

Fifth Grade Pacing Guide

Quarter 2 Cedar Fork Elementary 2015-2016

Reading	Writing	Speaking and Listening	Language
<p>Reading Foundation</p> <p>Phonics and Word Recognition RF5.3a Know and apply grade level phonics and word analysis in decoding words. 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.</p> <p>Fluency RF5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Reading Informational Text</p> <p><i>Key Ideas and Details</i> RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure RI5.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area. RI5.5 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. RI5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Integration of Knowledge and Ideas RI5.7 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.</p> <p>RI5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Text Types and Purposes</p> <p>W5.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the author's purpose.</p> <p>W5.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>W5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W5.1d Provide a concluding statement or section related to the opinion presented.</p> <p>Production and Distribution of Writing</p> <p>W5.4 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).</p> <p>Research to Build and Present Knowledge</p> <p>W5.9a Draw evidence from literary or informational texts to support analysis, reflections, and research. 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]").</p> <p>W5.9b 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]").</p> <p>Range of Writing</p> <p>W5.10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>	<p>Comprehension and Collaboration</p> <p>SL5.1 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. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained and discussed.</p> <p>Presentation of Knowledge and Ideas SL5.4 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 theme, speak clearly at an understandable pace.</p> <p>SL5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Conventions of Standard English</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade appropriate words correctly, consulting references as needed.</p> <p>Vocabulary Acquisition and Use</p> <p>L5.4 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print</p> <p>L5.6 Acquire and use accurately grade appropriate conversational, 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).</p>

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Math	Science	Social Studies
<p>2D Figure Attributes</p> <p>5.G.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.</p> <p>5.G.4 Classify two dimensional figures in a hierarchy based on properties.</p> <p>The Coordinate System</p> <p>5.G.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).</p> <p>5.G.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.</p> <p>Multiplying Decimals</p> <p>5.NBT.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.</p> <p>Dividing Decimals</p> <p>5.NBT.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.</p> <p>Expressions</p> <p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>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 $(18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p>	<p>Human Body Systems</p> <p>5.L.1 Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.</p> <p>5.L.3 Understand why organisms differ from or are similar to their parents based on the characteristics of the organism.</p>	<p>Revolutionary Unit</p> <p>Civics and Government</p> <p>5.C & G.1.3 Analyze historical documents that shaped the foundation of the United States government.</p> <p>Culture</p> <p>5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.</p> <p>5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.</p> <p>Geography and Environmental Literacy</p> <p>5.G.1 Understand how human activity has and continues to shape the United States.</p> <p>5.G.1.1 Explain the impact of the physical environment on early settlements in the New World.</p>