

# 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 2 Pacing Guide](#)

# ELA

[Unit 3 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.

## 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.5.1a: Explain the function of **conjunctions, prepositions, and interjections** in general and their function in particular sentences.

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

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.

## 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 4:**  
**Use Models and Strategies to Multiply Decimals**  
**(10 lessons)**

**Topic 5:**  
**Using Models and Strategies to Divide Whole Numbers**  
**(8 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 4: Curriculum Guide](#)

[Topic 5: Curriculum Guide](#)

# Integrated Strategies

## Engagement:

[Exit Tickets](#)

Provides feedback to the teacher about the class; requires the student to do some synthesis of the day's content; challenges the student with a question requiring some application of what was learned in the lesson.

## Blended Learning:

**Choice Boards/  
Playlists/Hyperdocs**

Students are able to work independently (by themselves or with a partner/group) through all or part of a lesson because the teacher has provided them with a digital document that has tasks and resources linked. Students will typically be able to navigate to the resources to view/read, they can also edit their own copy and submit it through Teams or Canvas.

## Language

**ELLevation:**

[Vocab Go Fish](#)

# Science

## **EARTH SCIENCE – Earth and Sun**

ESS1-1: Support an argument that the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth

ESS1-2: Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars on the night sky.

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

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

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

PS1-3: Make observations and measurements to identify materials based on their properties.

PS2-1: Support an argument that the gravitational force exerted by Earth on objects is directed down.

ETS1: Engineering Design

[Earth and Sun Unit](#)

[Foss Pacing Guide](#)

[Materials and Organism Delivery](#)

