

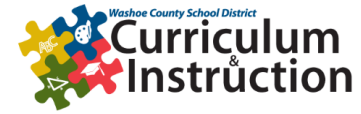


Fifth Grade Elementary Curriculum Essentials

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 7 Pacing Guide](#)

ELA

[Unit 8 Pacing Guide](#)



Reading Foundational Skills

RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

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.

Reading - Literature:

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

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.5.4: 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.

Language:

L.5.1a: Explain the **function of conjunctions, prepositions, & interjections**. L.5.1b: Form and use the **perfect verb tenses**.

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

L.5.1d: Recognize and correct **inappropriate shifts in verb tense**.

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

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

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

L.5.6: Acquire and use accurately grade-appropriate general **academic and domain-specific words and phrases**.

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** with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Math

Topic 8:

Multiply Fractions

Numbers and Operations - Fractions
(9 Lessons over 14 days)

Topic 9:

Divide Fractions

Numbers and Operations - Fractions
(8 Lessons over 14 days)

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*)



[Envision Pacing Framework](#)

[Topic 8: Curriculum Guide](#)

[Topic 9: Curriculum Guide](#)

Integrated Strategies

Engagement:

[Guest speakers](#) extend learning beyond the classroom. There are many ways to integrate speakers with the standards and curriculum. Students benefit from having a clear purpose, and knowing how the topic relates to their studies. Preparing critical questions and a note taker ahead of time will focus learning.

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:

[Don't Mention It](#)

Grades K-12
Verbally describe a content term, person, or idea without using the word itself
Listen to peers' descriptions and make thoughtful guesses
Can be done in pairs, small group or whole class.

Science

Life Science – [Living Systems](#)

(March 1st – June 7th)

[Red Worms arrive March 4-6](#)

[Plant and Animals Care](#)



Investigation 1: Systems

- 5-PS3-1: Develop a model to describe that energy in animals' food was once energy from the sun.
- 5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- 5-ESS2-1: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Investigation 2:

-You will introduce this Investigation before spring break and continue when we return in April.

[Foss Pacing Guide](#)

[Materials and Organism Delivery](#)