</p>	<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>
	<p>Range of Reading and Level of Text Complexity</p>	<p>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.</p>
	<p><b>Foundational Skills:</b> Fluency</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p><b>Speaking And Listening:</b> Comprehension and Collaboration</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	
<p>Presentation of Knowledge and Ideas</p>	<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	
<p><b>Language</b> Vocabulary Acquisition and Use</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	