

2nd Quarter Objectives

READING	WRITING	MATH	SCIENCE	SOCIAL STUDIES
<p>Reading Informational</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 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>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 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>Reading Foundational Skills</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</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> <p>RI.5.9 Integrate information from several texts on the same topic in</p>	<p>Writing</p> <p>W.5.1a 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</p> <p>W.5.1b Provide logically ordered reasons that are supported by facts and details</p> <p>W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</p> <p>W.5.1d Provide a concluding statement or section related to the opinion presented</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>W.5.9a Apply grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]?)</p> <p>W.5.9b Apply grade 5 Reading standards to informational texts (e.g., ?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> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</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>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.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>Evolution and Genetics</p> <p>5.L.3 Understand why organisms differ from or are similar to their parents based on the characteristics of the organism.</p> <p>5.L.3.1 Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.</p> <p>5.L.3.2 Give examples of likenesses that are inherited and some that are not.</p> <p>Structures and Functions of Living Organisms</p> <p>5.L.1 Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.</p> <p>5.L.1.1 Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.</p> <p>5.L.1.2 Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.</p>	<p>Civics & Government</p> <p>5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government.</p> <p>5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States</p> <p>Geography & Environmental Literacy</p> <p>5.G.1 Understand how human activity has and continues to shape the United States.</p> <p>History</p> <p>5.H.1 Analyze the chronology of key events in the United States.</p> <p>5.H.2 Understand the role of prominent figures in shaping the United States.</p>

order to write or speak about the subject knowledgeably

Speaking and Listening

SL5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others

SL5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

SL5.4 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

SL5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes

Language

L5.2d Use underlining, quotation marks, or italics to indicate titles of works

L5.2e Spell grade-appropriate words correctly, consulting references as needed

L5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L5.4c 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

L5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g.,

5.OA.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.2

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

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. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate 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.

however, although, nevertheless,
similarly, moreover, in addition)

Foundational Skills

RF5.3a 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.

RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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