

Elementary Pacing Guides for MAP Preparation

Grade 5-Technology Tools

MONDAY STUDY ISLAND & MASTERY CONNECT	TUESDAY ACUITY & Smarter Balance	WEDNESDAY IXL & PEARSON	THURSDAY ACUITY & Smarter Balance	FRIDAY STUDY ISLAND & MASTERY CONNECT
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ELA

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. Students will continue to tell the meaning of words and phrases in a text and focus on figurative language. Metaphors are comparisons between two things without using “like” or “as”. Instead a form of the verb “to be” is used such as is, was, were, and are. • He is a lazy bump on a log. • Your eyes are deep pools of water. Similes are comparisons between two things using the words “like” or “as”. • He is as lazy as a bump on a log. • Your eyes are like deep as pools of water

Vocabulary: figurative language, simile, metaphor

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. Students tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem. The students must continue identifying the narrator’s point of view and also explain how it impacts the events in the text. Elements of Poetry (stanza, rhyme, meter, theme). Elements of a Drama: Acts/Scenes, characters, setting, dialogue, stage directions, theme

Vocabulary: point of view, figurative language, simile, dialogue, metaphor

RL 5.10. By the end of the year; read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Fifth grade students are capable of reading and understanding a variety of literature at the higher end of grades 4–5 independently. “The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts

Vocabulary: realistic fiction, autobiography, expository nonfiction, biography

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. Students describe the connections between two or more people, events, ideas, or concepts in a historical, scientific, or “how to” texts by using the text to support their finding. Historical text is one kind of informative text that includes facts and information about important events. Historic text is read to gain knowledge about a particular era and how it shaped the future. Scientific text includes facts, ideas, concepts and procedures. Scientific text is read for the purpose of gaining knowledge in a particular area of science. Technical text is read for the purpose of learning more about a subject or understanding how to complete a task. Charts, diagrams and illustrations that support the text and provide additional information usually accompany them.

Vocabulary: historical fiction, scientific informational text

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade level topic or subject area. Students continue to find the meaning of general vocabulary words specific to fifth grade topics or subjects.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. Students must explain how the events, ideas, or concepts fit into the overall structure of a text by finding the similarities and differences in two or more texts. Chronological text structure: Order in which things happen, also called time order to include signal words (to begin, before, first, then, next, last) and dates Cause/Effect Text Structure: signal words can help identify this structure (because, since, as a result, thus, in order, if then). Problem/Solution Structure: The author will present a problem that needs to be solved signal words can help identify this structure (the problem, resolved the solution, difficult)

Vocabulary: plot development, subheading, generalization

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. Students at this level can use media efficiently to answer questions and to solve problems. Informational texts are printed or digital resources that give factual information about a topic. Readers can find information in print or digital resources to answer questions and solve problems such as, “What do animals that live under the water eat?”

RI.5.10. By the end of the year read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. Students are required to read and understand a wide range of informational texts within the higher end of the fourth to fifth grade text level efficiently by the end of the year. Students must show a steadily growing ability to discern more from and make fuller use of text including making connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” “Students also acquire the habits of reading independently and closely, which are essential to their future success.”

Vocabulary: close reading, comprehension, proficient

RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. a. Use combined knowledge of all letter-sound correspondences – the visual stimulus of abstract symbols (letters) and the sounds that accompany them to build words. “r” – ravine “o” – octopus *Syllabication patterns – A syllable is a word or part of a word that consists of an uninterrupted expression of a sound and includes at least one vowel. Syllable Division Patterns 1. VC/CV (jum/bo; prob/lem) 2. V/CV and VC/V (po/lish;den/im) 3. V/V (po/et; o/a/sis) *Morphology – learning to recognize prefixes, roots, and suffixes that enable students to better read and spell longer words Prefixes (EX: de---, dia---, dis---, il---, im---, ir---, kilo---, super---, tele---, un---) Roots (EX: bio, dec/dec, dic/dict, graph, ject, logy, meter/metr, photo, phob, rupt, scrib/script, spec/spect) Suffixes (EX: ---able, ---ant, ---ed, ---en, ---ence, ---ent, ---er, ---ful, ---ible, ---ing, ---ion, ---ist, ---less, ---ly, ---ous, ---sion, ---tion)

Vocabulary: affixes, syllables

RF 5.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. When a student reads with purpose and understanding they read with the selection’s intent in mind. For example they would read a magazine article about endangered animals differently than a book with folktales because each selection has a different purpose. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. When a student reads with appropriate rate they read the selection quickly, slowly, naturally or with some combination of the three depending on what the selection is about. They might read an ingredients list on a food label quickly, a recipe slowly, and a chapter from a cook at a natural pace. When they read with expression they show the tone, or mood of the selection. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. As students read they may see an unfamiliar word they should: Reread, read on, slow down and sound out the word.

Vocabulary: a. purpose understanding b. orally, accuracy, appropriate rate, and expression. c. context clues, self-correct, word recognition

W 5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Students must be able to find and group information together in a logical way. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation). b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Explanatory writing provides information, such as facts, definition, concrete details, and examples that explain the topic. This information can tell how, why or when something happened. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Transition

words, phrases and clauses help a writer to link ideas. To link ideas that build on each other, a writer might use transitions such as therefore, as a result, or especially. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writers use precise or exact language and specific content vocabulary when providing information about their topics. IT helps reader understand the topic because it is specific rather than general. For example, the student writer describes the land as vast and unknown. These specific words help reader visualize the journey of Lewis and Clark much better than a general word such as big. e. Provide a concluding statement or section related to the information or explanation presented. A writer includes a conclusion at the end of an explanatory piece to summarize the main idea and bring the piece to a logical close. Sometimes a conclusion makes a point as well as summarizes the main idea.

Vocabulary: introduction, conclusion, format, evaluate, validity

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic.

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. With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).

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. Students develop strategies with peers and adults to use digital tools. At this level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Fifth grade students are required to be proficient in keyboarding skills (typing at least two pages in a single setting).

Vocabulary: proofread

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. One-way to check spelling of unfamiliar or difficult words is by consulting different resources: Word walls, posters, charts, pictures, dictionaries, glossaries, and spell check on the computer.

Vocabulary: conventions, capitalization, punctuation, spelling, references

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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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.

Vocabulary: Idiom, adages, proverbs, Greek and Latin prefixes, suffixes, root words, glossary, thesaurus, dictionary, digital print, key words, phrases, synonyms, antonyms, homographs

L 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Vocabulary: figurative language, synonyms, antonym, homographs, idioms, proverbs, adages, similes, metaphors

MATH

5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expression with these symbols. **5.OA.1** calls for students to evaluate expressions with parentheses (), brackets [] and braces { }. In upper levels of mathematics, evaluate means to substitute for a variable and simplify the expression. However at this level students are to only simplify the expressions because there are no variables. Example: Evaluate the expression $2\{5[12 + 5(500 - 100) + 399]\}$. Students should have experiences working with the order of first evaluating terms in parentheses, then brackets, and then braces. The first step would be to subtract $500 - 100 = 400$. Then multiply 400 by $5 = 2,000$. Inside the bracket, there is now $[12 + 2,000 + 399]$. That equals $2,411$. Next multiply by the 5 outside of the bracket. $2,411 \times 5 = 12,055$. Next multiply by the 2 outside of the braces. $12,055 \times 2 = 24,110$. Mathematically, there cannot be brackets or braces in a problem that does not have parentheses. Likewise, there cannot be braces in a problem that does not have both parentheses and brackets.

5.OA.2 Write simple expressions that record calculation with numbers, and interpret numerical expression without evaluating them. **5.OA.2** refers to expressions. Expressions are a series of numbers and symbols (+, -, x, ÷) without an equals sign. Equations result when two expressions are set equal to each other ($2 + 3 = 4 + 1$). Example: $4(5 + 3)$ is an expression. When we compute $4(5 + 3)$ we are evaluating the expression. The expression equals 32 . $4(5 + 3) = 32$ is an equation. Using Multiplication: $4 \times 50 = 200$, $4 \times 10 = 40$, $4 \times 5 = 20$; $50 + 10 + 5 = 65$; so $260 \div 4 = 65$ This standard calls for students to explore division through various strategies. This standard calls for students to verbally describe the relationship between expressions without actually calculating them. This standard calls for students to apply their reasoning of the four operations as well as place value while describing the relationship between numbers. The standard does not include the use of variables, only numbers and signs for operations. Example: Write an expression for the steps "double five and then add 26." Student - $(2 \times 5) +$

26. Describe how the expression $5(10 \times 10)$ relates to 10×10 . Student - The expression $5(10 \times 10)$ is 5 times larger than the expression 10×10 since I know that $5(10 \times 10)$ means that I have 5 groups of (10×10) .

Vocabulary: parentheses, brackets, braces, numerical expression, evaluate, algebraic expression, variable, order of operations, corresponding, sequence, term, pattern

5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane. **5.OA.3** extends the work from Fourth Grade, where students generate numerical patterns when they are given one rule. In Fifth Grade, students are given two rules and generate two numerical patterns. The graphs that are created should be line graphs to represent the pattern. This is a linear function which is why we get the straight lines. The Days are the independent variable, Fish are the dependent variables, and the constant rate is what the rule identifies in the table.

5.MD.1 Convert among different sized standard measurement units within a given measurement system (e.g., convert 5 cm to .05m) and use these conversions in solving multi-step real world problems. **5.MD.1** calls for students to convert measurements within the same system of measurement in the context of multi-step, real-world problems. Both customary and standard measurement systems are included; students worked with both metric and customary units of length in Second Grade. In Third Grade, students work with metric units of mass and liquid volume. In Fourth Grade, students work with both systems and begin conversions within systems in length, mass and volume. Students should explore how the base-ten system supports conversions within the metric system. Example: $100 \text{ cm} = 1 \text{ meter}$.

Vocabulary: convert, standard measurement, unit, length, inches, feet, yards, miles, capacity, cup, pint, quart, gallon, weight, ounces, pounds, tons, metric measurement, millimeters, centimeters, meters, kilometers, milliliters, liters, milligrams, grams, kilograms, mass, dimension, perimeter

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 on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. **5.MD.2** This standard provides a context for students to work with fractions by measuring objects to one-eighth of a unit. This includes length, mass, and liquid volume. Students are making a line plot of this data and then adding and subtracting fractions based on data in the line plot. Example: Students measured objects in their desk to the nearest $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{8}$ of an inch then displayed data collected on a line plot. How many objects measured $\frac{1}{4}$? $\frac{1}{2}$? If you put all the objects together end to end what would be the total length of all the objects?

Vocabulary: line plot, data set, outlier, survey, data sample, frequency table, redistributing equally

5. MD.3, 5.MD.4, and 5. MD.5 represents the first time that students begin exploring the concept of volume. In Third Grade, students begin working with area and covering spaces. The concept of volume should be extended from area with the idea that students are covering an area (the bottom of cube) with a layer of unit cubes and then adding layers of unit cubes on top of bottom layer (see picture below). Students should have ample experiences with concrete manipulatives before moving to pictorial representations.

5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called “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.

5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.

5.MD.5 Relate volume to the operation 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, equivalent by multiplying the height by the area of the base. Represent threefold whole-numbers products as volumes, e.g., to represent the associative property of multiplication.

b. Apply the formulas $V=l \times w \times h$ and $V=b \times h$ for rectangular prisms to find the volumes of right rectangular prism with whole-number edge lengths in the context of solving real world and mathematical problems.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping parts, applying this technique to solve real world problems.

5.G.1 and 5.G.2 deal with only the first quadrant (positive numbers) in the coordinate plane.

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 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)

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.

Vocabulary: coordinate grid, x-axis, y-axis, origin, ordered pair, x coordinate, y coordinate, point, plane, plot, x value, y value, vertical, horizontal, grid, distance, patterns, graph/graphing, interval, table, starting position, ending position

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.3** calls for students to reason about the attributes (properties) of shapes. Student should have experiences discussing the property of shapes and reasoning. Example: Examine whether all quadrilaterals have right angles. Give examples and non-examples

5.G.4 Classify two – dimensional figures in a hierarchy based on properties. **5.G.4** this standard build on what was done in 4th grade. Figures from previous grades: polygon, rhombus/rhombi, rectangle, square, triangle, quadrilateral, pentagon, hexagon, cube, trapezoid, half/quarter circle, circle Example: Create a Hierarchy Diagram using the following terms

Resources:

Smarter Balance Test, Acuity Practice Test, Buckle Down CCS, Options Problem Solving Books, envisions Math, Investigations, Reading Street, Read 360, or other resources as needed.