

# 2022/2023 WCSD 5th Grade Pacing Framework (Capital Projects)



Quarters 1 & 2

“Use Place Value Understanding to Model +, -, x Whole Numbers & Decimals”

“Use Place Value Understanding to Model ÷ Whole Numbers, and Decimals”

<p><b>Topic 1</b> <i>Understand Place Value and Lesson 13-1</i></p> <p>Number of lessons: <b>8</b></p> <p>F/D/E: 4 days</p> <p>NVACS Focus: NBT.A</p> <p>Total days: ~12</p>	<p><b>Topic 2</b> <i>Add and Subtract Decimals and Lesson 13-2 concepts</i></p> <p>Number of lessons: <b>7</b></p> <p>F/D/E: 3 days</p> <p>NVACS Focus: NBT.B</p> <p>Total days: ~10</p>	<p><b>Topic 3</b> <i>Fluently Multiply Multi-digit Whole Numbers and Lesson 13-3 concepts</i></p> <p>Number of lessons: <b>7</b></p> <p>F/D/E: 4 days</p> <p>NVACS Focus: NBT.B</p> <p>Total days: ~11</p>	<p><b>Topic 4</b> <i>Use Models and Strategies to Multiply Decimals</i></p> <p>Number of lessons: <b>10</b></p> <p>F/D/E: 3 days</p> <p>NVACS Focus: NBT.B</p> <p>Total days: ~13 Q1: 6 days &amp; Q2: 7 days</p>	<p><b>Topic 5</b> <i>Use Models and Strategies to Divide Whole Numbers</i></p> <p>Number of lessons: <b>8</b></p> <p>F/D/E: 4 days</p> <p>NVACS Focus: NBT.B</p> <p>Total days: ~12</p>	<p><b>Topic 6</b> <i>Use Models and Strategies to Divide Decimals</i></p> <p>Number of lessons: <b>9</b></p> <p>F/D/E: 3 days</p> <p>NVAS Focus: NBT.B</p> <p>Total days: ~12</p>	<p><b>Topic 14</b> <i>Graph Points on the Coordinate Grid</i></p> <p>Number of lessons: <b>4</b></p> <p>F/D/E: 4 days</p> <p>NVACS Focus: G.A</p> <p>Total days: ~8</p>
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SBAC IAB Number & Operations—Base Ten

Quarter 1: 39 Instructional days (F/D/E: 14 days)

Quarter 2: \*39 Instructional days (F/D/E: 11 days)

Quarters 3 & 4

“Extending and Applying Fraction Understanding +, -, x, ÷”

“Apply and Extend Operation Understanding (*Volume, Measurement, & Data*)”

<p><b>Topic 16</b> <i>Classify Two-Dimensional Figures</i></p> <p>Number of lessons: <b>4</b></p> <p>F/D/E: 3 days</p> <p>NVACS Focus: G.B</p> <p>Total days: ~8</p>	<p><b>Topic 7</b> <i>Use Equivalent Fractions to Add and Subtract Fractions and Lesson 13-4 concepts</i></p> <p>Number of lessons: <b>12</b></p> <p>F/D/E: 5 days</p> <p>NVACS Focus: NF.A</p> <p>Total days: ~17</p>	<p><b>Topic 8</b> <i>Multiply Fractions</i></p> <p>Number of lessons: <b>9</b></p> <p>F/D/E: 4 days</p> <p>NVACS Focus: NF.B</p> <p>Total days: ~12</p>	<p><b>Topic 9</b> <i>Divide Fractions</i></p> <p>Number of lessons: <b>8</b></p> <p>F/D/E: 3 days</p> <p>NVACS Focus: NF.B</p> <p>Total days: ~11</p>	<p><b>Topic 10</b> <i>Understand Volume Concepts</i></p> <p>Number of lessons: <b>6</b></p> <p>F/D/E: 6 days</p> <p>NVACS Focus: MD.C</p> <p>Total days: ~12</p>	<p><b>Topic 11</b> <i>Convert Measurements</i></p> <p>Number of lessons: <b>8</b></p> <p>F/D/E: 6 days</p> <p>NVACS Focus: MD.A</p> <p>Total days: ~14</p>	<p><b>Topic 12</b> <i>Represent and Interpret Data</i></p> <p>Number of lessons: <b>4</b></p> <p>F/D/E: 4 days</p> <p>NVACS Focus: MD.B</p> <p>Total days: ~8</p>	<p><b>Topic 15</b> <i>Algebra: Analyze Patterns and Relationships</i></p> <p>Number of lessons: <b>4</b></p> <p>F/D/E: 4 days</p> <p>NVACS Focus: OA.B</p> <p>Total days: ~8</p>	<p><b>Application of Grade Level Standards</b> Ex: 13-5 Or <b>Step Up to 6th Grade</b></p> <p>F/D/E: 12 days</p>
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SBAC IAB NBT-Fractions

SBAC IAB Measurement and Data

Quarter 3: 48 Instructional days (F/D/E: 15 days)

Quarter 4: 54 Instructional days (F/D/E: 32 days)

# WCSD 5th Grade Curriculum Pacing Framework



## Purpose of document:

The pacing frameworks are an analysis of lessons in the WCSD Curriculum Documents which includes alignment to **enVisionmath2.0**. Adequate time to provide meaningful learner responsive instruction must be provided for students to develop deep understanding of the content. Curriculum guides and pacing frameworks ensure instructional opportunities for on grade level instruction as guided by the NVACS.

## Guide to use:

The NVACS require mathematical ideas to be connected by conceptual understanding, procedural understanding/fluency and application. This supports the need to look at how mathematical ideas relate and develop within the standards, instead of teaching a skill by skill approach. Teachers and collaborative teams use this document to clarify the district-wide mathematical trajectory.

- A **minimum of 75 minutes (minimum 365 minutes per week)** of Tier 1 instruction of mathematics per day, with at least 60 minutes blocked. The remaining time may be used for small group instruction around the mathematical ideas of the lesson.
- **A lesson does not necessarily mean a day**; some concepts may be explored in more time and some in less time. This document provides a minimum of 1 full day for lessons outlined in topics within **enVisionmath2.0** to ensure enough instructional time is accounted for throughout the year. The curriculum guides offer additional support.
- **(F/D/E) Additional Instructional Days or Formative Process, Differentiation and Enrichment:** These days are included to support conceptual development of the ideas within the topic. Teachers use formative process throughout the topic to guide instruction, differentiate, and enrich. These days encompass the assessment (Topic/Performance). F/D/E days may be used at any time throughout the topic or used at any time throughout the quarter.
- Aligned **SBAC Interim Assessment Blocks (IAB)** have been added below appropriate topics. Appropriate items from the identified IAB can be used in combination with instructional material during F/D/E days for instructional purposes.
- This framework is a **general guide** of the mathematical trajectory and how that trajectory may be mapped out across a school year. This pacing framework was requested by teachers as they work with the NVACS and instructional materials. This is to **assist** with pacing/mapping. It does not suggest that all teacher's will be in exactly the same place at the same time; although it does provide guidance to enable within and across school dialogue and support. **Ultimately, evidence gathered during the formative assessment process will inform instructional next steps.** This is the framework that C&I will use to help support teachers in each grade level.
- The focus of instruction should be providing **ALL** students mathematically accurate opportunities at the depth of knowledge indicated in the NVACS for on grade level standards.

## Justifications and Considerations:

- **Topics 1, 7, and 11:** Additional days for F/D/E to allow time for students to experience and explore multiple models, strategies, and hands-on investigations with this content.
- **Topic 13:** Dispersed throughout topics 1, 2, 3, and 7; writing and interpreting numerical expressions can be used to support mathematical modeling and problem solving throughout all topics. Reference curriculum guides for instructional notes.
- **Topics 14 & 16** were moved into the end of 2nd semester to provide students increased opportunity to work with academic vocabulary & geometric concepts that may have been impacted by lack of instructional opportunity in previous grades. This more closely reflects SBAC Claim 1 testing blueprint and allows a cognitive break in focusing on number concepts prior to extending their work with fractions in upcoming topics.
- Teachers may want to consider including **Number Talks/Strings** into their instructional day to support development of number sense and mental math fluency. However, this should not replace entire lessons during the mathematics instructional block.
- It is strongly encouraged that 5th grade students be scheduled for the SBAC in May. All content is assessed content. Teach for understanding at the levels described in the WCSD Curriculum Documents (Beginning, Developing, Secure) instead of teaching all content to Mastery– which may be inappropriate depending on the Mathematical Idea.

\* **Non-instructional days** are not accounted for in this pacing framework. Teachers may need to use an F/D/E day for election day and will need to adjust instruction accordingly when non-instructional days will not be made-up with the contingency days at the end of the year.