

Glendale Elementary School District

23-24 ELA PACING GUIDE

5th Grade



Reading Block	Equivalency Chart		
ReadyGEN supports	Benchmark Blueprints	Learning Cycle PDF	C & I Page
6-Minute Solutions Supports	Galileo Supports	AASA Item Specifications Test Blueprints	ADE ELA website
Handwriting Resources	i-Ready Supports	5th Grade Deconstruction	ELA Standards Progression

Reading Block Layout (160 Minutes)

	Word Study/Reading Foundational Skills (15-20 Minutes)	Whole Group Instruction/Launch Lesson (20 Minutes)	Guided Reading (60-80 Minutes)	Writing (40 Minutes)
Teacher Actions	<ul style="list-style-type: none"> Decoding/Encoding of 6 Syllable types, Multisyllabic words, irregular words Study of Prefixes, Suffixes, Root Words (Morphology) Intentional Spiral Review Implementing Previous Skills 	<ul style="list-style-type: none"> Expose students to grade level text Model Close Reading Strategies Demonstrate Fluent Reading Use Metacognition to reach learning targets 	<ul style="list-style-type: none"> Identify student instructional reading level Plan explicit lessons for grouped students Prompt and reinforce growing reading skills Expose students to a variety of texts Model, Guide, and Reinforce good reading behaviors 	<ul style="list-style-type: none"> Handwriting instruction Model the writing process through process and purpose Facilitate shared and guided reading practice Conference with students to provide feedback on their writing Extend literary analysis to writing
Student Actions	<ul style="list-style-type: none"> Read, Write, Sort, Divide, and Spell Multisyllabic words, Irregular Words Read Grade-Level Text Fluently Determine the meaning of unknown words 	<ul style="list-style-type: none"> Utilize Comprehension Strategies Read a variety of text types Close Read and Annotate text Practice fluent reading 	<ul style="list-style-type: none"> Read increasingly Challenging text with fluency, accuracy, and understanding Utilize comprehension skills Build reading stamina Extend application through independent practice 	<ul style="list-style-type: none"> Connect reading text analysis by responding in writing Write increasingly complex connected sentences using a variety of structures Utilize the writing process to publish final works Participate in writing conferences and set goals to monitor learning
Resources	<ul style="list-style-type: none"> GESD Phonics Continuum (UFLI, ReadyGEN, 95%) Scholastic Book Room VocabSurge 	<ul style="list-style-type: none"> SAVVAS ReadyGEN Performance Coach Paired Passages 	<ul style="list-style-type: none"> SAVVAS ReadyGEN 95% Group Guided Reading Bookroom Jan Richardson Lesson Plans 	<ul style="list-style-type: none"> PAF Writing Instruction Thinking Maps Write from the Beginning SAVVAS ReadyGEN

Equivalency Chart

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Lexile	0	25	100	125	225	325	350	450	525	550	625	675	700	750	800	800	850	900	925-1070			925-1120			1010-1185		
Scholastic		B	D	D	F	I	I	K	M	M	O	P	P	R	S	S	U	V	V	W	X	X	Y	Z	Z	Z	Z
Jan Plan Template	Pre-A	Emergent		Early (D-I)				Transitional Template (J-P)																			
										Fluent Template (N+)																	
i-Ready Fluency					29+	60+	50+	84+	100+																		
Fountas & Pinnell	A	B	C	D	G	J	J	K-L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z
Learning A-Z	A	B	C	D	G	J	K	M	P	Q	R-S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z	Z	Z	Z	
DRA	A-6			A-16			8-30			16-40			20-50			40-60			50-70								

Year Long Standards**Range of Reading and Level of Text Complexity:**

5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

5.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

Range of Writing:

5.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.

Range of Reading Staircase to Complexity:

4th-5th Grade Lexile Range: 740-1010

Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 Unit 1	Quarter 2 Unit 2	Quarter 3 Unit 3	Quarter 4 Unit 4
Reading Standards: Foundational Skills				
5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 5.RF.3a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words. EL.4-5.RF.1g: Segment multi-syllabic words into syllables (/but/ter/fly/). EL.4-5.RF.3c: Read regularly spelled one and two-syllable words and compound words including consonant blends (bl, st, and tr). EL.4-5.RF.3d: Read one and two-syllable words using letter-sound knowledge.	<ul style="list-style-type: none"> o Decode and read compound words. o Decode, compare, and contrast words with similar meanings. o Decode and read homographs and homonyms. 	<ul style="list-style-type: none"> o Decode and read English words taken from Spanish. o Use print and digital resources to strengthen word analysis. o Decode and read members of word families. o Decode and read compound words. 	<ul style="list-style-type: none"> o Decode and read acronyms. 	<ul style="list-style-type: none"> o Decode and read compound words. o Decode and read words with complex spelling patterns. o Decode and read English words with Russian origins. o Decode members of word families. o Decode homographs.

5.RF.3b Apply knowledge of the six syllable patterns to read grade-level words accurately.	<ul style="list-style-type: none"> o Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le 	<ul style="list-style-type: none"> o Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le 	<ul style="list-style-type: none"> o Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le 	<ul style="list-style-type: none"> o Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le
5.RF.3c Use combined knowledge of morphology to read grade-level words accurately. EL.4-5.RF. 3e: Identify base words (walk, clean, dress) that have been modified by inflectional endings. EL.4-5.RF. 3f: Identify inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech). EL.4-5.RF. 3g: Repeat and read given words with common prefixes, suffixes and roots including the endings -tion, -sion.	<ul style="list-style-type: none"> o Identify the base word in words with the suffix -ly. o Decode and read words with the suffix -ly. o Determine the base words ending in -ing. o Correctly spell and use words ending in -ing. 	<ul style="list-style-type: none"> o Decode and read English words with -s, -ed, -ing. o Decode and read English words with the suffix -ous, -tion, -ion. o Decode and read words with the prefixes pre-, re-. 	<ul style="list-style-type: none"> o Decode and read words with the <ul style="list-style-type: none"> ● endings -s, -ed, -ing. ● suffixes -ly, -ian, -ize ● prefixes com-, epi-, pro-, -im. 	<ul style="list-style-type: none"> o Decode morphemes. o Decode and read words with the prefixes over-, in-.
5.RF.3d Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.	<ul style="list-style-type: none"> o Decode and read words with Greek and Latin roots. 	<ul style="list-style-type: none"> o Decode and read words from Greek and Latin roots. 	<ul style="list-style-type: none"> o Decode words with Greek and Latin roots. 	
5.RF.4 Read with sufficient accuracy and fluency to support comprehension. 5.RF.4a Read on-level text with purpose and understanding. (Lexile Level 740-1010)	<ul style="list-style-type: none"> o Read with sufficient accuracy and fluency to support comprehension. o Read grade-level text with purpose and understanding. 	<ul style="list-style-type: none"> o Read with sufficient accuracy and fluency to support comprehension. o Read grade-level text with purpose and understanding. 	<ul style="list-style-type: none"> o Read with sufficient accuracy and fluency to support comprehension. o Read grade-level text with purpose and understanding. 	<ul style="list-style-type: none"> o Read with sufficient accuracy and fluency to support comprehension. o Read grade-level text with purpose and understanding.
5.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (Lexile Level 740-1010)	<ul style="list-style-type: none"> o Read grade-level text with appropriate expression. o Read grade-level text with accuracy. 	<ul style="list-style-type: none"> o Read grade-level text with appropriate expression. o Read grade-level text with accuracy. 	<ul style="list-style-type: none"> o Read grade-level text with appropriate expression. o Read grade-level text with accuracy. 	<ul style="list-style-type: none"> o Read grade-level text with appropriate expression. o Read grade-level text with accuracy.
5.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> o Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> o Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> o Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> o Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards: Foundational Skills				
5.WF.1 Demonstrate and apply handwriting skills. 5.WF.1a Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.
5.WF.1b Transcribe ideas legibly and fluently with appropriate spacing and indentation.	o Transcribe ideas, into cursive, legibly and fluently.	o Transcribe ideas, into cursive, legibly and fluently.	o Transcribe ideas, into cursive, legibly and fluently.	o Transcribe ideas, into cursive, legibly and fluently.
Reading Standards for Literacy				
<u>5.RL.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Connects to 5.W.9</i> EL.4-5.S1.I-2: summarize a text including specific details and information.	o Quote accurately from a text when explaining and/or determining what the text says explicitly and when drawing inferences from the text. o Identify details that support a statement in the text where both the statement and the details are explicit.	o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. o Identify details that support a statement in the text where both the statement and the details are explicit.	o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. o Identify details that support a statement in the text where both the statement and the details are explicit.	o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. o Identify details that support a statement in the text where both the statement and the details are explicit.
<u>5.RL.2</u> 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. <i>Connects to 5.SL.2</i> <i>Connects to 5.L.3.b</i> EL.4-5.S1.I-1: determine main ideas or themes and explain how they are supported by key details. EL.4-5.S1.I-2: summarize a text including specific details and information.	o Determine the theme of a story, including how characters in a story respond to challenges; summarize the text.	o Determine a theme of a poem from details in the text. o Describe a theme of a story from details in a text (citing the text as evidence), including how characters in a story respond to challenges; summarize the text.	o Describe a theme of a story from details in a text (citing the text as evidence), including how characters in a story or drama respond to challenges; summarize the text. o Determine how characters in a story respond to challenges.	o Determine the theme of a story, drama, or poem from details in the text. o Determine the theme of a story from details in the text, including how characters in a story respond to challenges; summarize the text.
<u>5.RL.3</u> 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). <i>Connects to 5.SL.2</i> EL.4-5.S1.I-3: compare and contrast specific details and information in a text.	o Compare and contrast two or more characters in a story, drawing on specific details in the text. o Compare and contrast two or more settings in a story or drama, drawing on specific details in the text. o Compare and contrast two or more characters, settings, or	o Compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in the text.	o Compare and contrast two or more characters in a story, drawing on specific details in the text. o Compare and contrast two or more events in a story, drawing on specific details in the text. o Compare and contrast two or more settings in a story,	o 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).

	events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		drawing on specific details in the text. o Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	
<p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>EL.4-5.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<p>o Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues.</p>	<p>o Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues.</p>	<p>o Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues.</p>	<p>o Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues.</p>
<p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>EL.4-5.S1.I-1: determine main ideas or themes and explain how they are supported by key details.</p> <p>EL.4-5.S1.I-2: summarize a text including specific details and information.</p>	<p>o Determine how parts of a text work together to provide structure and meaning.</p> <p>o Explain how a series of scenes fit together to provide the overall structure of a story.</p> <p>o Explain how a series of chapters or scenes fits together to provide the overall structure of a particular story.</p>	<p>o Determine how parts of a text work together to provide structure and meaning.</p> <p>o Explain how a series of stanzas fits together to provide the overall structure of a particular poem.</p> <p>o Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story.</p>	<p>o Determine how parts of a text work together to provide structure and meaning.</p> <p>o Explain how a series of chapters or scenes fits together to provide the overall structure of a particular story.</p> <p>o Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>o Determine how parts of a text work together to provide structure and meaning.</p> <p>o Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>o Explain how a series of scenes fit together to provide the overall structure of a particular story.</p> <p>o Explain how a series of chapters fit together to provide the structure of a story.</p>

5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.	<ul style="list-style-type: none"> o Determine explicit or implicit details from the text that demonstrate the influence of point of view. o Describe how a narrator's point of view influences how events are described. o Identify which details from the text demonstrate this impact. 	<ul style="list-style-type: none"> o Determine explicit or implicit details from the text that demonstrate the influence of point of view. o Describe how a narrator's or speaker's point of view influences how events are described. o Identify which details from the text demonstrate this impact. 	<ul style="list-style-type: none"> o Determine explicit or implicit details from the text that demonstrate the influence of point of view. o Describe how a narrator's or speaker's point of view influences how events are described. o Identify which details from the text demonstrate this impact. 	<ul style="list-style-type: none"> o Determine explicit or implicit details from the text that demonstrate the influence of point of view. o Describe how a narrator's or speaker's point of view influences how events are described. o Identify which details from the text demonstrate this impact.
5.RL.7 Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). EL.4-5.S1.I-4: explain how the visual information supports the text.	<ul style="list-style-type: none"> o Analyze how visual elements contribute to the purpose, meaning, or tone of the text. 	<ul style="list-style-type: none"> o Analyze how visual elements contribute to the purpose, meaning, or tone of the text. 	<ul style="list-style-type: none"> o Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text. 	
5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<ul style="list-style-type: none"> o Compare and contrast stories in the same genre on their approaches to similar themes and topics. o Find and explain evidence that shows how two stories present, treat, or develop similar themes or topics. 	<ul style="list-style-type: none"> o Compare and contrast stories in the same genre on their approaches to similar themes and topics. o Find and explain evidence that shows how two stories present, treat, or develop similar themes or topics. 	<ul style="list-style-type: none"> o Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. o Find and explain evidence that shows how two stories present, treat, or develop similar themes or topics. 	<ul style="list-style-type: none"> o Compare and contrast stories in the same genre on their approaches to similar themes and topics. o Find and explain evidence that shows how two stories present, treat, or develop similar themes or topics.
Reading for Informational Text				
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Connects to 5.W.9</i> EL.4-5.S1.I-2: summarize a text including specific details and information.	<ul style="list-style-type: none"> o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. o Identify details that support a statement in the text where both the statement and the details are explicit. 	<ul style="list-style-type: none"> o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. o Identify details that support a statement in the text where both the statement and the details are explicit. 	<ul style="list-style-type: none"> o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. o Identify details that support a statement in the text where both the statement and the details are explicit. 	<ul style="list-style-type: none"> o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. o Identify details that support a statement in the text where both the statement and the details are explicit.
5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <i>Connects to 5.SL.2</i> <i>Connects to 5.RI.9</i>	Determine two or more main ideas of a text and explain how they are supported by key details (citing the text as evidence); summarize the text.	<ul style="list-style-type: none"> o Determine two or more main ideas of a text and explain how they are supported by key details (citing the text as evidence); summarize the text. 	<ul style="list-style-type: none"> o Determine two or more main ideas of a text and explain how they are supported by key details (citing the text as evidence); summarize the text. 	<ul style="list-style-type: none"> o Determine two or more main ideas of a text and explain how they are supported by key details (citing the text as evidence); summarize the text.

EL.4-5.S1.I-1: determine main ideas or themes and explain how they are supported by key details.				
<u>5.RI.3</u> 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. EL.4-5.S1.I-3: compare and contrast specific details and information in a text.		<ul style="list-style-type: none"> o Explain the relationship and interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information (explicit or implicit) in the text. 	<ul style="list-style-type: none"> o Explain the relationship between two or more individuals, events, ideas, or concepts in a scientific text based on specific information (explicit or implicit) in the text. 	<ul style="list-style-type: none"> o Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information (explicit or implicit) in the text.
<u>5.RI.4</u> Determine the meaning of general academic domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. EL.4-5.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	<ul style="list-style-type: none"> o Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area using context clues that are either explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Determine the meaning of general academic domain-specific words and phrases in a text relevant to a grade 5 topic or subject area using context clues that are either explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Determine the meaning of general academic domain-specific words and phrases in a text relevant to a grade 5 topic or subject area using context clues that are either explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area using context clues that are either explicitly or implicitly stated in the text.
<u>5.RI.5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. EL.4-5.S1.I-1: determine main ideas or themes and explain how they are supported by key details. EL.4-5.S1.I-2: summarize a text including specific details and information.	<ul style="list-style-type: none"> o Compare and contrast the overall structure of concepts in two or more texts using explicit or implicit details. o Compare and contrast the overall structure of information in two or more texts, specific use of quotations and word choice. 	<ul style="list-style-type: none"> o Compare and contrast the overall structure of ideas in two or more texts using explicit or implicit details. o Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts using explicit or implicit details. 	<ul style="list-style-type: none"> o Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts using explicit or implicit details. 	<ul style="list-style-type: none"> o Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts using explicit or implicit details. o Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information

<p>EL.4-5.S1.I-3: compare and contrast specific details and information in a text.</p> <p>EL.4-5.S1.I-4: explain how the visual information supports the text.</p>				in two or more texts using explicit or implicit details.
<p><u>5.RI.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.</p> <p><i>Connects to 5.SL.3</i></p>	<ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. Explain how the point of view affects the account given using evidence from the text. 	<ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. Explain how the point of view affects the account given using evidence from the text. 	<ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. Explain how the point of view affects the account given using evidence from the text. 	<ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. Explain how the point of view affects the account given using evidence from the text.
<p><u>5.RI.7</u> 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.</p> <p>EL.4-5.S1.I-4: explain how the visual information supports the text.</p>		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Draw on information from multiple print or digital sources, demonstrating the ability to solve a problem efficiently. 	
<p><u>5.RI.8</u> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>EL.4-5.S8.I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points.</p>	<ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. Determine which explicit and implicit details support a particular point in the text. 	<ul style="list-style-type: none"> Explain how an author uses evidence and text structure to support particular points in a text. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. Determine which explicit and implicit details support a particular point in the text. 	<ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 	<ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<p><u>5.RI.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>Connects to 5.RI.2</i></p> <p><i>Connects to 5.W.2 & 5.W.4</i></p> <p><i>Connects to 5.SL.4</i></p>		<ul style="list-style-type: none"> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Select an inference about multiple texts and select words or phrases (explicit or implicit 	<ul style="list-style-type: none"> Integrate information from several texts on the same topic in order to write about the subject knowledgeably. Select an inference about multiple texts and select words or phrases (explicit or implicit information) from each text to support that inference. 	<ul style="list-style-type: none"> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Select an inference about multiple texts and select words or phrases (explicit or implicit

		information) from each text to support that inference.		information) from each text to support that inference.
Writing Standards				
<p>5. W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><i>(WFTB Expository Manual Pgs. 129-150)</i></p> <p>EL.4-5.S4.I-1: express an opinion on a topic.</p> <p>EL.4-5.S4.I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.</p> <p>EL.4-5.S4.I-3: use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>EL.4-5.S4.I-4: Provide a conclusion that summarizes the opinion presented.</p> <p>EL.4-5.S8.I-4: write about an opinion and use provided resources to include supporting reasons.</p>		<ul style="list-style-type: none"> o Write an opinion piece and support it with reasons. o Write opinion pieces on topics or texts, supporting a point of view with reasons and information or evidence. 	<ul style="list-style-type: none"> o Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 	<ul style="list-style-type: none"> o Write opinion pieces on topics or texts, supporting a point of view with reasons and information. o Write an opinion piece and support it with reasons.
<p>5.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.</p> <p><i>(WFTB Expository Strategy #5 Pgs. 174-177)</i></p>	<ul style="list-style-type: none"> o Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purposes. 	<ul style="list-style-type: none"> o Introduce a topic or text clearly, and state an opinion. o Write an opinion paragraph. o Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. 	<ul style="list-style-type: none"> o Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. 	<ul style="list-style-type: none"> o 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.

<p>5.W.1b Provide logically ordered reasons that are supported by facts and details. (WFTB Expository Strategy #1 Pgs. 152-157) EL.4-5.S4.I-1: express an opinion on a topic. EL.4-5.S4.I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.</p>	<ul style="list-style-type: none"> o Provide logically ordered reasons that are supported by facts and details. 	<ul style="list-style-type: none"> o Write an opinion piece and support it with reasons. o Provide logically ordered reasons that are supported by facts and details. 	<ul style="list-style-type: none"> o Provide logically ordered reasons that are supported by facts and details. 	<ul style="list-style-type: none"> o Provide logically ordered reasons that are supported by facts and details.
<p>5.W.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (WFTB Expository Strategy #2 Pgs. 158-164, Strategy #3 Pgs. 165-168, & Strategy #4 Pgs. 169-173) EL.4-5.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.</p>		<ul style="list-style-type: none"> o Link opinions and reasons using words, phrases, and clauses. 	<ul style="list-style-type: none"> o Link opinions and reasons using words, phrases, and clauses. 	<ul style="list-style-type: none"> o Link opinion and reasons using words, phrases, and clauses.
<p>5.W.1d Provide a concluding statement or section related to the opinion presented. (WFTB Expository Strategy #6 Pgs. 178-184) EL.4-5.S4.I-4: Provide a conclusion that summarizes the opinion presented.</p>	<ul style="list-style-type: none"> o Provide a concluding statement related to the opinion presented. 	<ul style="list-style-type: none"> o Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> o Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> o Write a concluding statement or section related to the opinion presented.
<p>5.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (WFTB Expository Manual Pgs. 395-415 & Cause/Effect Pgs. 439-440)) EL.4-5.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions.</p>	<ul style="list-style-type: none"> o Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> o Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> o Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> o Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

EL.4-5.S3.I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.				
<p>5.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. (WFTB Expository Strategy #5 Pgs. 174-177)</p> <p>EL.4-5.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions.</p>	<ul style="list-style-type: none"> o Introduce a topic clearly, provide a general observation and focus, and group related information logically. o 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. 	<ul style="list-style-type: none"> o Introduce a topic clearly, provide a general observation and focus. o Introduce a topic clearly; include formatting and illustrations when useful to aiding comprehension. o Introduce a topic clearly, provide a general observation and focus, and group related information logically. 	<ul style="list-style-type: none"> o Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. o Introduce a topic clearly, provide a general observation and focus, and group related information logically. 	<ul style="list-style-type: none"> o Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
<p>5.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. EL.4-5.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions. EL.4-5.S3.I-5 use precise language and domain specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> o Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. o Develop the topic with facts, definitions, concrete details, and quotations. 	<ul style="list-style-type: none"> o Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 	<ul style="list-style-type: none"> o Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 	
<p>5. W.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (WFTB Expository Strategy #2 Pgs. 158-164)</p> <p>EL.4-5.S3.I-4 produce sentences that link ideas using transition words and phrases (e.g., another, for example, in contrast).</p> <p>EL.4-5.S.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-</p>	<ul style="list-style-type: none"> o Link ideas within and across categories of information using words, phrases, and clauses. 	<ul style="list-style-type: none"> o Link ideas within and across categories of information using words, phrases, and clauses. 	<ul style="list-style-type: none"> o Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). o Link ideas using words, phrases, and clauses. 	

appropriate linking words and temporal words when writing and speaking.				
5. W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. <i>EL.4-5.S3.I-5 use precise language and domain specific vocabulary to inform about or explain the topic</i>	o Use precise language and domain-specific vocabulary to inform about or explain the topic.	o Use precise language and domain-specific vocabulary to inform about or explain a topic.	o Use precise language and domain-specific vocabulary to inform about or explain the topic.	
5.W.2e Provide a concluding statement or section related to the information or explanation presented. <i>(WFTB Expository Strategy #6 Pgs. 178-184)</i>	o Provide a concluding statement related to the information or explanation presented. o Provide a concluding statement or section related to the information presented.	o Provide a concluding statement or section related to the information presented.	o Provide a concluding statement or section related to the information or explanation presented. o Provide a concluding statement or section.	
5.W.3 Write personal narratives (e.g., letters, speeches, and essays) to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(WFTB Narrative Manual Pgs. 155-177 Sequentially/ Chronological)</i> <i>EL.4-5.S3.I-2: compose written narratives using appropriate conventions that include details and examples to develop a topic.</i>	o Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		o Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <i>(WFTB Narrative Strategy #1 Pgs. 180-188 & Strategy #6 Pgs. 209-211)</i>	o Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		o Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
5.W.3b Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	o Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. o Use narrative techniques, such as dialogue and description, to		o Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	

(WFTB Narrative Strategy #2 Pgs. 189-192 & Strategy #4 Pgs. 199-205)	develop experiences and events.			
5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (WFTB Narrative Strategy #3 Pgs. 193-198) EL.4-5.S3.I-4 produce sentences that link ideas using transition words and phrases (e.g., another, for example, in contrast). EL.4-5.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.	o Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		o Use transitional words, phrases, and clauses to manage the sequence of events.	
5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. (WFTB Narrative Strategy #5 Pgs. 206-208)	o Use concrete words and phrases and sensory details to convey experiences and events precisely.		o Use concrete words and phrases and sensory details to convey experiences and events precisely.	
5.W.3e Provide a conclusion that follows from the narrated experiences or events. (WFTB Narrative Strategy #7 Pgs. 212-215)	o Provide a conclusion that follows from the narrated experiences or events.		o Provide a conclusion that follows from the narrated experiences or events.	
5.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) EL.4-5.S9.I-1: Apply understanding of how text types are organized in complex texts (e.g. how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an	o Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	o Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	o Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	o Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

opinion text is organized by opinion and supporting reasons). EL.4-5.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.				
5.W.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). EL.4-5.S5.I-1: increasingly adapt language choices and style (includes register) according to purpose, task, and audience. EL.4-5.S5.I-2: use an increasingly wider range of general academic and content-specific words and phrases.	o With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	o With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	o With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	o With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.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 complete a writing task. EL.4-5.S6.I-1: participate in extended conversations and discussions about a variety of topics and texts. EL.4-5.S6.I-2: participate in extended written exchanges about a variety of topics and texts. EL.4-5.S6.I-3: express own ideas	o Use technology to produce and publish writing and to collaborate with others. o 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 complete a writing task.	o Use technology to produce and publish writing and to collaborate with others. o 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 complete a writing task.	o Use technology to produce and publish writing and to collaborate with others. o Use technology, including the internet, to produce and publish writing. o 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 complete a writing task.	o 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 complete a writing task.

clearly using the rules for discussion. EL.4-5.S6.I-4: pose and respond to relevant questions about a variety of topics and texts.				
5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question. EL.4-5.S7.I-1: gather information from print and digital provided resources to answer a question. EL.4-5.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.	o Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.	o Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.	o Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.	o Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
5.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. EL.4-5.S7.I-1: gather information from print and digital provided resources to answer a question EL.4-5.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.	o Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finish work, and provide a list of sources.	o Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	o 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.	o 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.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. EL.4-5.S7.I-1: gather information from print and digital provided resources to answer a question. EL.4-5.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.	o Draw evidence from literary or informational texts to support analysis, reflection, and research.	o Draw evidence from literary texts to support analysis.	o Draw evidence from literary or informational texts to support analysis, reflection, and research.	o Draw evidence from literary or informational texts to support analysis, reflection, and research.
5.W.9a Apply grade 5 reading standards to literature.	o Apply grade 5 reading standards to literature.	o Apply grade 5 reading standards to literature.	o Apply grade 5 reading standards to literature.	o Apply grade 5 reading standards to literature.

5.W.9b Apply grade 5 reading standards to informational texts.	o Apply grade 5 reading standards to informational texts.	o Apply grade 5 reading standards to informational texts.		o Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Language Standards				
<u>5.L.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	o Demonstrate command of the conventions of Standard English grammar and usage when writing.	o Demonstrate command of the conventions of Standard English grammar and usage when writing.	o Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	o Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
5.L.1a Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences. <i>EL.4-5.S10.I-10: using a variety of prepositional phrases (e.g., toward the playground) to provide detail (e.g., time, manner, place, cause).</i> <i>EL.4-5.S10.I-11: using some simple, frequently occurring conjunctions (e.g., and, but, or, so, because).</i>		o Explain the function of prepositions in general and their functions in particular sentences. o Explain the function of conjunctions in general and their function in particular sentences. o Explain the function of interjections in general and their function in particular sentences.		o Explain the function of prepositions in general and their functions in particular sentences. o Explain the function of conjunctions in general and their functions in particular sentences. o Explain the function of interjections in general and their functions in particular sentences. o Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
5.L.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. <i>EL.4-5.S10.I-5 using verbs in the past progressive.</i> <i>EL.4-5.S10.I-6 using grade appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</i> <i>EL.4-5.S10.I-7: using grade-appropriate verbs in the future with “going to” and “will”.</i> <i>EL.4-5.S10.I-8: applying subject-verb agreement using grade-appropriate nouns and verbs.</i>	o Form and use the perfect verb tenses.		o Form and use the perfect verb tenses.	

<p>5.L.1c Use verb tense to convey various times, sequences, states and conditions.</p> <p>EL.4-5.S10.I-5 using verbs in the past progressive.</p> <p>EL.4-5.S10.I-6 using grade appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p> <p>EL.4-5.S10.I-7: using grade-appropriate verbs in the future with “going to” and “will”.</p> <p>EL.4-5.S10.I-8: applying subject-verb agreement using grade-appropriate nouns and verbs.</p>	<p>o Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>o Use verb tense to convey various times.</p>	<p>o Use verb tense to convey various times, sequences, states, and conditions.</p>	
<p>5.L.1d Recognize and correct incorrect shifts in verb tense.</p> <p>EL.4-5.S10.I-8: applying subject-verb agreement using grade-appropriate nouns and verbs.</p>	<p>o Recognize and correct inappropriate shifts in verb tense.</p>			
<p>5.L.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>EL.4-5.S10.I-11: using some simple, frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p>		<p>o Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>		<p>o Use correlative conjunctions (e.g., either/or, neither/nor).</p>
<p>5.L.1f Write and organize one or more paragraphs that contain: a topic sentence, supporting detail, and a conclusion that is appropriate to the writing task (referencing Writing standards 1-3).</p>	<p>o Introduce a topic clearly, provide a general observation and focus, and group related information logically.</p> <p>o Provide a concluding statement or section related to the information presented.</p>	<p>o Introduce a topic clearly, provide a general observation and focus, and group related information logically.</p> <p>o Provide a concluding statement or section related to the information presented.</p>	<p>o Introduce a topic clearly, provide a general observation and focus, and group related information logically.</p> <p>o Provide a concluding statement or section related to the information presented.</p>	<p>o Introduce a topic clearly, provide a general observation and focus, and group related information logically.</p> <p>o Provide a concluding statement or section related to the information presented.</p>
<p><u>5.L.2</u> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>		<p>o Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>o Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>o Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<p>5.L.2a Use punctuation to separate items in a series.</p>		<p>o Use punctuation to separate items in a series.</p>		<p>o Use semicolons correctly with items in a series.</p>

				o Use punctuation to separate items in a series.
5.L.2b Use a comma to separate introductory elements from the rest of the sentence.		o Use a comma to separate introductory elements from the rest of the sentence.		o Use a comma to separate an introductory element from the rest of the sentence.
5.L.2c Use a comma to set off the words yes and no (e.g., Yes, thank you.) to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g. Is that you, Steve?).		o Use a comma to set off the words yes and no. o Use a comma to set off a tag question from the rest of the sentence. o Use a comma to indicate a direct address.		o Use comma to set off the words yes and no. o Use comma to set off a tag question from the rest of the sentence. o Use comma to indicate direct address.
5.L.2d Use underlining, quotation marks, or italics to indicate titles of works.		o Use underlining to indicate titles of works. o Use italics to indicate titles of works. o Use quotation marks to indicate titles of works.		o Use underlining, quotation marks, or italics to indicate title of works.
5.L.2e Spell grade-appropriate words correctly, consulting references as needed.	o Use the suffixes -tion and -ion to change verbs to nouns. o Form compound words.	o Spell grade appropriate words correctly, consulting references as needed. o Form nouns with the suffixes -tion, -ion. o Form adjectives with the suffix -ous. o Form compound words. o Create sensible words with the prefixes pre-, re-.	o Form words with the suffixes -ly, -ian, -ize. o Form words with the prefixes com-, epi-, pro-.	o Spell grade-appropriate words correctly, consulting references as needed. o Consult references to verify spellings.
5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		o Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		o Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		o Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
5.L.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		o Compare and contrast the varieties of English (e.g., dialects, registers) used in stories.		
5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading	o Understand and use the meaning of suffix -ly to define words.	o Determine the meaning of words and phrases as they are used in a text.	o Determine the meaning of words and phrases as they are used in a text.	o Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

<p>and content, choosing flexibly from a range of strategies.</p> <p>EL.4-5.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>				<ul style="list-style-type: none"> o Determine the meaning of words and phrases as they are used in a text.
<p>5.L.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<p>The following are RF skills used to teach students to construct meaning:</p> <ul style="list-style-type: none"> o Decode and read words with Greek and Latin roots. 	<p>The following are RF skills used to teach students to construct meaning:</p> <ul style="list-style-type: none"> o Decode and read words from Greek and Latin roots. o Decode and read English words with the suffixes -tion, -ion, -ous. o Decode and read words with the prefixes pre-, re-. 	<p>The following are RF skills used to teach students to construct meaning:</p> <ul style="list-style-type: none"> o Decode and read words with the suffixes -ly, -ian, -ize. o Read and decode words with the prefixes com-, epi-, pro-, -im. 	<p>The following are RF skills used to teach students to construct meaning:</p> <ul style="list-style-type: none"> o Decode and read words with the prefixes over-, in-.
<p>5.L.4b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>		<ul style="list-style-type: none"> o Use context as a clue to the meaning of a word or phrase. 	<ul style="list-style-type: none"> o Use context as a clue to the meaning of a word or phrase. 	<ul style="list-style-type: none"> o Use context as a clue to the meaning of a word or phrase.
<p>5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the</p>	<ul style="list-style-type: none"> o Use resources to verify or clarify word meanings. o Use print or digital resources to verify and clarify the meaning of homographs and homonyms. 	<ul style="list-style-type: none"> o Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> o Consult print and digital reference materials. o Consult print and digital resources to find synonyms. 	<ul style="list-style-type: none"> o Consult reference materials (e.g., glossaries), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words.

precise meaning of key words and phrases. EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.		o Use print and digital resources to strengthen word analysis skills.		o Consult reference materials (print and digital) to find definitions.
<u>5.L.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. EL.4-5.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	o Use knowledge of nuances in word meanings to select the best word to use in a given context.	o Decode shades of meaning in similar words.		o Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5.L.5a Interpret figurative language, including similes and metaphors, in context. EL.4-5.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.4-5.S2.I-3: apply context clues, information from visual aids,		o Interpret figurative language, including similes and metaphors, in context.	o Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	o Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words				
<p>5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> o Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues. 	<ul style="list-style-type: none"> o Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues. 	<ul style="list-style-type: none"> o Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues. 	<ul style="list-style-type: none"> o Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues.
<p>5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>			<ul style="list-style-type: none"> o Decode and read idioms. o Decode and read synonyms. 	
<p>5.L.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).</p> <p>EL.4-5.S4.I-3: use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>EL.4-5.S5.I-1: increasingly adapt language choices and style (includes register) according to purpose, task, and audience.</p> <p>EL.4-5.S5.I-2: use a variety of general academic and</p>	<ul style="list-style-type: none"> o Determine the meaning of and use academic and domain-specific words in a text. o Determine the meaning of words and phrases as they are used in the text. 	<ul style="list-style-type: none"> o Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. o Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. 	<ul style="list-style-type: none"> o Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic of subject area. 	<ul style="list-style-type: none"> o Acquire and use accurately grade-appropriate general academic and domain-specific words in a text.

content-specific words and phrases.				
Speaking and Listening Standards				
<p>5.SL.1 Engage effectively in a range of collaborative discussion (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.</p> <p>EL.4-5.S6.I-1: participate in extended conversations and discussions about a variety of topics and texts.</p> <p>EL.4-5.S6.I-5: paraphrase the key ideas expressed in collaborative oral and written discussions.</p>	<p>o Engage effectively in one-on-one and teacher-led collaborative discussions on Grade 5 texts, building on others' ideas and expressing their own clearly.</p>	<p>o Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.</p>	<p>o Engage effectively in a range of collaborative discussion, building on others' ideas and expressing their own clearly.</p> <p>o Engage effectively in collaborative discussions with diverse partners on grade 5 topics and texts.</p> <p>o 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.</p>	<p>o 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.</p>
<p>5.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.</p> <p>EL.4-5.S6.I-1: participate in extended conversations and discussions about a variety of topics and texts.</p> <p>EL.4-5.S6.I-5: paraphrase the key ideas expressed in collaborative oral and written discussions.</p>			<p>o 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>5.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>EL.4-5.S6.I-3: express own ideas using the rules for discussion.</p>		<p>o Follow agreed-upon rules for discussions and carry out assigned roles.</p>		<p>o Follow agreed-upon rules for discussions and carry out assigned roles.</p>
<p>5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>o Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>o Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>o Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>o Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>

EL.4-5.S6.I-4: pose and respond to questions about a variety of topics and texts.				
<p>5.SL.1d Review the key ideas expressed and draw conclusions based on information and knowledge gained from discussion.</p> <p>EL.4-5.S6.I-3: express own ideas using the rules for discussion.</p> <p>EL.4-5.S6.I-5: paraphrase the key ideas expressed in collaborative oral and written discussions.</p>	<p>o Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>o Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>o Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>o Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p><u>5.SL.2</u> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>EL.4-5.S6.I-5: paraphrase the key ideas expressed in collaborative oral and written discussions.</p>			<p>o Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>o Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><u>5.SL.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>EL.4-5.S6.I-5: paraphrase the key ideas expressed in collaborative oral and written discussions.</p> <p>EL.4-5.S8.I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points.</p> <p>EL.4-5.S8.I-2: determine and explain the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).</p>			<p>o Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>o Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p>5.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; speaks clearly at an understandable pace.</p>	<p>o 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.</p>	<p>o Present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace.</p>	<p>o Report on a text; speak clearly at an understandable pace.</p>	<p>o Report on a text or present an opinion, sequencing ideas logically and using appropriate details.</p> <p>o State and support an opinion.</p> <p>o Report on a topic or text or present an opinion, sequencing ideas logically and</p>

<p>EL.4-5.S3.I-1: deliver oral presentations that include details and examples to develop a topic.</p> <p>EL.4-5.S3.I-5: use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>EL.4-5.S7.I-1: gather information from print and digital provided resources to answer questions.</p> <p>EL.4-5.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.</p> <p>EL.4-5.S9.I-1: Apply understanding of how text types are organized in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p> <p>EL.4-5.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.</p>		<ul style="list-style-type: none"> o Report on a topic or present an opinion. o 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. 		<p>using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>5.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.</p>	<ul style="list-style-type: none"> o Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 	<ul style="list-style-type: none"> o Include multimedia components (e.g., graphics) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 		
<p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to tasks and situation. (See grade 5 Language standards 1 and 3)</p> <p>4-5:S5- I-1: increasingly adapt language choices and style (includes register) according to purpose, task, and audience.</p>		<ul style="list-style-type: none"> o 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. o Report on a topic or text, or present an opinion. 		<ul style="list-style-type: none"> o Adapt speech to a variety of contexts and tasks, using formal English when appropriate to tasks and situation.

<p>EL.4-5.S5.I-1: adapt language choices and style (includes register) according to purpose, task, and audience.</p> <p>EL.4-5.S5.I-2: use a variety of general academic and content-specific words and phrases.</p> <p>EL.4-5.S9.I-1: Apply understanding of how text types are organized in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p> <p>EL.4-5.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.</p>		<p>o 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.</p>		
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Quarter Taught					Essential Standards
1	2	3	4		Reading Literature:
X	X	X	X		5.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.
X	X	X	X		5.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).
					Reading Informational Text:
X	X	X	X		5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
X	X	X	X		5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	X	X	X		5.RI.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.
X	X	X	X		5.RI.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).
	X	X	X		5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
					Writing:
	X	X	X		5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
X	X	X	X		5.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.
X	X	X	X		5.W.1b Provide logically ordered reasons that are supported by facts and details.
	X	X	X		5.W.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

X	X	X	X	5.W.1d Provide a concluding statement or section related to the opinion presented.
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Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
X	X	X	X	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
X	X	X	X	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
X	X	X	X	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
X	X	X	X	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.
X	X	X		5.RL.7 Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
X	X	X	X	5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
X	X	X	X	5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
				Reading Informational Text:
X	X	X	X	5.RI.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.
X	X	X	X	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
X	X	X	X	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	X	X		5.RI.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.
X	X	X	X	5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
				Reading Foundations:
X	X	X	X	5.RF.3 Know and apply grade level phonics and word analysis skills in decoding multisyllabic words in context and out of context. 5.RF.3a Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.
X	X	X	X	5.RF.3b Apply knowledge of the six syllable patterns to read grade level words accurately.
X	X	X	X	5.RF.3c Use combined knowledge of morphology to read grade level words accurately.
X	X	X		5.RF.3d Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.
X	X	X	X	5.RF.4 Read with sufficient accuracy and fluency to support comprehension. 5.RF.4a Read on grade-level text with purpose and understanding.
X	X	X	X	5.RF.4b Read on grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
X	X	X	X	5.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
				Writing Foundations:
X	X	X	X	5.WF.1 Demonstrate and apply handwriting skills. 5.WF.1a Read and write cursive letters, upper and lower case.
X	X	X	X	5.WF.1b Transcribe ideas legibly and fluently with appropriate spacing and indentation.
				Writing:
X	X	X	X	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

X	X	X	X	5.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.
X	X	X		5.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
X	X	X		5.W.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
X	X	X		5.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
X	X	X		5.W.2e Provide a concluding statement or section related to the information or explanation presented.
X		X		5.W.3 Write personal narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
X		X		5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
X		X		5.W.3b Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
X		X		5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
X		X		5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
X		X		5.W.3e Provide a conclusion that follows from the narrated experiences or events.
X	X	X	X	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
X	X	X	X	5.W.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.)
X	X	X	X	5.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 in order to complete a writing task.
X	X	X	X	5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
X	X	X	X	5.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.
X	X	X	X	5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
X	X	X	X	5.W.9a Apply grade 5 Reading standards to literature.
X	X		X	5.W.9b Apply grade 5 Reading standards to informational texts.
X	X	X	X	5.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.
				Language:
X	X	X	X	5.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	X		X	5.L.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
X		X		5.L.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
X	X	X		5.L.1c Use verb tense to convey various times, sequences, states, and conditions.
X				5.L.1d Recognize and correct inappropriate shifts in verb tense.
	X		X	5.L.1e Use correlative conjunctions (e.g., either/or, neither/nor).
X	X	X	X	5.L.1f Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
	X	X	X	5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	X		X	5.L.2a Use punctuation to separate items in a series.
	X		X	5.L.2b Use a comma to separate an introductory elements from the rest of the sentence.

	X		X	5.L.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
	X		X	5.L.2d Use underlining, quotation marks, or italics to indicate titles of works.
X	X	X	X	5.L.2e Spell grade-appropriate words correctly, consulting references as needed.
	X			5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	X		X	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	X			5.L.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
X	X	X	X	5.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.
X	X	X	X	5.L.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	X	X	X	5.L.4b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
X	X	X	X	5.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.
X	X		X	5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	X	X	X	5.L.5a Interpret figurative language, including similes and metaphors, in context.
X	X	X	X	5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
		X		5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
X	X	X	X	5.L.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).
Speaking and Listening:				
X	X	X	X	5.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.
		X		5.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
	X		X	5.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.
X	X	X	X	5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
X	X	X	X	5.SL.1d Review the key ideas expressed and draw conclusions based on information and knowledge gained from discussion.
		X	X	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		X	X	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
X	X	X	X	5.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.
X	X			5.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.
	X		X	5.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 for specific expectations.)



23-24 MATH PACING GUIDE

5th Grade

By the end of 5th grade, students will be able to...

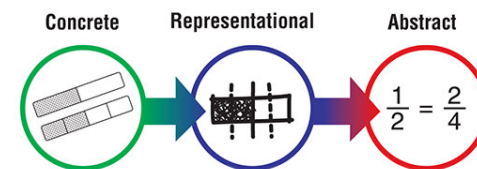
- **Develop competency in dividing and fluency in multiplying whole numbers through the application of understanding of place value and multiplication and division.**
 - Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They are fluent with multi-digit multiplication of whole numbers. Students are able to explain patterns associated with multiplication through application of their knowledge of place value such as explaining the pattern in the number of zeros in a product. Students apply their understanding of division to begin working with decimals. They understand and can explain the placement of the decimal point when multiplying or dividing. Students apply their understanding of addition and multiplication of whole numbers (NBT) to foundational understanding of volume (MD).
- **Develop understanding in performing operations with decimals to hundredths and estimating by rounding.**
 - Students apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations and make reasonable estimates (through rounding) of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (e.g., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths.
- **Develop understanding of multiplication of fractions and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).**
 - Students apply their understanding of fractions and fraction models to efficiently and accurately add and subtract fractions with unlike denominators. Students use their understanding of fractions; make connections to their understanding of multiplication and division, to explain the “why” of multiplying and dividing fractions. (Note: Division of fractions is limited to dividing unit fractions by whole numbers and whole numbers by unit fractions.)
- **Fluency: Fluently multiply multi-digit whole numbers using a standard algorithm.**



The GESD Pacing Guides were created by a panel of Teachers and Achievement Advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Scope and Sequence Quick Links

- [Comprehensive Mathematics Block \(90 minutes\)](#)



Collaborative Team Planning Support Links

Curriculum/Standard Resources	Assessment Resources	Teacher Knowledge	Additional Supports:
Reveal Math Online (Login on HelloID SS Page)	Benchmark Blueprints	Pocket PD: By GESD for GESD	Virtual Manipulatives
Math Flip Book	Galileo Supports Log into Galileo and click on GESD Support Materials	Learning Cycle PDF	Virtual/Technology Tools
Van De Walle Supports	ADE Item Specifications, Test Blueprints	Number Talks	Curriculum and Instruction Support Website
Arizona Department of Education Math Website		Mathematical Practices: Explained by Grade Level	Do the Math Supports

Arizona Mathematics Standards (adopted December 2016)**What the Arizona Mathematics Standards Are**

The Arizona Mathematics Standards define the knowledge, understanding, and skills that need to be taught and learned so all students are ready to succeed in credit-bearing, college-entry courses and/or in the workplace. The Arizona Mathematics Standards are the foundation to guide the construction and evaluation of mathematics programs in Arizona K-12 schools and the broader Arizona community.

- Focused in coherent progressions across grades K-12
- Aligned with college and workforce expectations
- Inclusive of rigorous content and applications of knowledge through higher-order thinking
- Research- and evidence-based


Understanding in Mathematics

When a student understands a mathematical concept, they move fluidly between the concrete and abstract. There is evidence they are able to make sense of and justify mathematical connections. Evidence of understanding includes connections among:

- Verbal or written reasoning
- Pictorial representations
- Real-world application
- Procedures/Computation

Standards for Student Mathematical Practice

1 **Make sense of problems and persevere in solving them.**



Keep on going!

2 **Reason abstractly and quantitatively.**

Write a story for the mathematical equation


$\frac{1}{2} \times 4$

DeJuan exercises $\frac{1}{2}$ hour a day for 4 days. How many total hours does he exercise?

Think what makes sense.

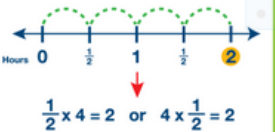
3 **Construct viable arguments and critique the reasoning of others.**

$\frac{2}{4} = \frac{1}{2}$ I agree.



Talk and explain.

4 **Model with mathematics.**




$\frac{1}{2} \times 4 = 2$ or $4 \times \frac{1}{2} = 2$

Show your thinking.

5 **Use appropriate tools strategically.**

$3 \times 2 = 6$



Use the right tools.

6 **Attend to precision.**

symbol: equals (the same as)

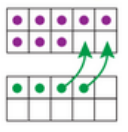
$120 \text{ minutes} = 2 \text{ hours}$

units of measure

Check your work.


7 **Look for and make use of structure.**

$8 + 4 = 12$




See the pattern or connection.

8 **Look for and express regularity in repeated reasoning.**




See the pattern or connection.



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COMMON CORE
STATE STANDARDS
INITIATIVE

Comprehensive Mathematics Block (80-90 minutes)

Students are developing fluency in representation, connections, reasoning & proof, problem solving, and communication of mathematics.
Math Attitude is developed and reinforced in every lesson, ensuring that students make sense of mathematics and persevere.

		Teacher Actions	Student Actions	Resources Utilized
FLUENCY (15 minutes) <i>Purpose: Students increase flexibility, efficiency, and accuracy in computation and procedures. Conceptual understanding and strategies are the foundations on which fluency is built.</i>		<ul style="list-style-type: none"> Model mental math strategies Think aloud math strategies Question using a variety of DOK levels Explicitly teach appropriate mathematical strategies and formulas Provide feedback on progress 	<ul style="list-style-type: none"> Utilize mental math strategies Write out strategies to show procedural knowledge Answer a variety of DOK 1-4 questions Share mathematical strategies and thinking Use feedback to set goals for improvement 	<ul style="list-style-type: none"> Number Talks Reveal Math Socratic Seminar Turnaround Problem (answer given, students come up with question)
WHOLE GROUP INSTRUCTION (25 minutes)	Conceptual Understanding <i>Purpose: Students develop mathematical understanding (Instructional Continuum).</i>	<ul style="list-style-type: none"> Explicitly teach academic vocabulary Explicitly model the thinking and strategy used Guide students through practicing the use of the strategy and offer specific feedback Guide students through independent practice with appropriate tools Ask a variety of DOK 1-4 questions throughout instruction Intentional spiral review implementing previous skills learned 	<ul style="list-style-type: none"> Use strategies to learn the academic vocabulary and use it in discussions Utilize the appropriate strategy to solve the problem Use feedback to redirect actions as needed Practice the strategies and skills using the appropriate tools Answer a variety of DOK 1-4 questions Utilize strategies to check for reasonableness of solution (i.e. UPS-Check) 	<ul style="list-style-type: none"> Reveal Math Mathematical Practice standards (as appropriate for lesson)
	Problem Solving <i>Purpose: Students utilize mathematical knowledge to solve real-life problems and investigate mathematics.</i>	<ul style="list-style-type: none"> Pose problem/situation Scaffold independent practice with think-alouds Label strategies used Intentional spiral review implementing previous skills learned 	<ul style="list-style-type: none"> Read and understand the problem/situation Utilize knowledge of appropriate strategies and skills to determine next steps Label strategies used Utilize strategies to check for reasonableness of solution (i.e. UPS-Check) 	<ul style="list-style-type: none"> Reveal Math Van de Walle
SMALL GROUP INSTRUCTION (40 minutes) <i>Purpose: Students practice mathematical skills, concepts and/or strategies with strategic support or with enrichment.</i>		<ul style="list-style-type: none"> Identify skill gaps of students using ongoing assessments Prompt and reinforce mathematical behaviors Model math strategies and the flexibility to choose between strategies Create groups by Skill, Concept, or Strategy 	<ul style="list-style-type: none"> Practice foundational math skills Monitor comprehension and select strategies to increase understanding Extend grade level understanding and link to upcoming standards 	<ul style="list-style-type: none"> Reveal Math Kathy Richardson Van de Walle Do the Math Do the Math Now
COGNITIVE CLOSURE (10 minutes) <i>Purpose: Students cognitively process learning in order to focus on what was learned, whether it made sense, and if it had meaning.</i>		<ul style="list-style-type: none"> Summarize and synthesize the learning process and skills obtained Connect the concepts, skills, or strategies to a real world application Connect the concepts, skills, or strategies to other learning through transfer Give an End-of-Lesson Assessment (i.e. Exit Ticket, Journal-Writing, etc.) 	<ul style="list-style-type: none"> Summarize and synthesize the learning process and skills obtained Reflect on the learning process and connect the learning to a real world application Complete an End-of-Lesson Assessment 	<ul style="list-style-type: none"> Exit tickets Math Journals Common Formative Assessments

Year-Long Standards Overview

Mathematical Practices – To be embedded into every lesson			
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.		5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	
		Key: ➡ Grade-Level Guaranteed Standards Essential Standards Supporting Standards Linked to ADE Item Specs	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Unit 1: Math is...</u> <u>Unit 3: Place Value & Number Relationships</u> 5.NBT.A.1 5.NBT.A.3 5.NBT.A.4 <u>Unit 5: Multiply Multi-digit Whole Numbers</u> 5.NBT.A.2 ➡ 5.NBT.B.5 <u>Unit 7: Dividing Whole Numbers</u> 5.NBT.B.6	<u>Unit 4: Addition & Subtraction of Decimals</u> ➡ 5.NBT.B.7 <u>Unit 6: Multiplication of Decimals</u> ➡ 5.NBT.B.7 5.NBT.A.2 <u>Unit 8: Dividing Decimals</u> ➡ 5.NBT.B.7 5.NBT.A.2 <u>Unit 2: Volume</u> 5.MD.C.3 5.MD.C.4 5.MD.C.5	<u>Unit 9: Addition & Subtraction of Fractions</u> ➡ 5.NF.A.1 5.NF.A.2 5.NF.B.5 <u>Unit 10: Multiplication of Fractions</u> ➡ 5.NF.B.4 5.NF.B.5 5.NF.B.6 <u>Unit 11: Dividing of Fractions</u> 5.NF.B.3 ➡ 5.NF.B.7 <u>Unit 12: Measurement and Data</u> 5.MD.A.1 5.MD.B.2	<u>Unit 13: Geometry</u> 5.G.A.1 5.G.A.2 5.G.B.3 5.G.B.4 <u>Unit 14: Algebraic Thinking</u> 5.OA.A.1 5.OA.A.2 5.OA.B.3 5.OA.B.4
<u>Spiral Review:</u> ➡ 4.NBT.B.4 ➡ 4.NBT.B.5	<u>Spiral Review:</u> 5.NBT.A.3 ➡ 5.NBT.B.5	<u>Spiral Review:</u> ➡ 5.NBT.B.5 ➡ 5.NBT.B.7 5.MD.C.5	<u>Spiral Review:</u> ➡ 5.NF.A.1 ➡ 5.NF.B.4 ➡ 5.NF.B.7

Quarter 1 Unit 3: Place Value & Number Relationships

How can I Extend my Knowledge of Place Value to Decimals?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

5.NBT.A.1 Apply concepts of place value, multiplication, and division to understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	5.NBT.A.3 Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names*, and expanded form. For example, $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	5.NBT.A.4 Use place value understanding to round decimals to any place.
<ul style="list-style-type: none"> ★ Identify the factor by which one number is greater or less than another ★ Compare the value of a digit in different place values of two given numbers and identify the power of 10 by which one number is greater than another 	<ul style="list-style-type: none"> ★ Write a number with a given name in numerical form ★ Identify the name of a given number ★ Write a number given in traditional expanded form in numeric form or vice versa ★ Identify numbers in non-traditional numeric form (e.g., $47.389 = 9 \times (1/1000) + 7 \times 1 + 3 \times (1/10) + 4 \times 10 + 8 \times (1/100)$) ★ Compare two decimals ★ Order more than two decimals in numeric form 	<ul style="list-style-type: none"> ★ Identify the value of a decimal number rounded to a place value ★ Identify the decimal values that round to a specific value ★ Distinguish between different rounding procedures used in order to create a number that fits certain parameters (use tables and multi-step problems)
Q1 Spiral Review: ➡ 4.NBT.B.4 Students fluently add and subtract multi-digit whole numbers using the standard algorithm. ★ ➡ 4.NBT.B.5 – Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
GESD PROVIDED RESOURCES: Reveal Math 3-1,3-2,3-4,3-5★ Flipbook: Pg. 12, 17, 19		
MANIPULATIVES: Place Value Chart to Millions, 10x10 Grids, Blank Number Cubes, Number Cubes, Decimal Forms, Number Cards 0-10.		

Quarter 1 Unit 5: Multiply Multi-Digit Whole Numbers

How can I Multiply Multi-Digit Numbers?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.[5.NBT.A.2](#)

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.

- ★ Calculate a power of 10
- ★ Identify patterns when multiplying or dividing by a power of 10
- ★ Multiply or divide a decimal by a power of ten
- ★ Find a missing exponent when multiplying or dividing a decimal by a power of ten

[5.NBT.B.5](#)

Fluently multiply multi-digit whole numbers using the standard algorithm. expanded form.

- ★ Calculate the product of two numbers
- ★ Identify a missing factor or digit in a multiplication problem (variables)

Q1 Spiral Review:**GESD PROVIDED RESOURCES:** Reveal Math Lesson 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7 ★ Flipbook: Pg. 20, 25 ★ *Teaching Student-Centered Mathematics* Van de Walle Pg. 213; 11.7**MANIPULATIVES:** Number Cubes, Calculators, Index Cards, Base-Ten Blocks, *Multiplication Algorithm* Teaching Resource, Spinners**Quarter 1 Unit 7: Dividing Whole Numbers**

How do I Add and Subtract Decimals?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.[5.NBT.B.6](#)

Apply and extend understanding of division to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

Note: students do not use the standard algorithm for division until 6th Grade.

- ★ Calculate the quotient of 2 numbers
- ★ Select expressions that are equivalent to a given quotient
- ★ Illustrate and explain quotients of 2 numbers using equations, rectangular arrays, or area models

Q1 Spiral Review: ➡ [4.NBT.B.4](#) Students fluently add and subtract multi-digit whole numbers using the standard algorithm. ★ ➡ [4.NBT.B.5](#) – Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

GESD PROVIDED RESOURCES: Reveal Math Lesson 7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7 ★ Flipbook: Pg. 23; *Supplement with Teaching Student-Centered Mathematics Van de Walle pg 199* Begin with Models, Pg. 211; 11.4

MANIPULATIVES: Base-Ten Blocks, Index Cards, Number Cubes, Digit Cards, Calculators, *Blank Partial Quotients* Teaching Resource

Quarter 2 Unit 4: Add & Subtraction of Decimals

How do I Add and Subtract Decimals?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

➡ [5.NBT.B.7](#)

Add, subtract, ~~multiply, and divide~~ decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.

★ Perform a calculation involving decimals

Q2 Spiral Review: [5.NBT.A.3](#) – Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. . Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. ➡ [5.NBT.B.5](#) – Fluently multiply multi-digit whole numbers using a standard algorithm.

GESD PROVIDED RESOURCES: Reveal Math Lesson 4-1 4-3 4-4 4-5 4-6 4-7 4-8 ★ Flipbook: Pg. 15

MANIPULATIVES: Decimal Cards, Number Cube, Base Ten Blocks, Decimal Grid, Index Cards, Blank Number Lines, Decimal Grids, Blank Open Number Lines

Quarter 2 Unit 6: Multiplication of Decimals

How can I Multiply Multi-Digit Numbers?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

➡ [5.NBT.B.7](#)

Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.

★ Perform a calculation involving decimals

[5.NBT.A.2](#)

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.

- ★ Calculate a power of 10
- ★ Identify patterns when multiplying or dividing by a power of 10
- ★ Multiply or divide a decimal by a power of ten
- ★ Find a missing exponent when multiplying or dividing a decimal by a power of ten

Q2 Spiral Review: [5.NBT.A.3](#) – Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. . Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. ★ ➡ [5.NBT.B.5](#) – Fluently multiply multi-digit whole numbers using a standard algorithm.

GESD PROVIDED RESOURCES: Reveal Math Lesson 6-1, 6-2, 6-3, 6-4, 6-5, 6-6 ★ Flipbook: Pg. 18, 25

MANIPULATIVES: Calculator, Number Cubes: 1 whole number cube, 1 decimal cube, Place-Value Charts, *Blank Open Number Lines*, *10 x 10 Grids* Teaching Resource, Base-Ten Blocks, 0.5cm Grid Paper, Decimal Grids, *Show and Explain Your Reasoning* Teaching Resource

Quarter 2 Unit 8: Dividing Decimals How can I Multiply Multi-Digit Numbers?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p>➡ 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.</p>	<p>5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.</p>
<ul style="list-style-type: none"> ★ Perform a calculation involving decimals ★ Solve a problem involving decimals and four operations given a scenario 	<ul style="list-style-type: none"> ★ Calculate a power of 10 ★ Identify patterns when multiplying or dividing by a power of 10 ★ Multiply or divide a decimal by a power of ten ★ Find a missing exponent when multiplying or dividing a decimal by a power of ten
<p>Q2 Spiral Review: 5.NBT.A.3 – Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. . Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. ★ ➡ 5.NBT.B.5 – Fluently multiply multi-digit whole numbers using a standard algorithm.</p>	
<p>GESD PROVIDED RESOURCES: Reveal Math Lesson 8-1, 8-2, 8-3, 8-4, 8-5, 8-6 ★ Flipbook: Pg. 18, 25</p>	
<p>MANIPULATIVES: Base-Ten Blocks, Calculators, Hundred Grids, Bills and Coins Manipulatives, Index Cards, <i>Tenths and Hundredths Representations</i> Teaching Resource, Number Cubes, <i>10 x 10 Grids</i> Teaching Resource, <i>Tenths and Hundredths Representations</i></p>	

Quarter 2 Unit 2: Volume**How Can I Find the Volume of a Rectangular Prism?****ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**5.MD.C.3**

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

- a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
- b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

5.MD.C.4

Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5.MD.C.5

Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume.

- a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the Associative Property of Multiplication).
- b. Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$, where in this case B is the area of the base ($B = l \times w$), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts.
- c. Understand volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms, applying this technique to solve mathematical problems and problems in real-world contexts.

- ★ Recognize volumes as an attribute of solid figures
- ★ Identify a unit cube as 1 cubic unit of volume
- ★ Recognize the use of n unit cubes packed in a solid figure to find the volume of that figure in n cubic units

- ★ Identify the volume of a rectangular prism by counting unit cubes, and compare volumes of multiple prisms

- ★ Calculate the volume of a right rectangular prism when given the formula
- ★ Determine the volume of a right rectangular prism without the formula given
- ★ Determine the dimensions of a right rectangular prism given the volume
- ★ Show how to determine the volume of a solid composed of 2 non-overlapping rectangular prisms (e.g. by writing an expression with an unknown)
- ★ Calculate the volume of a solid figure that is composed of non-overlapping rectangular prisms
- ★ Identify an additional volume needed to complete a larger volume
- ★ Compare volumes of a rectangular prisms using the formula for volume

Q2 Spiral Review: [5.NBT.A.3](#) – Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. . Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. ★ ➔ [5.NBT.B.5](#) – Fluently multiply multi-digit whole numbers using a standard algorithm.

GESD PROVIDED RESOURCES: Reveal Math Lesson 2-1, 2-2, 2-3, 2-4, 2-5 ★ Flipbook: Pg. 50 - 54 ★ *Teaching Student-Centered Mathematics* Van de Walle Pg. 344-361; 16.3, 16.6-16.8

MANIPULATIVES: centimeter cubes, marbles/beans, Nets Teaching Resource, cubes, ruler, Problem-Solving Tool Teaching Resource

Quarter 3 Unit 9: Addition & Subtraction of Fractions**How Can I Find the Volume of a Rectangular Prism?****ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p>➔ 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., $2/3 + 5/4 = 8/12 + 15/12 = 23/12$).</p>	<p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using a variety of representations, equations, and visual models to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g. recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$).</p>	<p>5.NF.B.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>
<p>★ Calculate the sum or difference of two or more fractions with unlike denominators</p>	<p>★ Use benchmark fractions to explain why an assertion is or is not reasonable ★ Calculate the sum or difference of two or more fractions with like and/or unlike denominators in a given word problem ★ Determine a missing numerator or denominator in the addend, subtrahend, or minuend of an addition or subtraction problem with fractions in a given word problem</p>	<p>★ Identify a possible factor of a given expression, given one factor and a comparison value of the product of that factor ★ Identify a statement comparing the value of a given multiplication expression to one of its factors ★ Identify an expression that represents a given statement comparing a product to one of its factors ★ Identify an expression that is equivalent to multiplying a given number by 1 ★ Identify expressions that have a value less than or greater than a given number, where the expressions are that number multiplied by another number</p>

Q3 Spiral Review: ➔ [5.NBT.B.5](#) Fluently multiply multi-digit whole numbers using the standard algorithm. expanded form. ★ ➔ [5.NBT.B.7](#) Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form. ★ [5.MD.C.5](#) Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the Associative Property of Multiplication). b. Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$, where in this case B is the area of the base ($B = l \times w$), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts. c. Understand volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms, applying this technique to solve mathematical problems and problems in real-world contexts.

GESD PROVIDED RESOURCES: Reval Math Lesson 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9 ★ Flipbook:Pgs. 29, 31, 40; ★ Supplement with *Teaching Student-Centered Mathematics* Van de Walle Pgs. 255-258; 13.1-13.4

MANIPULATIVES: Fraction Circles, Fraction Tiles, Number Cubes, *Benchmark Fraction Number Line* Teaching Resource, *Blank Open Number Line* Teaching Resource, Ruler, *Fraction Number Lines* Teaching Resource, Index Cards, Blank Spinner, *Explain and Show Your Strategies* Teaching Resource, *Fraction Circles*, *Problem-Solving Tool* Teaching Resource

Quarter 3 Unit 10: Multiply Fractions

How can I multiply fractions?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

➔ **5.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction.

a. Interpret the product $(a/b) \times q$ as a part of a partition of q into b equal parts. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation.

b. Interpret the product of a fraction multiplied by a fraction $(a/b) \times (c/d)$. Use a visual fraction model and create a story context for this equation. For example, use a visual fraction model to show $(2/3) \times (4/5) = 8/15$, and create a story context for this equation. In general, $(a/b) \times (c/d) = ac/bd$.

c. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

- ★ Multiply a fraction by a whole number or a fraction
- ★ Relate a scenario that describes “a parts of a partition of q into b equal parts” to an expression of the form $(a/b) \times q$ and/or $a \times q \div b$
- ★ Tile a rectangular area to find the area, either given the dimensions of the tile, or the dimensions of the shape
- ★ Identify rectangular shape(s) with a given area, where the shapes have given side lengths or are tiled with tiles of given dimensions
- ★ Multiply length and width to find the area of a rectangular shape with fractional side lengths

5.NF.B.5

Interpret multiplication as scaling (resizing), by:

- a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

- ★ Identify a possible factor of a given expression, given one factor and a comparison value of the product of that factor
- ★ Identify a statement comparing the value of a given multiplication expression to one of its factors
- ★ Identify an expression that represents a given statement comparing a product to one of its factors
- ★ Identify an expression that is equivalent to multiplying a given number by 1
- ★ Identify expressions that have a value less than or greater than a given number, where the expressions are that number multiplied by another number

5.NF.B.6

Solve problems in real-world contexts involving multiplication of fractions, including mixed numbers, by using a variety of representations including equations and models.

- ★ Solve simple word problems involving multiplication of fractions (i.e. multiplying two given values)
- ★ Solve complex word problems involving multiplication of fractions (e.g., multiplying three numbers, involving other operations, finding an unknown numerator, denominator, etc.)

Q3 Spiral Review: ➔ **5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm. expanded form. ★ ➔ **5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form. ★ **5.MD.C.5** Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the Associative Property of Multiplication). b. Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$, where in this case B is the area of the base ($B = l \times w$), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts. c. Understand volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms, applying this technique to solve mathematical problems and problems in real-world contexts. **5.MD.C.5**

Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume.

a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the Associative Property of Multiplication).

b. Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$, where in this case B is the area of the base ($B = l \times w$), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts.

c. Understand volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms, applying this technique to solve mathematical problems and problems in real-world contexts.

GESD PROVIDED RESOURCES: Reveal Math Lesson 10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7, 10-8, 10-9 ★ Flipbook: Pg. 37, 40, 42 ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pg. 263; 13.6. 237; 2.8

MANIPULATIVES: Counters, Fraction Circles, Fraction Tiles, Grid Paper, Index Cards, Blank Spinners, Rulers, *Problem-solving Tool* Teacher Resource

Quarter 3 Unit 11: Divide Fractions

How can I divide fractions?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

5.NF.B.3

Interpret a fraction as the number that results from dividing the whole number numerator by the whole number denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.

For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people, each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

- ★ Express a given division problem as a fraction
- ★ Identify a given fraction as a division problem
- ★ Find the solution to a division word problem and express the quotient as a fraction
- ★ Determine two consecutive whole numbers between which the answer lies to a given division problem, with or without context
- ★ Identify an area model or number line model that shows the solution to a division problem

5.NF.B.7

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

- a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Use the relationship between multiplication and division to justify conclusions.
- b. Interpret division of a whole number by a unit fraction, and compute such quotients.
- c. Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using a variety of representations.

- ★ Divide a fraction by a whole number
- ★ Divide a whole number by a fraction
- ★ Solve a simple word problem that includes division, a whole number, and a fraction
- ★ Solve a simple word problem that involves division, and justify the solution using an equation or number line
- ★ Select a division expression that represents the scenario of a given division problem
- ★ Select an equivalent multiplication problem for a given division equation

Q3 Spiral Review: ➔ 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. expanded form. ★ ➔ 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form. ★ 5.MD.C.5 Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the Associative Property of Multiplication). b. Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$, where in this case B is the area of the base ($B = l \times w$), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts. c. Understand volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms, applying this technique to solve mathematical problems and problems in real-world contexts.

5.MD.C.5

Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume.

- a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the Associative Property of Multiplication).
- b. Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$, where in this case B is the area of the base ($B = l \times w$), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts.

GESD PROVIDED RESOURCES: Reveal Math Lesson 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7 ★ Flipbook: Pg. 34, 44; *Supplement with Teaching Student-Centered Mathematics Van de Walle (6th-8th Grade book) Pg. 152; 8.25, 270-312; 13.7-13.9, 14.4, 14.5, 15.2*

MANIPULATIVES: Fraction Circles, Number Cubes, Number Cards, *Problem-Solving Tool* Teaching Resource, Fraction Tiles, Spinners, *Unit Fractions & Whole Numbers* Teaching Resource, *Dividing Fractions Puzzle Pieces* Teaching Resource, *Unit Fractions and Whole Numbers* Teaching Resource, *Problem-Solving Tool* Teaching Resource

Quarter 3 Unit 12: Measurement and Data

How can I convert measurement units and represent measurement data?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

5.MD.A.1

Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.

For example, convert 5 cm to 0.05 m.

- ★ Calculate a measurement conversion within a problem with no context
- ★ Solve a real world problem involving measurement conversions

5.MD.B.2

Make a line plot to display a data set of measurements in fractions of a unit (e.g., $\frac{1}{8}$, $\frac{1}{2}$, $\frac{3}{4}$). 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.

★

Q3 Spiral Review: → **5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm. expanded form. ★ → **5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form. ★ **5.MD.C.5** Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the Associative Property of Multiplication). b. Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$, where in this case B is the area of the base ($B = l \times w$), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts. c. Understand volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms, applying this technique to solve mathematical problems and problems in real-world contexts.

GESD PROVIDED RESOURCES: Reveal Math Lesson 12-1, 12-2, 12-3, 12-4, 12-5 ★ Flipbook: Pg. 48, 50; *Supplement with Teaching Student-Centered Mathematics Van de Walle Pgs. 349-350; 16.5, 16.6, 414-418; 18.5, 18.7-18.9*

MANIPULATIVES: *Customary Conversion Tables* Teaching Resource, *Customary Measurement Cards* Teaching Resource, Base-Ten Blocks (ones and tens only), *Metric Conversion Tables* Teaching Resource, Index Cards, *Problem-Solving Tool* Teaching Resource, Blank Number Cubes

Quarter 4 Unit 13: Geometry

How can I use the coordinate plane to identify and classify 2-dimensional figures?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.[5.G.A.1](#)

Understand and describe a coordinate system as perpendicular number lines, called axes, that intersect at the origin (0, 0). Identify a given point in the first quadrant of the coordinate plane using an ordered pair of numbers, called coordinates. Understand that the first number (x) indicates the distance traveled on the horizontal axis, and the second number (y) indicates the distance traveled on the vertical axis.

[5.G.A.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.

[5.G.B.3](#)

Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and all squares are rectangles, therefore all squares have four right angles.*

[5.G.B.4](#)

Classify two dimensional figures in a hierarchy based on properties.

- ★ Find the coordinates of a point based on its distance from the origin in the direction of the axes.
- ★ Plot a point based on its distance from the origin in the direction of the axes.

- ★ Plot points based on given coordinates
- ★ Plot points based on the relationship between their locations on the coordinate plane
- ★ Identify how many units and which direction one point is from another
- ★ Find the coordinates of a point based on a graphed point in a coordinate plane
- ★ Interpret meaning of coordinate values within a context (axes indicate specific values)

- ★ Select attributes that categories share
- ★ Select shapes based on the attributes of a specific category
- ★ Select shapes that can be treated the same way as shapes in an upper category

- ★ Show a hierarchy of shapes categorized by attributes
- ★ Select the categories a shape belongs to
- ★ Select shapes belonging to a particular subcategory
- ★ Support/refute statements about categorizing shapes

Q4 Spiral Review: ➔ [5.NF.A.1](#) Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., $2/3 + 5/4 = 8/12 + 15/12 = 23/12$).

➔ [5.NF.B.4](#) Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction.

- a. Interpret the product $(a/b) \times q$ as a part of a partition of q into b equal parts. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation.
- b. Interpret the product of a fraction multiplied by a fraction $(a/b) \times (c/d)$. Use a visual fraction model and create a story context for this equation. For example, use a visual fraction model to show $(2/3) \times (4/5) = 8/15$, and create a story context for this equation. In general, $(a/b) \times (c/d) = ac/bd$.
- c. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

➔ [5.NF.B.7](#) Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

- a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Use the relationship between multiplication and division to justify conclusions.
- b. Interpret division of a whole number by a unit fraction, and compute such quotients.
- c. Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using a variety of representations.

GESD PROVIDED RESOURCES: Reveal Math Lessons 13-1, 13-2, 13-3, 13-4, 13-5, 13-6 ★ Flipbook: Pg. 57, 60, 62, 64; Supplement with [Teaching Student-Centered Mathematics](#) Van de Walle Pgs. 399-400; 17.17-17.19, 400; 17.20, 378, 393; 17.3, 17.12, 394-395; 17.13, 17.14

MANIPULATIVES: *Understanding the Coordinate Plane* Teaching Resource, Blank Number Cubes, *Coordinate Plane* Teaching Resource, Plastic Straws, *Properties of Triangles* Teaching Resource, *Classifying Quadrilaterals* Teaching Resource, *Venn Diagram* Teaching Resource

Quarter 4 Unit 14: Algebraic Thinking

How can I begin to think about algebra?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p>5.OA.A.1 Use parentheses and brackets in numerical expressions, and evaluate expressions with these symbols (Order of Operations).</p>	<p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them (e.g., express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$). Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.</p>	<p>5.OA.B.3 Generate two numerical patterns using two given rules (e.g., generate terms in the resulting sequences). Identify and explain the apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane (e.g., given the rule “add 3” and the starting number 0, and given the rule “add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence). Explain informally why this is so.</p>	<p>5.OA.B.4 Understand primes have only two factors and decompose numbers into prime factors.</p>
<ul style="list-style-type: none"> ★ Evaluate a numerical expression with parentheses and brackets ★ Rewrite a given numerical expression with parentheses, brackets and/or braces (by inserting these grouping symbols) such that the expression evaluates to a given answer ★ Identify a calculation error when evaluating a numerical expression 	<ul style="list-style-type: none"> ★ Interpret the meaning of a written numerical statement without evaluating it ★ Construct a numerical expression given a written statement of numerical values 	<ul style="list-style-type: none"> ★ Find terms of two numerical patterns given rules, including forming ordered pairs determined by a pattern ★ Identify relationships between two numerical patterns ★ Graph ordered pairs corresponding to terms in two numerical patterns in a coordinate plane 	<ul style="list-style-type: none"> ★ Identify a number (or numbers) given a set of conditions (related to prime/composite, and factors) that meets those criteria ★ Classify numbers as prime or composite ★ Apply the concepts of prime numbers, composite numbers, and factors in problem-solving contexts

Q4 Spiral Review: → [5.NF.A.1](#) Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$).

→ [5.NF.B.4](#) Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction.

- a. Interpret the product $(\frac{a}{b}) \times q$ as a part of a partition of q into b equal parts. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation.
- b. Interpret the product of a fraction multiplied by a fraction $(\frac{a}{b}) \times (\frac{c}{d})$. Use a visual fraction model and create a story context for this equation. For example, use a visual fraction model to show $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$, and create a story context for this equation. In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.
- c. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

→ [5.NF.B.7](#) Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

- a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Use the relationship between multiplication and division to justify conclusions.
- b. Interpret division of a whole number by a unit fraction, and compute such quotients.

c. Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using a variety of representations.

GESD PROVIDED RESOURCES: Reveal Math Lesson 14-1, 14-2, 14-3, 14-4, 14-5, 14-6 ★ Flipbook: Pg. 4, 6, 8, 4th grade Flip Book Pg. 12 ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pg. 330; 15.15, 320-326; 15.9, 15.10, 15.1, 332-336; 15.7, 15.8, 15.21 ★ Supplement with Strategies for Success: Math Problem-Solving Unit 4: Problem-Solving Using Geometry Lesson 13 Pg. 74

MANIPULATIVES: Number Cubes, Index Cards, Cardstock, Two-Color Counters, Blank Cubes, *Coordinate Plane* Teaching Resource

Quarter Taught				Essential Standards
1	2	3	4	Number and Operations in Base Ten (NBT):
X	X			5.NBT.A.3 – Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
X	X	X		⇒ 5.NBT.B.5 – Fluently multiply multi-digit whole numbers using a standard algorithm.
X				5.NBT.B.6 – Apply and extend understanding of division to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
	X	X		⇒ 5.NBT.B.7 – Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.
				Number and Operations – Fractions (NF):
		X	X	⇒ 5.NF.A.1 – Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., $2/3 + 5/4 = 8/12 + 15/12 = 23/12$).
		X	X	⇒ 5.NF.B.4 – Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. b. Interpret the product of a fraction multiplied by a fraction $(a/b) \times (c/d)$. Use a visual fraction model and create a story context for this equation. For example, use a visual fraction model to show $(2/3) \times (4/5) = 8/15$, and create a story context for this equation. In general, $(a/b) \times (c/d) = ac/bd$. c. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
		X		5.NF.B.6 – Solve problems in real-world contexts involving multiplication of fractions, including mixed numbers, by using a variety of representations including equations and models.
		X	X	⇒ 5.NF.B.7 – Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Use the relationship between multiplication and division to justify conclusions. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to justify conclusions (e.g., $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$). c. Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using a variety of representations.
				Measurement and Data (MD):
	X	X		5.MD.C.5 – Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the associative property of multiplication). b. Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$, where in this case B is the area of the base ($B = l \times w$), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts. c. Understand volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms, applying this technique to solve mathematical problems and problems in real-world contexts.
				Geometry (G):
			X	5.G.A.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.

Quarter Taught				Supporting Standards
1	2	3	4	Operations and Algebraic Thinking (OA):
			X	5.OA.A.1 – Use parentheses and brackets in numerical expressions, and evaluate expressions with these symbols (Order of Operations).
			X	5.OA.A.2 – Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them (e.g., express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product).
			X	5.OA.B.3 – Generate two numerical patterns using two given rules (e.g., generate terms in the resulting sequences). Identify and explain the apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane (e.g., given the rule "add 3" and the starting number 0, and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence).
			X	5.OA.B.4 – Understand primes have only two factors and decompose numbers into prime factors.
				Number and Operations in Base Ten (NBT):
X				5.NBT.A.1 – Apply concepts of place value, multiplication, and division to understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
X	X			5.NBT.A.2 – Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
X				5.NBT.A.4 – Use place value understanding to round decimals to any place.
				Number and Operations – Fractions (NF):
		X		5.NF.A.2 – Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using a variety of representations, equations, and visual models to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g. recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$).
		X		5.NF.B.3 – Interpret a fraction as the number that results from dividing the whole number numerator by the whole number denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people, each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
		X		5.NF.B.5 – Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
				Measurement and Data (MD):
		X		5.MD.A.1 – Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems.
		X		5.MD.B.2 – Make a line plot to display a data set of measurements in fractions of a unit ($1/8, 1/2, 3/4$). 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.
	X			5.MD.C.3 – Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
	X			5.MD.C.4 – Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
				Geometry (G):
			X	5.G.A.1 – Understand and describe a coordinate system as perpendicular number lines, called axes, that intersect at the origin (0, 0). Identify a given point in the first quadrant of the coordinate plane using an ordered pair of numbers, called coordinates. Understand that the first number (x) indicates the distance traveled on the horizontal axis, and the second number (y) indicates the distance traveled on the vertical axis.

			X	5.G.B.3 – Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
			X	5.G.B.4 – Classify two-dimensional figures in a hierarchy based on properties.

Glendale Elementary School District

23-24

5th Grade

SCIENCE PACING GUIDE



Fifth Grade: Patterns; Scale, Proportion, and Quantity

By the end of fifth grade, students apply their understanding of scale at macro (time and space) and micro (particles of matter) levels to understand patterns and scale across life, earth and space, and physical sciences. Students will develop an understanding of forces, conservation of matter, and that genetic information can be passed down from parent to offspring. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in fifth grade focus on helping students understand phenomena through patterns and scale, proportion and quantity.



Year-at-a-Glance

McGraw Hill correlates the instructional units to the NGSS standards. The 3rd grade Arizona Standards are covered through the NGSS standards within the 3rd-5th grade band. **A crosswalk that articulates when each state standard is covered is linked [here](#).**

When implemented with fidelity, 3rd-5th grade students will have received the needed curriculum prior to the AzSci assessment that is administered in 5th grade.

The pacing for science content is recommended to be taught within a 4-5 week block and then alternated with Social Studies to ensure that both are taught each quarter. The FlexTrack B pacing (found in each lesson's *Lesson at a Glance*) is recommended to support meeting this timeline.

Key: T - Teacher Edition

<u>QUARTER 1</u>	<u>QUARTER 2</u>	<u>QUARTER 3</u>	<u>QUARTER 4</u>
<u>Investigate Matter</u> Matter 5.P1U1.1 5.P1U1.2	<u>Ecosystems</u> Matter in Ecosystems 4.E1U1.6 3.L2U1.7 3.L2U1.8 Energy in Ecosystems 4.E1U1.6 3.L2U1.7 3.L2U1.8	<u>Earth's Interactive Systems</u> Earth's Water System 4.E1U1.6 4.E1U3.9 Earth's Other Systems 4.E1U1.6 4.E1U3.9	<u>Earth and Space Patterns</u> Earth's Patterns and Movement 5.E2U1.7 Earth and Space 5.E2U1.7

AzSCI will be administered in 5th grade (**equally covering domains from Grade 3/4/5 standards**).

Need Collaborative Kit Refill Materials: [CLICK HERE](#) to Order

Quarter 1: Investigate Matter

Length of Study: 4 weeks

5.P1U1.1	Analyze and interpret data to explain that matter of any type can be subdivided into particles too small to see and, in a closed system, if properties change or chemical reactions occur, the amount of matter stays the same.
5.P1U1.2	Plan and carry out investigations to demonstrate that some substances combine to form new substances with different properties and others can be mixed without taking on new properties.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Developing and Using Models; Planning and Carrying Out Investigations; Using Mathematics and Computational Thinking ★ DCI Developing Possible Solutions; Optimizing the Design Solution; Structure and Properties of Matter; Chemical Reactions ★ CCC Cause and Effect; Scale, Proportion, and Quantity
<p style="text-align: center;">Unit 1: Investigate Matter</p> <p>Big Idea: What do we need to know about matter to use it to solve problems?</p>	GESD Resources:
	<p>Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Identify Properties of Materials (T5), Lesson 2 - Mixtures and Solutions (T19), Lesson 3 - Physical and Chemical Changes (T33), Lesson 4 - Solids, Liquids, and Gasses (T49), STEM Module Project - Design the Perfect Pancake (T65), Module Wrap-Up - Revisit the Phenomenon (T71)</p> <p>Materials Inventory</p>

Quarter 2: Ecosystems Length of Study: 4 weeks	
4.E1U1.6	Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes.
3.L2U1.7	Develop and use system models to describe the flow of energy from the Sun to and among living organisms.
3.L2U1.8	Construct an argument from evidence that organisms are interdependent.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Developing and Using Models; Engaging in Argument from Evidence ★ DCI Organization for Matter and Energy Flow in Organisms; Interdependent Relationships in Ecosystems; Cycles of Matter and Energy Transfer in Ecosystems ★ CCC Systems and System Models; Energy and Matter: Flows, Cycles, and Conservation
Unit 2: Ecosystems Big Idea: How does matter cycle between the living and nonliving parts of an ecosystem? Big Idea: How is energy from the Sun essential for life on Earth?	GESD Resources
	Module 1: Matter in Ecosystems Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Plant Survival (T5), Lesson 2 - Interactions of Living Things (T19), Lesson 3 - Role of Decomposers (T37), STEM Module Project - Design a Compost Heap (T51), Module Wrap-Up - Revisit the Phenomenon (T57) Materials Inventory
	GESD Resources
	Module 2: Energy in Ecosystems Module Opener - Encounter the Phenomenon (T59), STEM Module Project Launch (T60), Lesson 1 - Earth's Major Systems (T61), Lesson 2 - Cycles of Matter in Ecosystems (T75), Lesson 3 - Energy Transfer in Ecosystems (T91), STEM Module Project - Build an Eco-Column (T107), Module Wrap Up - Revisit the Phenomenon (T113) Materials Inventory

Quarter 3: Earth's Interactive Systems

Length of Study: 4 weeks

4.E1U1.6	Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes.
4.E1U3.9	Construct and support an evidence-based argument about the availability of water and its impact on life.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Constructing Explanations and Designing Solutions; Developing and Using Models; Obtaining, Evaluating, and Communicating Information; Using Mathematics and Computational Thinking ★ DCI Earth Materials and Systems; The Roles of Water in Earth's Surface Processes; Human Impacts on Earth Systems; Defining and Delimiting Engineering Problems; Developing Possible Solutions; Optimizing the Design Solution ★ CCC Scale, Proportion, and Quantity; Systems and System Models
<p>Unit 3: Earth's Interactive Systems</p> <p>Big Idea: How can we collect water to conserve water resources?</p> <p>Big Idea: How do Earth's systems interact with one another?</p>	GESD Resources:
	<p>Module 1: Earth's Water System</p> <p>Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Water Distribution on Earth (T5), Lesson 2 - Human Impact on Water Resources (T21), Lesson 3 - Effects of the Hydrosphere (T37), STEM Module Project - Design a Rainwater Collection System (T53), Module Wrap-Up - Revisit the Phenomenon (T59)</p> <p>Materials Inventory</p>
	GESD Resources:
	<p>Module 2: Earth's Other Systems</p> <p>Module Opener - Encounter the Phenomenon (T61), STEM Module Project Launch (T62), Lesson 1 - Effects of the Geosphere (T63), Lesson 2 - Effects of the Atmosphere (T83), Lesson 3 - Effects of the Biosphere (T101), STEM Module Project - Design a Desert Oasis (T115), Module Wrap-Up - Revisit the Phenomenon (T119)</p> <p>Materials Inventory</p>

Quarter 4: Earth and Space Patterns**Length of Study:** 4 weeks

5.E2U1.7	Develop, revise, and use models based on evidence to construct explanations about the movement of the Earth and Moon within our solar system.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Analyzing and Interpreting Data; Engaging in Argument from Evidence ★ DCI Earth and the Solar System; Types of Interactions; The Universe and Its Stars ★ CCC Cause and Effect; Patterns; Patterns; Scale, Proportion, and Quantity
Unit 4: Earth and Space Patterns Big Idea: What patterns are caused by Earth's movement? Big Idea: What causes different stars to appear during different seasons throughout the year?	GESD Resources:
	Module 1: Earth's Patterns and Movement Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - The Role of Gravity (T5), Lesson 2 - Earth's Moon (T23), STEM Module Project - Design a Planetarium Model (T43), Module Wrap-Up - Revisit the Phenomenon (T47) Materials Inventory
	GESD Resources:
	Module 2: Earth and Space Module Opener - Encounter the Phenomenon (T49), STEM Module Project Launch (T50), Lesson 1 - Earth's Place in Space (T51), Lesson 2 - Stars and Their Patterns (T67), STEM Module Project - Model a Constellation (T85), Module Wrap-Up - Revisit the Phenomenon (T89) Materials Inventory

Core Ideas for Knowing Science:*Physical Science*

- P1: All matter in the Universe is made of very small particles.
- P2: Objects can affect other objects at a distance.
- P3: Changing the movement of an object requires a net force to be acting on it.
- P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

Earth and Space Science

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
- E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

Life Science

- L1: Organisms are organized on a cellular basis and have a finite life span.
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution

Core Ideas for using Science:

- U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.
- U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
- U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

Science and Engineering Practices:

- [ask questions and define problems](#)
- [develop and use models](#)
- [plan and carry out investigations](#)
- [analyze and interpret data](#)
- [use mathematics and computational thinking](#)
- [construct explanations and design solutions](#)
- [engage in argument for evidence](#)
- [obtain, evaluate, and communicate information](#)

Crosscutting Concepts:

- [Patterns](#)
- [Cause and Effect](#)
- [Scale, Proportion, and Quantity](#)
- [Systems and System Models](#)
- [Energy and Matter](#)
- [Structure and Function](#)
- [Stability and Change](#)

Bold concepts are a focus for this grade level. Go to <http://bit.ly/CrossCutk8> for detailed information about crosscutting concepts.



Glendale Elementary School District

23-24

5th Grade



HISTORY & SOCIAL STUDIES PACING GUIDE

Fifth Grade - United States Studies; American Revolution to Industrialism (1763-1900s)

Students understand the history of the United States within an integrated approach considering the following factors:

- Historic and economic events from American Revolution to Industrialism including but not limited to the American Revolution, constitutional convention, westward expansion, Civil War and Reconstruction, and growth of industrial and urban America looking at origins, founders, and key political, economic, and social figures
- Economic, political, and geographic elements as they relate to the events outlined above such as technological developments, urbanization, territorial expansion, industrialization, political parties, and universal suffrage
- Creation of the Constitution and the principles within the document including historical and philosophical influences, influence of state constitutions, Articles of Confederation, compromises and ratification debates at the Constitutional Convention, Bill of Rights, limited government, popular sovereignty, federalism, rule of law, checks and balances, and separation of powers
- Development and structure of the national government including the Preamble, the three branches, examples of powers granted to each branch, powers granted to the states and individuals, the Bill of Rights, and current issues regarding federalism and rights
- Influence of immigration including push/pull factors, industrialization, urbanization, diversification of the population, and debates over immigration
- Contributions of various cultural and ethnic groups to the changing social and political structure of the United States
- Roles and responsibilities as citizens of the United States including participation in the political system
- Examination of primary and secondary sources including written and oral histories, images, and artifacts with special attention being given to founding documents including the Declaration of Independence, the Constitution, Bill of Rights and all subsequent amendments, and landmark Supreme Court cases
- Inclusion of historical fiction and picture books in addition to informational text.
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect



Year-at-a-Glance

The pacing for history and social sciences content is recommended to be taught within a 4-5 week block and then alternated with Science to ensure that both are taught each quarter.

Lessons noted in the pacing guide align to the Arizona History and Social Science Standards. The remaining lessons in the chapters are optional.

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
<p>The American Revolution</p> <p>The Constitution</p> <p>9/11 Observance Day ADE Resources 9/11 Museum Resources</p> <p>Civics Celebration Week (9/17-9/25) ADE Resources</p>	<p>North and South</p> <p>The Spirit of Reform</p>	<p>Towards Civil War</p> <p>The Civil War</p>	<p>Opening the West</p> <p>The Industrial Age</p>

Quarter 1			
Impact Social Studies The American Revolution Essential Question: Why does conflict develop? Length of Study: 2 weeks Intervention & Remediation available: Leveled readers, Lesson Review Game, Assessing Background knowledge. Chapter Summary, Guided Reading Activities, Self-check Quizzes Extensions (Gifted & Talented) available: Lesson and learning specific projects		Impact Social Studies The Constitution Essential Question: Why do people form governments? How do new ideas change the way people live? Length of Study: 2 weeks Intervention & Remediation available: Leveled readers, Lesson Review Game, Assessing Background knowledge. Chapter Summary, Guided Reading Activities, Self-check Quizzes Extensions (Gifted & Talented) available: Lesson and learning specific projects	
Lesson Parts	Content that Matches AZ Standards	Lesson Parts	Content that Matches AZ Standards
Chapter Opener	Interactive tool: The American Revolution 1776-1783	Chapter Opener	Interactive tool: The Constitution
Lesson 1	The War for Independence	Lesson 1	Principles of the Constitution
Lesson 2	The War Continues	Lesson 2	Government and the People
Lesson 3	Battleground Shift	Artifact	The Constitution of the United States
Lesson 4	The Final Years	Chapter Wrap-up	Pick a Review Activity from those provided
Chapter Wrap-up	Pick a Review Activity from those provided		

Quarter 2			
Impact Social Studies North and South Essential Question: How does technology change the way people live? How do people adapt to their environment? Why do people make economic choices? Length of Study: 2 weeks Intervention & Remediation available: Leveled readers, Lesson Review Game, Assessing Background knowledge. Chapter Summary, Guided Reading Activities, Self-check Quizzes Extensions (Gifted & Talented) available: Lesson and learning specific projects		Impact Social Studies The Spirit of Reform Essential Question: Why do people form governments? How do new ideas change the way people live? Length of Study: 2 weeks Intervention & Remediation available: Leveled readers, Lesson Review Game, Assessing Background knowledge. Chapter Summary, Guided Reading Activities, Self-check Quizzes Extensions (Gifted & Talented) available: Lesson and learning specific projects	
Lesson Parts	Content that Matches AZ Standards	Lesson Parts	Content that Matches AZ Standards
Chapter Opener	Interactive tool: North and South 1820-1860	Chapter Opener	Interactive tool: The Spirit of Reform 1820-1860
Lesson 1	The Industrial North	Lesson 1	Social Reform
Lesson 2	People of the North	Lesson 2	The Abolitionists
Lesson 3	Southern Cotton Kingdom	Lesson 3	The Women's Movement
Lesson 4	People of the South	American Literature	Roderick Douglass
Chapter Wrap-up	Pick a Review Activity from those provided	Chapter Wrap-up	Pick a Review Activity from those provided

Quarter 3			
Impact Social Studies Towards Civil War Essential Question: Why does Conflict Develop? Length of Study: 2 weeks Intervention & Remediation available: Leveled readers, Lesson Review Game, Assessing Background knowledge. Chapter Summary, Guided Reading Activities, Self-check Quizzes Extensions (Gifted & Talented) available: Lesson and learning specific projects		Impact Social Studies The Civil War Essential Question: Why Does Conflict Develop? Length of Study: 2 weeks Intervention & Remediation available: Leveled readers, Lesson Review Game, Assessing Background knowledge. Chapter Summary, Guided Reading Activities, Self-check Quizzes Extensions (Gifted & Talented) available: Lesson and learning specific projects	
Lesson Parts	Content that Matches AZ Standards	Lesson Parts	Content that Matches AZ Standards
Chapter Opener	Interactive tool: Towards Civil War 1840-1861	Chapter Opener	Interactive tool: The Civil War 1861-1865
Lesson 1	The Search for Compromise	Lesson 1	The Two Sides
Lesson 2	Challenges to Slavery	Lesson 2	Early Years of the War
Lesson 3	Secession and War	Lesson 3	Life During Civil War
Chapter Wrap-up	Pick a Review Activity from those provided	America's Literature	Across Five Aprils
		Lesson 4	The Strain of War
		Lesson 5	The War's Final Stages
		Chapter Wrap-up	Pick a Review Activity from those provided

Quarter 4			
Impact Social Studies Opening the West Essential Question: Why do people make economic choices? How does geography influence the way people live? Why does conflict develop? How do governments change? Length of Study: 2 weeks Intervention & Remediation available: Leveled readers, Lesson Review Game, Assessing Background knowledge. Chapter Summary, Guided Reading Activities, Self-check Quizzes Extensions (Gifted & Talented) available: Lesson and learning specific projects		Impact Social Studies Industrial Age Essential Question: How does technology change the way people live and work? Length of Study: 2 weeks Intervention & Remediation available: Leveled readers, Lesson Review Game, Assessing Background knowledge. Chapter Summary, Guided Reading Activities, Self-check Quizzes Extensions (Gifted & Talented) available: Lesson and learning specific projects	
Lesson Parts	Content that Matches AZ Standards	Lesson Parts	Content that Matches AZ Standards
Chapter Opener	Interactive tool: Opening the West 1858-1896	Chapter Opener	Interactive tool: The Industrial Age 1865-1914
Lesson 1	Mining and Railroads in the West	Lesson 1	Railroads Lead the Way
Lesson 2	Ranchers and Farmers	Lesson 2	Inventions Change Society
Lesson 3	Native American Struggles	Lesson 3	An Age of Big Business
Lesson 4	Farmers - A New Political Force	Lesson 4	Workers in the Industrial Age
Chapter Wrap-up	Pick a Review Activity from those provided	Chapter Wrap-up	Pick a Review Activity from those provided

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
5.SP1.3, 5.SP2.1	5.RL.1, 5.RL.2, 5.RL.3	Standard 1	When choosing literature to read, look to social studies content for examples. Students can quote accurately from a text, determine themes, and compare and contrast characters. Content Standards to pull literature from include the following: 5.C2.1, 5.C3.1, 5.C4.1, 5.C4.2, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2, 5.E5.1, 5.G1.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1
5.SP3.4, 5.SP3.5	5.RL.4	Standard 2	When choosing literature to read, look to social studies content for examples. Students can determine the meaning of words, explain how a social studies story fits together and describe point of view. Content Standards to pull literature from include the following: 5.C2.1, 5.C3.1, 5.C4.1, 5.C4.2, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2, 5.E5.1, 5.G1.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1
	5.RL.5	Standard 1	
	5.RL.6		
5.SP3.2, 5.SP3.5	5.RL.7	Standard 1	
	5.RL.9		
5.SP1.3, 5.SP2.1, 5.SP3.4, 5.SP3.5, 5.C2.1, 5.C3.1, 5.C4.1, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E5.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1	5.RL.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.
5.SP1.3, 5.SP2.1	5.RI.1, 5.RI.2, 5.RI.3	Standard 1	Content Standards to pull informational texts from included the following: 5.C2.1, 5.C3.1, 5.C4.1, 5.C4.2, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2, 5.E5.1, 5.G1.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1
5.SP1.1, 5.SP1.2, 5.SP1.3, 5.SP2.1, 5.SP3.1, 5.SP3.2, 5.SP3.3, 5.SP3.4, 5.SP3.5	5.RI.4	Standard 2	
	5.RI.5		
	5.RI.6		
5.SP3.6, 5.SP3.7, 5.SP4.1, 5.SP4.2, 5.SP4.3	5.RI.7	Standard 1	
	5.RI.8	Standard 8	
	5.RI.9		
5.SP1.3, 5.SP2.1, 5.SP3.4, 5.SP3.5, 5.C2.1, 5.C3.1, 5.C4.1, 5.E1.1,	5.RI.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
5.C2.1, 5.C3.1, 5.C4.1, 5.C4.2, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2, 5.E5.1, 5.G1.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1	5.W.1	Standards 4, 8, 9	Use the content standards for civics, economics, geography, and history to write opinion pieces, explanatory texts, and narratives. With guidance, students use those same content standards to write research and present their findings.
	5.W.2, 5.W.3	Standards 3,9	
	5.W.4	Standard 9	
	5.W.5	Standard 5	
	5.W.6	Standard 6	
	5.W.7		
	5.W.8, 5.W.9	Standard 7	
	5.W.10		
5.SP3.5, 5.SP3.6, 5.SP3.7 5.SP4.1, 5.SP4.2, 5.SP4.3	5.SL.1	Standard 6	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to tell stories, create recordings and produce complete sentences about what they have read and studied. Use social studies content standards to fulfill this requirement. These include: 5.C2.1, 5.C3.1, 5.C4.1, 5.C4.2, 5.E1.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2, 5.E5.1, 5.G1.1, 5.G2.1, 5.G3.1, 5.G4.1, 5.H2.1, 5.H4.1
	5.SL.2	Standard 1	
	5.SL.3	Standard 8	
5.SP1.1, 5.SP1.2, 5.SP3.1 5.SP3.2, 5.SP3.3, 5.SP3.4	5.SL.4	Standard 2, 4, 7, 9	
	5.SL.5		
	5.SL.6	Standards 5, 9	
	5.L.1, 5.L.2, 5.L.3	Standard 3, 10	Use social studies stories to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge to develop better word relationships and word meanings.
	5.L.4, 5.L.5	Standard 2	
	5.L.6	Standards 4, 5, 8	

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	<i>C1: Civic virtues and democratic principles are key components of the American political system.</i>	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	<i>H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i>
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	<i>G2: Human-environment interactions are essential aspects of human life in all societies.</i>	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems. E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	<i>H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i>
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.