5th Grade Literacy
Units at a Glance 2019-2020

	September/Oct: Junior Great Books	*Nov/ December/Jan: Esperanza Rising*	*Feb/ March/April: The Watsons Go to Birmingham*	*May / June: The Color of My Words*
Literacy	**Genre:** Narrative **Anchor Text:** Junior Great Books, "Invisible Child", "No Guitar Blues" ● **Essential Question:** What skills and techniques do readers use to have informed and accountable discussions about texts? **Skills/Concepts:** *Create implicit/explicit questions * Cite text evidence * Identify literary elements * Write narratives ● **Portfolio Piece #1:** Publish a story, real or imagined, where a character experiences a conflict and has a resolution. ● **Performance Task #1:** Multiple Choice and Reading Comprehension assessment measuring the elements of a narrative. **Common Core Learning Standards:** Reading Literature: CCSS.ELA-LITERACY.RL.5.1 CCSS.ELA-LITERACY.RL.5.2 CCSS.ELA-LITERACY.RL.5.4 CCSS.ELA-LITERACY.RL.5.10	**Genre:** Fiction/ Non Fiction **Anchor Text:** Esperanza Rising, Articles: ● Migrant Farm Workers ● Young Migrant Workers Toil in U.S. Fields ● Dust Bowl ● Migrant Farm Workers: Our Nation's Invisible Population ● Depression and the Struggle for Survival · **Essential Question:** How do the elements of literature inform readers on a novel's culture? **Skills/Concepts:** *Annotate texts *Close reading for critical elements *Identify character traits * Write informative essays · **Portfolio Piece #2:** Write a 4-paragraph informative/ explanatory essay in which you discuss one migration group of people who transitioned into the United States. · **Performance Task #2:** Multiple choice and reading comprehension assessment	**Genre:** Historical Fiction **Anchor Texts:** Watson's Go to Birmingham Articles: ● Four Life Lessons from the Civil Rights Movements ● African-American Civil Rights Movement ● Birmingham Campaign ● **Essential Question:** How do authors use fiction to inform the reader on historical events? ● **Essential Question:** How do authors display character traits and familial relationships? **Skills/Concepts:** * Examine conflict types * Close Reading *Compare/Contrast Characters * Write opinion essays ● **Portfolio Piece #3:** Opinion Essay: Write an opinion essay answering the following question: Is Byron overall a good person or bad person? ● **Performance Task #3:** Multiple choice and reading comprehension	**Genre:** Fiction/Poetry **Anchor Text:** The Color of My Words, various poems Articles (Codex selections): ● "The Life you Imagine" by Derek Jeter" ● Dreams from My Father" by Barack Obama **Essential Question:** How do a novel's theme connect to history and the lessons author's hope we learn? **Skills/Concepts:** * Participate in grade-appropriate discussions using accountable talk * Analyze character motivation * Cite text evidence * Create poetry books **Common Core Learning Standards** Reading Literature: CCSS.ELA-LITERACY.RL.5.2 CCSS.ELA-LITERACY.RL.5.4 CCSS.ELA-LITERACY.RL.5.5 CCSS.ELA-LITERACY.RL.5.6 CCSS.ELA-LITERACY.RL.5.7 CCSS.ELA-LITERACY.RL.5.10 Reading Foundational Skills: CCSS.ELA-LITERACY.RF.5.4.A Reading Informational Text: CCSS.ELA-LITERACY.RI.5.1 CCSS.ELA-LITERACY.RI.5.2 CCSS.ELA-LITERACY.RI.5.4 CCSS.ELA-LITERACY.RI.5.5 CCSS.ELA-LITERACY.RI.5.8 Writing: CCSS.ELA-LITERACY.W.5.4

Reading Foundational Skills: CCSS.ELA-LITERACY.RF.5.4.A Reading Informational Text: CCSS.ELA-LITERACY.RI.5.1 CCSS.ELA-LITERACY.RI.5.2 CCSS.ELA-LITERACY.RI.5.4 CCSS.ELA-LITERACY.RI.5.5 CCSS.ELA-LITERACY.RI.5.8 Writing: CCSS.ELA-LITERACY.W.5.3 CCSS.ELA-LITERACY.W.5.10 CCSS.ELA-LITERACY.W.5.4 CCSS.ELA-LITERACY.W.5.5 Speaking and LIstening: CCSS.ELA-LITERACY.SL.5.1 CCSS.ELA-LITERACY.SL.5.6 Language: CCSS.ELA-LITERACY.L.5.4 CCSS.ELA-LITERACY.L.5.4.A CCSS.ELA-LITERACY.L.5.4.B CCSS.ELA-LITERACY.L.5.4.C	measuring the elements of an informative/explanatory essay. **Common Core Learning Standards:** Reading Literature: CCSS.ELA-LITERACY.RL.5.2 CCSS.ELA-LITERACY.RL.5.1 CCSS.ELA-LITERACY.RL.5.3 CCSS.ELA-LITERACY.RL.5.4 CCSS.ELA-LITERACY.RL.5.10 Reading Foundational Skills: CCSS.ELA-LITERACY.RF.5.4.A Reading Informational Text: CCSS.ELA-LITERACY.RI.5.1 CCSS.ELA-LITERACY.RI.5.2 CCSS.ELA-LITERACY.RI.5.4 CCSS.ELA-LITERACY.RI.5.5 CCSS.ELA-LITERACY.RI.5.8 Writing: CCSS.ELA-LITERACY.W.5.2 CCSS.ELA-LITERACY.W.5.4 CCSS.ELA-LITERACY.W.5.5 CCSS.ELA-LITERACY.W.5.10 Speaking and Listening: CCSS.ELA-LITERACY.SL.5.1 CCSS.ELA-LITERACY.SL.5.6 Language: CCSS.ELA-LITERACY.L.5.4 CCSS.ELA-LITERACY.L.5.4.A CCSS.ELA-LITERACY.L.5.4.B CCSS.ELA-LITERACY.L.5.4.C	assessment measuring the elements of an opinion essay. ● **Performance Task #4:** Reading comprehension task grade 5 multiple choice ELA passages from prior state exam samples **Common Core Learning Standards:** Reading Literature: CCSS.ELA-LITERACY.RL.5.1 CCSS.ELA-LITERACY.RL.5.2 CCSS.ELA-LITERACY.RL.5.3 CCSS.ELA-LITERACY.RL.5.4 CCSS.ELA-LITERACY.RL.5.10 Reading Foundational Skills: CCSS.ELA-LITERACY.RF.5.4.A Reading Informational Text: CCSS.ELA-LITERACY.RI.5.1 CCSS.ELA-LITERACY.RI.5.2 CCSS.ELA-LITERACY.RI.5.4 CCSS.ELA-LITERACY.RI.5.5 CCSS.ELA-LITERACY.RI.5.8 Writing: CCSS.ELA-LITERACY.W.5.1 CCSS.ELA-LITERACY.W.5.4 CCSS.ELA-LITERACY.W.5.5 CCSS.ELA-LITERACY.W.5.10 Speaking and Listening: CCSS.ELA-LITERACY.SL.5.1 CCSS.ELA-LITERACY.SL.5.6 Language: CCSS.ELA-LITERACY.L.5.4 CCSS.ELA-LITERACY.L.5.4.A CCSS.ELA-LITERACY.L.5.4.B CCSS.ELA-LITERACY.L.5.4.C	CCSS.ELA-LITERACY.W.5.5 CCSS.ELA-LITERACY.W.5.10 Speaking and Listening: CCSS.ELA-LITERACY.SL.5.1 CCSS.ELA-LITERACY.SL.5.6 Language: CCSS.ELA-LITERACY.L.5.4 CCSS.ELA-LITERACY.L.5.4.A CCSS.ELA-LITERACY.L.5.4.B CCSS.ELA-LITERACY.L.5.4.C	

5th Grade Literacy
Units at a Glance 2019-2020

Priority Learning for Mathematics: Grades 3 - 5

Priority Learning: Domain	Core Skills, Knowledge and Understandings Students will…		
	Grade 3	Grade 4	Grade 5
Number and Base Ten Operations	*No Number and Operations in Base Ten Standards identified as Priority for Grade 3*	**Generalize place value understanding for multi-digit whole numbers** *NY-4.NBT.1-3* • Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right • Read, write multi-digit whole numbers using base-ten numerals, number names, expanded form • Compare multi-digit numbers based on place value meanings using >, <, = • Use place value understanding to round multi-digit whole numbers to any place	**Understand the place value system** *NY-5.NBT.1-4* • Recognize that in a multi-digit number, a digit in one place represents ten times as much as it represents in the place to its right and 1/10 of what is represented in the place to its left. • Read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form • Use place value understanding to round decimals to any place • Use whole number exponents to denote powers of 10 • Explain patterns in the number of zeros of the product when multiplying by powers of 10 • Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 **Perform operations with multi-digit whole numbers and with decimals to the hundredths** *NY-5.NBT.5-7* • Apply understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths • Develop fluency with decimal computations to hundredths, and make reasonable estimates of their results • Use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers, to understand and explain why the procedures for multiplying and dividing finite decimals make sense

5th Grade Math Unit Test Schedule based on the NYC DOE Priority Learning Standards for Mathematics Grades 3-5

Understand the place value system NY-5.NBT.1-4

Unit 1: (Whole number place value, place value relationships, and powers of 10)

- Recognize that in a multi-digit number, a digit in one place represents ten times as much as it represents in the place to its right and 1/10 of what is represented in the place to its left.
- Use whole number exponents to denote powers of 10
- Explain patterns in the number of zeros of the product when multiplying by powers of 10

Place Value Mystery Number Portfolio Piece

Unit 2: (Decimal place value, place value relationships and powers of 10 in relation to decimals)

- Read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form
- Use place value understanding to round decimals to any place
- Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10
- Apply understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths
- Develop fluency with decimal computations to hundredths, and make reasonable estimates of their results

Perform operations with multi-digit whole numbers and with decimals to the hundredths NY-5.NBT.5-7

- Adding and Subtracting Decimals

Decimals Performance Task

Unit 3: (Multi-digit whole number Multiplication and Decimal Multiplication)

- Multiplying 3 digit x 2 digit whole numbers
- Multiplying Decimals

Unit 4: (Multi-digit whole number Division and Decimal Division)

- Whole numbers—Dividing 2 digit dividends by 2 digit divisors and 3 digit dividends by 2 digit divisors **without remainders** and Dividing 2 digit dividends by 2 digit divisors and 3 digit dividends by 2 digit divisors **with remainders** (interpreting the remainder covered here)

Priority Learning for Mathematics: Grades 3 - 5

Priority Learning: Domain	Core Skills, Knowledge and Understandings *Students will...*		
	Grade 3	Grade 4	Grade 5
Number and Operations-Fractions	**Develop understanding of fractions as numbers** *NY-3.NF.1-3* • Develop an understanding of fractions, beginning with unit fractions • View fractions in general as being built out of unit fractions, and use fractions along with visual fraction models to represent parts of a whole	**Extend understanding of fraction equivalence and ordering** *NY-4.NF.1-2* • Explain why a fraction is equivalent to a fraction by using visual fraction models • Recognize and generate equivalent fractions	**Use equivalent fractions as a strategy to add, subtract fractions** *NY-5.NF.1-2* • Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions • Solve word problems involving addition and subtraction of fractions referring to the same whole
	• Understand that the size of a fractional part is relative to the size of the whole • Use fractions to represent numbers equal to, less than, and greater than one • Solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators	• Compare fractions with different numerators and denominators • Recognize that comparisons are valid only when the two fractions refer to the same whole **Understand decimal notation for fractions, and compare decimal fractions** *NY-4.NF.5-7* • Express a fraction with denominator 10 as an equivalent fraction with denominator 100 • Use knowledge of such equivalence to add two fractions with respective denominators 10 and 100 • Use decimal notation for fractions with denominators 10 or 100 • Compare two decimals to hundredths by reasoning about their size	• Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers **Apply and extend previous understandings of multiplication and division to multiply and divide fractions** *NY-5.NF.3-7* • Interpret a fraction as division of the numerator by the denominator • Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or fraction • Interpret multiplication as scaling • Solve real world problems involving multiplication of fractions and mixed numbers through the use of visual fraction models or equations to represent the problem • Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions
Geometry	*No Geometry Standards identified as Priority for Grades 3-5*		
Measurement and Data	*No Measurement and Data Standards identified as Priority for Grades 3-5*		

Use equivalent fractions as a strategy to ass, subtract, fractions NY-5.NF.1-2

Unit 5: (Fraction Addition and Subtraction)

- Interpret a fraction as division of the numerator by the denominator
- Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers
- *Review adding and subtracting fractions with common denominators and estimating (4th grade standard)
- Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions (*You will have to cover what equivalent fractions first in order to make a common denominator)
- Adding and subtracting fractions
- Solve word problems involving addition and subtraction of fractions referring to the same whole
- Adding and Subtracting Mixed numbers

Fractions Performance Task

Apply and extend previous understanding of multiplication and division to multiply and divide fractions NY-5.NF.3-7

Unit 6: (Fraction Multiplication and Division)

- Apply and extend previous understanding of multiplication to multiplying a fraction by a fraction
- Apply previous understanding of multiplying fractions to multiplying a fraction and a whole number/mixed number
- Interpret multiplication as scaling
- Solve real world problems involving multiplication of fractions and mixed numbers through the use of visual fraction models or equations to represent the problem
- Apply and extend previous understanding of division to divide unit fractions by whole numbers and whole numbers by unit fractions

Topics Not Covered

- Numerical Expressions (HYPERLINK "http://www.corestandards.org/Math/Content/5/OA/A/1/" CCSS.MATH.CONTENT.5.OA.A.1, CCSS.MATH.CONTENT.5.OA.A.2)
  - Algebra Performance Task
- Measurement and Data (CCSS.MATH.CONTENT.5.MD.A.1, CCSS.MATH.CONTENT.5.MD.B.2