

Fifth Grade Elementary Curriculum Essentials



A quick glance at the standards/outcomes you should be seeing in your classrooms this month.

All grade level **Standards** are expected to be taught;

however, the essential standards need to be mastered/secured prior to the end of the school year.

Unit 8 Pacing Guide

ELA

Unit 9 Pacing Guide



Reading Foundational Skills

RF.5.3a: Use combined knowledge of all **letter-sound correspondences, syllabication patterns, and morphology** (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4.c: **Use context** to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading – Informational Text:

RI.5.1: **Quote accurately** from text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.4: Determine the **meaning of general academic and domain-specific words and phrases** in a text relevant to a grade 5 topic or subject area.

RI.5.9: **Integrate information** from **several texts** on the same topic in order to write or speak about the subject knowledgeably.

Reading - Literature:

RL.5.1: **Quote accurately** from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.4: Determine the **meaning of words and phrases** as they are used in a text, including figurative language such as metaphors and similes.

RL.5.10 By the end of the year, **read and comprehend literature**, including stories, dramas, and poetry, independently and proficiently.

Speaking & Listening:

SL.5.1: Engage effectively in a range of **collaborative discussions** with diverse partners.

SL.5.1a: **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.

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

SL.5.1c: Pose and respond to specific questions by making comments that **contribute to the discussion and elaborate** on the remarks of others.

SL.5.1d: Review the **key ideas** expressed and **draw conclusions** in light of information and knowledge gained from the discussions.

Language:

L.5.1b: Form and use the **perfect verb tenses**.

L.5.1c: Use **verb tense** to convey times, sequences, states & conditions.

L.5.4a: **Use context** as a clue to the meaning of a word or phrase.

L.5.4b: Use common, grade-appropriate **Greek and Latin affixes and roots** as clues to the meaning of a word.

L.5.4c: **Consult reference materials**, both print and digital.

L.5.5a: Interpret **figurative language**, including similes and metaphors, in context.

L.5.5.c: Use the **relationship between particular words** to better understand each of the words.

Writing:

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, editing, rewriting**, or trying a new approach.

Math

Topic 10 : Understand Volume Concepts

Measurement & Data
(6 Lessons over 10 days)

Topic 11: Convert Measurement

Measurement & Data
(8 Lessons over 14 days)

Critical Content Area 3: Measurement & Data

"Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. (MD.3; MD.4) They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems. (MD.4; MD.5) "

[Envision Pacing Framework](#)

[Topic 10: Curriculum Guide](#)

[Topic 11: Curriculum Guide](#)

Integrated Strategies

Engagement:

[Graphic Organizers](#)

When graphic organizers are simple and used often, they can improve the ways in which students engage with texts. Graphic organizers cause students to slow down their reading process, taking reading from being a more passive activity to an active engagement.

Blended Learning:

Presentation Tools & Graphic Organizers

Students create digital presentations to show what they know using tools such as Power Point, Sway, Canva, Powtoon, Nearpod.

Digital graphic organizers are used to help students organize thinking processes and/or show relationships.

Language ELlevation:

[I Am Monologues](#)

Students will:

Assume the identity of a person, place, thing, or idea

Prepare a few short talking points from that point of view

Verbally share the point of view with peers

This can be done K-12 with embedded supports and scaffolds.

Science

Life Science – [Living Systems](#)

(March 1st – June 7th)

Caterpillar Larvae arrives April 8-12



Investigation 2: Nutrient Systems (March 19th – April 22nd)

5-PS3-1: Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once

5-LS1-1: Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Investigation 3: Transport Systems (April 23rd – May 10th)

Same standards as above

[Plant and Animals Care](#)

[Foss Pacing Guide](#)