# ELA/Science/Social Studies 5th Grade 2018-2019 Pacing Guide

## Quarter 1 (42 Instructional Days)
**August 22-October 19**
- 3 Days For Baseline Assess
- Flex Days

### Reach For Reading
- Unit 1 Primary Focus: Crossing Between Culture
  - (8/27-9/21)
  - Secondary Focus: U.S. Immigration/Social Studies
- Unit 2 Primary Focus: Catching The Light
  - (9/24-10/19)
  - Secondary Focus: The Sun's Energy/Science
- Possible Novel Study: Esperanza Rising

### Standards
- **ELA**
  - On Going Assessed Standards
    - Reading Literature:
      - **RL.10, RF.4** Read and comprehend literature texts fluently, independently, and proficiently.
    - Reading Informational:
      - **RL.10, RF.4** Read and comprehend informational texts fluently, independently, and proficiently.
    - Language:
      - **L.2.e L.4.c** Spell correctly and determine meanings of grade level words using references.
      - **L.4.a, RI.4** Use context clues to determine meaning of words

## Quarter 2 (42 Instructional Days)
**October 22-December 21**
- 3 Days For Review
- Flex Days

### Reach For Reading
- Unit 3 Primary Focus: Nature's Network
  - (10/22-11/16)
  - Secondary Focus: Food Webs Ecosystems/Science
- Unit 4 Primary Focus: Justice
  - (11/26-12/21)
  - Secondary Focus: The Civil War Era/Social Studies
- Possible Novel Study: Among The Hidden

### Standards
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## Quarter 3 (44 Instructional Days)
**January 7-March 8**
- 5 Days For Review
- Flex Days

### Reach For Reading
- Unit 5 Primary Focus: Every Drop
  - (01/07-02/01)
  - Secondary Focus: Water
    - Cycle-Weather-Climate/Science
- Unit 6 Primary Focus: The Wild West
  - (02/04-03/08)
  - Secondary Focus: U.S. History: Westward Expansion/Social Studies

### Standards
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  - On Going Assessed Standards
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    - Reading Informational:
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      - **L.2.e L.4.c** Spell correctly and determine meanings of grade level words using references.
      - **L.4.a, RI.4** Use context clues to determine meaning of words

## Quarter 4 (43 Instructional Days: Not Including last week of School)
**March 11-May 24**
- 5 Days For Review
- Flex Days

### Reach For Reading
- Unit 7 Primary Focus: Talking About Trash
  - (03/11-03/21 & 04/01-04/12)
  - Secondary Focus: Renewable and Nonrenewable Resource/Science
- Unit 8 Primary Focus: One Idea
  - (04/15-05/10)
  - Secondary Focus: Economics/Social Studies
- Possible Novel Study: Lemonade War

### Standards
- **ELA**
  - On Going Assessed Standards
    - Reading Literature:
      - **RL.10, RF.4** Read and comprehend literature texts fluently, independently, and proficiently.
    - Reading Informational:
      - **RL.10, RF.4** Read and comprehend informational texts fluently, independently, and proficiently.
    - Language:
      - **L.2.e L.4.c** Spell correctly and determine meanings of grade level words using references.
      - **L.4.a, RI.4** Use context clues to determine meaning of words

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*Created By: Lacy Turner 2018*  
*Revised on: 6/11/18*
### Quarter 1 Assessed Standards:

**Reading Literature:**
- **RL.1** Quote accurately from text drawing inferences.
- **RL.2, 9** Determine and compare/contrast the theme from details in the text; summarize the text.
- **RL.6** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **RL.7** Analyze how visual and multimedia elements contribute to the text.

**Reading Informational:**
- **RI.3** Explain the relationships or interactions between individuals, events, ideas, or concepts.
- **RI.6** Analyze multiple accounts of the same event or topic.

**Language:**
- **L.3.a** Expand, combine and reduce sentences for meaning.

### Quarter 2 Assessed Standards:

**Reading Literature:**
- **RL.10, RF.4** Read and comprehend literature texts fluently, independently, and proficiently.
- **RL.2, 9** Determine and compare/contrast the theme from details in the text; summarize the text.
- **RL.6** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **RL.7** Analyze how visual and multimedia elements contribute to the text.

**Reading Informational:**
- **RI.1** Quote accurately from text when drawing inferences.
- **RI.5** Compare and contrast overall structure of events, ideas, concepts or information.
- **RI.6** Analyze multiple accounts of the same event or topic.

**Language:**
- **L.1.b-d** Recognize and use verbs in a variety of forms.
- **L.2.d** Use underlining, quotation marks, or italics to indicate title of works.
- **L.4.b** Identify and use common Greek and Latin affixes and roots to figure out word meaning.
- **L.5** Demonstrate understanding of figurative language, word relationships, and nuances.

### Quarter 3 Assessed Standards:

**Reading Literature:**
- **RL.1** Quote accurately from text drawing inferences.
- **RL.2, 9** Determine and compare/contrast the theme from details in the text; summarize the text.
- **RL.3** Compare and contrast characters drawing specific details in the text.
- **RL.6** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **RL.7** Analyze how visual and multimedia elements contribute to the text.

**Reading Informational:**
- **RI.3** Explain the relationships or interactions between individuals, events, ideas, or concepts.

**Language:**
- **L.1.a,e** Explain and use conjunctions, correlative conjunctions prepositions, and interjections.
- **L.3.a** Expand, combine and reduce sentences for meaning.

### Quarter 4 Assessed Standards:

**Reading Literature:**
- **RL.5** Explain the structure of a story, drama, or poem.
- **RL.1** Quote accurately from text when drawing inferences.
- **RL.3** Compare and contrast characters drawing specific details in the text.
- **RL.6** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **RL.7** Analyze how visual and multimedia elements contribute to the text.

**Reading Informational:**
- **RI.1** Quote accurately from text when drawing inferences.
- **RI.5** Compare and contrast overall structure of events, ideas, concepts or information.
- **RI.7** Draw on information from multiple print or digital sources for comprehension. *(DLB Scores)*
- **RI.9** Integrate information from several texts to write or speak about a subject knowledgeably. *(DLB Scores)*

**Language:**
- **L.4.b** Identify and use common Greek and Latin affixes and roots to figure out word meaning.
- **L.5** Demonstrate understanding of figurative language, word relationships, and nuances.
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**LA unit 2:** “Catching the Light” (sun power) minimally addresses.

**PS3-5** (energy comes from the sun) 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.

**ESS3-5** (Earth and human activity). Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

..integrate and assess in LA block

**Focus:**

**Forces of Motion & Earth in Space**

**PS2-5** (gravity) Support an argument that the gravitational force exerted by Earth on objects is directed down.

**ESS1-5** (relative brightness of sun, shadows, day/night, seasonal stars)

**5-ESS1-1.** Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.

**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.

**“Mystery Science “Spaceship Earth”**

**LA unit 3:** Nature’s Network

**PS3-5** (food energy comes from sun; food webs) 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.

**“Mystery Science “Web of Life”**

**LS1-5** (plant energy comes from air & water)

**5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water.

**“Mystery Science “Watery Planet”**

**LA unit 5:** “Every Drop”

**LS1-5** (plant energy comes from air & water)

**5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water.

**ESS2-5** (geosphere, biosphere, hydrosphere, atmosphere interaction; distribution of water on earth)

**5-ESS2-1.** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

**5-ESS2-2.** Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

**ESS3-5** (Earth & human activity) Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

..integrate and assess in LA block

**Focus:**

**Matter PS1-4**

**5-PS1-1.** Develop a model to describe that matter is made of particles too small to be seen.

**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.

**5-PS1-3.** Make observations and measurements to identify materials based on their properties.

**5-PS1-4.** Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

**“Mystery Science “Chemical Magic”**

**LA unit 7:** “Talking About Trash”

Minimally addresses ESS3-5 (Earth & human activity) Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

..integrate and assess in LA block

**Focus:**

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| **Ongoing throughout the year**  
**SS.1.1.2:** “Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States”  
**SS.1.1.3:** “Identify and explain influential political and cultural groups and their impact on American history”  
**SS.1.1.4:** “Identify different examples of how religion has been an important influence in American history”  
**SS.1.1.5:** “Analyze the causes and effects of various compromises and conflicts in American history”  
**SS.3.1.1:** “Describe examples of improved transportation and communication networks and how they encourage economic growth”  
**Daily Geography (Geography)**  
**SS.2.1.1:** “Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information”  
**SS.2.1.2:** Identify the regions of the US and their resources  
**SS.2.1.3:** Use latitude and longitude coordinates to find specific locations on a map  
**SS.2.1.4:** Name and locate the 50 states and their Capitals, and US territories  
**SS.2.1.5:** Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.  
**Citizenship** Expectations as part of Classroom Community  
**SS.4.3.2-9:** “Identify some of the personal responsibilities and basic | **Ongoing throughout the year**  
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**SS.4.3.2-9:** “Identify some of the personal responsibilities and basic
| Quarter 1: LA Unit 1: Crossing Between Cultures | SS.4.3.2-3: "Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens; describe ways in which citizens participate in public life" |
| Quarter 2: LA Unit 4: Justice | SS.4.3.2: "Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens; describe ways in which citizens participate in public life" |
| Quarter 3: LA Unit 6: “The Wild West” (integrate SS standards into LA block) | Rights of individual freedoms that belong to American citizens; describe ways in which citizens participate in public life” |
| SS.3.4.1: "Identify economic incentives and risks of entrepreneurship”...integrate and assess in LA block. Economics as part of a classroom management/economy system? SS.3.1.2: “Explain the concepts of tariffs, taxation, and embargo” SS.3.1.3: “Describe the basic characteristics of a market” SS.3.4.2: “Explain the impact of taxation on personal finance” |

See if these standards could be integrated...

SS.1.2.1: Discuss the religious, political, and economic motives of immigrants to the United States
SS.1.2.2: Indentured servitude & slave trade into LA unit

SS.1.2.3: “Analyze and discuss the motives of major groups who participated in western expansion”
SS.1.2.4: “Discuss the American Indian groups encountered in western expansion”
SS.1.2.5: “Discuss significant individuals who took part in western expansion”
SS.1.2.6: “Describe the impact of scientific and technological advances on westward expansion”

SS.1.3.2: Identify examples of American Indian and collective contributions and influences in the development of the United States
SS.1.3.3: Define the terms treaty, reservation, and sovereignty
SS.1.3.4: Explain that reservations are lands that have been reserved by the tribes for their own use through treaties or executive orders and were not “given” to them.
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| **Pledge of Allegiance & Star Spangled Banner meaning** | Revolutionary War (History)  
**SS.3.2.1:** Economic policies contribute to rebellion within the North American colonies  
**SS.4.1.2:** Identify and explain the important concepts in the Declaration of Independence  
**SS.4.1.3:** Discuss the significance of the Articles of Confederation as the transitional form of government  
**ReadWorks:**  
[https://www.readworks.org/](https://www.readworks.org/)  
Contains additional material that meets Social Studies/Science Standards | Government  
**SS.4.1.4:** Identify the basic principles of the US Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism  
**SS.4.2.1:** Distinguish and compare responsibilities among state, national, and tribal governments in a federal system  
**SS.4.1.1:** Identify the people and groups who make apply and enforce laws within the federal and tribal governments  
**SS.4.2.2:** Identify the three branches of government and the functions and powers of each  
**SS.4.2.3:** Explain the difference between State public lands and Federal public lands  
**SS.4.3.1:** Identify the President and Vice President of the US and the US Senators and Representatives to Congress from Idaho  
**SS.4.3.2:** Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens  
**SS.4.3.3:** Describe ways in which citizens participate in public life (election?)  
**SS.4.4.1:** Explain how the US is a republic (election?)  
**ReadWorks:**  
[https://www.readworks.org/](https://www.readworks.org/)  
Contains additional material that meets Social Studies/Science Standards | Global Perspectives  
**SS.5.1.1:** Explain how the world is divided into many different nations and that each has its own government  
**SS.5.1.2:** Define a nation  
**SS.5.1.3:** Explain how the United States is one nation and how it interacts with other nations in the world  
**SS.5.1.4:** Discuss how nations try to resolve problems  
**SS.5.1.5:** Identify the role of the United States in a global economy  
**ReadWorks:**  
[https://www.readworks.org/](https://www.readworks.org/)  
Contains additional material that meets Social Studies/Science Standards |
| **SS.4.4.2:** State the difference between direct democracy and the constitutional republic of today’s US (election?) |
| **SS.4.4.3:** Discuss the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty (election?) |

**ReadWorks:**
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Contains additional material that meets Social Studies/Science Standards
Writing-Opinion/Informational/Narrative 5th Grade 2018-2019 Pacing Guide

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Assessed Standards: Opinion/Routine Writing  
Assessed Standards: Research/Routine Writing  
Assessed Standards: Informative/Routine Writing  
Assessed Standards: Narrative/Routine Writing

| HW.5.1 Write fluently in print or cursive | HW.5.1 Write fluently in print or cursive | HW.5.1 Write fluently in print or cursive | HW.5.1 Write fluently in print or cursive |

STANDARDS

3 opinion pieces supporting a Position  
W.1, RI.8 Write opinion pieces on topics or texts.

3 short research connections/Biography  
W.7-9 Conduct short research projects that use several sources to build knowledge.

3 informative/explanatory pieces examining a topic and conveying ideas  
W.2 Write informative/explanatory texts to examine a topic.

3 narratives detailing a real or imagined experience  
W.3 Write narratives to develop real or imagined experiences or events.

1-2 short research connections/Biography (may be shared research on a topic or theme connected to the unit)  
W.7-9 Conduct short research projects that use several sources to build knowledge.

1-2 informative/explanatory pieces examining a topic and conveying ideas  
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Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question)  
W.4-6, 10, L.6 Use the writing process to produce clear and coherent writing.  
RL.2: Summarize a text.  
RL.2 Determine the main idea and details of a text to write a summary.

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<td>Star Math Test/Assess Skill 8/22-8/24</td>
<td>Review Topics 7 &amp; Topics 8 (1 Week) 01/07-01/11 Review Week: 03/18-03/21</td>
<td>Topics 12 (2 weeks): 03/04-03/15 Represent and Interpret Data (Assess for Fourth Quarter)</td>
<td>Topics 14 (1 week): 04/15-04/19 Graph Points on the Coordinate Plane</td>
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**Quarter 1 (42 Instructional Days)**
August 22-October 19

- **Topics 1 (2 weeks):** 8/27-9/7
  - Understanding Place Value
  - **Standards:**
    - **NBT.A.1** Recognize place value by 1/10 and 10 times as much.
    - **NBT.A.2** Explain and use patterns in whole-number exponents to denote powers of 10
    - **NBT.A.3, 4** Read, write, compare, and round decimals to thousands

- **Topics 2 (2 weeks):** 9/10-9/21
  - Add and Subtract Decimals To Hundredths
  - **Standards:**
    - **NBT.7** Add decimals to the hundredths using concrete models or drawing
    - **NBT.7** Subtract decimals to the hundredths using concrete models or drawing

**Quarter 2 (42 Instructional Days)**
October 22-December 21

- **Topics 5 (2 weeks):** 10/22-11/01
  - Use Models and Strategies to Divide Whole Numbers
  - **Standards:**
    - **NBT.A.1** Recognize place value by 1/10 and 10 times as much.
    - **NBT.6** Use strategies to find whole number quotients

- **Topics 6 (2 weeks):** 11/05-11/20
  - Use Models and Strategies to Divide Decimals
  - **Standards:**
    - **NBT.7** Add decimals to the hundredths using concrete models or drawing
    - **NBT.7** Subtract decimals to the hundredths using concrete models or drawing

**Quarter 3 (44 Instructional Days)**
January 7-March 8

- **Topics 9 (2 weeks):** 01/14-01/25
  - Apply Understanding of Division to Divide Fractions
  - **Standards:**
    - **NBT.7** Divide decimals to the hundredths using concrete models or drawing

- **Topics 10 (2 weeks):** 01/28-02/08
  - Understanding Volume Concepts
  - **Standards:**
    - **MD.C.3, 4, 5** Measure and apply volume with models and formulas

**Quarter 4 (43 Instructional Days: Not Including last week of School)**
March 11-May 24

- **Topics 13 (2 weeks):** 04/01-04/12
  - Write and interpret Numerical Expressions
  - **Standards:**
    - **OA.A.1, 2** Solve and evaluate problems using order of operations

- **Topics 14 (1 week):** 04/15-04/19
  - Graph Points on the Coordinate Plane
  - **Standards:**
    - **G.A.1, 2** Label and number the coordinate plane system and interpret their values
| Quarter 1 (42 Instructional Days)  
August 22-October 19 | Quarter 2 (42 Instructional Days)  
October 22-December 21 | Quarter 3 (44 Instructional Days)  
January 7-March 8 | Quarter 4 (43 Instructional Days: Not Including last week of School)  
March 11-May 24 |
|----------------------|----------------------|----------------------|----------------------|
| **Topics 3-4**  
*Fluently Multiply Basic Facts* | **Topics 7-8**  
*Fluently Multiply Basic Facts* | **Topics 11-12**  
*Fluently Multiply Basic Facts* | **Topics 15-16**  
*Fluently Multiply Basic Facts* |
| **Topics 3 (2 weeks):**  
9/24-10/05  
*Fluently Multiply Multi-Digit Whole Numbers*  
**Standards:**  
*NBT.A.2* Explain and use patterns in whole-number exponents to denote powers of 10  
*NBT.5* Fluently multiply multi-digit whole numbers using the standard algorithm | **Topics 7 (2 weeks):**  
11/26-12/07  
*Use Equivalent Fraction to Add and Subtract Fraction*  
**Standards:**  
*NF.A.1, 2* Add fractions and solve word problems with unlike denominators  
*NF.A.1, 2* Subtract fractions and solve word problems with unlike denominators | **Topics 11 (3 weeks):**  
02/11-03/01  
*Convert Measurements*  
**Standards:**  
*MD.A.1* Convert and solve problems within the metric system | **Topics 12 (2 weeks):**  
03/04-03/15  
*Represent and Interpret Data (Assess for Fourth Quarter)*  
**Standards:**  
*MD.B.2* Make and use information with line plots |
| **Topics 4 (2-weeks):**  
10/08-10/19  
*Use Models and Strategies to Multiply Decimals*  
**Standards:**  
*NBT.A.2* Explain and use patterns in whole-number exponents to denote powers of 10  
*NBT.7* Multiply decimals to the hundredths using concrete models or drawing | **Topics 8 (2 weeks):**  
12/10-12/21  
*Apply Understanding To Multiply Fractions*  
**Standards:**  
*NF.B.4, 5, 6* Multiply fractions and solve word problems | **Topics 12 (2 weeks):**  
03/04-03/15  
*Represent and Interpret Data (Assess for Fourth Quarter)*  
**Standards:**  
*MD.B.2* Make and use information with line plots | **Topics 16 (2 weeks):**  
04/29-05/10  
*Geometric Measurement Classify Two Dimensional Figures*  
**Standards:**  
*G.B.3, 4* Understand and classify two-dimensional figures |
| **Topics 12 (2 weeks):**  
03/04-03/15  
*Represent and Interpret Data (Assess for Fourth Quarter)*  
**Standards:**  
*MD.B.2* Make and use information with line plots | **Step Up To 6th Grade**  
Review/Re-Test  
5/13-5/24 |