



# 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 3 Pacing Guide

# ELA

## Unit 4 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 – 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.

### 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.

W.5.8: **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.

### 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.

### Language:

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

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

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

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

L.5.4: Determine or clarify the meaning of **unknown and multiple-meaning words**.

L.5.4c: **Consult reference** both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

L.5.5b: Recognize and explain the meaning of **common idioms, adages, and proverbs**.

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

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.

### 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

**Topic 5:**  
**Using Models and Strategies to Divide Whole Numbers**  
**(8 lessons)**

**Topic 6:**  
**Use Models and Strategies to Divide Decimals**  
**(9 lessons)**

## Critical Content Area 2: Numbers & Operations in Base Ten

Students **develop understanding** of why division procedures work based on the meaning of base-ten numerals and properties of operations. (NBT.6)  
They build fluency with multi-digit addition, subtraction, multiplication, and division.

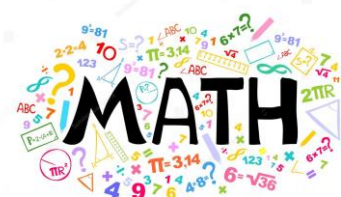
They **apply** their **understandings of models** for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations and **make reasonable estimates** of their results. (NBT.5; NBT.7)

Students **use the relationship** between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., 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 efficiently and accurately. (NBT.1; NBT.2)

[Envision Pacing Framework](#)

[Topic 5: Curriculum Guide](#)

[Topic 6: Curriculum Guide](#)



# Integrated Strategies

## Engagement:

### [Realia](#)

Realia refers to authentic objects from real life that one uses in the classroom to teach a specific concept. Realia can be both physical and virtual, if it is something used in the real world.

## Blended Learning:

### Formative Assessment

Students use digital tools like Nearpod, Quizizz, Padlet, etc. to take short quizzes or complete exit tickets, providing teachers with immediate data

## Language ELlevation:

### [Signal Word Flip Books](#)

*Great way for students to learn vocabulary and make meaning of words and even phrases within a text.*  
\*Identify relevant signal words within a text  
\*Track words using a personal flip book  
\*Write sentences using the words in meaningful context

# Science

## EARTH SCIENCE – [Earth and Sun](#)

(Finish the Unit by the end of November)

5-ESS2-1: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS2-2: Describe and graph the amounts and percentages of water in various reservoirs to provide evidence about the distribution of water on Earth.

5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

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

3-5-ETS1: Engineering Design

[Foss Pacing Guide](#)  
[Materials and Organism Delivery](#)

