

NEW HAVEN ELEMENTARY SCHOOL
FIFTH GRADE LONG RANGE PLAN
2017-18

First Six Weeks Topics

ELA
 (Reading,
 Writing,
 Language)

- * 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.
- * RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- * 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.
- * L.5.1: Demonstrate command of the conventions fo standard English grammar and usage when writing or speaking.
- * L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- *L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- *W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- *W.5.1a, 2.a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting.
- * 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.
- * 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.
- * SL.5.1(b): Follow agreed-upon rules for discussions and carry out assigned roles.
- * L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Math

Math Practices:
 MP.1-Make sense of problems and persevere in solving them.

<p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>MP.2-Reason abstractly and quantitatively. MP.3-Construct viable arguments and critique the reasoning of others. MP.4-Model with mathematics. MP.5-Use appropriate tools strategically. MP.6-Attend to precision. MP.7-Look for and make use of structure. MP.7-Look for and express regularity in repeated reasoning.</p> <p><i>Envision</i> Topic 1-Understand Place Value, Topic 2-Add and Subtract Decimals to Hundredths, and Topic 3-Fluently Multiply Multi-Digit Whole Numbers DOMAIN- Numbers and Operations in Base Ten</p> <p>5.NBT.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.</p> <p>5.NBT.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.</p> <p>5.NBT.3a Read, write, and compare decimals to thousandths: a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.3b Read, write, and compare decimals to thousandths: b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</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>Science</p> <p><i>Core Standards</i></p>	

<i>Target Concepts</i>	
Social Studies	
	<p align="center">Second Six Weeks – Topics September – November</p>
<p>ELA (Reading, Writing, Language)</p> <p><i>Core Standards</i></p>	<p>Established Goals: (Standards)</p> <p>Compare and analyze text to synthesize information</p> <ul style="list-style-type: none"> * 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. * RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. * RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably. * RF.5.4: Read with sufficient accuracy and fluency to support comprehension. * RF.5.4(b): Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

<p><i>Target Concepts</i></p>	<ul style="list-style-type: none"> *W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. *W.5.9: Draw evidence from literary and informational texts to support analysis, reflection, and research. *W.5.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. * 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. * 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. * SL.5.1(d): Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. * L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.5.1(a): Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. * L.5.1(b): Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses
<p>Math <i>Core Standards</i> <i>Target Concepts</i></p>	<p>Math Practices: MP.1-Make sense of problems and persevere in solving them. MP.2-Reason abstractly and quantitatively. MP.3-Construct viable arguments and critique the reasoning of others. MP.4-Model with mathematics. MP.5-Use appropriate tools strategically. MP.6-Attend to precision. MP.7-Look for and make use of structure. MP.7-Look for and express regularity in repeated reasoning.</p> <p><i>Envision</i> Topic 4-Use Models and Strategies to Multiply Decimals, Topic 5-Use Models and Strategies to Divide Whole Numbers, and Topic 6-Use Models and Strategies to Divide Decimals</p> <p>DOMAIN- Numbers and Operations in Base Ten</p>

	<p>5.NBT.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.</p> <p>5.NBT.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.</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>
Science Core Standards Target Concepts	
Social Studies	
	<p>Third Six Weeks – TOPICS November – December</p>
ELA (Reading, Writing, Language) Core Standards	<ul style="list-style-type: none"> * 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. * RF.5.4: Read with sufficient accuracy and fluency to support comprehension. * RF.5.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary. * W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. * W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. * 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. * SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

<p><i>Target Concepts</i></p>	<ul style="list-style-type: none"> * L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.5.1(c): Use verb tense to convey various times, sequences, states, and conditions. * L.5.1(d): Recognize and correct inappropriate shifts in verb tense. * 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. * 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.
<p>Math</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>Math Practices:</p> <p>MP.1-Make sense of problems and persevere in solving them.</p> <p>MP.2-Reason abstractly and quantitatively.</p> <p>MP.3-Construct viable arguments and critique the reasoning of others.</p> <p>MP.4-Model with mathematics.</p> <p>MP.5-Use appropriate tools strategically.</p> <p>MP.6-Attend to precision.</p> <p>MP.7-Look for and make use of structure.</p> <p>MP.7-Look for and express regularity in repeated reasoning.</p> <p><i>Envision</i> Topic 7-Use Equivalent Fractions to Add and Subtract Fractions, Topic 8-Apply Understanding of Multiplication to Multiply Fractions, and Topic 9-Apply Understanding of Division to Divide Fractions</p> <p>DOMAIN-Number and Operations-Fractions</p> <p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$)</p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g. by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4</p>

	<p>equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as a result of a sequence of operations $a \times q / b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.)</p> <p>5.NF.4b Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 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</p> <p>5.NF.5a Interpret multiplication as scaling (resizing), by: 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.</p> <p>5.NF.5b Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = (\frac{n \times a}{n \times b})$ to the effect of multiplying $\frac{a}{b}$ by 1.</p> <p>5.NF.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.</p> <p>5.NF.7abc Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 1 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. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(\frac{1}{3})$ divided by 4, and use a visual fraction model to show the quotient. Use relationships between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (\frac{1}{5})$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$. 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 $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{1}{3}$ cup servings are in 2 cups of raisins?</p>
Science	

<p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>*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.</p> <p>*W.5.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p>* 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.</p> <p>* L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>* 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).</p>
<p>Math</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>Math Practices:</p> <p>MP.1-Make sense of problems and persevere in solving them.</p> <p>MP.2-Reason abstractly and quantitatively.</p> <p>MP.3-Construct viable arguments and critique the reasoning of others.</p> <p>MP.4-Model with mathematics.</p> <p>MP.5-Use appropriate tools strategically.</p> <p>MP.6-Attend to precision.</p> <p>MP.7-Look for and make use of structure.</p> <p>MP.7-Look for and express regularity in repeated reasoning.</p> <p><i>Envision</i> Topic 10-Understand Volume Concepts, Topic 11-Convert Measurements, and Topic 12-Represent and Interpret Data</p> <p>DOMAIN-Measurement and Data</p> <p>5.MD.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.</p> <p>5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations of 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.</p>

	<p>5.MD.3ab Recognize volume as an attribute of solid figures and understands concepts of volume measurement. 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. 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.</p> <p>5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units.</p> <p>5.MD.5a Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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 procedures as volumes, e.g., to represent the associative property of multiplication.</p> <p>5.MD.5b Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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 lengths in the context of solving real world and mathematical problems.</p> <p>5.MD.5c Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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.</p>
<p>Science</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	
<p>Social Studies</p>	

	<p>Fifth Six Weeks – The Amazing Animal World February 16 – March 25</p>
<p>ELA (Reading, Writing, Language)</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>Established Goals: (Standards)</p> <p>Apply knowledge of the overall structure of literary texts in order to develop a real or imagined experience or event.</p> <ul style="list-style-type: none"> * 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. * 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). * 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). * RF.5.4: Read with sufficient accuracy and fluency to support comprehension. * W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. * W.5.9: Draw evidence from literary and informational texts to support analysis, reflection, and research. * W.5.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. * SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. * L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<p>Math</p>	<p>Math Practices:</p>

<p><i>Core Standards</i></p>	<p>MP.1-Make sense of problems and persevere in solving them. MP.2-Reason abstractly and quantitatively. MP.3-Construct viable arguments and critique the reasoning of others. MP.4-Model with mathematics. MP.5-Use appropriate tools strategically. MP.6-Attend to precision. MP.7-Look for and make use of structure. MP.7-Look for and express regularity in repeated reasoning.</p>
<p><i>Target Concepts</i></p>	<p><i>Envision</i> Topic 13-Write and Interpret Numerical Expressions, Topic 14-Graph Points on the Coordinate Plane, and Topic 15-Algebra: Analyze Patterns and Relationships</p> <p>DOMAIN- Operations and Algebraic Thinking and Geometry</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 $18932 + 921$, without having to calculate the indicated sum of product.</p> <p>5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms for two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and the given rule “Add 6” and the starting number 0, generate the 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.</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>

Science <i>Core Standards</i>	
<i>Target Concepts</i>	
Social Studies	
	Sixth Six Weeks – Around the World with a Glass Slipper March – May
ELA (Reading, Writing, Language) <i>Core Standards</i> <i>Target Concepts</i>	<p>Established Goals: (Standards)</p> <ul style="list-style-type: none"> * RF.5.4: Read with sufficient accuracy and fluency to support comprehension. * 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. *W.5.6: With some guidance and support from adults, use technology, including, 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 setting. *W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. * 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. * 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. * L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. * L.5.3(a): Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. * L.5.3(b): Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Math	<p>Math Practices:</p> <ul style="list-style-type: none"> MP.1-Make sense of problems and persevere in solving them. MP.2-Reason abstractly and quantitatively. MP.3-Construct viable arguments and critique the reasoning of others.

<p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>MP.4-Model with mathematics. MP.5-Use appropriate tools strategically. MP.6-Attend to precision. MP.7-Look for and make use of structure. MP.7-Look for and express regularity in repeated reasoning.</p> <p><i>Envision</i> Topic 16-Geometric Measurement: Classify Two-Dimensional Figures</p> <p>DOMAIN- Geometry</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. 5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p>
<p>Science</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	
<p>Social Studies</p>	

<p>Resources</p>	<p>ELA: <i>Scott Foresman Reading Street, Benchmark Literacy, The Wheatley Portfolio</i> ELA Units. Math: <i>Envision Math</i></p>
<p>Assessments</p>	<p>ELA: Unit Assessments in <i>Scott Foresman Reading Street</i> and/or <i>Benchmark Literacy</i>, Fluency Checks, Dolch Sight Word Checks, Teacher Checklists, Rubrics, STAR Reading</p>

*Plans are subject to change to best meet the needs of students, planning, events, and/or weather circumstances.

5th Grade Long Range Plan for English Language Arts

2017-2018

Unit- 3 week	Reading	Writing/Language
Unit 1 AUG/SEPT Launching the Reading/Writing Workshop	Asking questions Identifying Main Idea & Supporting Details RI 5.1 Quote accurately from a text RI 5.2 Determine 2 or more main ideas RI 5.4 Determine the meaning of academic vocabulary RI 5.9 Integrate information from several texts on the same topic	3.8 paragraph format Writing process 6 traits of writing W 5.4 Produce clear and coherent writing W 5.5 With guidance and support from adults and peers utilize the writing process W 5.10 Write routinely over extended time frames

<p>Unit 2</p> <p>September/ October</p>	<p>Determine text importance Identify sequence or events</p> <p>RL 5.1 Quote accurately from a text RL 5.3 Compare and Contrast two or more characters, settings, or events RL 5.4 Determine the meaning of words within a text including figurative language RL 5.9 Compare and Contrast stories in the same genre L 5.5 Determine the meaning of figurative language, word relationships, and nuances of language.</p>	<p>Opinion Writing 5 paragraph essay format transitions</p> <p>W 5.1 Write an opinion essay W 5.4 Produce clear and coherent writing W 5.5 With guidance and support from adults and peers utilize the writing process W 5.10 Write routinely over extended time frames</p>
<p>Unit 3</p> <p>OCT</p>	<p>Visualize Make Inferences</p> <p>RL 5.1 Quote accurately from a text RL 5.3 Compare and Contrast two or more characters, settings, or events RL 5.4 Determine the meaning of words within a text including figurative language</p>	<p>Opinion Writing 5 paragraph essay format transitions</p> <p>W 5.1 Write an opinion essay W 5.4 Produce clear and coherent writing W 5.5 With guidance and support from adults and peers utilize the writing process</p>

	<p>RL 5.9 Compare and Contrast stories in the same genre</p>	<p>W 5.10 Write routinely over extended time frames</p>
<p>Unit 4 NOV</p>	<p>RL 5.1 Quote accurately from a text RL 5.2 Determine the theme RL 5.4 Determine the meaning of words within a text including figurative language RL 5.9 Compare and Contrast stories in the same genre</p>	<p>Informative Writing research</p> <p>W 5.2 Write an informative/explanatory text W 5.6 Produce and publish writing W 5.7 Conduct short research projects</p>
<p>Unit 5 DEC</p>	<p>Determine text importance Compare and contrast</p> <p>RL 5.1 Quote accurately from a text RL 5.3 Compare and Contrast two or more characters, settings, or events RL 5.4 Determine the meaning of words within a text including figurative language RL 5.9 Compare and Contrast stories in the same genre</p>	<p>Elements of Narrative Writing Plot, characters, setting, etc.</p> <p>W 5.3 Write narratives to develop real or imagined experiences or events. W 5.5 Demonstrate understanding of figurative language.</p>

<p>Unit 6 January</p>	<p>Make connections Identify cause & effect RL 5.1 Quote accurately from a text RL 5.3 Compare and Contrast two or more characters, settings, or events RL 5.4 Determine the meaning of words within a text including figurative language RL 5.9 Compare and Contrast stories in the same genre</p>	<p>Narrative Writing Figurative Language Sensory details Dialogue W 5.3 Write narratives to develop real or imagined experiences or events. W 5.5 Demonstrate understanding of figurative language.</p>
<p>Unit 7 February</p>	<p>Make inferences Draw conclusions</p> <p>RL 5.1 Quote accurately from a text RL 5.3 Compare and Contrast two or more characters, settings, or events RL 5.4 Determine the meaning of words within a text including figurative language RL 5.9 Compare and Contrast stories in the same genre</p>	<p>Text Based Opinion Writing Summarizing paraphrasing</p> <p>W 5.1 Write an opinion essay W 5.4 Produce clear and coherent writing W 5.5 With guidance and support from adults and peers utilize the writing process W 5.8 Recall relevant information from experiences or gather relevant information to be summarized or paraphrased. W 5.10 Write routinely over extended time frames</p>

<p>Unit 8 March</p>	<p>RL 5.1 Quote accurately from a text RL 5.2 Determine the theme RL 5.4 Determine the meaning of words within a text including figurative language RL 5.9 Compare and Contrast stories in the same genre</p>	<p>Text Based Informative Writing Research Summarizing paraphrasing</p> <p>W 5.2 Write an informative/explanatory text W 5.6 Produce and publish writing W 5.7 Conduct short research projects W 5.4 Produce clear and coherent writing W 5.5 With guidance and support from adults and peers utilize the writing process W 5.10 Write routinely over extended time frames</p>
<p>Unit 9 April</p>	<p>Make Connections Distinguish and evaluate fact & opinion</p> <p>RI 5.1 Quote accurately from a text RI 5.2 Determine 2 or more main ideas RI 5.4 Determine the meaning of academic vocabulary</p>	<p>Text Based Narrative Writing Unit Figurative Language Dialogue Sensory details</p> <p>W 5.3 Write narratives to develop real or imagined experiences or events. W 5.5 Demonstrate understanding of figurative language.</p>

	<p>RI 5.9 Integrate information from several texts on the same topic</p> <p>L 5.4 Determine the meaning of unknown, multiple meaning words, and phrases.</p>	<p>W 5.4 Produce clear and coherent writing</p> <p>W 5.5 With guidance and support from adults and peers utilize the writing process</p> <p>W 5.10 Write routinely over extended time frames</p>
<p>Unit 10 May</p>	<p>Ask questions Make Judgements</p> <p>RI 5.1 Quote accurately from a text</p> <p>RI 5.2 Determine 2 or more main ideas</p> <p>RI 5.4 Determine the meaning of academic vocabulary</p> <p>RI 5.9 Integrate information from several texts on the same topic</p>	<p>Prompt choices Independent writing</p> <p>W 5.4 Produce clear and coherent writing</p> <p>W 5.5 With guidance and support from adults and peers utilize the writing process</p> <p>W 5.10 Write routinely over extended time frames</p> <p>W 5.6 Produce and publish writing</p>