

Fifth Grade

Curriculum & Assessment Resources

5 Day Week Schedule Guidance

Gradebook Templates

Click on the content links below to jump directly to the content

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Fifth Grade English Language Arts	
Curriculum & Resources	<p>Scope and Sequence with Recommended Pacing:</p> <ul style="list-style-type: none"> ● 5th Grade ELA Curriculum <p>Resources:</p> <ul style="list-style-type: none"> ● Reading: Reading Units of Study (Heinemann) ● Writing: Writing Units of Study (Heinemann) ● I-Ready ELA <p>Online Resource Links:</p> <ul style="list-style-type: none"> ● Heinemann Online Directions
Instruction	<ul style="list-style-type: none"> ● Reading and Writing Necessities ● Balanced Literacy Components ● Workshop Model <ul style="list-style-type: none"> ○ Reading, writing, and phonics skills are interrelated and should be supported across the school day. (Example: If a student is working on blends in phonics, blends should be the focus when encoding words in writing and decoding words in reading.)
Differentiation & Personalization	<ul style="list-style-type: none"> ● Flexible grouping <ul style="list-style-type: none"> ○ Groups are fluid based on assessment data (formal or informal) ○ Instructional practices can include guided reading, strategy groups, book clubs, and conferring (Conferring Flowchart Reading & Writing) ● Leveled Work <ul style="list-style-type: none"> ○ Instruction should be leveled for varied student needs <ul style="list-style-type: none"> ■ students reading at their independent level when reading alone and reading at their instructional level when reading with a teacher based on their reading assessments (Instructional Reading Level Chart) <ul style="list-style-type: none"> ● Reading expectations and #of book expectations ■ students working on writing skills based on pre-assessment writing data ■ I-Ready’s MyPath personalizes instruction based on the student’s diagnostic performance (no more than 40 minutes a week) ● Reading Interventionists in all 11 buildings ● Reading Specialists in all 11 buildings (#of staff based on need)
Assessment	<ul style="list-style-type: none"> ● 5th Grade Report Card & Rubrics - teacher version ● Balanced Assessment - data can come from products, observations,

	<p>conversations, and student self-evaluations (teaching & assessment can occur simultaneously)</p> <ul style="list-style-type: none"> ● Informal Assessments: <ul style="list-style-type: none"> ○ Running Records with Look Fors Q1-4 ○ Running Record Form Q1 ○ Running Record Form Q2 ○ Running Record Form Q3 ○ Running Record Form Q4 ○ Anecdotal Notes ● Formal Assessments: (can be found within the curriculum document) <ul style="list-style-type: none"> ○ Dyslexia Assessments (as needed Iready + Fluency Task) ○ On-Demand Writing Pre and Post Assessments for grades K-5 ○ Reading Units of Study Pre and Post Assessments for grades 3-5 ○ I-Ready Benchmark given 3 times a year
Technology	<p>*We highly recommend monitoring chromebook use during reading, writing, and phonics workshops. Reading high-quality physical books is best practice.</p> <ul style="list-style-type: none"> ● Online ELA district resources include: <ul style="list-style-type: none"> ○ Epic, Tumblebooks, World Book Online, Public Library, and Pebble Go ● I-Ready ELA use should be limited to 40 minutes per week (students can decide how to meet these minutes whether that is all in one day or spread across the week)

Fifth Grade	
Priority Standard ELA Assessments	
Reading	
Determines central message or theme of literature (RL5.2)	Option 1 Option 2
Analyzes characters to comprehend (RL4.3)	Option 1 Option 2 Option 3 - Traits using evidence Option 4 - Character changes
Determines the meaning of words and phrases in a text (RL5.4 and RI5.4)	
Describes the structure of an informational text (RI5.5)	Option 1 Option 2
Compares and contrasts various elements in multiple texts (RL5.3, RL5.9)	Option 1 - theme only Option 2 - characters only Option 3 - all criteria
Determines the main idea and supporting details of an informational text (RI5.2)	Option 1 Option 2
Writing	
Produces writing that is organized (W5.1, W5.2, W5.3)	Rubrics that include all writing power standards:

Produces writing that is developed (W5.1, W5.2, W5.3)	<ul style="list-style-type: none"> • Personal Narrative • Opinion • Informational • Narrative - Memoir
Uses correct grammar, capitalization, and punctuation (L.5.1 and L.5.3.a, L.4.2.a and L.5.2)	
Uses phonics strategies to spell when writing (L.5.2.e)	
Conventions rubrics:	
<ul style="list-style-type: none"> • Conventions only rubric • Guided writing cover • Guided writing rubric 	


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Fifth Grade Mathematics

Curriculum & Resources	<p>Scope and Sequence with Recommended Pacing:</p> <ul style="list-style-type: none"> • 5th Grade Math Curriculum <div style="text-align: center; margin: 10px 0;">  <p>Mehlville School District Math Workshop Model</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Structure = 60 Minutes</td> <td colspan="2" style="text-align: center;">Content</td> </tr> <tr> <td style="background-color: #FFD700;">Number Sense & Thinking Routines <small>5-10 Minutes</small></td> <td rowspan="4" style="font-size: 4em; vertical-align: middle;">}</td> <td style="background-color: #ADD8E6;">Current Learning Intention</td> <td style="background-color: #ADD8E6;">Fluency</td> </tr> <tr> <td style="background-color: #90EE90;">Mini Lesson <small>10-15 Minutes</small></td> <td rowspan="2" style="background-color: #ADD8E6;">Problem Solving</td> <td rowspan="2" style="background-color: #ADD8E6;">Spiral Review</td> </tr> <tr> <td style="background-color: #ADD8E6;">Practice <small>30-35 minutes</small> <small>Teacher leads: Small Groups or Conferring</small></td> </tr> <tr> <td style="background-color: #F08080;">Share/Debrief <small>5-10 minutes</small></td> </tr> </table> <p>Resources:</p> <ul style="list-style-type: none"> • Number Sense & Thinking Routines • K-5 Ready Math Classroom as the primary resource • Hands-On Manipulatives and Mentor Text Lists <p>Online Resources:</p> <ul style="list-style-type: none"> • Online Manipulatives • Illustrative Math • 3 Act Tasks • Open Middle Problems • Van De Walle resources • Seesaw Math Lessons • Seesaw Math Talk Templates 	Structure = 60 Minutes		Content		Number Sense & Thinking Routines <small>5-10 Minutes</small>	}	Current Learning Intention	Fluency	Mini Lesson <small>10-15 Minutes</small>	Problem Solving	Spiral Review	Practice <small>30-35 minutes</small> <small>Teacher leads: Small Groups or Conferring</small>	Share/Debrief <small>5-10 minutes</small>
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Share/Debrief <small>5-10 minutes</small>														
Instruction	<ul style="list-style-type: none"> • 8 Mathematical Practices <ul style="list-style-type: none"> ○ Mehlville Math Practice Learning Targets <p style="margin-left: 40px;">Math classrooms will utilize and actively practice the 8 mathematical</p>													

	<p>practices by embedding these skills within the daily curriculum.</p> <ul style="list-style-type: none"> ■ Make sense of problems and persevere in solving them ■ Reason abstractly and quantitatively ■ Construct Viable arguments and critique the reasoning of others ■ Model with mathematics ■ Use appropriate tools strategically ■ Attend to precision ■ Look for and make use of structure ■ Look for and express regularity in repeated reasoning <ul style="list-style-type: none"> ● Cooperative Learning Strategies <ul style="list-style-type: none"> ○ Kagan Strategies ○ Partner work ○ Students' verbalizing their learning and engaging in math discussions ● Anchor Charts <ul style="list-style-type: none"> ○ Anchor charts used during lessons to demonstrate processes and skills ○ Anchor charts and signage should be displayed in classrooms for student reference and encouraged as an independent support ● Demonstrating a variety of mathematical strategies <ul style="list-style-type: none"> ○ Teachers model a variety of strategies for students ○ Students show their understanding through multiple strategies ○ A variety of strategies reinforces conceptual understanding
Differentiation	<ul style="list-style-type: none"> ● Flexible grouping <ul style="list-style-type: none"> ○ Groups are fluid based on assessment data (formal or informal) ● Data driven instruction <ul style="list-style-type: none"> ○ Using data tools to identify areas of strength and needs ○ Leveled instruction for varied student needs ○ Scaffolding in small groups for struggling students ○ Advanced performing students receive extended opportunities for engaging in challenging mathematical concepts ● Math Interventionists in some buildings
Assessment	<ul style="list-style-type: none"> ● 5th Grade Report Card and Rubrics ● Standard Checklists ● I-Ready Benchmark given 3 times a year ● Formative/ Summative Assessments <ul style="list-style-type: none"> ○ Common Assessments (printable) ○ I-Ready Comprehension Checks ○ Exit Tickets ○ Teacher created assessments ● Balanced Assessment - data can come from products, observations, conversations, and student self-evaluations (teaching & assessment can occur simultaneously)
Technology	<ul style="list-style-type: none"> ● Technology use should be limited to 45 minutes per week ● Apps/Programs must be district approved for student data safety <ul style="list-style-type: none"> ○ These apps should be limited to supporting specific projects/lessons/activities ● Programs used by students should be monitored to evaluate the impact on student learning and growth.

Fifth Grade

Priority Standard Math Assessments

I-Ready Diagnostic Benchmark - Mandatory

B.O.Y.
M.O.Y.
E.O.Y.

Standard	Summative (Required for Common Assessment)	Comprehension Checks
5.GM.B.4 Understand the concept of volume and recognize that volume is measured in cubic units. a) Describe a cube with edge length 1 unit as a “unit cube” and is said to have “one cubic unit” of volume and can be used to measure volume. b) Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.	Printable Student Copy	<ul style="list-style-type: none"> • Find Volume using Unit Cubes • Find Volume Using Formulas
	Printable Student Copy	<ul style="list-style-type: none"> • Multiply Whole Numbers
5.RA.C.5 Solve and justify multi-step problems involving variables, whole numbers, fractions and decimals.		
		<ul style="list-style-type: none"> • Divide Whole Numbers
5.NF.A.3 Compare and order fractions and/or decimals to the thousandths place using the symbols $>$, $=$ or, $<$ and justify the solution	Printable Student Copy	<ul style="list-style-type: none"> • Read and Write Decimals • Compare Decimals
	Printable Student Copy	<ul style="list-style-type: none"> • Add Decimals • Subtract Decimals
5.NF.B.6 Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.		<ul style="list-style-type: none"> • Add Fractions • Subtract Fractions • Add and Subtract in word problems (<i>fractions and decimals</i>)
5.NBT.A.7 &8 Multiply	Printable Student Copy	<ul style="list-style-type: none"> • Multiply Decimals

<p>multi-digit whole numbers and decimals to the hundredths place; divide multi digit whole numbers and decimals to the hundredths place using up to two digit divisors and four-digit dividends, and justify the solution</p>		<ul style="list-style-type: none"> • Divide Decimals
<p>5.NF.B.7(a-c) Extend the concept of multiplication to multiply a fraction or a whole number by a fraction. ;relationships between multiplying fractions and finding areas of rectangles with fractional side lengths;calculate and interpret the product of a fraction by a whole number and whole number by a fraction; calculate and interpret the product of two fractions less than one.</p>		<ul style="list-style-type: none"> • Multiply Fractions in Word Problems
<p>5.NF.B.8(a & b) Extend the concepts of division to divide unit fractions and whole numbers by using visual fraction models and equations; calculate and interpret the quotient of a unit fraction by a non-zero whole number; calculate and interpret the quotient of a whole number by a unit fraction.</p>	<p>Printable Student Copy</p>	<ul style="list-style-type: none"> • Understand Division with Unit Fractions • Divide Unit Fractions in Word Problems
<p>5.GM.D.9 Solve multi-step problems that require measurement conversions</p>	<p>Printable Student Copy</p>	<ul style="list-style-type: none"> • Convert Measurement • Solve Word Problems involving Conversions
	<p>Printable Student Copy</p>	<ul style="list-style-type: none"> • Evaluate, Write, and Interpret Numerical Expressions
<p>5.DS.A.2 Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outlier and generating the median.</p>		
<p>5.RA.A.1 & 2 Investigate a</p>		<ul style="list-style-type: none"> • Represent Problems in the

<p>relationship between two numeric patterns, generate two numeric patterns given two rules, translate two numeric patterns into two sets of ordered pairs, graph numeric patterns on the Cartesian coordinate plane, identify the relationship between two numeric patterns. Write a rule to describe or explain a given numeric pattern.</p>		<p>Coordinate Plane</p> <ul style="list-style-type: none"> Analyze Patterns and Relationships
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<h2 style="text-align: center; background-color: #003366; color: white; padding: 5px;">Fifth Grade Social Studies</h2>	
<p>Curriculum & Resources</p>	<p>Scope and Sequence with Recommended Pacing:</p> <ul style="list-style-type: none"> Fifth Grade SS Curriculum Fifth Grade Report Card Fifth Grade SS Grade Book <p>Resources:</p> <ul style="list-style-type: none"> Savvas 5 Growing our Nation Missouri Learning Standards
<p>Instruction</p>	<ul style="list-style-type: none"> Cooperative Learning Strategies <ul style="list-style-type: none"> Kagan Strategies Partner work Students' verbalizing their learning and engaging in discussions Anchor Charts <ul style="list-style-type: none"> Anchor charts used during lessons to demonstrate processes and skills Anchor charts and signage should be displayed in classrooms for student reference and encouraged as an independent support
<p>Assessment</p>	<ul style="list-style-type: none"> Formative/ Summative Assessments <ul style="list-style-type: none"> Exit Tickets Teacher created assessments Balanced Assessment - data can come from products, observations, conversations, and student self-evaluations (teaching & assessment can occur simultaneously)

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Fifth Grade Science

<p>Curriculum & Resources</p>	<p>Scope and Sequence with Recommended Pacing:</p> <ul style="list-style-type: none"> ● 5th Grade Science Curriculum ● NGSS ● Priority Standards ● MySci Scope and Sequence <p>Resources:</p> <ul style="list-style-type: none"> ● MySci is Primary Resources ● MySci Kit Delivery Schedule ● K-5 Science and Engineering Practices Progressions ● MySci Welcome Packet ● Introduction to MySci Presentation <p>Online Resources:</p> <ul style="list-style-type: none"> ● MySci Website ● Mystery Science through Discovery Education ● Epic! Books
<p>Instruction</p>	<ul style="list-style-type: none"> ● 3 Dimensional Learning <ul style="list-style-type: none"> ○ Disciplinary Core Ideas (content) is embedded with crosscutting concepts along with science and engineering practices. <ul style="list-style-type: none"> ■ Asking Questions and Defining Problems ■ Developing and Using Models ■ Planning and Carrying Out Investigations ■ Analyzing and Interpreting Data ■ Using Mathematical and Computational Thinking ■ Construction Explanations and Designing Solutions ■ Engaging in Argument from Evidence ■ Obtaining, Evaluating, and Communicating Information ● Science Journals <ul style="list-style-type: none"> ○ Science journals should be used for students to document their learning, write or draw their thinking, and independently explore their science curiosities.
<p>Differentiation</p>	<ul style="list-style-type: none"> ● Collaboration <ul style="list-style-type: none"> ○ Students are able to work in groups to collectively discover and build scientific knowledge together. ● Varied demonstration of knowledge <ul style="list-style-type: none"> ○ Students are given opportunities to show their scientific understanding through hands-on demonstrations or projects, verbal presentation of knowledge, written responses, etc. ● Varied Literature <ul style="list-style-type: none"> ○ A variety of scientific reading should be available to students to allow for all students to read and write about science at an appropriate instructional level.
<p>Assessment</p>	<ul style="list-style-type: none"> ● 5th Grade Report Card & Rubrics - teacher version ● 5th Grade Gradebook (for optional use) ● MySci Assessments-See MySci website

	<ul style="list-style-type: none"> ● Formative Assessments (examples) <ul style="list-style-type: none"> ○ Observations ○ SeeSaw Posts ○ Written understanding through prompts or tasks
Technology	<ul style="list-style-type: none"> ● Apps/Programs must be district approved for student data safety <ul style="list-style-type: none"> ○ These apps should be limited to supporting specific projects/lessons/activities ● Programs used by students should be monitored to evaluate the impact on student learning and growth.

Fifth Grade	
Priority Standards Science Assessments	
Unit	Power Standards
Unit 21 From Sun to Food Unit at a Glance	5-PS3-1 Uses 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
	5-LS2-1 Develops a model to describe the movement of matter among plants, animals, decomposers and the environment
Unit 22 Using our Resources Wisely Unit at a Glance	5-ESS2-1 Develops a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact
	5-ESS3-1 Obtains and combines information about the ways individual communities use science ideas to protect the Earth's resources and environment
Unit 23 Our Place in the Universe Unit at a Glance	5-ESS1-2 Represents data and 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
What's Consistent About Matter Unit at a Glance	5-PS1-2 Measures and graphs 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