

Quincy Public School Fifth Grade Curriculum Map

1 st Trimester	Social Emotional Lessons: Classroom Expectations, Schoolwide Expectations, SS Unit 1-Lesson 1							
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop (70 minutes)	Content Workshop (30 minutes) <i>*Integrate across the curriculum.</i>
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)		
AUGUST	<p>Launching the Reader's Workshop: 15-day planner pacing guide:</p>				Options should be a continuation of independent practice that promote automaticity and transfer. Options should reflect lessons from literacy, writer's, and content workshop. The options should be focused on hands-on, minds-on meaningful activities and not worksheets. They are designed to promote fluent reading and comprehending strategies.	<p><u>Writer's Workshop Framework:</u> 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,, 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><u>Launching the Reader's Workshop:</u></p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> • Routine 1 • Routine 2 • Routine 3 • Routine 4 • Routine 5 • Routine 6 • Routine 7 • Routine 8 <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • 1. Be an Active Listener • 2: Think and Talk about Reading 	<p><u>Launching the Phonics Workshop</u></p> <ul style="list-style-type: none"> • Blend words • Build automaticity • Read accountable texts • Spell and sort words • Build fluency from mastery to transfer <p>Handwriting</p> <ul style="list-style-type: none"> • Getting started lessons 	<p>Read Aloud for Enjoyment:</p> <ul style="list-style-type: none"> • Fiction: Adventures of the Blue Carbuncle • Informational Text: Take Off! A Pilot's Memoir <p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> • 1: Why Readers Read • 2: Ways to read a book. • 3: How Readers Figure Out New Words • 4-Distinguishing Characteristics of Fiction and Informational Texts • 5-Informational Text Features • 6- Fiction: Character • 7-Fiction: Setting <p>Shared Reading:</p> <ul style="list-style-type: none"> • 1: Self- Correct Word Recognition and Understanding 	<ul style="list-style-type: none"> • Teacher – Student Conferences • Student to Student Conferences • Flexible collaborative reasoning groups to discuss essential questions using short, narrative text (5-7 days) • 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>Independent Reading and Teacher – student conferences</p> <p><u>Possible Writing About Reading Opportunities</u></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><u>Writer's Workshop Kickoff</u></p> <ul style="list-style-type: none"> • Writing All Sorts of Writing • Categorizing the Types of Writing • Studying Writer's Notebooks • Techniques for Writing • Ways to Use a a Writer's Notebook 	<p>Unit 1 Math Is...</p> <p>Unit Opener-Ignite</p> <ul style="list-style-type: none"> • 1.1 Math Is Mine • 1.2 Math Is Exploring and Thinking • 1.3 Math Is in My World • 1.4 Math is Explaining and Sharing 	<p>Unit: Ecosystems & the Food Web</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) • Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (LS2-1) • Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (ESS3-1) • 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. (PS3-1) <p>Additional 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 <p>Mystery Science: Ecosystems and the Food Web</p> <ul style="list-style-type: none"> • Anchor Phenomenon/ Lesson 1 • Lesson 2 • Lesson 3 <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 3
	<p><u>Launching the Reader's Workshop:</u></p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> • Routine 9 • Routine 10 • Routine 11 • Routine 12 • Routine 13 • Routine 14 <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • 3: Reread to Support Comprehension • 4: Use Pictures to Support Comprehension • 5: Ask Questions to Support Comprehension • 6- Draw Inferences 	<p><u>Launching the Phonics Workshop</u></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 	<p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> • 8: Problem and Resolution • 9-Introduction and Book Talks • 10- How the Classroom Library is Organized • 11- How We Shop for Books in the Classroom Library • 12- Making Good Book Choices • 13- How We Use our Book Bags <p>Shared Reading:</p> <ul style="list-style-type: none"> • 2: Read with Short Pauses/Read with Full Stops 		<p>Begin teaching independent opportunities.</p> <p>Options:</p> <ul style="list-style-type: none"> • Independent reading • Reading Responses/Writing about Reading • Collaborative Study • Research study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology 	<p><u>Writer's Workshop Kickoff</u></p> <ul style="list-style-type: none"> • Use the Inspiration Board • Getting Ideas from Your Writer's Notebook • Rehearsing with a Partner • Practicing Spelling • Writers Keep Writing 	<ul style="list-style-type: none"> • 1.5 Math is Finding Patterns • 1.6 Math is Ours • Unit Review/Fluency Practice 	

Assessments for Instruction:

<ul style="list-style-type: none"> • Literacy Footprint Assessment • 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
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Quincy Public School Fifth Grade Curriculum Map

1 st Trimester	Social Emotional Lessons: Second Step: Lessons 2-5								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop (70 minutes)	Content Workshop (30 minutes) <i>*Integrate across the curriculum.</i>	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)			
S E P T E M B E R	<p>Launching the Reader's Workshop: Model and Practice Routines:</p> <ul style="list-style-type: none"> • Routine 15 • Routine 16 • Routine 17 • Routine 18 • Routine 19 • Routine 20 <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • 7- Check Understanding While Reading • 8- Constructive Conversation • 9- Fiction: Identify New Vocabulary Words • 10-Informational Text: Identify New Vocabulary Words 		<p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> • 14- How to Work with Reading Partners • 15- Reading Partners: Accountability During Reading • 16-Why Readers Abandon • 17- Responding to Reading • 18- How We Recommend Books • 19- Using Self-Sticks Notes as I Read • 20-Preparing for the Reading Conference • 21- Annotating Texts <p>Shared Reading:</p> <ul style="list-style-type: none"> • 3: Read with Appropriate Inflection/Intonation Volume 	<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 • Book Clubs 	<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 response • SWBST, 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 notes • Just Like from Read, Revisit, Retell by Linda Hoyt p. 105-106 • Triple journal prediction chart (what, how, why, turn and talk/stop and jot, paragraphed response • Use boxes and bullets to create and support a theory about a character- use to write a paragraphed response • QAR, 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 text • Sticky notes, t-charts to encourage problem solving of meanings of unfamiliar words • Story arc • paragraphed response on describing how the significant events are related to the problem or solution of the story • paragraphed response to compare and contrast how the different settings in the book affect the story elements • Notice, record, understand, and discuss figurative and descriptive language (double or triple journal entry) 	<p>Writer's Workshop Kickoff</p> <ul style="list-style-type: none"> • Getting Started Writer Away • Organizing Topics Into Chapters • Writing Reviews • Choosing What Entry to Develop • Getting Ideas from the Inspiration Board 		<p>Unit 2: Volume <i>*Choose one application station per unit</i> *Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> • 2.1 Understand Volume • 2.2 Use Unit Cubes to Determine Volume • 2.3 Use Formulas to Determine Volume 	<p>Ecosystems and the Food Web-continued</p> <ul style="list-style-type: none"> • Lesson 4 • Lesson 5 • Lesson 6 • Lesson 7 <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson 4 • Lesson 5 • Lesson 6 • Lesson 7 • Unit Assessment • Performance Task
	<p>Unit 1: Week 1: Partners in Survival</p> <p>Interactive Read-Aloud:</p> <ul style="list-style-type: none"> • Energy From the Sun • The Three Sisters Farming Method • Teacher's Choice 	<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,w • e,l,b,h 	<p>Shared Reading:</p> <ul style="list-style-type: none"> • Energy From the Sun • The Three Sisters Farming Method • Fluency Lesson AR6-AR7 <p>Mini-Lessons:</p> <ul style="list-style-type: none"> • Introduce the Unit • Ask Questions About the Text • Infer Central Ideas • Build Vocabulary: Use Context Clues • Analyze Text Structure: Cause and Effect 			<p>Writer's Workshop Kickoff</p> <ul style="list-style-type: none"> • Polishing Writing • Sharing Your Writer's Notebook • Gallery Walk • Taking Stock of What you Have Learned • Writing to Your Caregivers 		<ul style="list-style-type: none"> • Math Probe • 2-4 Determine Volume of Compositive Figures • 2-5 Solve Problems Involving Volume • Unit Review/Fluency Practice • Performance Task Unit Assessment 	
	<p>Unit 1: Week 2: Partners in Survival</p> <p>Interactive Read-Aloud</p> <ul style="list-style-type: none"> • The Ground Squirrel • Passion and Pride in the Forest • Teacher's Choice 	<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,s • j,p,a,d 	<p>Shared Reading:</p> <ul style="list-style-type: none"> • The Ground Squirrel • Passion and Pride in the Forest • Fluency Lesson AR8-AR9 <p>Mini-Lessons:</p> <ul style="list-style-type: none"> • Analyze Personal Narrative • Ask Questions About a Text • Build Vocabulary: Consult Resources to Clarify Meaning • Analyze First-Person Point of View • Explain Author's Purpose and Message 		<p>Options:</p> <ul style="list-style-type: none"> • Independent reading • Reading Responses/Writing about Reading • Collaborative Study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology • Partner conferences • Research and Inquiry Project: Environment Jobs 	<p>Writing as a Scientist</p> <ul style="list-style-type: none"> • Launch the Unit • Studying a Mentor Text and Our Own Writing • Studying a Second Mentor Text and Categorizing Ideas • Comparing and Trying out Overall Structures • Elaboration Techniques Using Scientific Details 	<p>Unit 1: Trying Out Sentences of All Different Shapes and Sizes</p> <ol style="list-style-type: none"> 1. Pre-Assessment: Simple, Compound, and Complex Sentences 2. Look at a Mentor Text 3. Look at a Second Mentor Text 4. Compare Mentor Texts 5. Shared Writing: Revisit Goals 6. Compare Simple, Compound, and Complex Sentences 7. Recognize Simple, Compound, and Complex Sentences 8. Sort Sentences 9. Making Sentences with Word Cards 10. Pause and Share 	<p>Unit 3: Place Value and Number Relationships <i>*Choose one application station per unit</i></p> <ul style="list-style-type: none"> • Readiness Diagnostic/Unit Opener-Ignite • 3-1 Generalize Place Value • 3-2 Extend Place Value to Decimals • 3-3 Read and Write Decimals • 3-4 Compare Decimals 	
	<p>Unit 1: Week 3: Partners in Survival</p> <p>Interactive Read-Aloud</p> <ul style="list-style-type: none"> • The Great Barrier Reef • A Girl's Garden • Teacher's Choice 	<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,q • n,m,y,u 	<p>Shared Reading:</p> <ul style="list-style-type: none"> • The Great Barrier Reef • A Girl's Garden • Fluency Lesson AR10-AR11 <p>Mini-Lessons:</p> <ul style="list-style-type: none"> • Infer Central Ideas • Build Vocabulary: Use Context Clues • Analyze Text Structure: Cause and Effect • Introduce the Genre: Poetry • Unit Wrap-Up 			<p>Writing As a Scientist</p> <ul style="list-style-type: none"> • Generating Ideas for Information Science • Generating Even More Ideas about Informational Science • Narrowing Down and Trying Out different Categories • Choosing an Overall Structure • Planning Sections 		<ul style="list-style-type: none"> • Math probe • 3-5 Use place Value to Round Decimals • Unit Review/Fluency Practice • Performance Task • Unit Assessment 	

Assessments for Instruction:

<ul style="list-style-type: none"> • Literacy Footprint Assessment • 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
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Quincy Public School Fifth Grade Curriculum Map

2 nd Trimester	Social Emotional Lessons: PBIS Booster, Review Classroom expectations, catch up SS/RCA								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop (70 minutes)	Content Workshop (30 minutes) <i>*Integrate across the curriculum.</i>	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)			Grammar Study
N O V E M B E R	Unit 3: Week 2: Our Changing Constitution Interactive Read-Aloud <ul style="list-style-type: none"> • The Court's Decision • On the Picket Line • Teacher's Choice 	Unit 3 Week 2 • Vowel team syllables Handwriting • P,R,B	Shared Reading: <ul style="list-style-type: none"> • The Court's Decision • On the Picket Line • Fluency Lesson AR8-AR9 Mini-Lessons: <ul style="list-style-type: none"> • Determine Text Importance • Analyze First-Person Point of View • Compare and Contrast Dialect and Register • Analyze Settings in a Story • Analyze Voice 	<ul style="list-style-type: none"> • Guided Reading/Leveled Texts <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 	WRITING ABOUT READING OPPORTUNITIES (tied into whole group, small group and/or independent reading) <ul style="list-style-type: none"> • Sketch to stretch (Revisit, Reflect, Retell by Linda Hoyt p. 177), • paragraphed response • SWBST, 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 notes • Just Like from Read, Revisit, Retell by Linda Hoyt p. 105-106 • Triple journal prediction chart (what, how, why, turn and talk/stop and jot, paragraphed response • Use boxes and bullets to create and support a theory about a character- use to write a paragraphed response • QAR, 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 text • Sticky notes, t-charts to encourage problem solving of meanings of unfamiliar words • Story arc • paragraphed response on describing how the significant events are related to the problem or solution of the story • paragraphed response to compare and contrast how the different settings in the book affect the story elements • Notice, record, understand, and discuss figurative and descriptive language (double or triple journal entry) 	Stories of Growing Up <ul style="list-style-type: none"> • Gearing Up for the Unit • Studying Our Own Writing and Mentor Text • Studying a Second Mentor Text • Planning with Timelines • Writing a Meaningful Ending 	Unit 2: Choosing and Using Sentences with a Purpose <ol style="list-style-type: none"> 1. Pre-Assess: Sentence Knowledge 2. Look at a Mentor Text 3. Look at a Second Mentor Text 4. Compare Mentor Texts 5. Shared Writing 6. Study prepositional phrases and verbs in sentences 7. How to Maintain Subject-Verb Agreement 8. Sort Sentences 9. Create Sentences with Word Cards 10. Pause and Share 11. Study Helping Verbs 12. Match Your Verbs to Your Tone 13. Sort Sentences 14. Shared Writing: Mimic Sentences 15. Create a List 16. Compare Sentences 17. Use Correlative Conjunctions 18. Correlative Conjunctions Hunt 	<ul style="list-style-type: none"> • 5-6 Relate Partial Products to an Algorithm • Math Probe • 5-7 Multiply Multi-Digit Factors Fluently 	Unit: Stars & The Solar System 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) • Support an argument that the gravitational force exerted by Earth on objects is directed down. (PS2-1)
	Unit 3: Week 3: Our Changing Constitution Interactive Read-Aloud <ul style="list-style-type: none"> • Amendments That Did Not Pass • The New Colossus • Teacher's Choice 	Unit 3 Week 3: • Consonant –le syllables Handwriting • Using what you have learned	Shared Reading: <ul style="list-style-type: none"> • Amendments That Did Not Pass • The New Colossus • Fluency Lessons AR10-AR11 Mini-Lessons: <ul style="list-style-type: none"> • Analyze Text Structure: Compare and Contrast • Build Vocabulary: Use Context Clues • Draw on Text and Graphic Features to Support Understanding • Interpret Figurative Language: Metaphor • Unit Wrap-Up 	<ul style="list-style-type: none"> • Collaborative reasoning groups • Guided reading around opinion articles • Philosophical Chairs • Socratic Seminar • Book Clubs 		Stories of Growing Up <ul style="list-style-type: none"> • Generating Ideas for a Memoir • Generating More Ideas for Memoir • Brainstorming Important Events • Brainstorming Emotional Memories • Generating Belief-Based Memoir Ideas 		<ul style="list-style-type: none"> • Unit Review/Fluency Practice • Performance Task • Unit Assessment Unit 6: Multiplication Decimals <i>*Choose one application station per unit</i>	Additional Resources: <ul style="list-style-type: none"> • HMH: Unit 5
	Unit 4: Week 1: Distinct Voices, Diverse Perspectives Interactive Read-Aloud <ul style="list-style-type: none"> • Mom's Latest Good Idea • Permission Slips • Teacher's Choice 	Unit 4 Week 1 Vowel-consonant e syllables	Shared Reading: <ul style="list-style-type: none"> • Mom's Latest Good Idea • Permission Slips • Fluency Lesson AR6-AR7 Mini-Lessons: <ul style="list-style-type: none"> • Perspectives • Draw Inferences • Analyze Third-Person Point of View • Build Vocabulary: Use Context Clues to Define Homographs • Analyze First-Person Point of View 	<ul style="list-style-type: none"> • Independent reading • Reading Responses/Writing about Reading • Collaborative Study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology • Research and Inquiry Study: Legislative Jobs/ Characters on the Move 		Stories of Growing Up <ul style="list-style-type: none"> • Use a Double Timeline to Plan • Sketching Your Memoir • Trying Different Structures • Pause and Reflect • Consider Point of View 		<ul style="list-style-type: none"> • Readiness Diagnostic/Unit Opener-Ignite • 6-1 Patterns When Multiplying Decimals by Powers of 10 	Mystery Science: Stars & Solar System Lessons: <ul style="list-style-type: none"> • Anchor Phenomenon • Lesson 1 • Lesson 2 • Lesson 3 • Lesson 4 • Lesson 5 • Lesson 6 • Lesson 7 • Lesson 8
	Week 4: Week 2: Distinct Voices, Diverse Perspectives Interactive Read-Aloud: <ul style="list-style-type: none"> • The Flooded Valley, Scene 1 • The Flooded Valley, Scene 2 • Teacher's Choice 	Unit 4 Week 2 • Homographs	Shared Reading: <ul style="list-style-type: none"> • The Flooded Valley, Scene 1 • The Flooded Valley, Scene 2 • Fluency Lesson AR8-AR9 Mini-Lessons: <ul style="list-style-type: none"> • Identify Elements of Drama • Draw Inferences • Identify Elements of Drama • Build Vocabulary: Use Context Clues • Analyze Author's Point of View 			Stories of Growing Up <ul style="list-style-type: none"> • From Notebook to Draft • Pausing, Thinking, and Drafting • Adding a Flash-Forward • Repeating Powerful Sentences • Dialogue and Inner Thinking 		<ul style="list-style-type: none"> • 6-2 Estimate Products of Decimals • 6-3 Represent Multiplication of Decimals • Math Probe • 6-4 Use an Area Model to Multiply Decimals 	Assessments <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 3 • Lesson 4 • Lesson 5 • Lesson 6 • Lesson 7 • Lesson 8 • Unit Assessment • Performance Task

Assessments for Instruction:

<ul style="list-style-type: none"> • Literacy Footprint Assessment • 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
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	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study		
D E C E M B E R	Unit 4: Week 3: Distinct Voices, Diverse Perspectives Interactive Read-Aloud <ul style="list-style-type: none"> Gold Country I, Too Teacher's Choice 	Unit 4 Week 3: <ul style="list-style-type: none"> Variant vowels(oo,ew,u e,ould, ull) 	Shared Reading: <ul style="list-style-type: none"> Gold Country I, Too Fluency Lesson AR10-AR11 Mini-Lessons: <ul style="list-style-type: none"> Analyze First-Person Point of View Build Vocabulary: Use Context Clues and Create Mental Images Compare and Contrast Characters' Points of View Describe the Poet's Message and Use of Figurative Language Unit Wrap-Up 	<ul style="list-style-type: none"> Guided Reading/Leveled Texts <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 Collaborative reasoning groups Guided reading around opinion articles Philosophical Chairs Socratic Seminar Book Clubs 	WRITING ABOUT READING OPPORTUNITIES (tied into whole group, small group and/or independent reading) <ul style="list-style-type: none"> Sketch to stretch (Revisit, Reflect, Retell by Linda Hoyt p. 177), paragraphed response SWBST, 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 notes Just Like from Read, Revisit, Retell by Linda Hoyt p. 105-106 Triple journal prediction chart (what, how, why, turn and talk/stop and jot, paragraphed response Use boxes and bullets to create and support a theory about a character- use to write a paragraphed response QAR, 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 text Sticky notes, t-charts to encourage problem solving of meanings of unfamiliar words Story arc paragraphed response on describing how the significant events are related to the problem or solution of the story paragraphed response to compare and contrast how the different settings in the book affect the story elements Notice, record, understand, and discuss figurative and descriptive language (double or triple journal entry) 	Stories of Growing Up <ul style="list-style-type: none"> Trying Different Endings Trying Different Beginnings Paragraphs Revising Sentences Check Spelling and Punctuation 	Unit 2: Choosing and Using Sentences with a Purpose <ol style="list-style-type: none"> Use Word Cards to Design Sentences Pause and Share Shared Writing: Revision Checklist Shared Writing: Create a Chart Revisit Writer's Notebook Revise Your Writing Assess: Sentence Knowledge 	<ul style="list-style-type: none"> Unit Review/ Fluency Practice Performance Task Unit Assessment Unit 7: Divide Whole Numbers <i>*Choose one application station per unit</i> <ul style="list-style-type: none"> Readiness Diagnostic/Unit Opener-Ignite 7.1 Division Patterns with Multi-Digit Numbers 	Content: 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 Americans The Plymouth and Virginia Colonies Dutch and French claims 13 colonies <ul style="list-style-type: none"> Life in the colonies- Challenges Life in the colonies-Freedoms Life in the Colonies- Founding and Establishment <ul style="list-style-type: none"> New England Colonies Middle Colonies Southern Colonies
	Unit 5: Week 1: Innovation in a Changing World Interactive Read-Aloud <ul style="list-style-type: none"> India's Ingenious Solar Canals Buying Sunshine with Smart Phones Teacher's Choice 	Unit 5 Week 1 <ul style="list-style-type: none"> Noun suffixes(-ology,-ant,-er,-or,-ery) 	Shared Reading: <ul style="list-style-type: none"> India's Ingenious Solar Canals Buying Sunshine with Smart Phones Fluency Lesson AR6-AR7 Mini-Lessons: <ul style="list-style-type: none"> Introduce the unit Summarize and Synthesize Analyze Text Structure: Problem and Solution Build Vocabulary: Use Affixes and Roots Explain the Meaning and Purpose of Anecdotes 			Stories of Growing Up <ul style="list-style-type: none"> Preparing to Publish Sharing and Reflecting Record and Share a Podcast Transfer 		<ul style="list-style-type: none"> 7.2 Estimate Quotients 7.3 Relate Multiplication and Division of Multi-Digit Numbers 7.4 Represent Division of 2-Digit Numbers 7.5 Use Partial Quotients to Divide 7-6 Divide Multi-Digit Whole Numbers 	Skills: Essential Questions: Activities:
	Unit 5: Week 2: Innovation in a Changing World Interactive Read-Aloud <ul style="list-style-type: none"> Bring Wind Farms to West Hilbury Wind Farms, Not in My Town Teacher's Choice 	Unit 5 Week 2 <ul style="list-style-type: none"> Latin Roots(spec,lite r,vent,struct) 	Shared Reading: <ul style="list-style-type: none"> Bring Wind Farms to West Hilbury Wind Farms, Not in My Town Fluency Lesson AR8-AR9 Mini-Lessons: <ul style="list-style-type: none"> Summarize and Synthesize Analyze Opinion Text Analyze an Author's Claims and Evidence Explain the Meaning of Puns, Idioms, Adages Compare and Contrast Voice/Audience in Opinion Texts 		Options: <ul style="list-style-type: none"> Independent reading Reading Responses/Writing about Reading Collaborative Study Word, Language, & Vocabulary Study Book talks Peer Discussion Listening Technology Research and Inquiry Study: Characters on the Move/Technology Jobs 	Writing as a Historian <ul style="list-style-type: none"> Gearing Up for the Unit Studying a Mentor Text and Our Own Writing Studying a Second Mentor Text Use Compare and Contrast Elaboration in Informational Writing 	Unit 3: Word Choice in Sentences Making Sure All the Words Fit Together <ol style="list-style-type: none"> Pre-Assess: Using Parts of Speech Look at a Mentor Text Look at a Second Mentor Text Compare Mentor Texts Shared Writing 	<ul style="list-style-type: none"> 7-7 Solve Problems Involving Division Math probe Unit Review/Fluency Practice Performance Taks Unit Assessment' Benchmark Assessment 2 	Assessments:

Assessments for Instruction:

<ul style="list-style-type: none"> Literacy Footprint Assessment 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
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Quincy Public School Fifth Grade Curriculum Map

2 nd Trimester	Social Emotional Lessons: PBIS Booster, Reteach expectations, Unit 3: Lessons 11-13								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop (70 minutes)	Content Workshop (30 minutes) <i>*Integrate across the curriculum.</i>	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)			Grammar Study
J A N U A R Y	Unit 5: Week 3: Innovation in a Changing World <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Deepika Kurup: The Quest for Clean Water The Secret of the Machines Teacher's Choice 	Unit 5 Week 3: <ul style="list-style-type: none"> Homophones 	Shared Reading: <ul style="list-style-type: none"> Deepika Kurup: The Quest for Clean Water The Secret of the Machines Fluency Lesson AR10-AR11 Mini-Lessons: <ul style="list-style-type: none"> Analyze Text Structure: Problem and Solution Identify and Understand Affixes and Roots Integrate Information from Two Problem and Solution Texts Analyze Author's Use of Imagery and Sound Devices Unit Wrap-Up 	<ul style="list-style-type: none"> Guided Reading/Leveled Texts <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 	WRITING ABOUT READING OPPORTUNITIES (tied into whole group, small group and/or independent reading) <ul style="list-style-type: none"> Sketch to stretch (Revisit, Reflect, Retell by Linda Hoyt p. 177), paragraphed response SWBST, 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 notes Just Like from Read, Revisit, Retell by Linda Hoyt p. 105-106 Triple journal prediction chart (what, how, why, turn and talk/stop and jot, paragraphed response Use boxes and bullets to create and support a theory about a character- use to write a paragraphed response QAR, 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 text Sticky notes, t-charts to encourage problem solving of meanings of unfamiliar words Story arc paragraphed response on describing how the significant events are related to the problem or solution of the story paragraphed response to compare and contrast how the different settings in the book affect the story elements Notice, record, understand, and discuss figurative and descriptive language (double or triple journal entry) 	Writing as a Historian <ul style="list-style-type: none"> Generating Ideas for Focused Perspective Even More Generating Ideas For Focused Perspectives Choosing a Perspective to Write About Working With an Overall Structure Planning Categories 	Unit 3: Word Choice in Sentences Making Sure All the Words Fit Together <ol style="list-style-type: none"> Noun-Pronoun Relationship How to Choose Pronouns Create Sentences with Word Cards Extend Word Card Grammar Pause and Reflect Simple Verb Tense Perfect Verb Tense Compare Simple and Perfect Verb Tenses How to Simple and Perfect Verb Tenses Pause and Share Progressive Verb Tenses Use Word Cards Extend Word Cards Using Verb Tenses Pasue and Share Mentor Text Study Share Writing: Uses Very Tenses and Pronouns Shared Writing: Extended Verb Tenses and Pronouns Revise Writing Assess 	Unit 8: Divide Decimals <ul style="list-style-type: none"> Readiness Diagnostic/Unit Opener-Ignite <i>*Choose one application station per unit</i> 8.1 Division Patterns with Decimals and Powers of 10 8-2 Estimate Quotients of Decimals 8.3 Represent Division of Decimals by a Whole Number 	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 Act Concerns with Great Britain <ul style="list-style-type: none"> Taxation without representation Boston Tea Party Sons of Liberty Thomas Jefferson <ul style="list-style-type: none"> Connection/leadership role The 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 DOI Women of the Revolution <ul style="list-style-type: none"> Colonial women and their role in the Revolution Untraditional tasks The Constitution <ul style="list-style-type: none"> What is a constitution? What were colonists concerns with the Articles of Confederation <ul style="list-style-type: none"> Constitutional Convention Articles, Sections, and Cases The Bill of Rights The Supreme Court American Government <ul style="list-style-type: none"> Democracy The three branches of government State and local government Elections Rights and responsibilities
	Unit 6: Week 1: Struggles for Survival <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> The Kelpie The Berserker and the Baby Teacher's Choice 	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 	Shared Reading: <ul style="list-style-type: none"> The Kelpie The Berserker and the Baby Fluency Lesson AR6-AR7 Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Make Connections Identify Elements of Folktales Analyze How Multimedia Contribute to Meaning and Tone Determine Theme 	<ul style="list-style-type: none"> Collaborative reasoning groups Guided reading around opinion articles Philosophical Chairs Socratic Seminar Book Clubs 		Writing as a Historian <ul style="list-style-type: none"> Using Feedback for Planning and Drafting Drafting with a Purpose Utilizing Sources Facts Elaborate Using Information Details With Intention Using Transitional Language 		<ul style="list-style-type: none"> 8-4 Divide Decimals by Whole Numbers 8.5 Divide Whole Numbers by Decimals 8-6 Divide Decimals by Decimals Math Probe Unit Review/Fluency Practice 	
	Unit 6: Week 2: Struggles for Survival <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> The Knotted Branch, Part 1 The Knotted Branch, Part 2 Teacher's Choice <p>Constructed Response for Reading #2 focused on theme. Narrative –.</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 	Unit 6 Week 2 <ul style="list-style-type: none"> Noun suffixes (-ition, -ty, -sion, -ness, -ment) 	Shared Reading: <ul style="list-style-type: none"> The Knotted Branch, Part 1 The Knotted Branch, Part 2 Fluency Lesson AR8-AR9 Mini-Lessons: <ul style="list-style-type: none"> Make Connections Analyze the Influence of Settings on Plot Build Vocabulary: Use Context Clues Analyze How Characters Respond to Challenges Analyze Character and Plot to Determine Theme 			Writing as a Historian <ul style="list-style-type: none"> Using Successes and Planning for Risks Mining the Writer's Notebook for the Next Piece Using Commas to Guide Reader Thinking Crafting an Introduction Building a Strong Conclusion 		<ul style="list-style-type: none"> Performance Task 	
Unit 6: Week 3: Struggles for Survival <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> The Fire and the Wave Hunting Snake Teacher's Choice 	Unit 6 Week 3: <ul style="list-style-type: none"> Compound words (hynpenated, open) 	Shared Reading: <ul style="list-style-type: none"> The Fire and the Wave Hunting Snake Fluency Lessons AR10-AR11 Mini-Lessons: <ul style="list-style-type: none"> Infer Themes Using Text Evidence Build Vocabulary: Use Context Clues Compare and Contrast Themes Analyze How Multimedia Contribute to Meaning and Tone Unit Wrap-Up 	<ul style="list-style-type: none"> Author/Genre Study Word, Language, & Vocabulary Study Book talks Peer Discussion Listening Technology Research and Inquiry Study: Stories About Survival 		Writing as a Historian <ul style="list-style-type: none"> Revision for Precision Using Short Chunks of Text for Impact Revising Specific Vocabulary Using Audience Perspective to Revise Creating Your Own Checklist 		Unit 9: Add and Subtract Fractions <i>*Choose one application station per unit</i> <ul style="list-style-type: none"> Readiness Diagnostic/Unit Opener-Ignite 9-1 Estimate Sums and Differences of Fractions Math Probe 9-2 Represent Addition of Fractions with Unlike Denominators 9-3 Add Fractions with Unlike Denominators 		

Assessments for Instruction:

<ul style="list-style-type: none"> Literacy Footprint Assessment 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
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Quincy Public School Fifth Grade Curriculum Map

3 RD Trimester	Social Emotional Lessons: SS Unit 3-Lesson 14-16, PBIS Booster								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop (70 minutes)	Content Workshop (30 minutes) <i>*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.</i>	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study		
F E B R U A R Y	Unit 7: Week 1: The American Revolution <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> The Road to Revolution The Fight for Independence Teacher's Choice 	Unit 7 Week 1 <ul style="list-style-type: none"> Words with final ___ 	<u>Shared Reading:</u> <ul style="list-style-type: none"> The Road to Revolution The Fight for Independence Fluency Lesson AR6-AR7 <u>Mini-Lessons:</u> <ul style="list-style-type: none"> Introduce the Unit Use Fix-Up and Monitoring Strategies Analyze Text Structure: Chronological Build Vocabulary: Use Resources and Context Clues to Define Multiple-Meaning Words Draw on Information from Multiple Sources 	<ul style="list-style-type: none"> Guided Reading/Leveled Texts <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 Collaborative reasoning groups Guided reading around opinion articles Philosophical Chairs Socratic Seminar Book Clubs 	WRITING ABOUT READING OPPORTUNITIES (tied into whole group, small group and/or independent reading) <ul style="list-style-type: none"> Sketch to stretch (Revisit, Reflect, Retell by Linda Hoyt p. 177), paragraphed response SWBST, 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 notes Just Like from Read, Revisit, Retell by Linda Hoyt p. 105-106 Triple journal prediction chart (what, how, why, turn and talk/stop and jot, paragraphed response Use boxes and bullets to create and support a theory about a character- use to write a paragraphed response QAR, 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 text Sticky notes, t-charts to encourage problem solving of meanings of unfamiliar words Story arc paragraphed response on describing how the significant events are related to the problem or solution of the story paragraphed response to compare and contrast how the different settings in the book affect the story elements Notice, record, understand, and discuss figurative and descriptive language (double or triple journal entry) Options: <ul style="list-style-type: none"> Independent reading Reading Responses/Writing about Reading Collaborative Study Research study Word, Language, & Vocabulary Study Book talks Peer Discussion Listening Technology Research and Inquiry project: Jobs to Prevent Conflict/ Water-Related Jobs 	Writing as a Historian <ul style="list-style-type: none"> Final Edit Publishing Final Reflection and Celebration Quickwrite Quickwrite Day 2 		<ul style="list-style-type: none"> 9-4 Represent Subtraction of Fractions with Unlike Denominators 9-5 Subtract Fractions with Unlike Denominators 9-6 Add Mixed Numbers with Unlike Denominators 9-7 Subtract Mixed Numbers with Unlike Denominators 9-8 Add and Subtract Mixed Numbers and Regrouping 	Continue Building the United States
	Unit 7: Week 2: The American Revolution <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> The Banners of Freedom A Loyalist's Daughter Teacher's Choice 	Unit 7 Week 2 <ul style="list-style-type: none"> Prefixes(re,pre ,dis, mis) <p>Handwriting</p> <ul style="list-style-type: none"> Using what you have learned 	<u>Shared Reading:</u> <ul style="list-style-type: none"> The Banners of Freedom A Loyalists' Daughter Fluency Lesson AR8-AR9 <u>Mini-Lessons:</u> <ul style="list-style-type: none"> Introduce the Genre: Memoir Use Fix-Up and Monitoring Strategies Build Vocabulary: Use Context Clues and Resources to Determine Meaning Quote Supporting Evidence from a Text to Draw Inferences Accounts of the Same Event 			Test-Taking as a Genre <ul style="list-style-type: none"> Analyze a Prompt and Two Articles Writing on the Spot: Informative Essay Reviewing and Revising Your Informative Essay Analyze a Narrative and a Prompt Writing on the Spot - Narrative 		<ul style="list-style-type: none"> 9-9 Solve Problems Involving Fractions and Mixed Numbers Unit Review/Fluency Practice Performance Task Unit Assessment Unit 10: Multiply Fractions Readiness Diagnostic/Unit Opener-Ignite <i>*Choose one application station per unit</i> 	
	Unit 7: Week 3: The American Revolution <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Native Americans in the Revolution Paul Revere's Ride Teacher's Choice 	Unit 7 Week 3 <ul style="list-style-type: none"> Silent letters: kn, wr,gh,gn,wh 	<u>Shared Reading:</u> <ul style="list-style-type: none"> Native American's in the Revolution Paul Revere's Ride Fluency Lesson AR10-AR11 <u>Mini-Lessons:</u> <ul style="list-style-type: none"> Analyze Chronological Text Structure Build Vocabulary: Use Compare and Contrast Context Clues to Define Words Draw on Information from Multiple Sources: Timelines Analyze Mood and Tone in a Multimodal Text Unit Wrap-Up 			Test-taking as a Genre <ul style="list-style-type: none"> Revising and Editing Your Essay Revising for Structure Editing for Clarity Editing to Polish Taking a Practice Test 		<ul style="list-style-type: none"> 10-1 Represent Multiplication of a Whole Number by a Fraction 10-2 Multiply a Whole Number by a Fraction Math Probe 10-3 Represent Multiplication of a Fraction by a Fraction 	Unit: Water Cycle & the Earth's System Skills: At the end of this unit, students will be able to : <ul style="list-style-type: none"> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.(ESS2-1) Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth (ESS2-2) 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. (PS1-2) 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.
Unit 8: Week 1: Water <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> The Important Water Cycle Water- Wise Landscaper Teacher's Choice 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 text RI 5.2-Determine two or more main ideas of text and explain how they are supported by key details, summarize RI 5.3-Explain the relationships or interactions between two or more individuals, events, ideas as, or concepts in a historical, scientific, or technical text RI 5.4-Determine the meaning of general academic and domain specific words and phrases RI 5.5-Compare and contrast the overall structure RI 5.6- Analyze multiple accounts of the same event or topic RI 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	Unit 8 Week 1 <ul style="list-style-type: none"> Diphthongs /ou/ and /oi/ 	<u>Shared Reading:</u> <ul style="list-style-type: none"> The Important Water Cycle Water-Wise Landscaper Fluency Lesson AR6-AR7 <u>Mini-Lessons:</u> <ul style="list-style-type: none"> Introduce the Unit Create Mental Images Explain the Relationship Between Events and Ideas in a Science Text Build Vocabulary: Use Context Clues Explain Author's Purpose and Message 			Taking a Stand for Our Future <ul style="list-style-type: none"> Gearing Up for the Volume Studying a Mentor Text Studying a Second Mentor Text and Our Own Writing Trying Out Overall Structure Using Argumentative Techniques 	Unit 4: Let's Quote! Punctuation, Quotations, And Capitalization Study <ol style="list-style-type: none"> Pre-Assess: Using Parts of Speech Look at a Mentor Text Look at a Second Mentor Text Compare Mentor Texts Shared Writing 	<ul style="list-style-type: none"> 10-4 Multiply a Whole Number by a Fraction 10-5 Determine the Area of Rectangles with Fractional Side Lengths 10-6 Represent Multiplication of Mixed Numbers 10-7 Multiply Mixed Numbers 10-8 Multiplication as Scaling 	Optional Resources: <ul style="list-style-type: none"> HMH: Unit 6 HMH: Unit 7 Suggested Resource: Mystery Science: Water Cycle & Earth's System Mystery Science: Water Cycle & The Earth's System Lessons: <ul style="list-style-type: none"> Anchor Phenomenon Lesson 1 Lesson 2 Assessments: Lessons 1 & 2	

Assessments for Instruction:

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|--|---|---|
| <ul style="list-style-type: none"> Literacy Footprint Assessment 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 |
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Quincy Public School Fifth Grade Curriculum Map

3 RD Trimester	Social Emotional Lessons: PBIS Booster, SS Unit 4-Lesson 17, Review Classroom expectations, catch up SS/RCA								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop (70 minutes)	Content Workshop (30 minutes) <i>*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.</i>	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)			Grammar Study
M A R C H	Unit 8: Week 2: Water <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Conserve Fresh Water for the Future Save Water NOW Teacher's Choice 	Unit 8 Week 2 <ul style="list-style-type: none"> Latin Roots aud, vis, form, cede 	Shared Reading: <ul style="list-style-type: none"> Conserve Fresh Water for the Future Save Water NOW Fluency Lesson AR8-AR9 Mini-Lessons: <ul style="list-style-type: none"> Analyze Argumentative Text Summarize and Synthesize Build Vocabulary: Use Context Clues Analyze Author's Claim and Evidence Compare and Contrast Argumentative/Opinion Texts 	<ul style="list-style-type: none"> Guided Reading/Leveled Texts <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 Collaborative reasoning groups Guided reading around opinion articles Philosophical Chairs Socratic Seminar Book Clubs 	WRITING ABOUT READING OPPORTUNITIES (tied into whole group, small group and/or independent reading) <ul style="list-style-type: none"> Sketch to stretch (Revisit, Reflect, Retell by Linda Hoyt p. 177). paragraphed response SWBST, 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 notes Just Like from Read, Revisit, Retell by Linda Hoyt p. 105-106 Triple journal prediction chart (what, how, why, turn and talk/stop and jot, paragraphed response Use boxes and bullets to create and support a theory about a character- use to write a paragraphed response QAR, 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 text Sticky notes, t-charts to encourage problem solving of meanings of unfamiliar words Story arc paragraphed response on describing how the significant events are related to the problem or solution of the story paragraphed response to compare and contrast how the different settings in the book affect the story elements Notice, record, understand, and discuss figurative and descriptive language (double or triple journal entry) Options: <ul style="list-style-type: none"> Independent reading Reading Responses/Writing about Reading Collaborative Study Research study Word, Language, & Vocabulary Study Book talks Peer Discussion Listening Technology Research and Inquiry Study: Water Related Jobs/Jobs in Economics 	Taking a Stand for Our Future <ul style="list-style-type: none"> Generating Ideas for an Argument Generating More Ideas for Argument Narrowing Down Ideas Choosing a Structure Planning Sections of Opinion Writing 	Unit 4: Let's Quote! Punctuation, Quotations, And Capitalization Study 6. Compare Quotes and Dialogue in Sentences 7. How to Use Commas to Mark Speaking 8. Arranging Dialogue in Sentences' 9. Share Writing 10. Observing How Writers Use Commas 11. Study Interjections 12. How to Add Interjections 13. Examining Transition Words and Phrases in Writing 14. How to Use a Comma After a Transition 15. Writing Sentence with Transitional Words and Phrases 16. Capitals Hunt 17. Capitalization How to 19. Tips for Capitalizing 20. Revisit Goal	<ul style="list-style-type: none"> 10-9 Solve Problems Involving Fractions Unit Review/Fluency Practice Performance Task Unit Assessment Benchmark Assessment 	Mystery Science: Water Cycle & The Earth's System Lessons: <ul style="list-style-type: none"> Lesson 3 Lesson 4 Lesson 5 Assessments <ul style="list-style-type: none"> Lesson 3 Lesson 4 Lesson 5 Unit Assessment Performance Task
	Unit 8: Week 3: Water <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> The Kamiashi Miracle Burn Lake Teacher's Choice 	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 	Shared Reading: <ul style="list-style-type: none"> The Kamiashi Miracle Burn Lake Fluency Lesson AR10-AR11 Mini-Lessons: <ul style="list-style-type: none"> Explain Author's Purpose and Message Build Vocabulary: Use Context Clues and Affixes to Define Words Make Connections Infer Multiple Themes from a Multimodal Text Unit Wrap-Up 			Taking a Stand for Our Future <ul style="list-style-type: none"> Preparing to Draft Writing Drafting Opinion Writing Paraphrasing and Summarizing Evidence Elaborating Using Argumentation Techniques Answering Rebuttals 		Unit 11: Divide Fractions <ul style="list-style-type: none"> Readiness Diagnostic/Unit Opener-Ignite <i>*Choose one application station per unit</i> 11.1 Relate Fractions to Division 11.2 Solve Problems Involving Division 	
	Unit 9: Week 1: Economies in Transition <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Pittsburgh Goes Green Baltimore: Putting Out the Welcome Mat Teacher's Choice 	Unit 9 Week 1 <ul style="list-style-type: none"> Irregular past tense verbs 	Shared Reading: <ul style="list-style-type: none"> Pittsburgh Goes Green Baltimore: Putting Out the Welcome Mat Fluency Lesson AR6-AR7 Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Draw Inferences Explain the Relationship Between Events and Ideas in a Text Build Vocabulary: Use Context Clues to Define Words Integrate Information from Multiple Texts on the Same Topic 			Taking a Stand for Our Future <ul style="list-style-type: none"> Writing a Second Draft Writing an Introduction Using Commas and Tag Question Writing a Conclusion Adding Logical Connections Between Ideas 		<ul style="list-style-type: none"> 11.3 Represent Division of Whole Numbers by Unit Fractions 11.4 Divide Whole Numbers by Unit Fractions 11.5 Represent Division of Unit Fractions by Non-Zero Whole Numbers 11-6 Divide Unit Fractions by Non-Zero Whole Numbers 	
	Unit 9: Week 2: Economies in Transition <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Selling Shoes Part 1 Selling Shoes Part 2 Teacher's Choice 	Unit 9 Week 2 <ul style="list-style-type: none"> Inflectional endings with spelling changes (-ed, -ing) 	Shared Reading: <ul style="list-style-type: none"> Selling Shoes Part 1 Selling Shoe Part 2 Fluency Lesson AR8-AR9 Mini-Lessons: <ul style="list-style-type: none"> Determine Text Importance Analyze the Influence of Setting on the Plot Build Vocabulary: Use Context Clues to Define Words Analyze Character Relationships Determine the Themes in a Story 			Taking a Stand For Our Future <ul style="list-style-type: none"> Revising for Precision Revising Short Chunks of Texts Revising Specific Word Choices Considering Audience When Revising Making an Editing Checklist 		<ul style="list-style-type: none"> Math probe 11-7 Solve Problems Involving Fractions Unit Review/Fluency Practice Performance Task Unit Assessment 	

Assessments for Instruction:

- | | | |
|---------------------------------|---------------------------------|----------------------------|
| • Literacy Footprint Assessment | • Reading Proficiency Checklist | • Words Their Way |
| • Running Records | • Writing Proficiency Checklist | • Content Areas Unit tests |
| | • Phonics Assessments | • Math Assessments |

Quincy Public School Fifth Grade Curriculum Map

3 RD Trimester	Social Emotional Lessons: PBIS Booster, SS Unit 4-Lesson 18-20								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop (70 minutes)	Content Workshop (30 minutes) <i>*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.</i>	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)			Grammar Study
A P R I L	Unit 9: Week 3: Economies in Transition <u>Interactive Read-Aloud</u> • Chicago: An American Hub • Skyscraper • Teacher's Choice	Unit 9 Week 3 • Prefixes(pro-,em-, en-, per-, im)	Shared Reading: • Chicago: An American Hub • Skyscraper • Fluency Lesson AR10-AR11 Mini-Lessons: • Summarize and Synthesize • Build Vocabulary: Use Context Clues to Define Words • Integrate Information from Multiple Texts on the Same Topic • Analyze the Poet's Use of Imagery • Unit Wrap-Up	• Guided Reading/Leveled Texts • 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	WRITING ABOUT READING OPPORTUNITIES (tied into whole group, small group and/or independent reading) • Sketch to stretch (Revisit, Reflect, Retell by Linda Hoyt p. 177). • paragraphed response • SWBST, 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 notes • Just Like from Read, Revisit, Retell by Linda Hoyt p. 105-106 • Triple journal prediction chart (what, how, why, turn and talk/stop and jot, paragraphed response • Use boxes and bullets to create and support a theory about a character- use to write a paragraphed response • QAR, 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 text • Sticky notes, t-charts to encourage problem solving of meanings of unfamiliar words • Story arc • paragraphed response on describing how the significant events are related to the problem or solution of the story • paragraphed response to compare and contrast how the different settings in the book affect the story elements • Notice, record, understand, and discuss figurative and descriptive language (double or triple journal entry)	Taking a Stand For Our Future • Putting Sections in Order • Creating a Source Page • Reflecting on Writing Goals • Writing on the Spot Day 1 • Writing on the Spot Day 2		Unit 12: Measurement & Data • Readiness Diagnostic/Unit Opener-Ignite <i>*Choose one application station per unit</i> • 12.1 Covert Customary Units • 12.2 Convert Metric Units • 12.3 Solve Multi-Step Problems Involving Measurement Units • 12.4 Represent Measurement Data of a Line Plot	Economics Continued Unit 4: Business Management
	Unit 10: Week 1: Exploring Matter <u>Interactive Read-Aloud</u> • Mixtures and Solutions • Investigate Matter: Oobleck • Teacher's Choice	Unit 10 Week 1 • Plurals: Spelling Changes/Irregulars Handwriting • Using what you have learned	Shared Reading: • Mixtures and Solutions • Investigate Matter: Oobleck • Fluency Lesson AR8-AR9 Mini-Lessons: • Introduce the Unit • Ask Questions About a Text • Analyze Multiple Text Structures • Build Vocabulary: Use Context Clues • Identify Elements of Procedural Text	• Collaborative reasoning groups • Guided reading around opinion articles • Philosophical Chairs • Socratic Seminar • Book Clubs		Nonfiction Meets Poetry • Getting Started • Studying Mentor Texts • Studying More Mentor Texts • Examining A Poet's Technique • Examining Another Poetic Technique	Unit 5: Finding What to Edit 1. Pre-Asses 2. Explore Commas and Dashes 3. Explore Sentences 4. Explore Titles 5. Shared Writing 6. Commas in a Comas at Gramma General Hospital 7. Sentences and Interrupters 8. Stence Sort 9. Stop! Punctuation Street Signs 10. Word Cards: Sentences with Commonly Confused Words 11. Spot the Difference 12. Write List in Sentences 13. Word Cards": Creating Sentences with Commas 14. Studying Titles 15. Pause and Reflect	• 12-5 Solve Problems Involving Measurement Data on Line Plots • Math Probe • Unit Review Fluency Practice • Performance Task • Unit Assessment	Unit: Chemical Reactions & Properties of Matter Skills: At the end of the unit students will be able to: • 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) Additional Resources: • HMH Unit 3 Energy and Matter in Organisms • HMH Unit 4: Energy and Matter in the Ecosystem • HMH Unit 2- Matter Mystery Science: Chemical Reactions & Properties of Matter • Anchor Phenomenon • Lesson 1 • Lesson 2 • Lesson 3
	Unit 10: Week 2: Exploring Matter <u>Interactive Read-Aloud</u> • The Trouble with Mogriffs Part 1 • The Trouble with Mogriffs Part 2 • Teacher's Choice	Unit 10 Week 2 • Science roots Handwriting • Using what you have learned	Shared Reading: • The Trouble with Mogriff's Part 1 • The Trouble with Mogriff's Part 2 • Fluency Lesson AR8-AR9 Mini-Lessons: • Make Connections • Introduce the Genre: Graphic Story • Build Vocabulary: Use Context Clues • Analyze Author's Use of Graphic Features • Analyze Plot		Options: • Independent reading • Reading Responses/Writing about Reading • Collaborative Study • Author/Genre Study • Research study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology • Research and Inquiry Study: Jobs that Study the World	Nonfiction Meets Poetry • Generating Ideas for a Poem • Generating More Ideas for a Poem • Thinking About Point of View • Writing Poetry About an Issue • Revising Poems		Unit 13: Geometry • Readiness Diagnostic/Unit Opener-Ignite <i>*Choose one application station per unit</i> • 13.1 Understand the Coordinate Plane • 13.2 Plot Ordered Pairs on the Coordinate Plane • 13.3 Represent Problems on a Coordinate Plane • 13.4 Classify Triangles by Properties • 13.5 Properties of Quadrilaterals • Math Probe • 13.6 Classify Quadrilaterals by Properties	• Lesson 1 • Lesson 2 • Lesson 3
	Unit 10: Week 3: Exploring Matter <u>Interactive Read-Aloud</u> • Matter is Everywhere • The Snowflake • Teacher's Choice	Unit 10 Week 3 • Prefixes (re-,bio-,im-,ex-,micro-) Handwriting • Using what you have learned	Shared Reading: • Matter is Everywhere • The Snowflake • Fluency Lesson AR10-AR11 Mini-Lessons: • Ask Questions About a Text • Build Vocabulary: Use Context Clues • Analyze Multiple Text Structures • Author's Use of Imagery • Unit Wrap-Up			Nonfiction Meets Poetry • Choosing Poems to Publish • Choosing a Poem's Title • Celebrating Poetry Writing • Reflecting On Poetry Writing • Writing a Social Studies Poem		Extra week: • Unit Review/Fluency Practice • Performance Task • Unit Assessment	Assessments • Lesson 1 • Lesson 2 • Lesson 3

Assessments for Instruction:

<ul style="list-style-type: none"> • Literacy Footprint Assessment • 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
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Quincy Public School Fifth Grade Curriculum Map

3 RD Trimester	Social Emotional Lessons: Review Classroom Expectations, PBIS Booster, Celebrate a great year!								
Month	Literacy Workshop					Writer's Workshop & Grammar		Math Workshop (70 minutes)	Content Workshop (30 minutes) <i>*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.</i>
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini- Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study		
M A Y					•		Unit 5: Finding What to Edit 16. Sentence Study 17. Complete the Sentence 18. Fixing Run-On Sentences 19. Shared Writing 20. Pause and Reflect 21. Singular and Plural Possessives	Unit 14: Algebraic Thinking • Readiness Diagnostic/Unit Opener-Ignite <i>*Choose one application station per unit</i> • 14-1 Write Numerical Expressions • 14-2 Interpret Numerical Expressions • 14-3 Evaluate Numerical Expressions • Math Probe	Continue Chemical Reaction and Properties of Matter <u>Mystery Science: Chemical Reactions & Properties of Matter</u> • Lesson 4 • Lesson 5 <u>Assessments</u> • Lesson 4 • Lesson 5 • Unit Assessment • Performance Task
						•	22. Working with Possessives 23. Shared Writing 24. Revise Writing 25. Assess	• 14-4 Numerical Patterns • 14-5 Relate Numerical Patterns • 14-6 Graphs of Numerical Patterns	
								• Unit Review/Fluency Practice • Performance Task • Unit Assessment/Summative Assessment	
				•					

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.

Quincy Public School Fifth Grade Curriculum Map

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.

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CCSS.ELA-LITERACY.W.5.3.E

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

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.

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CCSS.ELA-LITERACY.SL.5.1.B

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

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.*

Quincy Public School Fifth Grade Curriculum Map

CCSS.ELA-LITERACY.L.5.2.B

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

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, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*

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 $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

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 ($a/b = a \div b$). 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 $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. 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 $(a/b) \times q$ 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 $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = (ac)/(bd)$.)*

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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying 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

3-5-ETS1 Engineering Design

3-5-ETS1 Engineering Design	
<p>3-5-ETS1 Engineering Design</p> <p>Students who demonstrate understanding can:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><small>The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>.</small></p>	
Science and Engineering Practices	Disciplinary Core Ideas
<p>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.</p> <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) <p>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.</p> <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) <p>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.</p> <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) 	<p>ETS1.A: Defining and Delimiting Engineering Problems</p> <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) <p>ETS1.B: Developing Possible Solutions</p> <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) <p>ETS1.C: Optimizing the Design Solution</p> <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)
Crosscutting Concepts	
<p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <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) 	
<p><i>Connections to 3-5-ETS1.A: Defining and Delimiting Engineering Problems include:</i> Fourth Grade: 4-PS3-4</p> <p><i>Connections to 3-5-ETS1.B: Designing Solutions to Engineering Problems include:</i> Fourth Grade: 4-ESS3-2</p> <p><i>Connections to 3-5-ETS1.C: Optimizing the Design Solution include:</i> Fourth Grade: 4-PS4-3</p> <p><i>Articulation of DCIs across grade-bands: 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></p> <p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy –</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (3-5-ETS1-1),(3-5-ETS1-3)</p> <p>Mathematics –</p> <p>MP.2 Reason abstractly and quantitatively. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)</p> <p>MP.4 Model with mathematics. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)</p> <p>MP.5 Use appropriate tools strategically. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)</p> <p>3-5.OA Operations and Algebraic Thinking (3-5-ETS1-1),(3-5-ETS1-2)</p>	

5-PS1 Matter and Its Interactions

5-PS1 Matter and Its Interactions		
<p>Students who demonstrate understanding can:</p> <p>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.]</p> <p>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.]</p> <p>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.]</p> <p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p><small>The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>.</small></p>		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>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.</p> <ul style="list-style-type: none"> Develop a model to describe phenomena. (5-PS1-1) <p>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.</p> <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) <p>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.</p> <ul style="list-style-type: none"> Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2) 	<p>PS1.A: Structure and Properties of Matter</p> <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) <p>PS1.B: Chemical Reactions</p> <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) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4) <p>Scale, Proportion, and Quantity</p> <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) <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes consistent patterns in natural systems. (5-PS1-2)
<p><i>Connections to other DCIs in fifth grade:</i> N/A</p> <p><i>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)</i></p> <p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy –</p> <p>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-PS1-1)</p> <p>W.5.7 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)</p> <p>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-PS1-2),(5-PS1-3),(5-PS1-4)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-PS1-2),(5-PS1-3),(5-PS1-4)</p> <p>Mathematics –</p> <p>MP.2 Reason abstractly and quantitatively. (5-PS1-1),(5-PS1-2),(5-PS1-3)</p> <p>MP.4 Model with mathematics. (5-PS1-1),(5-PS1-2),(5-PS1-3)</p> <p>MP.5 Use appropriate tools strategically. (5-PS1-2),(5-PS1-3)</p> <p>5.NBT.A.1 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)</p> <p>5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5-PS1-1)</p> <p>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-PS1-2)</p> <p>5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5-PS1-1)</p> <p>5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5-PS1-1)</p>		

Quincy Public School Fifth Grade Curriculum Map

5-PS2 Motion and Stability: Forces and Interactions

5-PS2 Motion and Stability: Forces and Interactions		
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) <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> 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)		

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	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"> 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) 	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) 	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)
Connections to other DCIs in fifth grade: N/A		
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),(5-ESS2-2); MS.ESS2.D (5-ESS2-1); MS.ESS3.A (5-ESS2-2)		
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-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)		
Mathematics –		
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	Disciplinary Core Ideas	Crosscutting Concepts
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) 	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) 	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) <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p style="text-align: center;">-----</p> 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)
Connections to other DCIs in fifth grade: N/A		
Articulation of DCIs across grade-levels: MS.ESS3.A (5-ESS3-1); MS.ESS3.C (5-ESS3-1); MS.ESS3.D (5-ESS3-1)		
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-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)		
Mathematics –		
MP.2 Reason abstractly and quantitatively. (5-ESS3-1)		
MP.4 Model with mathematics. (5-ESS3-1)		

Quincy Public School Fifth Grade Curriculum Map

Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

- A. Identify and manage one's emotions and behavior.
- B. Recognize personal qualities and external supports.
- C. Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships

- A. Recognize the feelings and perspectives of others.
- B. Recognize individual and group similarities and differences.
- C. Use communication and social skills to interact effectively with others.
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- A. Consider ethical, safety, and societal factors in making decisions.
- B. Apply decision-making skills to deal responsibly with daily academic and social situations.
- C. Contribute to the well-being of one's school and community.

Quincy Public School Fifth Grade Curriculum Map

TEACHER'S SCHEDULE: 2024-2025								
First Name: _____			Last Name: _____			Room # _____		
School: _____			Grade: 4th		# of Students: _____			
Time from	Time to	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	Minutes per week
8:25	8:45	20	Breakfast/Morning Routines					
8:45	9:15	30	Interactive Read Aloud/Word Study	MUSIC	Interactive Read Aloud/Word Study	MUSIC	Interactive Read Aloud/Word Study	
9:15	9:45	30	PE	PE	PE	PE	Word Study/Shared Reading	
9:45	10:15	30	Word Study/Shared Reading	Interactive Read Aloud/Word Study	Word Study/Shared Reading	Interactive Read Aloud/Word Study	Mini-lesson/Small Groups	
10:15	10:45	30	Mini-lesson/Small Groups	Word Study/Shared Reading	Mini-lesson/Small Groups	RW: Small Groups	Small Groups	
10:45	11:15	30	Small Groups	Mini-lesson/Small Groups	Small Groups	RW: Small Groups/Word Study	LIBRARY	
11:15	11:45	30	Writer's Workshop	Small Groups	Writer's Workshop	Small Groups	Writer's Workshop	
11:45	12:05	20	Writer's Workshop					
12:05	12:35	30	LUNCH					
12:35	12:50	15	RECESS					
12:50	1:15	25	Math	Writer's Workshop	Math	Writer's Workshop	Math	
1:15	1:30	15	Math					
1:30	2:00	30	Math					
2:00	2:15	15	Recess					
2:15	2:30	15	Content	Math	Content	Math	Content	
2:30	3:00	30	Content		ART	Content		
3:00	3:15	15	Content					
3:15	3:35	20	Dismissal					