

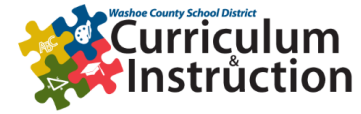


# Fifth Grade Elementary Curriculum Essentials

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.



## ELA

### Unit 5 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.5.4a: Read **grade-level text** with purpose and understanding.

RF.5.4b: Read **grade-level prose and poetry** orally with accuracy, appropriate rate, and expression on successive readings.

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

#### 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.

#### Reading – Informational Text:

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

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

RI.5.10 By the end of the year, **read and comprehend informational texts**.

#### Language:

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

L.5.1e: Use **correlative conjunctions**

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, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.6: Acquire and use accurately grade-appropriate general **academic and domain-specific words and phrases**, including those that signal contrast, addition, and other logical relationships.

#### 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.



#### Speaking & Listening:

SL.5.1: 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.

# Math

# Integrated Strategies

**Topic 7:**  
**Use Equivalent Fractions to Add and Subtract Fractions and Lesson 13-4 concepts**  
 Numbers and Operations - Fractions  
 (12 Lessons)

**Critical Content Area 1:**  
**Numbers & Operations - Fractions**

Students **apply their understanding** of fractions and fraction models to **represent** the addition and subtraction of fractions with unlike denominators **as equivalent calculations with like denominators**. They develop fluency in **calculating** sums and differences of fractions and **make reasonable estimates** of them. (NF.1; NF.2)

Students also **use the meaning** of fractions, of multiplication and division, and the **relationship** between multiplication and division to **understand and explain** why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.) (NF.3; NF.4; NF.5; NF.6; NF.7)

**Engagement:**  
[Writing-across-the-curriculum](#) strategies help students synthesize knowledge, ask deeper questions, and prepare for longer, more substantive pieces of writing. By providing students with a variety of writing opportunities with different subjects, they are likely to be more engaged in the classroom.

**Blended Learning:**  
**Collaborative Documents**  
 Students work on digital products with a partner or small group. Products may include: Word, PowerPoint, Sway, Excel, Canva design, video. Students have shared ownership and editing rights.

**Language ELLevation:**  
**Sentence Scramble**  
 Respond to a question or prompt by stating a sentence.  
 Write the sentence or dictate the sentence while the teacher scribes.  
 Cut up written sentence into individual words.  
 Work with peers to reconstruct and then write the completed sentence.

# Science

**Physical Science – [Mixtures & Solutions](#)**

(November 29<sup>th</sup> – February 29<sup>th</sup>)

Investigations 2 & 3:

5-PS1-1: Develop a model to describe that matter is made of particles too small to be seen.

5-PS1 – 2: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

3-5-ETS1: Engineering Design



[Envision Pacing Framework](#)

[Topic 7: Curriculum Guide](#)

[Foss Pacing Guide](#)

[Materials and Organism Delivery](#)

