

**MCPSS Instructional Planning Guide at a Glance**

**5<sup>th</sup> Grade**

**Quarter 2**

**OVERARCHING STANDARDS**

**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.

**RI.5.10** By the end of the year, read and comprehend 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.

Reading Literature	Reading Informational	READING FOUNDATIONAL
<p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how character in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.5</b> 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><b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation or fiction, folktale, myth, poem).</p> <p><b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.4</b> 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><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem and solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, Noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> 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><b>RI.5.8</b> 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><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> 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.</p> <p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read grade-level text with purpose and understanding.</p> <p><b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

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WRITING	SPEAKING AND LISTENING	LANGUAGE
<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ol> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol> <p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> 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.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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]").</li> <li>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]").</li> </ol> <p><b>W.5.10</b> 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><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SL.5.4</b> 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.</p> <p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 language standards 1 and 3 here for specific expectations.)</p>	<p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ol> <p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol> <p><b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</li> </ol> <p><b>L.5.4</b> 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.</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ol> <p><b>L.5.6</b> 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>

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**SCIENCE**

<b>Rotation A</b>	<b>Rotation B</b>
<b>ECOSYSTEMS</b> (1 <sup>st</sup> & 2 <sup>nd</sup> Quarters)	<b>MATTER &amp; INTERACTIONS</b> (2 <sup>nd</sup> Quarter)
<p><b>8:</b> Defend the position that plants obtain materials needed for growth primarily from air and water.</p> <p><b>9:</b> Construct an illustration to explain how plants use light energy to convert carbon dioxide and water into a storable fuel, carbohydrates, and a waste product, oxygen, during the process of photosynthesis.</p> <p><b>10:</b> Construct and interpret models (e.g., diagrams, flow charts) to explain that energy in animals' food is used for body repair, growth, motion, and maintenance of body warmth and was once energy from the sun.</p> <p><b>11:</b> Create a model to illustrate the transfer of matter among producers; consumers, including scavengers and decomposers; and the environment.</p> <p><b>14:</b> Use a model to represent how any two systems, specifically the atmosphere, biosphere, geosphere, and/or hydrosphere, interact and support life (e.g., influence of the ocean on ecosystems, landform shape, and climate; influence of the atmosphere on landforms and ecosystems through weather and climate; influence of mountain ranges on winds and clouds in the atmosphere).</p> <p><b>15:</b> Identify the distribution of freshwater and salt water on Earth (e.g., oceans, lakes, rivers, glaciers, ground water, polar ice caps) and construct a graphical representation depicting the amounts and percentages found in different reservoirs.</p> <p><b>16:</b> Collect and organize scientific ideas that individuals and communities can use to protect Earth's natural resources and its environment (e.g., terracing land to prevent soil erosion, utilizing no-till farming to improve soil fertility, regulating emissions from factories and automobiles to reduce air pollution, recycling to reduce overuse of landfill areas).</p> <p><b>17:</b> Design solutions, test, and revise a process for cleaning a polluted environment (e.g., simulating an oil spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup).*</p>	<p><b>1:</b> Plan and carry out investigations (e.g., adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, evaporating salt water) to provide evidence that matter is made of particles too small to be seen.</p> <p><b>2:</b> Investigate matter to provide mathematical evidence, including graphs, to show that regardless of the type of reaction (e.g., new substance forming due to dissolving or mixing) or change (e.g., phase change) that occurs when heating, cooling, or mixing substances, the total weight of the matter is conserved.</p> <p><b>3:</b> Examine matter through observations and measurements to identify materials (e.g., powders, metals, minerals, liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility, density).</p> <p><b>4:</b> Investigate whether the mixing of two or more substances results in new substances (e.g., mixing of baking soda and vinegar resulting in the formation of a new substance, gas; mixing of sand and water resulting in no new substance being formed).</p> <p><b>5:</b> Construct explanations from observations to determine how the density of an object affects whether the object sinks or floats when placed in a liquid.</p>

**SOCIAL STUDIES**

<p><b>ACOS 5</b> Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies. Recognizing how colonial development was influenced by the desire for religious freedom. Example: development in Massachusetts, Connecticut, Rhode Island, Pennsylvania, and Maryland colonies.</p> <p><b>ACOS 6</b> Describe colonial economic life and labor systems in the Americas.</p> <ul style="list-style-type: none"> <li>Recognizing centers of slave trade in the Western Hemisphere and the establishment of the Triangular Trade Route Examples: Mayflower Compact, representative government, town meetings, rule of law.</li> </ul> <p><b>ACOS 7</b> Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.</p>
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