

Priority Standards, Skills or Topics

GRADE LEVEL: 5th

READING					
<i>Priority Standard, Skill, or Topic #1</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #2</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #3</i>	<i>Duration (WEEKS)</i>
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.	36 weeks	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.	36 weeks	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.	36 weeks
<i>Priority Standard, Skill, or Topic #4</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #5</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #6</i>	<i>Duration (WEEKS)</i>
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.	36 weeks	CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	36 weeks	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.	36 weeks
<i>Priority Standard, Skill, or Topic #7</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #8</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #9</i>	<i>Duration (WEEKS)</i>
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.	36 weeks	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).	36 weeks	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).	36 weeks

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<i>Priority Standard, Skill, or Topic #10</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #11</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #12</i>	<i>Duration (WEEKS)</i>
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.	36 weeks	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.	36 weeks		
LANGUAGE					
<i>Priority Standard, Skill, or Topic #1</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #2</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #3</i>	<i>Duration (WEEKS)</i>
CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2.A: Use punctuation to separate items in a series.* CCSS.ELA-LITERACY.L.5.2.B: Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2.C: Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). CCSS.ELA-LITERACY.L.5.2.D: Use underlining, quotation marks, or italics to indicate titles of	36 weeks	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>I had walked; I have walked; I will have walked</i>) 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	36 weeks	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.	36 weeks

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works. CCSS.ELA-LITERACY.L.5.2.E: Spell grade-appropriate words correctly, consulting references as needed.		correct inappropriate shifts in verb tense.* CCSS.ELA-LITERACY.L.5.1.E: Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).			
SPEAKING & LISTENING					
Priority Standard, Skill, or Topic #1					Duration (WEEKS)
<p>CCSS.ELA-LITERACY.SL.5.1</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.5.1.A</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.5.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.5.1.C</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.5.1.D</p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>					36 weeks

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WRITING					
<i>Priority Standard, Skill, or Topic #1</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #2</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #3</i>	<i>Duration (WEEKS)</i>
<p>CCSS.ELA-LITERACY.W.5.5</p> <p>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.)</p> <p>Keep as a Priority Standard, but the grade is not required.</p>	36 weeks	<p>CCSS.ELA-LITERACY.W.5.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.5.3.C: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>CCSS.ELA-LITERACY.W.5.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CCSS.ELA-LITERACY.W.5.3.E: Provide a conclusion that follows from the narrated experiences or events.</p>	36 weeks	<p>CCSS.ELA-LITERACY.W.5.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.5.2.C: Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>CCSS.ELA-LITERACY.W.5.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.5.2.E: Provide a concluding statement or section related to the information or explanation presented.</p>	36 weeks
<i>Priority Standard, Skill, or Topic #4</i>	<i>Duration (WEEKS)</i>				

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<p>CCSS.ELA-LITERACY.W.5.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.5.1.B: Provide logically ordered reasons that are supported by facts and details.</p> <p>CCSS.ELA-LITERACY.W.5.1.C: Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>CCSS.ELA-LITERACY.W.5.1.D: Provide a concluding statement or section related to the opinion presented.</p>	36 weeks				
MATH					
<i>Priority Standard, Skill, or Topic #1</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #2</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #3</i>	<i>Duration (WEEKS)</i>
<p>Do we add the new standard before this? 5NBT.A.3 Read, write, and compare decimals to thousandths.</p> <p>CCSS.MATH.CONTENT.5.NBT.B.5</p> <p>Fluently multiply multi-digit whole numbers using the standard algorithm.</p>	4 weeks	<p>CCSS.MATH.CONTENT.5.NBT.B.6</p> <p>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</p>	5 weeks	<p>CCSS.MATH.CONTENT.5.NBT.B.7</p> <p>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.</p>	6 weeks

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		arrays, and/or area models.			
<i>Priority Standard, Skill, or Topic #4</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #5</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #6</i>	<i>Duration (WEEKS)</i>
CCSS.MATH.CONTENT.5.OA.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.	4 weeks	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.	3 weeks	CCSS.MATH.CONTENT.5.NF.B.4 <i>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</i> <i>CCSS.MATH.CONTENT.5.NF.B.4.A</i> <i>Interpret the product $(a/b) \times q$ as a part 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, $(a/b) \times (c/d) = (ac)/(bd)$).</i> <i>CCSS.MATH.CONTENT.5.NF.B.4.B</i> <i>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.</i>	2 weeks
<i>Priority Standard, Skill, or Topic #7</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #8</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #9</i>	<i>Duration (WEEKS)</i>

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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 This standard will be taught concurrently with 5.NF.A.2.	8 weeks	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. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i> This standard will be taught concurrently with 5.NF.A.1.	8 weeks	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.	3 weeks
Priority Standard, Skill, or Topic #10	Duration (WEEKS)				
CCSS.MATH.CONTENT.5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	3 weeks				
SOCIAL STUDIES					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)				
5.3.1: Use maps, globes, photographs, pictures, or tables to locate or recognize the following: <ul style="list-style-type: none"> • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range 	36 weeks				

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<ul style="list-style-type: none">• The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and the Gulf of Mexico• Key geographic features on maps, diagrams, and/or photographs					
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SCIENCE					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)				
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.	36 weeks				
PE					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
Standard 2. Movement Concepts Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 5.2.2 Describe and demonstrate critical elements of mature (proficient) movement patterns.	36 weeks				
HEALTH					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)				

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<p>Standard 1: Core Concepts</p> <p>Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>5.1.2 Distinguish the relationship among mental/emotional, physical, and social health.</p> <ul style="list-style-type: none">EXAMPLE: Analyze the effects of a natural disaster (e.g., typhoon, earthquake) on a victim emotionally, intellectually, physically, and socially. LANI KATE	36 weeks				
MUSIC					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)				
<p>Standard 4: Building Connections</p> <p>Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real-world applications.</p> <p>5.4.1 Explain the role of music in community events.</p>	36 weeks				
ART					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)				
<p>Standard 4: Building Connections (Tied in with math - Volume)</p> <p>Students will connect and apply the arts to other content areas. They will develop creative thinking</p>	36 weeks				

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and problem-solving skills and relate them to real-world applications. 5.4.1 Use linear perspective to depict geometric objects in space. Identify and describe all the elements of art found in selected works of art. ● EXAMPLE(S): color, shape/form, line, texture, space, value					
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TECHNOLOGY			
ISTE Standard 1: Empowered Learner (EL)	Duration (WEEKS)	ISTE Standard 2: Digital Citizen (DC)	Duration (WEEKS)
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.	36 weeks	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	36 weeks