

**NEW HAVEN ELEMENTARY SCHOOL**  
**FIFTH GRADE LONG RANGE PLAN**  
**2018-19**

**First Quarter**

ELA  
(Reading,  
Writing,  
Language)

**Literature**

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.

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).

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.

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

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.

**Informational**

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.5.3 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.

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.

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.

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).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Foundational Skills**

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.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a Read grade-level text with purpose and understanding.

RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing in Response to Reading**

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

W.5.1.b Provide logically ordered reasons that are supported by facts and details.

W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d Provide a concluding statement or section related to the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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. 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.

W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

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. (Editing for conventions should demonstrate command of Language standards L.5.1-L.5.3.)

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.5.7 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.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Writing: Text Types and Purposes**

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

W.5.1.b Provide logically ordered reasons that are supported by facts and details.

W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d Provide a concluding statement or section related to the opinion presented.

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 L.5.1-L.5.3.)

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.

#### **Language and Conventions**

L.5.1.d Recognize and correct inappropriate shifts in verb tense.\*

L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.a Use punctuation to separate items in a series.\*

L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.

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?).

	<p>L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</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.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>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.</p> <p><b>Speaking and Listening</b></p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</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>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.</p> <p>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 L.5.1 and L.5.3 for specific expectations.)</p>
Math	<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.  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>5.NBT Number and Operations in Base Ten A. Understand the place value system.  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.  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.  3. 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., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>. b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.  4. Use place value understanding to round decimals to any place. B. Perform operations with multi-digit whole numbers and with decimals to hundredths.  5. Fluently multiply multi-digit whole numbers using the standard algorithm.</p>
<p>Science</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></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 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 forms 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>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>
Social Studies	<p>Big Idea: Geography Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future. Academic Expectations 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Grade 5 Enduring Knowledge – Understandings Students will understand that: ▪ the use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help interpret information, understand and analyze patterns, spatial data and geographic issues. ▪ patterns emerge as humans move, settle and interact on Earth’s surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict. ▪ regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups. ▪ people depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited and/or promoted human activities in the settlement of the United States.</p> <p>Grade 5 Skills and Concepts Students will: ✓demonstrate an understanding of patterns on the Earth’s surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs): ✓locate, in absolute or relative terms, major landforms and bodies of water in the United States ✓locate and explain patterns on Earth’s surface (e.g., how different factors such as rivers, mountains and plains impact where human activities are located) ▪ investigate regions on the Earth’s surface and analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): ✓explain how places and regions in the U.S. are defined by their human characteristics (e.g., language, settlement patterns, religious beliefs) and physical characteristics (e.g., climate, landforms, bodies of water) ✓ locate and describe patterns of human settlement and explain how these patterns were influenced by the physical characteristics (e.g., climate, landforms, bodies of water) of places and regions in the United States</p> <p>Kentucky Department of Education - Course Standards KDE:OTL:LP:KS:AE 11/2017 Page 6 Standards ✓investigate how advances in technology (e.g., dams, roads, air conditioning, irrigation) over time have allowed people to settle in places previously inaccessible in the United States ▪ investigate how humans modify the physical environment: ✓describe how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the early settlement of the United States ✓analyze how the physical environment (e.g., mountains as barriers or protection, rivers as ✓barriers or transportation) promoted and restricted human activities during</p>

	the early settlement of the United States ✓explain how different perspectives of individuals and groups impact decisions about the use of land (e.g., farming, industrial, residential, recreational) in the United States.
	<b>Second Quarter</b>
<p>ELA (Reading, Writing, Language)</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p><b>Literature</b></p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>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)</p> <p>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.</p> <p><b>Informational</b></p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p><b>Foundational Skills</b></p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.a Read grade-level text with purpose and understanding.</p> <p>RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Writing in Response to Reading</b></p>

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

W.5.1.b Provide logically ordered reasons that are supported by facts and details.

W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d Provide a concluding statement or section related to the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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. 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.

W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

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. (Editing for conventions should demonstrate command of Language standards L.5.1-L.5.3.) 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.5.7 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.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



**Writing: Text Types and Purposes**

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

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W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

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 W.5.1-W.5.3.)

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 L.5.1-L.5.3.)

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.

**Language and Conventions**

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

L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.6 Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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.

**Speaking and Listening**

SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

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. SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Big Idea: Cultures and Societies Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules, and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them. Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world. Grade 5 Enduring Knowledge – Understandings Students will understand that: ▪ culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society’s culture, individuals learn the relationships, structures, patterns and processes to be members of the society. Kentucky Department of Education - Course Standards KDE:OTL:LP:KS:AE 11/2017 Page 3 Standards ▪ cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs. ▪ interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture. ▪ a variety of factors promote cultural diversity in a society, nation and world. ▪ an understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today. Grade 5 Skills and Concepts Students will: ▪ demonstrate an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups: ✓investigate cultural similarities and differences of diverse groups (e.g., English, French, Spanish and Dutch Colonists, West Africans, Immigrants of the 1800’s) during the early development of the United States ✓research the contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today ✓investigate factors that promoted cultural diversity in the history of the United States ▪ examine social institutions (e.g., family, religion, education, government, economy) in the United States and explain their functions ▪ describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early Explorers, Native Americans and the Colonists, the British Government and the English Colonists, Native Americans and the U.S.

	<p>Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes ▪ describe causes of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully</p>
<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> <p>5.NF Number and Operations—Fractions A. Use equivalent fractions as a strategy to add and subtract fractions.</p> <ol style="list-style-type: none"> <li>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, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</li> <li>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</li> </ol>

	<p>number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p>5. 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. 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 <math>a/b = (n \cdot a)/(n \cdot b)</math> to the effect of multiplying <math>a/b</math> by 1.</p> <p>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>Science <i>Core Standards Target Concepts</i></p>	<p>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.]</p> <p>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.]</p> <p>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.]</p> <p>[Assessment Boundary: Assessment does not include molecular explanations.]</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>Social Studies</p>	<p>Big Idea: Historical Perspective History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States, and the World. Academic Expectations</p> <p>2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective. Grade 5 Enduring Knowledge – Understandings Students will understand that: ▪ history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand and analyze historical events. ▪ the history of the United States can be analyzed by examining significant eras (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration and the Twentieth Century) to develop a chronological understanding and recognize cause and effect relationships and multiple causation, tying past to present. ▪ the history of the United States has been impacted by significant individuals, groups and advances in technology. ▪</p>

	<p>geography, culture, and economics have a significant impact on historical perspectives and events. ▪ Grade 5 Skills and Concepts</p> <p>▪ Students will: ▪ demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources): ✓investigate and chronologically describe major events in United States history (e.g., using, timelines, charts, fictional and report writing, role playing) ✓explain and draw inferences about the importance of major events in United States history ✓examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events ✓explain reasons that individuals and groups explored and settled in the United States Kentucky Department of Education - Course Standards KDE:OTL:LP:KS:AE 11/2017 Page 7 Standards ✓research influences/contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today ▪ use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): ✓examine factual and fictional accounts of significant historical events and people in United States history ✓explore change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in the United States ✓compare reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came/come to America ✓investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King’s speech: I Have a Dream), and explain their historical significance ▪ investigate patterns across in U.S. history (e.g., major events/conflicts/culture; compare with major events/conflicts/culture to the present).</p>
	<p><b>Third Quarter</b></p>
<p>ELA (Reading, Writing, Language)</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p><b><u>Literature</u></b></p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>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).</p> <p>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.</p> <p><b><u>Informational</u></b></p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

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.5.3 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.

**Foundational Skills**

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.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a Read grade-level text with purpose and understanding.

RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing in Response to Reading**

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

W.5.1.b Provide logically ordered reasons that are supported by facts and details.

W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d Provide a concluding statement or section related to the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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. 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.

W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

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. (Editing for conventions should demonstrate command of Language standards L.5.1-L.5.3.) 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.5.7 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.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Writing: Text Types and Purposes**

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

W.5.1.b Provide logically ordered reasons that are supported by facts and details.

W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d Provide a concluding statement or section related to the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

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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.

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.

W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

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 W.5.1-W.5.3.)

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 L.5.1-L.5.3.)

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.5.5 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 L.5.1-L.5.3.)

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.

**Language and Conventions**

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

L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.6 Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Speaking and Listening**

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.

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.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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.



	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.
<p>Math</p> <p>Core Standards</p> <p>Target Concepts</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, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>)</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 <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator (<math>\frac{a}{b} = a \div b</math>). 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 <math>\frac{3}{4}</math> as the result of dividing 3 by 4, noting that <math>\frac{3}{4}</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>. 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 <math>(\frac{a}{b}) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as a result of a sequence of</p>

	<p>operations <math>a \times q / b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</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 <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> 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 <math>(1/3)</math> divided by 4, and use a visual fraction model to show the quotient. Use relationships between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>. 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 <math>1/2</math> lb. of chocolate equally? How many <math>1/3</math> cup servings are in 2 cups of raisins?</p>
<p>Science <i>Core Standards</i></p>	<p>5-ESS2-2. Describe and graph the amounts and percentages of 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.]</p> <p>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.]</p>

<p><i>Target Concepts</i></p>	<p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. •</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>Social Studies</p>	<p>Big Idea: Government and Civics The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Academic Expectations</p> <p>2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p>2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy. Grade 5 Enduring Knowledge – Understandings Students will understand that: ▪ the government of the United States was developed from a colonial base of representative democracy by people who envisioned an independent country and new purposes for the government. ▪ the United States Government was formed to establish order, provide security and accomplish common goals. ▪ the fundamental values and principles (e.g., liberty, justice, individual human dignity) of American representative democracy are expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States, including the Preamble and the Bill of Rights). ▪ the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. ▪ as members of a democratic society, all citizens of the United States have certain rights and responsibilities, including civic participation. Grade 5 Skills and Concepts Students will: ▪ demonstrate an understanding of government, using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): ✓investigate the basic functions of the United States Government, as defined in the Preamble to the U.S. Constitution, (e.g., establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty) and explain ▪ their significance today ✓explain how democratic governments work to promote the “common good” (e.g., making, enacting, enforcing laws that protect rights and property of all citizens) ▪ describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are</p>

	<p>shared among different branches and different levels (e.g., local, state, federal) ▪ analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to describe fundamental values and principles of American representative democracy (e.g., liberty, justice) found in the Declaration of Independence and the U.S. Constitution; explain their significance today ▪ investigate the rights and responsibilities of U.S. citizens: ✓describe and give examples of specific rights guaranteed to all U.S. citizens in the Bill of Rights (e.g., freedom of religion, freedom of speech, freedom of press) and explain why they are important today ✓describe some of the responsibilities U.S. citizens have in order for democratic governments to function effectively (e.g. voting, community service, paying taxes) and find examples of civic participation in current events/news (e.g., television, radio, articles, Internet)</p>
	<p><b>Fourth Quarter</b></p>
<p>ELA (Reading, Writing, Language)</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p><b><u>Literature</u></b></p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b><u>Informational</u></b></p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p> <p>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.</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.</p> <p>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).</p>

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Foundational Skills**

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.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a Read grade-level text with purpose and understanding.

RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing in Response to Reading**

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

W.5.1.b Provide logically ordered reasons that are supported by facts and details.

W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d Provide a concluding statement or section related to the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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. 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.

W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

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. (Editing for conventions should demonstrate command of Language standards L.5.1-L.5.3.) 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.5.7 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.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Writing: Text Types and Purposes**

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

W.5.1.b Provide logically ordered reasons that are supported by facts and details.

W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d Provide a concluding statement or section related to the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

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W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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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.

W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

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 W.5.1-W.5.3.)

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 L.5.1-L.5.3.)

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.5.5 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 L.5.1-L.5.3.)

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.

#### **Language and Conventions**

L.5.1.d Recognize and correct inappropriate shifts in verb tense.\*

L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.a Use punctuation to separate items in a series.\*

L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.

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?).

L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.

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.

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

L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.6 Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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.

	<p><b>Speaking and Listening</b></p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</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>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.</p> <p>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 L.5.1 and L.5.3 for specific expectations.)</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 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 <math>2 \times (8+7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, 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> <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>Science</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>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.]</p> <p>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.]</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>Social Studies</p>	<p>Big Idea: Government and Civics The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving</p>

functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Academic Expectations

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy. Grade 5 Enduring Knowledge – Understandings Students will understand that: ▪ the government of the United States was developed from a colonial base of representative democracy by people who envisioned an independent country and new purposes for the government. ▪ the United States Government was formed to establish order, provide security and accomplish common goals. ▪ the fundamental values and principles (e.g., liberty, justice, individual human dignity) of American representative democracy are expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States, including the Preamble and the Bill of Rights). ▪ the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. ▪ as members of a democratic society, all citizens of the United States have certain rights and responsibilities, including civic participation. Grade 5 Skills and Concepts Students will: ▪ demonstrate an understanding of government, using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): ✓investigate the basic functions of the United States Government, as defined in the Preamble to the U.S. Constitution, (e.g., establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty) and explain ▪ their significance today ✓explain how democratic governments work to promote the “common good” (e.g., making, enacting, enforcing laws that protect rights and property of all citizens) ▪ describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal) ▪ analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to describe fundamental values and principles of American representative democracy (e.g., liberty, justice) found in the Declaration of Independence and the U.S. Constitution; explain their significance today ▪ investigate the rights and responsibilities of U.S. citizens: ✓describe and give examples of specific rights guaranteed to all U.S. citizens in the Bill of Rights (e.g., freedom of religion, freedom of speech, freedom of press) and explain why they are important today ✓describe some of the responsibilities U.S. citizens have in order for democratic governments to function effectively (e.g. voting, community service, paying taxes) and find examples of civic participation in current events/news (e.g., television, radio, articles, Internet)

Big Idea: Economics Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole. The purpose of economic

education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments. Academic Expectations

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living. Kentucky Department of Education - Course Standards KDE:OTL:LP:KS:AE 11/2017 Page 4 Standards Grade 5 Enduring Knowledge – Understandings Students will understand that: ▪ the basic economic problem confronting individuals, groups and businesses in the United States today is scarcity: as a result of scarcity, economic choices and decisions must be made. ▪ a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the United States today. ▪ economic institutions are created to help individuals, groups and businesses accomplish common goals. ▪ markets enable buyers and sellers to exchange goods and services. ▪ production, distribution and consumption of goods and services have changed over time in the United States. ▪ individuals, groups and businesses in the United States demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services. Grade 5 Skills and Concepts Students will: ▪ demonstrate an understanding using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) of the connection between resources, limited productive resources and scarcity: ✓investigate different kinds of resources (e.g., natural, human, capital) ✓explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups and businesses • demonstrate an understanding of how people deal with scarcity; explain the roles banks play in helping people deal with scarcity (e.g., loan money, save money, lines of credit, interest-bearing accounts) • demonstrate an understanding of markets: ✓explain how goods and services are/were exchanged ✓investigate and give examples of markets; explain how markets have changed over time during the history of the United States • use a variety of sources: ✓investigate and trace (e.g., write, draw, chart, timeline) change over time in the production, distribution and consumption of goods and services in the United States ✓research specialization in the United States; explain how specialization promotes trade ✓between individuals, groups and businesses in the United States and world; describe the ✓ impact of specialization on the production of goods in the United States