

1 ST trimester Big Idea/Theme:						
1 ST trimester extended literature text: Mentor(anchor) or extended read aloud text.Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses.						
1st trimester Author Study:						
Social Emotional Lessons: Classroom Expectations, Schoolwide Expectations, SS Unit 1-Lesson 1						
Month	Literacy/Reading Workshop (90 minutes)		Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (45 minutes)
	Whole Group Instruction	Small Group/Independent/One to One/Options/Writing About Reading				
AUGUST	<p>Reader’s Workshop Framework: Whole Class: Read Aloud, Shared Reading, Shared Writing Mini-lessons, Share Time Small Group: Guided Reading, Literature Discussion Group, Collaborative Reasoning, Conferences, Tailored Mini-lessons Independent Practice: One on one conferences, independent/ familiar reading, literacy tasks, projects, personalized learning</p>		<p>Writer’s Workshop Framework: Whole Class: Write Aloud, Shared/Interactive writing, Mini-lessons, Share Time *Use of knowledge of text structure, composing strategies, and knowledge Small Group: Guided Writing, Literature Discussion Group, Collaborative Reasoning, Conferences, Tailored Mini-lessons Independent Practice: One on one conferences, independent/writing, projects</p>			<p>Social Science must be taught chronologically. Disciplinary concept standards are interwoven throughout all units of studies. Exploring the Americas</p> <ul style="list-style-type: none"> • Exploration and Early Settlements • Life in the Colonies • JA • Building the United States of America • DARE- can be embedded in the 60-minute content time
	<p>The following standards should be addressed through Close Reads and small group instruction: RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.5.10: By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. L.5.4 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>		<ul style="list-style-type: none"> • Organize for writing workshop: label notebook, set up writing folder, portfolio. 			<p>The content standards are integrated within the unit of study. The standards are listed in the appendix.</p>
	<ul style="list-style-type: none"> • Organizing for workshop. Label materials set up notebooks and book box. Read aloud started. Launching (10 days) • Workshop expectations what does reading workshop look like/sounds like – Reading Survey? • Introduce library and expectations for caring for the library as well as use. • Developing respect for reading and selecting just-right books. Teacher book talks/various genres/authors. Reading widely: various genres, authors and series. Someday Lists for future reading. • Tracking reading life utilizing reading log (format and expectations modeled and monitored). Setting goals and reflecting on past success in reading. • Finishing books and abandoning books 	<p>Independent Reading and Teacher – student conferences Possible Writing About Reading Opportunities in this unit:</p> <ul style="list-style-type: none"> • Reading survey • setting reading resolutions • best and worst reading times • some-day lists • How I know I have a just-right book... • Write an “at home reading” plan • Write about favorite genre/why? • Respond to focus statement. What did you learn about your character/topic today? Make a prediction about what might happen next in the story. • Reflect on reading habits, goal setting. What action steps will be taken to reach the goal? • Leave sticky notes/ thoughts that could be used in the conference. What were you thinking? Why were you thinking that? • Reflect on your reading stamina. Chart progress. Set goals and reflect on them. • Response to reading from read aloud • Leave sticky notes to use in the partner conference • Using the reading log as an artifact for reflection and goal setting 	<p>Launching (3 days)</p> <ul style="list-style-type: none"> • What does writing workshop look and sound like? Classroom expectations. Show students the writing proficiency document. • Narrative Writing Sample: Write about a small moment from summer vacation. Or- Write a small moment from fourth grade. • Assessment of students as writers: Students assess themselves as writers noting strengths and goal areas. Writing Survey <p>Personal Narrative (20 days) Possible Mentor Texts: “I Could See It”, “My Haunted House”, “No, Dad” or <u>Dancing in the Wings</u></p> <ul style="list-style-type: none"> • Introduction to Personal Narrative Genre: Read mentor text, deconstruct using the text map • Generating Ideas, People, places, objects Drafting (Sustained Writing) 	<p>Launching the Phonics Workshop</p> <ul style="list-style-type: none"> • Blend words • Build automaticity • Read accountable texts • Spell and sort words • Build fluency from mastery to transfer 	<ul style="list-style-type: none"> • BOY Assessment (optional) <p>Unit 2: Whole Number Place Value and Operations</p> <ul style="list-style-type: none"> • 2.1- Understanding Place Value • 2.2- Exponents and Powers of 10 • 2.3-Applying Powers of 10 	<p>Build Relational Capacity in your classroom</p> <p>Content: Engineering & Design Skills: (ETS 1-1, ETS 1-2, ETS 1-3)*<i>These skills are woven into the other units of study as well. At this end of this unit, students will be able to:</i></p> <ul style="list-style-type: none"> • Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost. • Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. • Plan and carry out fair tests in which variables are controlled and failures points are considered to identify aspects of a model or prototype that can be improved. <p>Optional Resources:</p> <ul style="list-style-type: none"> • HMH Unit 1 • Defined Learning: <i>Aircraft Designer(PS2-1)(ETS1)</i> • Defined Learning: <i>Structural Engineer: Bridge(ETS1)</i> • Defined Learning: <i>Aquarium Designer(ETS1)</i> • Defined Learning: <i>Tiny Houses: Business Owner (ETS1)</i> <p>You may want to do the Anchor Layer for Mystery science in place of the the Design Unit- these standards are embedded in Watery Planet Unit.</p>
	<p>Launching</p> <ul style="list-style-type: none"> • Setting a purpose for reading - Writing a specific focus statement. Using proper nouns rather than pronouns • Setting a purpose for reading: Previewing a new text to set a specific focus statement • Being and Active Reader: Keeping track of reading with sticky notes • Conferencing structure/Reading Partners <ol style="list-style-type: none"> Student role/teacher role/partner role Language of a conference How a student prepares for a conference/partner share • Reading Faster, Stronger, Longer <ol style="list-style-type: none"> Expectations for reading (1 page/minute) Fluency Stamina 	<p>First group opportunity: Collaborative Reasoning Teacher – Student Conferences Student to student conferences Flexible collaborative reasoning groups to discuss essential questions using short, narrative text (5-7 days)</p> <ul style="list-style-type: none"> • Teach purpose, procedures - demonstration/fishbowl • Read text to determine the issue • Prepare for discussion - read and annotate text/take notes • Participate in CR discussion - purpose to understand multiple perspectives • Reflect on CR discussion - set group goals • Write to sources - select position and support with text evidence 	<p>Personal Narrative</p> <ul style="list-style-type: none"> • Narrowing topic to small moment (seed story vs. watermelon story) The time I... • Generating Ideas: People, places, objects • Generating Ideas: strong feelings – drafting. • Generating Ideas: Turning points – first, lasts • Using Paragraphs with Indentation to Organize Ideas into a Logical Sequence (<u>Drafting/</u> Sustained Writing) 	<p>Launching the Phonics Workshop</p> <ul style="list-style-type: none"> • Spelling/Dictation • Reading Big Words • Decode by analogy • High frequency words • Extend the learning <p>Handwriting</p> <ul style="list-style-type: none"> • Getting started lessons 	<ul style="list-style-type: none"> • 2.4-U.S. Traditional Multiplication part 1 • 2.5-U.S Traditional Multiplication Part 2 • 2.6- Application: Unit Conversions • 2.7- U.S. Traditional Multiplication part 3 	<p>Essential Questions:</p> <p>Activities:</p> <p>Assessments:</p>

Assessments for Instruction:

- Fountas and Pinnell Benchmark
- Running Records

- Reading Proficiency Checklist
- Writing Proficiency Checklist
- Phonics Assessments

- Words Their Way
- Content Areas Unit tests
- Math Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY

Quincy Public School Fifth Grade Curriculum Map

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Social Emotional Lessons: Second Step: Lessons 2-5						
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SEPTEMBER	<p>Constructed Response for Reading focused on comparing two or more characters. 5-6 days Narrative – Use the read aloud for demonstration – <u>Freak the Mighty, Walk Two Moons, Wonder, or Schooled</u></p> <p>CC.5.R.L.3 Key Ideas and Details: Compare and contrast two or more characters, settings, or events in a story drawing on specific details in the text (e.g., how characters interact). (W.5.1a-d- W.5.9)</p> <ul style="list-style-type: none">Teach the structure of a constructed response: Introduction with thesis, title of book, and possible hook. Reasons and evidence to support the thesis. Pushing thinking, Closing.Close read of mentor text to generate an idea about how 2 characters interact. · Teach students to craft a thesis statement to make sure the thesis can be supported.Gather evidence and teach how to organize a plan (ex. Boxes and bullets/Claim, Evidence, Reasoning)Teach students how to support the thesis with evidence by either summarizing/paraphrase the text. ·Teach students how to support the thesis by using a direct quote. Use quotation marks and commas when quoting the text.Teach students how to push their thinking and provide a closing statement	<p>Literature Study around realistic fiction</p> <p>Possible Writing About Reading Opportunities for the Entire Unit:</p> <p>Students will:</p> <p>1. All students will participate in collaborative reasoning groups to discuss essential questions around short, narrative text (5-7 days)</p> <p>2. All students will participate in their first literature discussion group (10-14 days)</p> <p>WRITING ABOUT READING OPPORTUNITIES (tied into whole group, small group and/or independent reading)</p> <ul style="list-style-type: none">Sketch to stretch (Revisit, Reflect, Retell by Linda Hoyt p. 177),paragraphed responseSWBST, story arc,T-chart or boxes and bullets to name a character trait and support with evidence from text.Paragraphed response describing how events of a story would change if narrated from another character’s point of view.Annotate text while reading – sticky notesJust Like from Read, Revisit, Retell by Linda Hoyt p. 105-106Triple journal prediction chart (what, how, why, turn and talk/stop and jot, paragraphed responseUse boxes and bullets to create and support a theory about a character- use to write a paragraphed responseQAR, questions before, during, after reading.Boxes and bullets, paragraphed response on big idea or theme of the text and how it is applicable to people’s lives today.Double journal entry, reflect on contribution to discussion group and how the discussion changed your understanding of the textSticky notes, t-charts to encourage problem solving of meanings of unfamiliar wordsStory arcparagraphed response on describing how the significant events are related to the problem or solution of the storyparagraphed response to compare and contrast how the different settings in the book affect the story elementsNotice, record, understand, and discuss figurative and descriptive language (double or triple journal entry)	<p>Personal Narrative</p> <ul style="list-style-type: none">Using Narrative Techniques to Develop Experiences to Show the Responses of Characters (Show not Tell) <u>Drafting</u>Select and event from previous drafts to develop and strengthen through planning, revising, editing, rewriting, and trying new approachesUsing a text map to plan and organize the selected small moment – determine point of viewStrengthen writing by trying a new approach -Discovery Draft	<p>Unit 1 Week 1</p> <ul style="list-style-type: none">Short vowels <p>Handwriting:</p> <ul style="list-style-type: none">i,t,u,we,l,b,h	<ul style="list-style-type: none">2.8- U.S. Traditional Multiplication part 42.9-One Million Taps OR2-9 One Million Taps OR	Continue above
	<p>Narrative – Realistic Fiction (3 weeks)</p> <ul style="list-style-type: none">Visualizing to create a mental picture while reading -Think aloud to show: the mental picture created while reading, paying attention to the details of the story to detailed movie in the mind while readingRetelling or summarizing the text - Somebody Wanted But So ThenRetelling a story from now and backing upUnderstanding Characters - Character language, motivation and actions (when they act in/out of character)Point of view (how it affects how events are described)	<p>Literature Study around realistic fiction</p> <ul style="list-style-type: none">Students prepare for literature study - recording thoughts, questions, predictions, etc.Students prepare independently, with peer conferences and 1:1 conferences with the teacherTeachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standardsTeachers provide explicit instruction to groups of students for constructed responses related to literature study	<p>Personal Narrative</p> <ul style="list-style-type: none">Use concrete words and phrases and sensory details to convey experiences and events precisely -Specific nouns, strong verbs that maintain the correct tense throughoutUse transition words, phrases to manage the sequence of eventsUse a comma to separate an introductory element from the rest of the sentenceUse dialogue to develop experiences and events or show the responses of characters to situations (Technique and Punctuation). Use comma to indicate direct address.Use Verb Tense to Convey Various Times & Sequences- maintain verb tense throughout the piece	<p>Unit 1 Week 2</p> <ul style="list-style-type: none">Long vowels <p>Handwriting</p> <ul style="list-style-type: none">f,k,v,sj,p,a,d	<ul style="list-style-type: none">2.10- A Mental Division Strategies2.11-Reviewing Partial Quotients Division2.12- Strategies for Choosing Partial Quotients2.13-Interpreting the Remainder	<p>Content: Matter and Its Interactions Skills: At the end of the unit students will be able to:</p> <ul style="list-style-type: none">Develop a model to describe that matter is made of particles too small to be seen.(PS1-1)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. (PS1-2)Make observations and measurements to identify materials based on their properties(PS1-3)Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (PS1-4)
	<p>Narrative – Realistic Fiction</p> <ul style="list-style-type: none">Letting the text revise the image of the character - Characters are multi-dimensional -Noticing how/why characters change - Noticing the relationship of the main character to secondary charactersInferring a theory about a character -Mining details about characters -Reading with a theory in mind -Revising a theory based on the textCompare and contrast characters within the same genreMaking predictions based on the text evidence - What will happen next? How will it happen? Why will it happen? Reading on to confirm or reject predictionsQuestioning the text -QAR- (Right there, think and search, author and you on my own)	<p>Literature Study around realistic fiction</p> <ul style="list-style-type: none">Students prepare for literature study - recording thoughts, questions, predictions, etc.Students prepare independently, with peer conferences and 1:1 conferences with the teacherTeachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standardsTeachers provide explicit instruction to groups of students for constructed responses related to literature study	<p>Personal Narrative</p> <ul style="list-style-type: none">Revise to improve meaning, interest, and style (Internal / External story)Revise for meaning, interest (sentence variety), style, and pacing (Heart of the Story)Introducing the Narrator and / or Characters (Introductions using Dialogue, Setting the scene or ActionUse figurative language to convey experiences precisely – simile, metaphor, personificationWrite conclusions that establish the significance of the event (theme, emotion, come full circle, What is the story <i>really</i> about	<p>Unit 1 Week 3</p> <ul style="list-style-type: none">R- Controlled vowels er,ir,ur,(er,ear, ir, ur,ure) <p>Handwriting</p> <ul style="list-style-type: none">g,o,c,qn,m,y,u	<ul style="list-style-type: none">Unit Review2.14 Unit Test2.14- Unit Test CumulativeUnit 1: Area and Volume1.1- Introduction to the Student Reference Book	<p>Optional Resources:</p> <ul style="list-style-type: none">HMH Unit 2-MatterDefined Learning: Firefighter(PS1-1)(PS1-3)(ETS1)Defined Learning: Civil Engineer: Water Treatment(PS1-1)(PS1-3)(PS1-4)(ETS1)Mystery Science: Chemical Magic <p>Essential Questions:</p>
	<p>Narrative – Realistic Fiction</p> <ul style="list-style-type: none">Determining the meaning of words and phrases used in the text - Use the context of a sentence, paragraph, or whole text to determine the meaning of a wordNotice, understand, and discuss the author’s use of: (e.g. figurative language, foreshadowing, flashback, multiple points of view, symbolism, dialect)Recognize and discuss aspects of narrative structure (setting, point of view, problem, high point of the story, ending/resolutionDetermining the theme of a book - Details and how characters respond to challengesReaders express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)	<p>Literature Study around realistic fiction</p> <ul style="list-style-type: none">Students prepare for literature study - recording thoughts, questions, predictions, etc.Students prepare independently, with peer conferences and 1:1 conferences with the teacherTeachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standardsTeachers provide explicit instruction to groups of students for constructed responses related to literature study	<ul style="list-style-type: none">Edit personal narrative to demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling.Publish to reflect a command of convention of standard English using technology as available (capitalization, punctuation, spelling) <p>On Demand Writing – IAR Practice – 3 days: Literary Task “Ida B” & Moon over Manifest”</p> <ul style="list-style-type: none">RL 5.1- Quote accurately from the textRL 5.2- Determine a theme of story, drama, or poemRL 5.3-Compare and contrast two or more characters, settings, or eventsRL 5.4-Determine the meaning of words and phrasesRL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poemWrite an essay describing how each narrator’s point of view influences how these events are described. RL 5.1, RL 5.6, W.5.2, W5.4-%.10	<p>Unit 2 Week 1</p> <ul style="list-style-type: none">R- controlled vowels/ar/, /or/, (air, are;are,or,our, ore) <p>Handwriting</p> <ul style="list-style-type: none">v, z, A,OD,C,E	<ul style="list-style-type: none">1.2-Area of a Rectangle, Part 11-3 Quilt Area OR1-3 Quilt Area OR1.4- Area of a Rectangle Part 2	<p>Activities:</p> <p>Assessments:</p>

Assessments for Instruction:

<ul style="list-style-type: none">Fountas and Pinnell BenchmarkRunning Records	<ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments	<ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY
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Quincy Public School Fifth Grade Curriculum Map

2 ND trimester Big Idea/Theme:						
2nd ^H trimester extended literature text: Mentor(anchor) or extended read aloud text. Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses						
2nd trimester Author Study:						
Social Emotional Lessons PBIS Booster, Second Step: Unit 2: Lessons 6-7, Review class expectations						
Month	Literacy/Reading Workshop (90 minutes)		Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (45 minutes)
	Whole Group Instruction	Small Group/Independent/One to One/ Options/Writing About Reading				
OCTOBER	Informational #1 (3 weeks) In this unit, students will pay attention to the underlying structure of text in order to synthesize, learn from, and respond to information. Students will determine the difference between a central idea and supporting details. <ul style="list-style-type: none"> How to preview text using text features, including explaining the purpose of text features How to read informational text which includes adjusting your reading rate and summarizing as you read – model the expert, informing voice used to read informational text Main Ideas and supporting details – determine two or more ideas of a text and explain how the details support the main idea Distinguish between important vs. interesting – Does the information support the main idea? Accountable word solving - determine the meaning of unfamiliar words as defined in the text: comma/or, defined in another sentence, footnote, sidebar, glossary – Using what I know about root words, prefixes, suffixes 	<ul style="list-style-type: none"> Guided Reading w/ informational texts – can be related to content Close reading with informational texts Independent reading Content reading Partner Conferences Teacher – Student Conferences Reciprocal Teaching Possible Writing About Reading Opportunities Throughout the Unit: Sticky note features and state how it deepens understanding of the text Reflect how understanding has changed as you read informational text, I used to think.. but now I know.. Annotate texts Notice and name text structures Boxes and Bullets New Vocabulary: Word- Inferred meaning- actual definition Questions – Explicit and implicit Summarize text 	Research/Informational #1 3 weeks Students examine a topic related to personal interest or related to content topic to write a research paper to convey ideas and information <ul style="list-style-type: none"> Create an authority list to generate possible topics to investigate. Narrow the topic Generate sub topics to clarify the research and write corresponding questions to guide research. Use two or more print sources to gather information - notetaking – paraphrasing the text Notetaking – close reading of the text to gather information – separating what is interesting and what is relevant to the research topic Notetaking – quote the text, giving credit to the source 	Unit 2 Week 2: <ul style="list-style-type: none"> Closed syllables Handwriting <ul style="list-style-type: none"> N,M,H,K,U,Y 	<ul style="list-style-type: none"> 1.5- Introduction to Volume 1.6- Exploring Nonstandard Volume Units 1.7- Measuring Volume by Counting Cubes 	Content: Exploration and Early Settlements American 1492 <ul style="list-style-type: none"> The First Americans Resources in America What Native peoples lived in what we know now as America? <p>Exploring the Americas- The Age of Discovery</p> <ul style="list-style-type: none"> The backstory of exploration Early/Explorers/Trade Routes The Exploration Journey The Impact of Exploration <p><u>Skills:</u></p> <p><u>Optional Resources:</u></p> <ul style="list-style-type: none"> MyWorld Chapter 1: The First Americans MyWorld Chapter 2: Age of Exploration HMH: Exploring the Americas HMH: Early Settlements HMH: 1492 <p><u>Essential Questions:</u></p> <p><u>Activities:</u></p> <p><u>Assessments:</u></p>
	Informational <ul style="list-style-type: none"> Reading with text structures in mind: Description, chronological Reading with text structures in mind: compare – contrast Reading with text structures in mind – problem – Solution Reading with text structures in mind – cause -effect Summarize the text: concise, reflects the overarching ideas in the text, summarize the text at intervals for longer texts 	Guided Reading Groups/Close Reading Reciprocal Teaching <ul style="list-style-type: none"> Word Work/Word Study including vocabulary Reading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record) Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts Rereading texts: for text support, prepare for writing about reading, fluency practice Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above) Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Research/Informational #1 <ul style="list-style-type: none"> Notetaking – use precise language – collect domain specific words for drafting Synthesize information using a text map – noting if additional research is needed (thesis driven and supported with details, facts, examples, quotes) Organize for drafting – Write from an outline expanding notes into sentences for reader interest and style Draft using domain specific words Draft using a variety of transitional words, phrases, clauses to manage sequence of events, cause/effect, etc. 	Unit 2 Week 3 <ul style="list-style-type: none"> Open syllables Handwriting <ul style="list-style-type: none"> Z,V,W,X,I,J,Q 	<ul style="list-style-type: none"> 1.8- Measuring Volume by Iterating Layers 1.9- Two Formulas for Volume 1.10- Visualizing Volume Units 1.11-Volume Explorations 	
	Informational <ul style="list-style-type: none"> Questioning the text before, during and after reading including explicit questions, and implicit questions – Fact Question, Response Close Read of an informational text – annotation of a text Close Read of an informational text – State key ideas and details Close Read of an informational text- Study the craft and structure of the text Close Read of an informational text- Integrate the information to known knowledge and other texts 	Guided Reading Groups/Close Reading Reciprocal Teaching <ul style="list-style-type: none"> Word Work/Word Study including vocabulary Reading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record) Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts Rereading texts: for text support, prepare for writing about reading, fluency practice Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above) Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Informational #1 -Research <ul style="list-style-type: none"> Draft introductions- revisit mentor text for options – dialogue, set the scene, action, facts, quotes, other Draft a concluding paragraph that establishes the significance of the information and possible action Revise for clarity, word choice, varied sentence structure, meaning Edit to produce a clear and coherent published piece that is appropriate to task, audience and purpose Publishing – Utilize technology as available 	Unit 3 Week 1: <ul style="list-style-type: none"> Vowel-r syllables Handwriting <ul style="list-style-type: none"> T,F,G,S,L 	<ul style="list-style-type: none"> 1.12- Playing Prism Pile-up Unit Review 1.13 Unit Test 1.13- Unit Test OR 	
	Constructed Response for Reading #2 focused on theme. 5-6 days Narrative – Use the read aloud for demonstration – can be one of the listed texts or teacher selected novel or picture book that has a strong theme. <u>Freak the Mighty, Walk Two Moons, Wonder, or Schooled</u> <p>CC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, from details in the text, including how characters in a story respond to challenges; summarize the text. (W.5.1a-d- W.5.9)</p> <ul style="list-style-type: none"> Reteach/reinforce the structure of a constructed response: Introduction with thesis, title of book, and ways to hook the reader. Reasons and evidence to support the thesis including summarizing the text or quoting the text. Pushing thinking, closing which emphasizes the importance of theme to the character and humanity. Close read of mentor text to generate an idea about the theme. · Teach students to craft a thesis statement to make sure the thesis can be supported. Gather evidence and teach how to organize a plan (ex. Boxes and bullets/Claim, Evidence, Reasoning) Teach students how to support the thesis with evidence by either summarizing/paraphrase the text. · Teach students how to support the thesis by using a direct quote. Use quotation marks and commas when quoting the text. · Teach students how to push their thinking and provide a closing statement 	Small flexible writing groups to work on constructed responses	Persuasive Letter – 1 week <ul style="list-style-type: none"> Introduction to Persuasive genre -Read mentor text (milk persuasive letter) - Deconstruct letter using a text map Generate a list of position statements utilizing previous research or interest - Write about what you know/care about - Select a position and draft logically ordered reasons that are supported by facts and details. (persuasion map, boxes and bullets) Determine audience and purpose - Friendly letter or Business letter - Write from plan/outline, utilizing text map and research folder from research unit one or other interest _ Introduction and conclusion -Introduction- state position - Conclusion- restate position with call to action (request, expectation, or affirmation) Revise and edit to produce a clear and coherent published piece that is appropriate to task, audience and purpose- Send letter to intended audience. 	Unit 3 Week 2 <ul style="list-style-type: none"> Vowel team syllables Handwriting <ul style="list-style-type: none"> P,R,B 	Unit 3: Fraction Concepts, Addition and Subtraction <ul style="list-style-type: none"> 3.1-Connecting Fractions and Division, Part 1 3.2- Connecting Fractions and Division, Part 2 3.3-Application’s on Interpreting Remainders 	

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Social Emotional Lessons Second Step: Lessons 8, PBIS Booster, SS Lesson 9, Review Expectations, SS Lesson 10						
Month	Literacy/Reading Workshop (90 minutes)		Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (45 minutes)
	Whole Group Instruction	Small Group/Independent/One to One/ Options/Writing About Reading				
NOVEMBER	<p>Realistic Fiction – 3 weeks - Teacher selected texts to allow students opportunities to see how themes of books apply in their own lives. Possible themes might be: hope, friendship, survival, choice, diversity, author study.</p> <ul style="list-style-type: none"> Getting to know characters in stories – map out main characters, start to collect evidence that show traits. Understand how setting affects characters: time period, place, how does the setting affect the mood of the story? How does the author develop the setting and describe it throughout the book? Point of View: Who is telling the story? First person? Third person? Whose voices are heard? Whose voices are not heard? How would the story be different if told from a different point of view? Readers think about the theme while reading a story. What text evidence is starting to point to a theme? What did a character say or think that might hint to a theme? Readers ask questions to grow ideas about texts. Readers empathize with characters and ask questions about characters to help think critically about texts beyond the literal meaning/plot. 	<ul style="list-style-type: none"> Theme based literature study groups Independent reading Content reading Partner Conferences <p>Possible Writing About Reading Opportunities for the entire unit:</p> <ul style="list-style-type: none"> Map out characters – traits How does the setting contribute to the mood of the story? What words and phrases helped you visualize the setting? Point of view: How would the story be different if told from a different perspective? What is the underlying theme of the story? Use the text and your own thinking to support and extend your thinking. Write questions while reading Write summaries of chapters – Somebody, Wanted, But, So, Then Annotate – leave sticky notes How have the characters in the story have influenced each other? Compare using a graphic organizer or write a paragraphed response. 	<p>Realistic Fiction- 3 weeks</p> <p>Mentor texts: <i>Jin Woo</i> or <i>Amelia’s Road</i></p> <ul style="list-style-type: none"> Introduction to Realistic Fiction Genre -Read mentor text -Deconstruct using the text map Generating Ideas for Writing: Write about what you know about and care about- Writing about an experience you wish you could have – Write about a problem you see - Write the sequel to the mentor text Generating Ideas: Writing from the experiences in your notebooks - What else could have happened- Write about themes that are in books you read. Select an idea and plan event sequence that makes the story unfold naturally by using a text map including: Setting, Character, Plot, Climax, Problem, Resolution Theme Selecting a narrator’s point of view- first person, or third person 	<p>Unit 3 Week 3:</p> <ul style="list-style-type: none"> Consonant –le syllables <p>Handwriting</p> <ul style="list-style-type: none"> Using what you have learned 	<ul style="list-style-type: none"> 3.4-Fractions on a Number Line 3.5-Game Strategies OR 3.5-Game Strategies OR 3.6- Fraction Estimating with Number Sense 	<p>Content: From Molecules to Organisms: Structures and Processes</p> <p>Skills: At the end of this unit, students will be able to :</p> <ul style="list-style-type: none"> Support an argument that plants get the materials they need for growth chiefly from air and water.(LS1-1) <p>Content: Ecosystems: Interactions, Energy, and Dynamics</p> <p>Skills: At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (LS2-1) <p>Content: Energy</p> <p>Skills: At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Use models to describe that energy in animals’ food(used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. <p>Optional Resources:</p> <ul style="list-style-type: none"> HMH Unit 3 Energy and Matter in Organisms HMH Unit 4: Energy and Matter in the Ecosystem Defined Learning: <i>Arborist: Urban Tree Canopy</i>(PS3)(LS1)(LS2)(ESS2-1)(ESS2-2)(ESS3) Defined Learning: <i>Botanist</i>(PS3)(LS1)(LS2)(ETS1) Defined Learning: <i>Chef</i>(PS3)(LS1) Defined Learning: <i>Forester</i>(PS3)(LS1)(LS2)(ESS2-1)(ESS2-2)(ESS3) Defined Learning: <i>Zookeeper</i>(PS3)(LS1)(ETS1) Defined Learning: <i>Wildlife Biologist: Bats</i>(PS3)(LS2) Mystery Science: Web of Life <p>Essential Questions:</p> <p>Activities:</p> <p>Assessments:</p>
	<p>Realistic Fiction</p> <ul style="list-style-type: none"> Writing deep questions to prepare for literature study: Right there, Think and Search, On my own, Author and Me, questions that allow for open ended discussion Compare and contrast characters: character reactions to situations, how does one-character influence another? Similarities and differences in character reactions and motivation Readers revisit the text to revise their theory on possible themes many times while reading. What new evidence supports the former claim? What new themes are emerging? Conflict: man vs. man, man vs. himself, man vs nature, man vs. society 	<p>Theme based literature study</p> <ul style="list-style-type: none"> Students prepare for literature study - recording thoughts, questions, predictions, etc. Students prepare independently, with peer conferences and 1:1 conferences with the teacher Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards Teachers provide explicit instruction to groups of students for constructed responses related to literature study 	<p>Realistic Fiction</p> <ul style="list-style-type: none"> Using narrative techniques to develop characters and show their responses to situations Motivations, Struggles Internal / External Traits Produce clear and coherent writing: Organize an event sequence that unfolds naturally - Each scene will contain the internal and external story: DASH (Dialogue, Action, Setting, Head Thoughts). Use comma to indicate direct address. Use appropriate writing techniques to signal shifts in time - Transition words, phrases and clauses to manage the sequence of events Use appropriate writing techniques to signal shifts in time - Extension: Flash Forward / Flash Back Develop the plot and problem toward a climax (e.g. decision, action, conversation, or confrontation that shows the problem at its height) (Heart of the Story) 	<p>Unit 4 Week 1</p> <ul style="list-style-type: none"> Vowel-consonant e syllables 	<ul style="list-style-type: none"> 3.7-Fraction Estimation with Benchmarks 3.8-Renaming Fractions and Mixed Numbers 3.9-Introduction to Adding and Subtracting Fractions and Mixed Numbers 3.10- Exploring Addition of Fractions with Unlike Denominators 	
	<p>Realistic Fiction- Salvador Late or Early Close Read</p> <ul style="list-style-type: none"> Quote accurately from a text stating what the text says explicitly, and when drawing inferences (RL.5.1) Determine the meanings of words and phrases used in text including figurative language such as metaphors and similes (RL.5.4) Determine the theme of a text from details including how a character responds to challenges (RL.5.2) Explain how a series of sentences and words fit together to provide the overall structure of the story (RL.5.5) Describe how a narrator's point of view influences how events are described (RL.5.6) 	<p>Theme based literature study</p> <ul style="list-style-type: none"> Students prepare for literature study - recording thoughts, questions, predictions, etc. Students prepare independently, with peer conferences and 1:1 conferences with the teacher Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards Teachers provide explicit instruction to groups of students for constructed responses related to literature study 	<p>Realistic Fiction</p> <ul style="list-style-type: none"> Develop a change in the main character (e.g. an acknowledgement or understanding of something, a decision, a course of action, a regret) Using concrete words and phrases and sensory details to convey experiences and events precisely – active verbs that maintain verb tense Using concrete words and phrases and sensory details to convey experiences and events precisely – specific nouns and figurative language similes, metaphor personification, alliteration Orient the reader by establishing a situation and Introducing the Narrator/Characters (Introductions) - Dialogue -Setting the scene -Action Conclusion: Establishing the significance of the event (theme, emotion) What is the story about? Final Copy – Adheres to standards of English- use underlining, quotation marks, italics to indicate titles of works. 	<p>Unit 4 Week 2</p> <ul style="list-style-type: none"> Homographs 	<ul style="list-style-type: none"> 3.11-Playing Fracture Capture 3.12-Solving Fraction Number Stories 3.13-Fraction-of Problems, Part 1 3-14- Fractions of Problems, Part 2 	
	<p>Opinion/Argumentative (3 weeks) Students will read, analyze, critique and discuss essays, speeches, editorials and opinion texts to think about themes and issues in a serious way.</p> <ul style="list-style-type: none"> Read the mentor text to determine the thesis statement and supporting details noting that some texts have multiple arguments Recognize opinion and argument as a genre: Find clues in the title, headings, sub-headings. Labeled as opinion in some newspapers and magazines. Identify the language and techniques used for opinion texts: Quotes and statistics Identify the language and techniques used for opinion texts: Appeals to emotions and stereotypes Identify the language and techniques used for opinion texts: expert claims, celebrities, testimonials/anecdotes 	<p>Collaborative reasoning groups</p> <p>Guided reading around opinion articles</p> <p>Philosophical Chairs</p> <p>Socratic Seminar</p> <p>Possible Writing About Reading Opportunities for the Unit:</p> <ul style="list-style-type: none"> Boxes and bullets to distinguish between key ideas and details Why is it important to know how to read opinion/argumentative text? What are the clues that signal an opinion or argument text? Why should readers read argument/opinion texts? Annotate text T-chart separating facts and opinions and supports for each What was the text structure the author used? Are there patterns? How might I use this discovery to help me write essays? Write to collaborative reading discussions. Prepare for a Socratic Seminar or Philosophical Chairs. How has the text changed my perspective on ____? Why? In what ways? What are may strengths in collaborative reading or groups? What areas do I need to work on? Close reading annotations 	<p>Persuasive Essay (4 weeks)</p> <ul style="list-style-type: none"> Introduction to Essay Genre Read mentor text/student essay examples Deconstruct Student Essay Generate ideas for writing: Write what you know about - What you care about - What you want changed - What you disagree with - Lessons learned in collaborative reasoning Begin writing some essays to try out topics. Push your thinking using transition words and phrases Writing with clarity, purpose and audience -Interesting sentence structure - Word choice - Clarity, support, and audience Study the function of conjunctions, prepositions and interjections and their function in sentence. Draft more essays to try out topics. 	<p>Unit 4 Week 3:</p> <ul style="list-style-type: none"> Variant vowels(oo,ew,ue,ould, ull) 		

Assessments for Instruction:

<ul style="list-style-type: none"> Fountas and Pinnell Benchmark Running Records 	<ul style="list-style-type: none"> Reading Proficiency Checklist Writing Proficiency Checklist Phonics Assessments 	<ul style="list-style-type: none"> Words Their Way Content Areas Unit tests Math Assessments: Unit, Cumulative, ACI's, BOY, MOY, EOY
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Quincy Public School Fifth Grade Curriculum Map

2 ND trimester Big Idea/Theme:						
2nd ^H trimester extended literature text: Mentor(anchor) or extended read aloud text Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses						
2nd trimester Author Study:						
PBIS Booster, Review Class Expectations						
Month	Literacy/Reading Workshop (90 minutes)		Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (45 minutes)
	Whole Group Instruction	Small Group/Independent/One to One/ Options/Writing About Reading				
DECEMBER	Opinion/Argumentative <ul style="list-style-type: none">Understanding different perspectives: question how the author built the argument. How are the arguments supported? Are the facts clear and provable?Identifying text structures: How did the author organize the argument? Problem/Solution, Cause/Effect, Descriptive/ExplanatoryQuestion the author: Reliability? Bias?Question the author: Strengths of the argument? Holes in the argument? How does the author’s view compare to my view? Where do we agree? Where do we disagree?Express changes in ideas and perspective: How has the text(s) changed my view or perspective? In what ways? Why?	Collaborative reasoning groups Guided reading around opinion articles Philosophical Chairs Socratic Seminar <ul style="list-style-type: none">Review purpose and proceduresRead text to determine the issueRead additional texts to determine issuesPrepare for discussion using 2 sources - read and annotate text/take notesParticipate in CR discussion - purpose to understand multiple perspectivesReflect on CR discussion - set group goalsWrite to sources - Select position and support with text evidence from both sides	Persuasive Essay (4 weeks) <ul style="list-style-type: none">Selecting a significant topic to be developed and strengthened through planning, revising, editing, rewriting, and trying new approachesRework thesis statement and fill out a graphic organizer to plan the essay – Boxes and BulletsCollect a variety of supports – mini storiesCollect a variety of supports – other people’s storiesCollect a variety of supports – statistics	Unit 5 Week 1 <ul style="list-style-type: none">Noun suffixes(-ology,-ant, -er, -or, -ery) Handwriting <ul style="list-style-type: none">Using what you have learned	<ul style="list-style-type: none">Unit Review3.15 Unit Test3.15 Unit Test OR Unit 4: Decimal Concepts: Coordinate Grids <ul style="list-style-type: none">4.1-Decimal Place Value	Continue above
	Opinion/Argumentative <ul style="list-style-type: none">How to negotiate talk when discussing difficult or complex issues: Add evaluative comments making clear that an opinion is being stated. (I believe... I think... My opinion is...)How to negotiate talk when discussing difficult or complex issues: Ask questions to clarify. Use a calm tone and gesture in a collaborative and meaningful way.How to negotiate talk when discussing difficult or complex issues: Consider both sides of the issue by attending to the evidence rather than emotion.Close Reading of a second or third article on the same topic to compare and contrast how authors express and support opinions on a similar topic. Focus on Key ideas and DetailsContinue close reading with the focus on craft and structure and integration of ideas.	Collaborative reasoning groups Guided reading around opinion articles Philosophical Chairs Socratic Seminar <ul style="list-style-type: none">Review purpose and proceduresRead text to determine the issueRead additional texts to determine issuesPrepare for discussion using 2 sources - read and annotate text/take notesParticipate in CR discussion - purpose to understand multiple perspectivesReflect on CR discussion - set group goalsWrite to sources - Select position and support with text evidence from both sides	Persuasive Essay <ul style="list-style-type: none">Collect a variety of supports – quotesCollect a variety of supports –listsUse appropriate transitions to clarify the relationships among ideas and conceptsWrite an introduction to orientate the reader by establishing a situation and introducing the topic.Write a conclusion that establish es the significance and purpose of thesis statement - Call to action -Next steps	Unit 5 Week 2 <ul style="list-style-type: none">Latin Roots(spec,liter,vent,struct)	<ul style="list-style-type: none">4.2-Representing Decimals through thousandths4.3-Representing Decimals in Expanded Form4.4-Comparing and ordering decimals4.5-Rounding decimals	
	Informational #2 /Short Complex Texts # (4 Weeks) Students will read to synthesize the central idea and supporting evidence while integrating existing content knowledge with new information to create new understandings. Texts will include short texts from magazines, letters from history, speeches, primary sources or texts related to student interest or content study. <ul style="list-style-type: none">Preview the texts to identify genre: letter, diary, speech, article, etc. Consider similarities and differences.Read to consider author’s purpose or point of view.Determine two or more ideas of a text and explain how they are supported with key details. Boxes and BulletsDetermine what’ important and what’s interesting.	Guided Reading Groups/Close Reading Reciprocal Teaching <ul style="list-style-type: none">Word Work/Word Study including vocabularyReading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above) Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Persuasive Essay <ul style="list-style-type: none">Revise to vary sentence patterns for meaning, reader/listener interest, and style.Use figurative language to convey experiences precisely.Recognize and correct inappropriate shifts in verb tenseEdit to produce a clear and coherent published piece that is appropriate to task, audience and purpose.Publish: Published work will reflect a command of convention of standard English (capitalization, punctuation, spelling)	Unit 5 Week 3: <ul style="list-style-type: none">Homophones	<ul style="list-style-type: none">4.6- Introduction to the Coordinate System4.7-Playing Hidden Treasure4.8-Solving Problems on a Coordinate Grid, Part 14.9- Solving Problems on a Coordinate Grid	<u>Content:</u> Life in the Colonies Early Settlements <ul style="list-style-type: none">Why did people from England and France want to move west?The relationship between the settlers and the Native AmericansThe Plymouth and Virginia ColoniesDutch and French claims 13 colonies <ul style="list-style-type: none">Life in the colonies-ChallengesLife in the colonies-FreedomsLife in the Colonies- Founding and Establishment<ul style="list-style-type: none">New England ColoniesMiddle ColoniesSouthern Colonies

Assessments for Instruction:

<ul style="list-style-type: none">Fountas and Pinnell BenchmarkRunning Records	<ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments	<ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY
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Quincy Public School Fifth Grade Curriculum Map

JANUARY

3rd trimester Big Idea/Theme:						
3rd trimester extended literature text: Mentor(anchor) or extended read aloud text. Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses						
3rd trimester Author Study:						
Social Emotional Lessons: PBIS Booster, Second Step: Lessons: 11,12,13,14						
Month	Literacy/Reading Workshop (90 minutes)		Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (45 minutes)
	Whole Group Instruction	Small Group/Independent/One to One/ Options/Writing About Reading				
	Informational /Short Complex Texts <ul style="list-style-type: none">Read to understand author’s purpose and audience.Read to determine key ideas and details – boxes and bullets. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)Read to study how the author structured the text – (description, cause, effect, problem, solution, compare, contrast, sequence) Name the structures and note how the author developed the structureRead to notice and name author’s craftRead to integrate knowledge across texts - Explain the relationships or interactions between two or more events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none">Guided Reading w/ informational texts – can be related to contentClose reading with informational textsIndependent readingContent readingPartner ConferencesTeacher – Student ConferencesReciprocal Teaching Possible Writing about Reading Opportunities in this unit: <ul style="list-style-type: none">Reflect on how the text features contribute to understanding of the text.Annotate textBoxes and BulletsQuestion text: FQRWhat does the text say? What does this mean? Why does this matter?How has your reading changed your perspective on ____? Support with the text and extend your thinking with your thoughts.	Informational/Research #2 <ul style="list-style-type: none">4 weeks (Can relate to interest or content)Determine topic to be studied and narrow the topicDetermine a means to gather and organize information – Create subtopics as a way to organize informationWrite open ended questions to guide the researchReteach ways to use two or more sources (digital and print) to record information – paraphrase key informationGathering information from close reading – noting what is interesting and what is important for research - quote	Unit 6 Week 1: <ul style="list-style-type: none">Variant vowels (al, alk, all, au,aw) Handwriting <ul style="list-style-type: none">Using what you have learned	<ul style="list-style-type: none">4.10- Folder Art OR4.10- Folder Art. OR4.11- Addition and Subtraction of Decimals with hundredths Grids4.12-Decimal Addition Algorithms	Skills: <u>Optional Resources:</u> <ul style="list-style-type: none">MyWorld Chapter 3: Settling the Colonies in North AmericaMyWorld: Chapter 4: Life in the ColoniesHMH: 13 Colonies <u>Essential Questions</u> <u>Activities:</u> <u>Assessments</u>
	Informational /Short Complex Texts <ul style="list-style-type: none">Determine the meaning of unfamiliar words: Ways authors define words in text – glossary, footnote, sidebars, another sentenceDetermine the meaning of unfamiliar words: prefixesDetermine the meaning of unfamiliar words: suffixesDetermine the meaning of unfamiliar words: dialect and words from other languagesDetermine the meaning of unfamiliar words: abbreviations and acronyms	Guided Reading Groups/Close Reading Reciprocal Teaching/Philosophical chairs/Socratic Seminar <ul style="list-style-type: none">Word Work/Word Study including vocabularyReading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above) Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Informational/Research #2 <ul style="list-style-type: none">Record information for bibliographyCollect specific information and domain specific wordsOrganize information for drafting by using a text map or other graphic organizerDraft from an outline – explaining and expanding with key ideas and specific detailsDraft from an outline –using including either, or neither, norDraft from an outline –using embedded content vocabulary and specific words	Unit 6 Week 2 <ul style="list-style-type: none">Noun suffixes (-ition, -ty,-sion,-ness,-ment)	<ul style="list-style-type: none">4.13-Decimal Subtraction Algorithms4.14- Addition and Subtraction of Money4.15 Unit Test4.15 Unit Test CumulativeMid-Year Assessment(optional)	
	Informational /Short Complex Texts <ul style="list-style-type: none">Consult reference materials to find the pronunciation and precise meaning of unfamiliar words – how to use a pronunciation keyQuestion the text to understand the literal/explicit meaning.Question the text to understand the implicit meaning.Infer the meaning of the text through questioning: What is the big idea or theme of the text?Infer the meaning of the text through questioning: How does the information relate to today? Past? If a speech or diary, what does the information reveal about the people in the time period? What does the information reveal about the struggles?	Guided Reading Groups/Close Reading Reciprocal Teaching/Philosophical chairs/Socratic Seminar <ul style="list-style-type: none">Word Work/Word Study including vocabularyReading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above) Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Informational/Research #2 <ul style="list-style-type: none">Draft introductions that engage the reader and give focus to the paper – draft a variety and select the best.Draft conclusions that establish the significance of the information – select most effectiveDraft/revise to add concrete examples, comparisons, specific detailsCreate subheadings to organize information: Consider both literal and inferential headings and subheadings – use of alliteration	Unit 6 Week 3: <ul style="list-style-type: none">Compound words (hypnenedated, open)	Unit 5: Operations and Fractions <ul style="list-style-type: none">5.1- Using Equivalent Fractions to Find Common Denominators5.2- More Strategies for Finding Common Denominators5.3-Addition of Fractions and Mixed Numbers	Content: Earth’s Place in the Universe: Skills: At the end of this unit, students will be able to <ul style="list-style-type: none">Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. (ESS1-1)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 in the night sky.(ESS1-2) <u>Optional Resources:</u> <ul style="list-style-type: none">HMH: Unit 5Mystery Science: Spaceship EarthDefined Learning: <i>Astronomer(ESS1-1)(ETS1)</i>Defined Learning: <i>Martian Base Designer(ESS1-1(ESS2-1(ESS2-2))(ETS1)</i> <u>Essential Questions:</u> <u>Activities:</u> <u>Assessments:</u>
	Tall Tales and/or Drama Read the mentor text – tall tale or drama. Retell/deconstruct it using narrative structure - - character, setting, problem, solution, theme <ul style="list-style-type: none">What are the characteristics of tall tales/drama?Read another version of the same tall tale/drama? Compare and contrast – character, setting, problem, solution, themePoint of view – how would the text be different if told from a different perspective? Whose voices are heard? Explain how the point of view affects the mood.Setting: How does setting affect the mood? Character?	Guided Reading Groups/Close Reading Reciprocal Teaching/Philosophical chairs/Socratic Seminar <ul style="list-style-type: none">Word Work/Word Study including vocabularyReading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above) Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Informational/Research #2 <ul style="list-style-type: none">Revise for clarity, support and audience – sentence variety and lengthEdit to demonstrate command of standard English capitalization, punctuation and spelling – Use verb tenses to convey various times, sequences, states and conditionsUse punctuation to separate items in a series, and quotation marks or italics for the titleFinal research paper will reflect a command of standard English grammar, capitalization, punctuation and spelling and include a title that draws the reader in and a bibliography that gives credit to sources used.	Unit 7 Week 1 <ul style="list-style-type: none">Words with final____	<ul style="list-style-type: none">5.4-Subtraction of Fractions and Mixed Numbers5.5-Connecting Fraction of Problems to Multiplication5.6- Multiplication of Fractions and Whole Numbers5.7- Fractions of Fractions	

Assessments for Instruction:

<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark ● Running Records 	<ul style="list-style-type: none"> ● Reading Proficiency Checklist ● Writing Proficiency Checklist ● Phonics Assessments 	<ul style="list-style-type: none"> ● Words Their Way ● Content Areas Unit tests ● Math Assessments: Unit, Cumulative, ACI's, BOY, MOY, EOY
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3rd trimester Author Study:						
Social Emotional Lessons : PBIS Booster, Second Step: Lessons 15, 16, 17						
Month	Literacy/Reading Workshop (90 minutes)		Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (45 minutes)
	Whole Group Instruction	Small Group/Independent/One to One/ Options/Writing About Reading				
FEBRUARY	Tall Tales/Drama/Poetry <ul style="list-style-type: none">Tall Tales/Drama – Ways to figure out the meaning of unfamiliar language – dialect - Use of hyperbole, dialect and simile and how it contributes to the effectiveness of the textTall tales/Drama- Author’s craft – Flashback, flashforward, personificationPoetry - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Immersion in the genre. Model how to read poetryPoetry -Identify unique characteristics of the poetry genre- Some poems contain strong rhythm. Some poems contain repeated words or phrases Poems don’t have to rhyme. Looks different from writing in other genres. Poets use descriptive words. Some poems contain strong imagery. Sometimes they have titles. Some poems have unusual shapes,Poetry - Explain how a series of stanzas, and line breaks fit together to provide the overall structure and meaning of a poem.	Lit. Study around Poetry/Tall Tales <ul style="list-style-type: none">Poetry is a great genre for repeated reading. It not only allows for short amounts of texts that can be reread often, but it is enjoyable to read repeatedly. Repeated reading is a way to improve students’ fluencyPaired reading of poemsPoems for Two VoicesStudents can keep a notebook or a section of their writing notebook just for poetry. In this space they can collect their favorite poems by other authors. Having their own work and favorite poems close by makes it easy to go back to memorable wording and encourages kids to rereadRead other tall tales independently or with a partner Writing About Reading: <ul style="list-style-type: none">Compare and contrast different versions of the same tall tale	Poetry Writing 3 weeks <ul style="list-style-type: none">Determine topics to write about – consider life topics from writers’ notebook and topics that other poets write about - write about nature, common objects, and other details of the world around you. Poetry doesn’t have to rhyme.Write the experience as prose if necessary then break the narrative into stanzas or line breaks to provide the overall structure of a poem.Write narrative poetry to develop real or imagined experiences or events Use sensory details to convey experiences - poems contain strong imageryUse figurative language to contribute to the effectiveness of the poem- simile and metaphor	Unit 7 Week 2 <ul style="list-style-type: none">Prefixes(re,pre,dis, mis) Handwriting <ul style="list-style-type: none">Using what you have learned	<ul style="list-style-type: none">5.8- Area Models for Fraction Multiplication5.9- Understanding an Algorithm for Fraction Multiplication5.10- Sharing Breakfast OR5-10- Sharing Breakfast OR	Continue above
	Poetry <ul style="list-style-type: none">Determine a theme of a poem from details in the text, including how the speaker in a poem reflects upon a topic; summarize the poem.Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, personification, rhyme, rhythm etc.Describe how a narrator’s or speaker’s point of view influences how events or poems are describedCompare and contrast how different poems approach similar themes and topics.Draw evidence from poems or to support analysisInterpret figurative language, including similes and metaphors, in context to understand author’s meaning	Lit. Study around Poetry/Tall Tales <ul style="list-style-type: none">Students prepare for literature study - recording thoughts, questions, predictions, etc.Students prepare independently, with peer conferences and 1:1 conferences with the teacherTeachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standardsTeachers provide explicit instruction to groups of students for constructed responses related to literature study	Poetry Writing <ul style="list-style-type: none">Use figurative language to contribute to the effectiveness of the poem- personificationUse figurative language to contribute to the effectiveness of the poem- onomatopoeiaPoets often use repeated words or phrases for voice and stylePoets make thoughtful decisions about form and line breaks to give poem shape, structure, and rhythmPoets understand how to read their poems aloud to revise their own writing	Unit 7 Week 3 <ul style="list-style-type: none">Silent letters: kn, wr,gh,gn,wh	<ul style="list-style-type: none">5.11- Explaining the Equivalent Fractions Rule5.12- Fraction Multiplication Number Stories5.13- Fraction Division-Part 15.14- Fraction Division Part 2Unit Review 5.15- Unit Test	
	On Demand Writing Opportunity #2 IAR Practice for Research (1 week) 2 articles on penguins and video <ul style="list-style-type: none">RI 5.1-Quote accurately from the textRI 5.2-Determine two or more main ideas of text and explain how they are supported by key details, summarizeRI 5.3-Explain the relationships or interactions between two or more individuals, events, ideas as, or concepts in a historical, scientific, or technical textRI 5.4-Determine the meaning of general academic and domain specific words and phrasesRI 5.5-Compare and contrast the overall structureRI 5.6- Analyze multiple accounts of the same event or topicRI 5.8-Explain how an author uses reasons and evidence u support particular points in a text. Write an essay explaining the similarities and differences in each article’s point of view about penguin rescue efforts after an oil spill. RI 5.1, RI 5.3, RI 5.9, W 5.2, W 5.4-10	Lit. Study around Poetry/Tall Tales <ul style="list-style-type: none">Students prepare for literature study - recording thoughts, questions, predictions, etc.Students prepare independently, with peer conferences and 1:1 conferences with the teacherTeachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standardsTeachers provide explicit instruction to groups of students for constructed responses related to literature study	Poetry Writing <ul style="list-style-type: none">Poets use interesting illustrations, formats, and text sizes to engage the readers.Poets use varied capitalization for meaning and effectPoets used punctuation for effect and as white spacePoets revise and edit their poems using lessons from previous writing Poets share their poetry aloud - Publishing Share	Unit 8 Week 1 <ul style="list-style-type: none">Diphthongs /ou/ and /oi/	<ul style="list-style-type: none">5.15- Unit Test OR Unit 6: Investigations in Measurement; Decimal Multiplication and Division <ul style="list-style-type: none">6.1-Multiplying and Dividing Decimals by Powers of 106.2- Playing Exponent Ball6.3- Application: Converting Measurements in the Metric System	Junior Achievement: BIZ town Unit 1 Financial Literacy Unit 2: Community and Economy
	Informational #3: 4 weeks Read to analyze and critique multiple sources on a single topic to uncover differences in opinion, bias and conflicting information. Text may include magazine articles, letters, speeches, primary sources, digital texts, blogs, pamphlets, newspapers etc. related to student interest or content study. <ul style="list-style-type: none">Compare informational sources of information to consider their structure and characteristicsCompare informational sources of information to consider their purpose – inform, persuade, entertainCompare informational sources of information to consider their audience. What is the author’s belief?Compare informational sources of information to consider their content – Boxes and bullets – main ideas/supporting detailsCompare informational sources of information to consider their text structure: compare, contrast, description, cause, effect, problem, solution, sequence etc. Is the structure varied throughout the source?	Guided Reading w/ a variety informational texts and formats – can be related to content <ul style="list-style-type: none">Word Work/Word Study including vocabularyReading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above) Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	DARE Essay(Optional- Can be done in class or sent home) <ul style="list-style-type: none">Deconstruct a past essayUtilize DARE booklet to determine a thesis statement and organize for drafting with a graphic organizerWrite from a graphic organizer using strong words and phrases and personal stories to engage the readerIntroduction and conclusion as learned in writing workshopEdit and revise for clarity, interest and style	Unit 8 Week 2 <ul style="list-style-type: none">Latin Roots aud, vis, form, cede	<ul style="list-style-type: none">6.4- Line Plots6.5- Working with Data in Line Plots6.6- Applying Volume Concepts6.7- Measuring Volume by Displacement	Junior Achievement: BIZ town Unit 3: Work and Career Readiness Unit 4: Business Management

Assessments for Instruction:

<ul style="list-style-type: none">Fountas and Pinnell BenchmarkRunning Records	<ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments	<ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY
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3rd trimester Big Idea/Theme:						
3rd trimester extended literature text: Mentor(anchor) or extended read aloud text. Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses						
3rd trimester Author Study:						
Social Emotional Lessons :PBIS Booster, Spring Break, Second Step: Lessons: 18, Review testing expectations						
Month	Literacy/Reading Workshop (90 minutes)		Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (45 minutes)
	Whole Group Instruction	Small Group/Independent/One to One/ Options/Writing About Reading				
MARCH	Informational #3 <ul style="list-style-type: none">Notice and name the structure of a news article – Inverted pyramid – 5 w’s (Who, What, When, Where, Why) then additional informationSummarize information presented from diverse media and take notes – print sourcesSummarize information presented from diverse media and take notes – oral sources – take notes while viewing – write important ideas in note format – repeat ideas to self while viewingSummarize information presented from diverse media and take notes – oral sources – take notes while viewing –utilize abbreviationsSummarize information presented from diverse media and take notes – oral sources – take notes while viewing – draw notes, pictures or diagrams to assist understanding	<ul style="list-style-type: none">Guided Reading w/ a variety informational texts and formats – can be related to contentClose reading with informational textsIndependent readingContent readingPartner ConferencesTeacher – Student ConferencesReciprocal TeachingCR, Philosophical Chairs and Socratic Seminar Possible Writing about Reading Opportunities in this unit: <ul style="list-style-type: none">Reflect on how the text features contribute to understanding of the text.Annotate textBoxes and BulletsQuestion text: FQRWhat does the text say? What does this mean? Why does this matter? How has your reading changed your perspective on ____? Support with the text and extend your thinking with your thoughts.Uncover bias in text	Informational/Research #3 Integration Possibility: Biz Town Career Speech or social studies: Independence – Emphasis on a problem- solution or cause effect paper <ul style="list-style-type: none">Introduction to the unit: Research and report on a topic with focus on a text structure – cause, effect, problem, solution. Study a mentor text or speech and deconstruct with a graphic organizerDetermine a topic and narrow the topic. Select a means for gathering and recording information.Model close reading to gather information for research topic – recording important information in own language or quoting the textDetermine the credibility of sources as information is collected – cite sources and keep a bibliographyCollect domain specific words	Unit 8 Week 3 <ul style="list-style-type: none">Adjective Suffixes (-y,-ent,-ive,-ic,-ful) Handwriting <ul style="list-style-type: none">Using what you have learned	<ul style="list-style-type: none">6.8- Estimating Decimal Products and Quotients6.9- Multiplication of Decimals6.10-Fundraising OR6-10-Fundraising OR	Content: Building the United States of America <ul style="list-style-type: none">The Second Continental Congress: Purpose/Outcome<ul style="list-style-type: none">The Stamp ActConcerns with Great Britain<ul style="list-style-type: none">Taxation without representationBoston Tea PartySons of LibertyThomas Jefferson<ul style="list-style-type: none">Connection/leadership roleThe Declaration of Independence<ul style="list-style-type: none">What rights and freedoms are included in the DOI?What does the DOI protect?The impact of the DOIWomen of the Revolution<ul style="list-style-type: none">Colonial women and their role in the RevolutionUntraditional tasksThe Constitution<ul style="list-style-type: none">What is a constitution?What were colonists concerns with the Articles of ConfederationConstitutional ConventionArticles, Sections, and CasesThe Bill of RightsThe Supreme CourtAmerican Government<ul style="list-style-type: none">DemocracyThe three branches of governmentState and local governmentElectionsRights and responsibilities Optional Resources: <ul style="list-style-type: none">MyWorld Chapter 5: The American RevolutionMy World Chapter 6: A New NationEngageNY: Declaration of IndependenceHMH: Declaration of IndependenceHMH: American RevolutionHMH: Revolutionary WomenHMH: George WashingtonHMH: Thomas JeffersonHMH: Ben FranklinHMH: The ConstitutionHMH: The American GovernmentHMH: The New Nation
	Informational #3 <ul style="list-style-type: none">Determine the meanings of unfamiliar words in context using the text as a clue.Determine the meaning of unfamiliar words in a text by using prefixes, root words and suffixesQuestion the text to uncover bias and determine reliability – author’s credentials, facts present or omitted. How did the author use illustrations or graphics to convey meaning?Question the text to uncover bias and determine reliability – what language does the author use to create positive or negative impressions? What language is extreme, all or nothing connotation? How does the author’s word choice impact the message?Locate and validate information on the internet: use reputable search engines and sites, determine the source of the information to consider bias and reliability	Guided Reading Groups/Close Reading Reciprocal Teaching/Philosophical chairs/Socratic Seminar <ul style="list-style-type: none">Word Work/Word Study including vocabularyReading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above) Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology	Informational/Research #3(This may be shortened to allow for IAR) <ul style="list-style-type: none">Notetaking – collect concrete examples, specific details and comparisonsSynthesize information for drafting with a graphic organizer, determine if additional information is neededDraft from an outline by expanding on notes considering meaning, interest and styleDraft from an outline using specific words, and phrases that signal contrast and relationships between informationDraft from an outline using specific vocabulary – domain specific wordsDraft from an outline to add specific examples, comparisons and details	IAR Flex	<ul style="list-style-type: none">6.11- Division of Decimals by Whole Numbers6.12- Division of Decimals by Decimals6.13- Application: Estimating Your Reaction TimeUnit Review	
	Informational #3 – Close reading of two or more sources to compare and contrast ideas and information <ul style="list-style-type: none">First Read: Students read and annotate the text(s), marking their thinking.Second Read: Teacher reads aloud to students and they mark new understandings. DiscussionThird Read: Find key ideas and details – Find boxes and bulletsCraft and Structure: How the author crafted and structured the text – word choice, text structure – text featuresIntegration of ideas: Compare the two articles for differing information, structure and effectiveness	Guided Reading Groups/Close Reading Reciprocal Teaching/Philosophical chairs/Socratic Seminar <ul style="list-style-type: none">Word Work/Word Study including vocabularyReading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above) Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology	Informational/Research #3 <ul style="list-style-type: none">Draft effective introductions that give focus to the paper and engage the reader: dialogue, facts, quotes, questions, action, otherDraft effective conclusions that establish the significance of the information and invite the reader to actionCreate headings and subheadings to organize the information for the reader and other text features to support understanding of the textRevise for support, clarity, interest and audience	IAR Flex	<ul style="list-style-type: none">6.14 -Unit Test6-14- Unit Test Cumulative Unit 7: Multiplication of Mixed Numbers; - Geometry;Graphs <ul style="list-style-type: none">7.1- Multiplication of Mixed Numbers, Part 17.2- Multiplication of Mixed Numbers, Part 2	
	<ul style="list-style-type: none">Spring Break	<ul style="list-style-type: none">Spring Break	<ul style="list-style-type: none">Spring Break			

Assessments for Instruction:

<ul style="list-style-type: none">Fountas and Pinnell BenchmarkRunning Records	<ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments	<ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY
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Quincy Public School Fifth Grade Curriculum Map

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Assessments for Instruction:

<ul style="list-style-type: none"> Fountas and Pinnell Benchmark Running Records 	<ul style="list-style-type: none"> Reading Proficiency Checklist Writing Proficiency Checklist Phonics Assessments 	<ul style="list-style-type: none"> Words Their Way Content Areas Unit tests Math Assessments: Unit, Cumulative, ACI's, BOY, MOY, EOY
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Quincy Public School Fifth Grade Curriculum Map

[illegible]

Assessments for Instruction:

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Quincy Public School Fifth Grade Curriculum Map

5th English Language Arts Standards

Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-LITERACY.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCSS.ELA-LITERACY.RL.5.8

(RL.5.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Informational Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Quincy Public School Fifth Grade Curriculum Map

Craft and Structure:

CCSS.ELA-LITERACY.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*.

CCSS.ELA-LITERACY.RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-LITERACY.RI.5.9

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

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Foundational Standards

Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.5.3

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

CCSS.ELA-LITERACY.RF.5.3.A

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.

Fluency:

CCSS.ELA-LITERACY.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.5.4.A

Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.RF.5.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-LITERACY.RF.5.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

CCSS.ELA-LITERACY.W.5.1.D

Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.A

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.5.2.C

Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.5.2.E

Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

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Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)

CCSS.ELA-LITERACY.W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.5.9.A

Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CCSS.ELA-LITERACY.W.5.9.B

Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing:

CCSS.ELA-LITERACY.W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.5.1.A

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.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

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CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

CCSS.ELA-LITERACY.L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

CCSS.ELA-LITERACY.L.5.1.D

Recognize and correct inappropriate shifts in verb tense.*

CCSS.ELA-LITERACY.L.5.1.E

Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.A

Use punctuation to separate items in a series.*

CCSS.ELA-LITERACY.L.5.2.B

Use a comma to separate an introductory element from the rest of the sentence.

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CCSS.ELA-LITERACY.L.5.2.C

Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

CCSS.ELA-LITERACY.L.5.2.D

Use underlining, quotation marks, or italics to indicate titles of works.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.5.3.A

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CCSS.ELA-LITERACY.L.5.3.B

Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.4.A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.5.4.B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

CCSS.ELA-LITERACY.L.5.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-LITERACY.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.5.5.A

Interpret figurative language, including similes and metaphors, in context.

CCSS.ELA-LITERACY.L.5.5.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-LITERACY.L.5.5.C

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CCSS.ELA-LITERACY.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 (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

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Math Standards

Operations & Algebraic Thinking

Write and interpret numerical expressions.

CCSS.MATH.CONTENT.5.OA.A.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

CCSS.MATH.CONTENT.5.OA.A.2

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

CCSS.MATH.CONTENT.5.OA.B.3

Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Numbers & Operations in Base Ten

Understand the place value system.

CCSS.MATH.CONTENT.5.NBT.A.1

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

CCSS.MATH.CONTENT.5.NBT.A.2

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

CCSS.MATH.CONTENT.5.NBT.A.3

Read, write, and compare decimals to thousandths.

CCSS.MATH.CONTENT.5.NBT.A.3.A

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

CCSS.MATH.CONTENT.5.NBT.A.3.B

Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CCSS.MATH.CONTENT.5.NBT.A.4

Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

CCSS.MATH.CONTENT.5.NBT.B.5

Fluently multiply multi-digit whole numbers using the standard algorithm.

CCSS.MATH.CONTENT.5.NBT.B.6

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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CCSS.MATH.CONTENT.5.NBT.B.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Numbers & Operations-Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

CCSS.MATH.CONTENT.5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)*

CCSS.MATH.CONTENT.5.NF.A.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.*

Apply and extend previous understandings of multiplication and division.

CCSS.MATH.CONTENT.5.NF.B.3

Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

CCSS.MATH.CONTENT.5.NF.B.4

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

CCSS.MATH.CONTENT.5.NF.B.4.A

Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.)*

CCSS.MATH.CONTENT.5.NF.B.4.B

Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

CCSS.MATH.CONTENT.5.NF.B.5

Interpret multiplication as scaling (resizing), by:

CCSS.MATH.CONTENT.5.NF.B.5.A

Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

CCSS.MATH.CONTENT.5.NF.B.5.B

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.

CCSS.MATH.CONTENT.5.NF.B.6

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

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CCSS.MATH.CONTENT.5.NF.B.7

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1

CCSS.MATH.CONTENT.5.NF.B.7.A

Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*

CCSS.MATH.CONTENT.5.NF.B.7.B

Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*

CCSS.MATH.CONTENT.5.NF.B.7.C

Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?*

1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

Measurement & Data

Convert like measurement units within a given measurement system.

CCSS.MATH.CONTENT.5.MD.A.1

Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

CCSS.MATH.CONTENT.5.MD.B.2

Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume.

CCSS.MATH.CONTENT.5.MD.C.3

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

CCSS.MATH.CONTENT.5.MD.C.3.A

A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

CCSS.MATH.CONTENT.5.MD.C.3.B

A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

CCSS.MATH.CONTENT.5.MD.C.4

Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

CCSS.MATH.CONTENT.5.MD.C.5

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

CCSS.MATH.CONTENT.5.MD.C.5.A

Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

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CCSS.MATH.CONTENT.5.MD.C.5.B

Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

CCSS.MATH.CONTENT.5.MD.C.5.C

Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

CCSS.MATH.CONTENT.5.G.A.1

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

CCSS.MATH.CONTENT.5.G.A.2

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

CCSS.MATH.CONTENT.5.G.B.3

Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

CCSS.MATH.CONTENT.5.G.B.4

Classify two-dimensional figures in a hierarchy based on properties.

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Illinois Learning Standards for Social Science-Fifth Grade

The [Social Science Standards](#) consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired. In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum.

These mandates can be found in the School Code and summarized: <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

Developing and Planning Inquiries	Evaluating Sources and Using Evidence	Communicating Conclusions and Taking Informed Action
SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.	SS.3-5.IS.4. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.
SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.	SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.	SS.3-5.IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.
SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.		SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.
		SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and use of relevant sources students could take to address local, regional, state, national, and global problem
		SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.

Civics	Economics and Financial Literacy	Geography	History
SS.5.CV.1. Explain the roles and responsibilities of government officials at the local, state, and national level levels and investigate how the roles and responsibilities of the three branches of government have changed over time.	SS.5.EC.1. Analyze why and how individuals, businesses, and nations around the world specialize and trade.	SS.5.G.1. Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics	SS.5.H.1. Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups.
SS.5.CV.2. Examine the origins and purposes of rules, laws and key U.S. Constitutional provisions and investigate the impact they had/have on multiple groups of people.	SS.5.EC.2. Discover how positive incentives (e.g. sale prices and earning money) and negative consequences (e.g. library fines, parking tickets) influence behavior in the U.S. economy and around the world.	SS.5.G.2. Investigate and explain how the cultural and environmental characteristics of places within the U.S. change over time.	SS.5.H.2. Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.
SS.5.CV.3. Compare and contrast the U.S. government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes.	SS.5.EC.3. Determine the ways in which the government pays for the goods and services it provides	SS.5.G.3. Explain how human settlements and technological advancements have impacted natural resources.	SS.5.H.3. Summarize the central claim in a work of history
SS.5.CV.4. Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.	SS.5.FL.4. Explain that interest is the price the borrower pays for using someone else's money.	SS.5.G.4. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	

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Science Standards

5-PS1 Matter and Its Interactions		
<div>5-PS1 Matter and Its Interactions</div> <div>Students who demonstrate understanding can:</div> <div>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]</div> <div>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. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]</div> <div>5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]</div> <div>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</div> <div>The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>.</div>		
<div>Science and Engineering Practices</div> <div>Developing and Using Models</div> <div>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.<ul style="list-style-type: none">Develop a model to describe phenomena. (5-PS1-1)</div> <div>Planning and Carrying Out Investigations</div> <div>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.<ul style="list-style-type: none">Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4)Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3)</div> <div>Using Mathematics and Computational Thinking</div> <div>Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.<ul style="list-style-type: none">Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)</div>	<div>Disciplinary Core Ideas</div> <div>PS1.A: Structure and Properties of Matter</div> <div><ul style="list-style-type: none">Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (5-PS1-1)The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2)Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3)</div> <div>PS1.B: Chemical Reactions</div> <div><ul style="list-style-type: none">When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4)No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2)</div>	<div>Crosscutting Concepts</div> <div>Cause and Effect</div> <div><ul style="list-style-type: none">Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4)</div> <div>Scale, Proportion, and Quantity</div> <div><ul style="list-style-type: none">Natural objects exist from the very small to the immensely large. (5-PS1-1)Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5-PS1-3)</div> <div>Connections to Nature of Science</div> <div>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</div> <div><ul style="list-style-type: none">Science assumes consistent patterns in natural systems. (5-PS1-2)</div>
Connections to other DCIs in fifth grade: N/A		
Articulation of DCIs across grade-levels: 2.PS1.A (5-PS1-1),(5-PS1-2),(5-PS1-3); 2.PS1.B (5-PS1-2),(5-PS1-4); MS.PS1.A (5-PS1-1),(5-PS1-2),(5-PS1-3),(5-PS1-4); MS.PS1.B (5-PS1-2),(5-PS1-4)		
<div>Common Core State Standards Connections:</div> <div>ELA/Literacy –</div> <div>RI.5.7</div> <div>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS1-1)</div> <div>W.5.7</div> <div>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-PS1-2),(5-PS1-3),(5-PS1-4)</div> <div>W.5.8</div> <div>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. (5-PS1-2),(5-PS1-3),(5-PS1-4)</div> <div>W.5.9</div> <div>Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-PS1-2),(5-PS1-3),(5-PS1-4)</div> <div>Mathematics –</div> <div>MP.2</div> <div>Reason abstractly and quantitatively. (5-PS1-1),(5-PS1-2),(5-PS1-3)</div> <div>MP.4</div> <div>Model with mathematics. (5-PS1-1),(5-PS1-2),(5-PS1-3)</div> <div>MP.5</div> <div>Use appropriate tools strategically. (5-PS1-2),(5-PS1-3)</div> <div>5.NBT.A.1</div> <div>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-PS1-1)</div> <div>5.NF.B.7</div> <div>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5-PS1-1)</div> <div>5.MD.A.1</div> <div>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (5-PS1-2)</div> <div>5.MD.C.3</div> <div>Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5-PS1-1)</div> <div>5.MD.C.4</div> <div>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5-PS1-1)</div>		

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5-PS2 Motion and Stability: Forces and Interactions		
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Students who demonstrate understanding can:		
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). <ul style="list-style-type: none">Support an argument with evidence, data, or a model. (5-PS2-1)	PS2.B: Types of Interactions <ul style="list-style-type: none">The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)	Cause and Effect <ul style="list-style-type: none">Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)
Connections to other DCIs in fifth grade: N/A		
Articulation of DCIs across grade-levels: 3.PS2.A (5-PS2-1); 3.PS2.B (5-PS2-1); MS.PS2.B (5-PS2-1); MS.ESS1.B (5-PS2-1); MS.ESS2.C (5-PS2-1)		
Common Core State Standards Connections:		
ELA/Literacy –		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-PS2-1)		
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-PS2-1)		
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-PS2-1)		

5-PS3 Energy		
5-PS3 Energy		
Students who demonstrate understanding can:		
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 energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. <ul style="list-style-type: none">Use models to describe phenomena. (5-PS3-1)	PS3.D: Energy in Chemical Processes and Everyday Life <ul style="list-style-type: none">The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (5-PS3-1) LS1.C: Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none">Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1)	Energy and Matter <ul style="list-style-type: none">Energy can be transferred in various ways and between objects. (5-PS3-1)
Connections to other DCIs in fifth grade: N/A		
Articulation of DCIs across grade-levels: K.LS1.C (5-PS3-1); 2.LS2.A (5-PS3-1); 4.PS3.A (5-PS3-1); 4.PS3.B (5-PS3-1); 4.PS3.D (5-PS3-1); MS.PS3.D (5-PS3-1); MS.PS4.B (5-PS3-1); MS.LS1.C (5-PS3-1); MS.LS2.B (5-PS3-1)		
Common Core State Standards Connections:		
ELA/Literacy –		
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS3-1)		
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-PS3-1)		

Quincy Public School Fifth Grade Curriculum Map

5-LS1 From Molecules to Organisms: Structures and Processes		
5-LS1 From Molecules to Organisms: Structures and Processes		
Students who demonstrate understanding can:		
5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). <ul style="list-style-type: none">Support an argument with evidence, data, or a model. (5-LS1-1)	LS1.C: Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none">Plants acquire their material for growth chiefly from air and water. (5-LS1-1)	Energy and Matter <ul style="list-style-type: none">Matter is transported into, out of, and within systems. (5-LS1-1)
Connections to other DCIs in fifth grade: 5.PS1.A (5-LS1-1)		
Articulation of DCIs across grade-levels: K.LS1.C (5-LS1-1); 2.LS2.A (5-LS1-1); MS.LS1.C (5-LS1-1)		
Common Core State Standards Connections:		
ELA/Literacy –		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-LS1-1)		
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-LS1-1)		
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-LS1-1)		
Mathematics –		
MP.2 Reason abstractly and quantitatively. (5-LS1-1)		
MP.4 Model with mathematics. (5-LS1-1)		
MP.5 Use appropriate tools strategically. (5-LS1-1)		
5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5-LS1-1)		

5-LS2 Ecosystems: Interactions, Energy, and Dynamics		
5-LS2 Ecosystems: Interactions, Energy, and Dynamics		
Students who demonstrate understanding can:		
5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in 3–5 builds on K–2 models and progresses to building and revising simple models and using models to represent events and design solutions. <ul style="list-style-type: none">Develop a model to describe phenomena. (5-LS2-1) Connections to Nature of Science Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena <ul style="list-style-type: none">Science explanations describe the mechanisms for natural events. (5-LS2-1)	LS2.A: Interdependent Relationships in Ecosystems <ul style="list-style-type: none">The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1) LS2.B: Cycles of Matter and Energy Transfer in Ecosystems <ul style="list-style-type: none">Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)	Systems and System Models <ul style="list-style-type: none">A system can be described in terms of its components and their interactions. (5-LS2-1)
Connections to other DCIs in fifth grade: 5.PS1.A (5-LS2-1); 5.ESS2.A (5-LS2-1)		
Articulation of DCIs across grade-levels: 2.PS1.A (5-LS2-1); 2.LS4.D (5-LS2-1); 4.ESS2.E (5-LS2-1); MS.PS3.D (5-LS2-1); MS.LS1.C (5-LS2-1); MS.LS2.A (5-LS2-1); MS.LS2.B (5-LS2-1)		
Common Core State Standards Connections:		
ELA/Literacy –		
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-LS2-1)		
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-LS2-1)		
Mathematics –		
MP.2 Reason abstractly and quantitatively. (5-LS2-1)		
MP.4 Model with mathematics. (5-LS2-1)		

Quincy Public School Fifth Grade Curriculum Map

5-ESS1 Earth’s Place in the Universe		
5-ESS1 Earth’s Place in the Universe		
Students who demonstrate understanding can:		
5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]		
5-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 in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. <ul style="list-style-type: none">Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2) Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). <ul style="list-style-type: none">Support an argument with evidence, data, or a model. (5-ESS1-1)	ESS1.A: The Universe and its Stars <ul style="list-style-type: none">The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1) ESS1.B: Earth and the Solar System <ul style="list-style-type: none">The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)	Patterns <ul style="list-style-type: none">Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (5-ESS1-2) Scale, Proportion, and Quantity <ul style="list-style-type: none">Natural objects exist from the very small to the immensely large. (5-ESS1-1)
Connections to other DCIs in fifth grade: N/A		
Articulation of DCIs across grade-levels: 1.ESS1.A (5-ESS1-2); 1.ESS1.B (5-ESS1-2); 3.PS2.A (5-ESS1-2); MS.ESS1.A (5-ESS1-1),(5-ESS1-2); MS.ESS1.B (5-ESS1-1),(5-ESS1-2)		
Common Core State Standards Connections:		
ELA/Literacy –		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS1-1)		
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS1-1)		
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5-ESS1-1)		
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS1-1)		
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-ESS1-1)		
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS1-2)		
Mathematics –		
MP.2 Reason abstractly and quantitatively. (5-ESS1-1),(5-ESS1-2)		
MP.4 Model with mathematics. (5-ESS1-1),(5-ESS1-2)		
5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)		
5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS1-2)		

Quincy Public School Fifth Grade Curriculum Map

5-ESS2 Earth’s Systems		
5-ESS2 Earth’s Systems		
Students who demonstrate understanding can: 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.] 5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .		
Science and Engineering Practices Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. <ul style="list-style-type: none">Develop a model using an example to describe a scientific principle. (5-ESS2-1) Using Mathematics and Computational Thinking Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions. <ul style="list-style-type: none">Describe and graph quantities such as area and volume to address scientific questions. (5-ESS2-2)	Disciplinary Core Ideas ESS2.A: Earth Materials and Systems <ul style="list-style-type: none">Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth’s surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1) ESS2.C: The Roles of Water in Earth’s Surface Processes <ul style="list-style-type: none">Nearly all of Earth’s available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2)	Crosscutting Concepts Scale, Proportion, and Quantity <ul style="list-style-type: none">Standard units are used to measure and describe physical quantities such as weight and volume. (5-ESS2-2) Systems and System Models <ul style="list-style-type: none">A system can be described in terms of its components and their interactions. (5-ESS2-1)
<i>Connections to other DCIs in fifth grade: N/A</i>		
<i>Articulation of DCIs across grade-levels: 2.ESS2.A (5-ESS2-1); 2.ESS2.C (5-ESS2-2); 3.ESS2.D (5-ESS2-1); 4.ESS2.A (5-ESS2-1); MS.ESS2.A (5-ESS2-1); MS.ESS2.C (5-ESS2-1); MS.ESS2.D (5-ESS2-1); MS.ESS3.A (5-ESS2-2)</i>		
<i>Common Core State Standards Connections:</i> <i>ELA/Literacy –</i> RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS2-1),(5-ESS2-2) 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. (5-ESS2-2) SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS2-1),(5-ESS2-2) <i>Mathematics –</i> MP.2 Reason abstractly and quantitatively. (5-ESS2-1),(5-ESS2-2) MP.4 Model with mathematics. (5-ESS2-1),(5-ESS2-2) 5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS2-1)		

5-ESS3 Earth and Human Activity		
5-ESS3 Earth and Human Activity		
Students who demonstrate understanding can: 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .		
Science and Engineering Practices Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods. <ul style="list-style-type: none">Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (5-ESS3-1)	Disciplinary Core Ideas ESS3.C: Human Impacts on Earth Systems <ul style="list-style-type: none">Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments. (5-ESS3-1)	Crosscutting Concepts Systems and System Models <ul style="list-style-type: none">A system can be described in terms of its components and their interactions. (5-ESS3-1) Connections to Nature of Science Science Addresses Questions About the Natural and Material World. <ul style="list-style-type: none">Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1)
<i>Connections to other DCIs in fifth grade: N/A</i>		
<i>Articulation of DCIs across grade-levels: MS.ESS3.A (5-ESS3-1); MS.ESS3.C (5-ESS3-1); MS.ESS3.D (5-ESS3-1)</i>		
<i>Common Core State Standards Connections:</i> <i>ELA/Literacy –</i> RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS3-1) RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.(5-ESS3-1) RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1) 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. (5-ESS3-1) W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1) <i>Mathematics –</i> MP.2 Reason abstractly and quantitatively. (5-ESS3-1) MP.4 Model with mathematics. (5-ESS3-1)		

Quincy Public School Fifth Grade Curriculum Map

3-5-ETS1 Engineering Design		
3-5-ETS1 Engineering Design Students who demonstrate understanding can: 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. <ul style="list-style-type: none">Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1) Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. <ul style="list-style-type: none">Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3) Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. <ul style="list-style-type: none">Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2)	ETS1.A: Defining and Delimiting Engineering Problems <ul style="list-style-type: none">Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1) ETS1.B: Developing Possible Solutions <ul style="list-style-type: none">Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3) ETS1.C: Optimizing the Design Solution <ul style="list-style-type: none">Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3)	Influence of Engineering, Technology, and Science on Society and the Natural World <ul style="list-style-type: none">People’s needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1)Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2)
<i>Connections to 3-5-ETS1.A: Defining and Delimiting Engineering Problems include:</i> Fourth Grade: 4-PS3-4 <i>Connections to 3-5-ETS1.B: Designing Solutions to Engineering Problems include:</i> Fourth Grade: 4-ESS3-2 <i>Connections to 3-5-ETS1.C: Optimizing the Design Solution include:</i> Fourth Grade: 4-PS4-3		
<i>Articulation of DCIs across grade-bands:</i> K-2.ETS1.A (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); K-2.ETS1.B (3-5-ETS1-2); K-2.ETS1.C (3-5-ETS1-2),(3-5-ETS1-3); MS.ETS1.A (3-5-ETS1-1); MS.ETS1.B (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); MS.ETS1.C (3-5-ETS1-2),(3-5-ETS1-3)		
<i>Common Core State Standards Connections:</i> <i>ELA/Literacy –</i> RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (3-5-ETS1-2) RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (3-5-ETS1-2) RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (3-5-ETS1-2) W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (3-5-ETS1-1),(3-5-ETS1-3) 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. (3-5-ETS1-1),(3-5-ETS1-3) W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (3-5-ETS1-1),(3-5-ETS1-3) <i>Mathematics –</i> MP.2 Reason abstractly and quantitatively. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3) MP.4 Model with mathematics. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3) MP.5 Use appropriate tools strategically. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3) 3-5.OA Operations and Algebraic Thinking (3-5-ETS1-1),(3-5-ETS1-2)		

Quincy Public School Fifth Grade Curriculum Map

SAMPLE SCHEDULE

TEACHER'S SCHEDULE: 2023-2024									
First Name: _____			Last Name: _____				Room # _____		
School: _____			Grade: _____				# of Students: _____		
Time from	Time to	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	Minutes	per week
8:25	8:45	20	Breakfast/Morning Duties						
8:45	9:15	30	Math						
9:15	9:45	30	Math						
9:45	10:15	30	Math/Handwriting	MUSIC	LIBRARY	MUSIC	Math/Handwriting		
10:15	10:45	30	PE	PE	ART	PE	PE		
10:45	11:00	15	Recess						
11:00	11:30	30	Word Study						
11:30	12:30	60	Reader's Workshop Whole Group Lesson						
12:15	12:45	30	Small Groups/Independent Work						
12:45	1:15	30	LUNCH						
1:15	1:30	15	RECESS						
1:30	2:15	45	Writer's Workshop						
2:15	3:00	45	Content						
3:00	3:15	15	Read Aloud/Pack up						
3:15	3:35	20	Dismissal						
								Total Special Minutes	