

5th Grade Journey's Year At A Glance 2022-2023

Week 1	Aug. 30-Sept. 2	Beginning of the year Procedures and rules
Week 2	Sept 5-9	Unit 1 Lesson 1 Package for Mrs. Jewls
Week 3	Sept. 12-16	Unit 1 Lesson 1 Package for Mrs. Jewls
Week 4	Sept. 19-23	Unit 1 Lesson 3 Off and Running
Week 5	Sept. 26-30	Unit 1 Lesson 3 Off and Running
Week 6	Oct. 3-7	Unit 1 Lesson 4 Double Dutch
Week 7	Oct. 10-14	Unit 1 Lesson 4 Double Dutch
Week 8	Oct. 17-21	Unit 2 Lesson 6 Quest for the Tree Kangaroo
Week 9	Oct. 24-28	Unit 2 Lesson 6 Quest for the Tree Kangaroo
Week 10	Oct. 31-Nov.4	Unit 2 Lesson 7 Old Yeller
Week 11	Nov. 7-11	Unit 2 Lesson 7 Old Yeller
Week 12	Nov. 14-18	Unit 2 Lesson 10 Cougars
	Nov. 21-25	Thanksgiving Break
Week 13	Nov. 28-Dec.2	Unit 3 Lesson 11 Dangerous Crossing
Week 14	Dec. 5-9	Unit 3 Lesson 11 Dangerous Crossing
Week 15	Dec. 12-16	Christmas Activities
	Dec. 19-30	Winter Break
Week 16	Jan. 2-6	Unit 3 Lesson 13 Molly Pitcher
Week 17	Jan. 9-13	Unit 3 Lesson 13 Molly Pitcher
Week 18	Jan. 16-20	Unit 3 Lesson 15 We Were There, Too!
Week 19	Jan. 23-27	Unit 3 Lesson 15 We Were There, Too!
Week 20	Jan. 30-Feb. 3	Unit 4 Lesson 17 LAFFF
Week 21	Feb. 6-10	Unit 4 Lesson 17 LAFFF
Week 22	Feb. 13-17	Unit 4 Lesson 18 The Dog Newspaper
Week 23	Feb. 20-24	Unit 4 Lesson 18 The Dog Newspaper
Week 24	Feb. 27- March 3	Unit 4 Lesson 19 Darnell Rock Reporting
Week 25	March 6-10	Unit 4 Lesson 19 Darnell Rock Reporting
Week 26	March 13-17	Unit 5 Lesson 22 The Birchbark House
	March 20-24	Spring Break
Week 27	March 27-31	Unit 5 Lesson 22 The Birchbark House
Week 28	April 3-7	Unit 5 Lesson 23 Vaqueros: American's First Cowboys
Week 29	April 10-14	Unit 5 Lesson 23 Vaqueros: American's First Cowboys
Week 30	April 17-21	Unit 5 Lesson 25 Lewis and Clark
Week 31	April 24-28	Unit 5 Lesson 25 Lewis and Clark
Week 32	May 1-5	Unit 6 Lesson 27 Mysteries at Cliff Palace
Week 33	May 8-12	Unit 6 Lesson 27 Mysteries at Cliff Palace
Week 34	May 15-19	Unit 6 Lesson 28 Fossils: A Peek into the Past
Week 35	May 22-26	Unit 6 Lesson 28 Fossils: A Peek into the Past
Week 36	May 29-June 2	Unit 6 Lesson 29 The Case of the Missing Deer

Back to School Notes

Back to School Notes

Week 1 (August 30-September 2)

Rules and Expectations

Unit 1	Monday	Tuesday	Wednesday	Thursday	Friday 8:20-11:00
Reading	No School				Teacher's Choice
Spelling					
Grammar					
Writing					
Math Unit 2 (Addition & Subtraction with Decimals- NBT)		Practice Multiplication	Practice Multiplication	Lesson 1: Decimals as Equal Divisions: I can read and write fractions as decimals.	
Social Studies	Regions of North America				
	5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. 5. SS.2.1.2 Identify the regions of the United States and their resources. 5. SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories 5.SS.2.1.5 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian				

Week 2 (Sept 5-9)

Lesson 1: A Package for Mrs. Jewls

Unit 1	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)	
Reading	No School Labor Day	<ul style="list-style-type: none"> • Introduce Vocab (T14-15) • Go over Target Skill: Story Structure (T16) 	<ul style="list-style-type: none"> • Go over Target Strategy: Summarize (T16) • Start the Story ask questions on left side. (T18-29) 	<ul style="list-style-type: none"> • Review Target Skill (T16) • Finish the Story ask questions on left side. (T18-29) 	Istation Reading Activities for 20 minutes Teacher's Choice	
Spelling (T 46-47)		<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #4 		<ul style="list-style-type: none"> • Day Two Teach the Word Sort • Student PP #5 		
Grammar (T 48-49)			<ul style="list-style-type: none"> • Day One and Two: Teach Subjects and predicates & Sentence Fragments • Student PP #7-8 	<ul style="list-style-type: none"> • Day Three Writing Complete Sentences • Student PP #9 		
Writing		2 Days this week, teach students how to write a good paragraph.				
Math Unit 2 (Addition & Subtraction with Decimals- NBT)		<p>Lesson 2: Thousands to Thousandths: I can write decimals in word form, expanded form, and as fractions. Pg 50 only</p>	<p>Lesson 3: Equate and Compare Thousandths: I can compare decimal numbers through thousandths.</p>	<p>Quick Quiz 1/ Strategy Check 3: I can show understanding of previous lessons.</p>		
Social Studies	<p>Eastern Woodland Indians, Plains Indians, Southwest Peoples, and Northwest Coast Peoples</p> <p>5.SS.1.2.4 Discuss the significant American Indian groups encountered in western expansion. 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States. 5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.</p>					

Week 3 (Sept 12-16)
Lesson 1: A Package for Mrs. Jewls

Unit 1	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T35) • Vocabulary Strategies (T40-41) • Student PP #3 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T32) 	<ul style="list-style-type: none"> • Independent Reading (T 34) • Student PP # 1-2 • Optional: Connect to the Topic and Compare Text (T36-39) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T 46-47)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #6 	<ul style="list-style-type: none"> • Review words Spelling Test 		
Grammar <i>Secondary Lesson</i> (T130-131)		<ul style="list-style-type: none"> • Day One and Two: Different Types of Sentences • Student PP #19-20 	<ul style="list-style-type: none"> • Day Three: Kinds of Sentences • Student PP #21 		
Writing	3 days this week, Practice writing good paragraphs.				
Math Unit 2 (Addition & Subtraction with Decimals-NBT)	Lesson 5: Add Whole Numbers and Decimals: I can use place value to add and subtract decimal numbers.	Lesson 6: Subtract Whole and Decimal Numbers: I can use ungrouping to subtract whole numbers and decimal numbers. addition to compute mentally.	Lesson 7: Properties and strategies: I can use the Commutative, Associative & Distributive Property	Quick Quiz 2/ Strategy Check 4	
Social Studies	Eastern Woodland Indians, Plains Indians, Southwest Peoples, and Northwest Coast Peoples 5.SS.1.2.4 Discuss the significant American Indian groups encountered in western expansion. 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States. 5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.				

Week 4 (Sept 19-23)
Lesson 3: Off and Running

Unit 1	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T170-171) • Oral Language Read aloud (T168-169) 	<ul style="list-style-type: none"> • Go over Target Skill: Compare and Contrast (T172) • Go over Target Strategy: Infer/Predict (T172) • Start the Story ask questions on left side. (T175-187) 	<ul style="list-style-type: none"> • Review Target Skill (T172) • Finish the Story ask questions on left side. (T175-187) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T193) • Vocabulary Strategies (T198-199) • Student PP #27 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T 204)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #28 		<ul style="list-style-type: none"> • Day Two Teach the Word Sort • Student PP #29 	
Grammar (T 206-207)		<ul style="list-style-type: none"> • Day One and Two: Teach Complete Subjects and Predicates & Subject-Verb Agreement • Student PP #31-32 		<ul style="list-style-type: none"> • Day Three Compound Sentences • Student PP #33 	
Writing	Write 3 days this week. Present a narrative topic and have students write. Narrative Topic Example: Write a story about a class election.				
Math Unit 2 (Addition & Subtraction with Decimals-NBT)	Lesson 8: Round and Estimate with Decimals: I can estimate decimal numbers.	Lesson 9: Graph with Decimal Numbers: I can interpret and construct bar graphs that involve decimal numbers.	Review for Unit 2 Test	Unit 2 Test	
Social Studies	America 1492				
	5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American History. 5.SS.1.1.4 Identify different examples of how religion has been an important influence of American history. 5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States.				

Week 5 (Sept 26-30)
Lesson 3: Off and Running

Unit 1	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T188-189) • Second Read: Analyze the Text questions on the right side (T 177,181,183) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T190-191) 	<ul style="list-style-type: none"> • Independent Reading (T 192) • Student PP # 25-26 • Optional: Connect to the Topic and Compare Text (T194-197) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T 204-205)		<ul style="list-style-type: none"> • Day Four: Connect to Writing • Student PP #30 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar <i>Secondary Lesson</i> (T354-355)		<ul style="list-style-type: none"> • Day One and Two: Making Nouns Plural & More Plural Nouns Student PP #55-56 		<ul style="list-style-type: none"> • Day Three: Collective Nouns • Student PP #57 	
Writing	Have students finish up their narrative writing				
Math Unit 4 (Multiplication with Whole Numbers and Decimals-NBT)	Lesson 1: Shift Patterns in Multiplication I can multiply by multiples of 10.	Lesson 2: Patterns with fives and zeros I can understand how multiplying even numbers by multiples of 5 affects the product with 0s.	Lesson 3: Sharing Methods for Multiplication I can use area models and partial products to multiply two-digit numbers.	Lesson 4: Multiply Two-Digit Numbers I can use multiplication methods to multiply multi-digit numbers.	
Social Studies	Exploring the Americas				
	5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America 5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States. 5.SS.1.1.4 Identify different examples of how religion has been an important influence of American history. 5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. 5.SS.2.2.1.3 Use latitude and longitude coordinates to find specific locations on a map.				

Week 6 (Oct 3-7)
Lesson 4: Double Dutch

Unit 1	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T246-247) • Oral Language Read aloud (T244-245) 	<ul style="list-style-type: none"> • Go over Target Skill: Sequence of Events (T248) • Target Strategy: Monitor/Clarify (T248) • Start the Story ask questions on left side. (T250-261) 	<ul style="list-style-type: none"> • Review Target Skill (T248) • Finish the Story ask questions on left side. (T250-261) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T267) • Vocabulary Strategies (T272-273) • Student PP #39 	No School PD Day
Spelling (T 278-279)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #40 		<ul style="list-style-type: none"> • Day Two Teach the Word Sort • Student PP #41 	
Grammar (T 280-281)		<ul style="list-style-type: none"> • Day One and Two: Teach Recognizing Nouns & Capitalizing Proper Nouns • Student PP #43-44 		<ul style="list-style-type: none"> • Day Three Capitalizing Proper Nouns • Student PP #45 	
Writing	Edit, revise, and publish narrative story.				
Math Unit 4 (Multiplication with Whole Numbers and Decimals-NBT)	Lesson 4: Multiply Two-Digit Numbers I can use multiplication methods to multiply multi-digit numbers.	Lesson 5: Practice Multiplication: I can choose a favorite method to multiply multi-digit numbers.	Unit 5 Lesson 1: Divide Whole Numbers by One Digit: I can divide whole numbers by one digit, even when the quotient has a remainder.	Lesson 1 Day 2 I can divide whole numbers by one digit, even when the quotient has a remainder.	
Social Studies	Early Settlements				
	5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States. 5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America 5.SS.1.1.4 Identify different examples of how religion has been an important influence of American history. 5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. 5.SS.1.2.2 Explain the history of indentured servitude and the slave trade in the United States.				

Week 7 (Oct 10-14)
Lesson 4: Double Dutch

Unit 1	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8) Early Release	Thursday (Day 9) Early Release	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T 262-263) • Second Read: Analyze the Text questions on the right side (T 255,257,259) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T 264-265) 	<ul style="list-style-type: none"> • Independent Reading (T 266) • Student PP # 37-38 • Optional: Connect to the Topic and Compare Text (T 268-271) 	<ul style="list-style-type: none"> • Reading weekly test • Benchmark Test 	No School PTC Comp Day
Spelling (T 279)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #42 	<ul style="list-style-type: none"> • Review words Spelling Test 		
Grammar <i>No Secondary Lesson</i>		<ul style="list-style-type: none"> • Make up Day for grammar 			
Writing	Use a smarter balanced resource to teach "Introduction It's the Hook!" (Look in your ISAT Binder)				
Math Unit 5 (Division with Whole Numbers and Decimals-NBT)	Lesson 2: Explore Dividing by Two-Digit Whole Numbers: I can check the answer to a division problem for reasonableness by multiplying and estimating.	Lesson 3: Too Large, Too Small, Or Just Right: I can adjust estimated digits that are too high or too low & recognize how to handle each case.	Lesson 4: Interpret Remainders: I can interpret remainders for a variety of problem types.	Lesson 5: Division Practice: I can increase competency in division of whole numbers by providing numerical and word problems.	
Social Studies	13 Colonies				
	5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States. 5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America 5.SS.1.1.4 Identify different examples of how religion has been an important influence of American history.				

Week 8 (Oct. 17-21)

Lesson 6: Quest for the Tree Kangaroo

Unit 2	Monday (Day1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T14-15) • Oral Language Read aloud (T12-13) 	<ul style="list-style-type: none"> • Go over Target Skill: Cause & Effect (T16) Go Over Target Strategy: Question (T17) • Start the Story ask questions on left side. (T18-33) 	<ul style="list-style-type: none"> • Review Target Skill: Cause & Effect (T16) • Finish the Story ask questions on left side. (T18-33) 	<ul style="list-style-type: none"> • Vocabulary Strategies (T46-47) • Student PP #63 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T52-53)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply: Vowel /r/ Sounds • Student PP #64 	<ul style="list-style-type: none"> • Day Two Teach the Word Sort • Student PP #65 		
Grammar (T54-55)		<ul style="list-style-type: none"> • Day One and Two: Teach Action Verbs: Main & Helping Verbs • Student PP #67-68 		<ul style="list-style-type: none"> • Day Three Verb Tenses • Student PP #69 	
Writing	Teach students about an Informational writing. What it is, how it looks, why would we write one? Use the Smarter Balanced Resource Titled: Writing “Introduction Step By Step Approach” Do all 3 activities.				
Math Unit 1 (Addition & Subtraction with Fractions-NF)	Lesson 1: Introduce the Math Board: I can use fraction bars to identify and write fractions.	Lesson 2: Explain Equivalent Fractions: I can multiply or “n-split” to find equivalent fractions.	Lesson 2, Day 2: I can use a number line to find equivalent fractions.	Lesson 3: Equivalent Fractions and Multipliers: I can use a multiplier or divisor to make equivalent fractions and fraction chains.	
Social Studies	<p style="text-align: center;">13 Colonies</p> <p>5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States.</p> <p>5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America</p> <p>5.SS.1.1.4 Identify different examples of how religion has been an important influence of American history.</p>				

Week 9 (Oct. 24-28)
Lesson 6: Quest for the Tree Kangaroo

Unit 2	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T34-35) • Second Read: Analyze the Text questions on the right side (T 23,27,29) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T36) 	<ul style="list-style-type: none"> • Independent Reading (T38) • Student PP # 61-62 • Optional: Connect to the Topic and Compare Text (T40) 	<ul style="list-style-type: none"> • Reading weekly test 	<p style="text-align: center;">Istation Reading Activities for 20 minutes Teacher's Choice</p> <p style="text-align: center;">Possible Halloween Party</p>
Spelling (T52-53)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #66 		<ul style="list-style-type: none"> • Review words Spelling Test 	
Grammar <i>Secondary Lesson</i> (T204-205)		<ul style="list-style-type: none"> • Day One and Two: Conjunctions • Student PP #91-92 		<ul style="list-style-type: none"> • Day Three: Using Subordinating Conjunctions • Student PP #93 	
Writing	Use the Smarter Balanced Resource Titled "Revising Like a Champ." Do all of the activities.				
Math Unit 1 (Addition & Subtraction with Fractions-NF)	Lesson 4: Strategies for Comparing Fractions: I can compare fractions with like and unlike denominators.	Lesson 4 Day 2: I can compare fractions with like and unlike denominators.	Lesson 5: Fractions Greater Than One: I can convert between mixed numbers and improper fractions.	Lesson 5: Fractions Greater Than One: I can convert between mixed numbers and improper fractions.	
Social Studies	States and Capitals 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories				

Week 10 (Oct. 31- Nov. 4)

Lesson 7: Old Yeller

Unit 2	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T94-95) • Oral Language Read aloud (T92-93) 	<ul style="list-style-type: none"> • Go over Target Skill: Understanding Characters (T96) Target Strategy: Visualize (T97) • Start the Story ask questions on left side. (T98-109) 	<ul style="list-style-type: none"> • Review Target Skill: Understanding Characters (T96) • Finish the Story ask questions on left side. (T98-109) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T115) • Vocabulary Strategies (T120-121) • Student PP #75 	<p>Istation Reading Activities for 20 minutes Teacher's Choice</p>
Spelling (T126-127)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply More Vowels/r/ sounds • Student PP #76 		<ul style="list-style-type: none"> • Day Two Teach the Word Sort • Student PP #77 	
Grammar (T128-129)		<ul style="list-style-type: none"> • Day One and Two: Teach: Direct objects • Student PP #79-80 		<ul style="list-style-type: none"> • Day Three Indirect Objects • Student PP #79 	
Writing (T208-211)	Using the Smarter Balanced Resources, teach the “Elaborate More” Instructional Resource, do all the activities.				
<p>Math Unit 1 (Addition & Subtraction with Fractions-NF)</p>	Quick Quiz 1/ Strategy Check	<p>Lesson 6: Add and Subtract Like Mixed Numbers: I can add fractions and mixed numbers with like denominators.</p>	<p>Lesson 7: Add Unlike Fractions: I can rename fractions or find equivalent fractions.</p>	<p>Lesson 8: Subtract Unlike Fractions: I can subtract fractions with different denominators.</p>	
Social Studies	<p>States and Capitals 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories</p>				

Week 11 (Nov. 7-11)

Lesson 7: Old Yeller

Unit 2	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T110-111) • Second Read: Analyze the Text questions on the right side (T 101,105,107) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T112) 	<ul style="list-style-type: none"> • Independent Reading (T114) • Student PP #73-74 • Optional: Connect to the Topic and Compare Text (T116) 	<ul style="list-style-type: none"> • Reading weekly test 	<p>Istation Reading Activities for 20 minutes Teacher's Choice</p>
Spelling (T126-127)		<ul style="list-style-type: none"> • Day Four: Connect to Writing • Student PP #78 		<ul style="list-style-type: none"> • Review words Spelling Test 	
Grammar <i>Secondary Lesson</i> (T278-279)		<ul style="list-style-type: none"> • Day One and Two: Subordinating Conjunctions / Dependent & Independents Clauses • Student PP #103-104 		<ul style="list-style-type: none"> • Day Three: Correlative Conjunctions • Student PP #105 	
Writing	Assign students an informative topic to write about. Write at least 3 times this week. Example informational essay: Write an essay about a Tree Kangaroo.				
Math Unit 1 (Addition & Subtraction with Fractions-NF)	Lesson 9: Add and Subtract unlike Mixed Numbers: I can add mixed numbers with unlike denominators.	Lesson 10: Practice with Unlike Mixed Numbers: I can practice adding and subtracting mixed numbers.	Review for Test	Unit 1 Test OR IAB Add and Subtract w/equivalent Fractions	
Social Studies	American Revolution				
	<p>5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies.</p> <p>5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History.</p> <p>5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, and databases, and models to display and obtain information.</p> <p>5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.</p> <p>5.SS.5.1.4 Discuss how nations try to resolve problems.</p>				

Week 12 (Nov. 14-18)

Lesson 10: Cougars

Unit 2	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T318-319) • Target Skill: Main Ideas and Detail (T320) Target Strategy: Monitor/Clarify (T321) 	<ul style="list-style-type: none"> • Start the Story ask questions on left side. (T322-333) 	<ul style="list-style-type: none"> • Review Target Skill: Main Ideas and Detail (T320) • Finish the Story ask questions on left side. (T322-333) 	<ul style="list-style-type: none"> • Vocabulary Strategies (T344-345) • Student PP #111 	No School Teacher Workday
Spelling (T350-351)	<ul style="list-style-type: none"> • Day one: Teach the Principle & Practice and Apply Final Schwa r Sounds • Student PP #112 			<ul style="list-style-type: none"> • Day Four Proofreading for Spelling • Student PP #114 	
Grammar (T352-353)		<ul style="list-style-type: none"> • Day One and Two: Direct Quotations/Text • Student PP #115-116 		<ul style="list-style-type: none"> • Day Three: Interjections and Dialogue • Student PP #117 	
Writing	Write at least 3 times this week. Work on Informational Essay				
Math Unit 3 (Multiplication & Division with Fractions-NF)	Lesson 1: Basic Multiplication Concepts: I can multiply unit fractions by whole numbers.	Lesson 2: Multiplication with Non-Unit Fractions: I can multiply unit fractions and non-unit fractions by whole numbers.	Lesson 3: Multiplication with Fractional Solutions: I can multiply fractions by whole numbers when the quotient is a fraction.	Lesson 4: Multiply a Fraction by a Fraction: I can multiply a fraction by a fraction.	
Social Studies	American Revolution				
	5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History. 5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, and databases, and models to display and obtain information. 5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government. 5.SS.5.1.4 Discuss how nations try to resolve problems.				

Thanksgiving Break Nov. 21-25

Notes

Week 13 (Nov. 28- Dec. 2)
Lesson 11: Dangerous Crossing

Unit 3	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T14-15) • Oral Language Read aloud (T12-13) 	<ul style="list-style-type: none"> • Go over Target Skill: Cause and Effect (T16) • Target Strategy: Visualize • Start the Story ask questions on left side. (T18-31) 	<ul style="list-style-type: none"> • Review Target Skill (T16) • Finish the Story ask questions on left side. (T18-31) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T37) • Vocabulary Strategies (T44-45) • Student PP # 159 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T 50-51)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP # 160 		<ul style="list-style-type: none"> • Day Two Teach the Word Sort • Student PP #161 	
Grammar (T 52-53)		<ul style="list-style-type: none"> • Day One and Two: Subject Pronouns & Object Pronouns • Student PP # 163-164 		<ul style="list-style-type: none"> • Day Three Pronoun and Antecedent Agreement • Student PP # 165 	
Writing	Explain what an opinion essay is. Give examples, using the OREO or Hamburger method. Write an opinion essay as a class. Possible topic: Who was more scared Mom, Travis, Arliss, or the Bear?				
Math Unit 3 (Multiplication & Division with Fractions-NF)	Lesson 5: Multiplication Strategies: I can use the “simplify, then multiply” strategy to multiply fractions.	Lesson 6: Multiply Mixed Numbers: I can multiply mixed numbers.	Quick Quiz 1 /Strategy Check	Lesson 7: Relate Fraction Operations: I can use properties of multiplication and addition to multiply, add, and subtract fractions.	
Social Studies	Declaration of Independence 5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. 5.SS.5.1.2 Define a nation.				

Week 14 (Dec. 5-9)					
Lesson 11: Dangerous Crossing					
Unit 3	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T32-33) • Second Read: Analyze the Text questions on the right side (T 23, 25,27) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T34-35) 	<ul style="list-style-type: none"> • Independent Reading (T36) • Student PP # 157-158 • Optional: Connect to the Topic and Compare Text (T38-43) 	<ul style="list-style-type: none"> • Reading weekly test 	Interventions, Enrichment, or Teacher's Choice
Spelling (T 50-51)		<ul style="list-style-type: none"> • Day Four: Connect to Writing • Student PP #162 		<ul style="list-style-type: none"> • Review words Spelling Test 	
Grammar Secondary Lesson (T130-131)		<ul style="list-style-type: none"> • Day One and Two: Present/Past Tense & Future Tense • Student PP #175-176 		<ul style="list-style-type: none"> • Day Three: Consistent Tenses • Student PP #177 	
Writing	Using the Smarter Balanced Resources teach the “Bridging Ideas with Transitions” Instructional Resources. Do all the activities.				
Math Unit 3 (Multiplication & Division with Fractions-NF)	Lesson 8: Solve Real World Problems: I can solve real world problems by multiplying fractions.	Lesson 9: Make Generalizations: I can make generalizations about fractions.	Quick Quiz 2/ Strategy Check	Lesson 10: When Dividing is Also Multiplying: I can divide by a unit fraction and divide unit fractions.	
Social Studies	Declaration of Independence 5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. 5.SS.5.1.2 Define a nation.				

Week 15 (Dec. 12-16)
Christmas Activities
Make up Time

	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading					Istation Reading Activities for 20 minutes Teacher's Choice
Spelling					
Grammar					
Writing					
Math Unit 3 (Multiplication & Division with Fractions-NF)	Review for Test	Review for Test	Unit 3 Test Or IAB Number and Operations Fractions	Reteach Material if needed.	
Social Studies	Declaration of Independence 5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. 5.SS.5.1.2 Define a nation.				

Winter Break December 19-30

Notes

Week 16 (Jan. 2-6)
Lesson 13: Molly Pitcher

Unit 3	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T 172-173) • Oral Language Read aloud (T170) 	<ul style="list-style-type: none"> • Go over Target Skill: Conclusions and Generalizations (T174) • Target Strategy: Analyze/Evaluate (T174) • Start the Story ask questions on left side. (T176-187) 	<ul style="list-style-type: none"> • Review Target Skill (T174) • Finish the Story ask questions on left side. (T 176-187) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T 193) • Vocabulary Strategies (T198-199) • Student PP #183 	<p style="text-align: center;">Istation Reading Activities for 20 minutes Teacher's Choice</p>
Spelling (T 204-205)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #184 		<ul style="list-style-type: none"> • Day Two Teach the Word Sort • Student PP #185 	
Grammar (T 206-207)		<ul style="list-style-type: none"> • Day One and Two: Regular Verbs & Irregular Verbs • Student PP # 187-188 		<ul style="list-style-type: none"> • Day Three Forms of Irregular Verbs • Student PP #189 	
Writing	Using the Smarter Balanced Resources teach the “How Does it End?” Instructional Resources. Do all the activities.				
Math Unit 4 (Multiplication with Whole Numbers and Decimals-NBT)	Lesson 6: Multiply Decimals by Whole Numbers: I can multiply numbers with decimal numbers by whole numbers.	Lesson 7: Multiply by Decimals: I can multiply decimal numbers by decimal numbers.	Lesson 8: Multiply with Decimals Grater Than 1: I can multiply by decimal numbers greater than one in real world problems.	Lesson 9: Compare Shift Patterns: I can compare whole numbers and decimal multipliers.	
Social Studies	<p style="text-align: center;">Revolutionary Women</p> 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History 5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government. 5.SS.5.1.2 Define a nation. 5.SS.5.1.4 Discuss how nations try to resolve problems.				

Week 17 (Jan. 9-13)
Lesson 13: Molly Pitcher

Unit 3	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T188-189) • Second Read: Analyze the Text questions on the right side (T179, 183, 187) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T 190-191) 	<ul style="list-style-type: none"> • Independent Reading (T192) • Student PP # 181-182 • Optional: Connect to the Topic and Compare Text (T194-197) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T 204-205)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #186 		<ul style="list-style-type: none"> • Review words Spelling Test 	
Grammar Secondary Lesson (T280-281)		<ul style="list-style-type: none"> • Day One and Two: Commas & Semicolons & Introductory Elements • Student PP # 199-200 		<ul style="list-style-type: none"> • Day Three: Direct Address and Tag Questions • Student PP # 201 	
Writing	Assign Students an Opinion Essay. Possible Opinion Essay Topic: In your opinion, was Molly Pitcher a hero?				
Math Unit 4 (Multiplication with Whole Numbers and Decimals-NBT)	Lesson 11: Multiplication Practice: I can use decimal multiplication for real world problems.	Unit 4 Review	Unit 4 Test Or IAB Numbers and Operations in Base Ten	Reteach material if needed.	
Social Studies	Revolutionary Women 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History 5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government. 5.SS.5.1.2 Define a nation. 5.SS.5.1.4 Discuss how nations try to resolve problems.				

Week 18 (Jan. 16-20)

Lesson 15: We Were There, Too!

Unit 3	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	No School PD Day	<ul style="list-style-type: none"> • Introduce Vocab (T 320-321) • Go over Target Skill: Compare & Contrast (T322) • Start the Story ask questions on left side. (T324-337) 	<ul style="list-style-type: none"> • Review Target Skill (T322) • Finish the Story ask questions on left side. (T324-337) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T343) • Vocabulary Strategies (T 348-349) • Student PP #207 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T 354-355)		<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP # 208 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #209 	
Grammar (T 356-357)				<ul style="list-style-type: none"> • Day One and Two: Transitions & Transitions and Relationships • Student PP # 211-212 	
Writing	Continue working on the Opinion Essay.				
Math Unit 5 (Division with Whole Numbers and Decimals-NBT)	Lesson 6: Divide Decimal Numbers by Whole Numbers: I can expand knowledge of division to include division of decimal numbers by whole numbers.	Lesson 7: Divide Whole Numbers by Decimal Numbers: I can divide whole numbers by decimal numbers.	Lesson 7 Day 2: I can divide whole numbers by decimal numbers.	Lesson 8: Divide a Decimal Number by a Decimal Number: I can divide a decimal number by a decimal number.	
Social Studies	<p style="text-align: center;">Revolutionary Women</p> <p>5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History</p> <p>5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.</p> <p>5.SS.5.1.2 Define a nation.</p> <p>5.SS.5.1.4 Discuss how nations try to resolve problems.</p>				

Week 19 (Jan. 23-27)
Lesson 15: We Were There, Too!

Unit 3	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8) Early Release	Thursday (Day 9) Early Release	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T338-339) • Second Read: Analyze the Text questions on the right side (T329, 333, 337) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T340-341) 	<ul style="list-style-type: none"> • Independent Reading (T342) • Student PP # 205-206 • Optional: Connect to the Topic and Compare Text (T344-347) 	<ul style="list-style-type: none"> • Reading weekly test 	No School PTC Comp Day
Spelling (T 354-355)	<ul style="list-style-type: none"> • Day Four: Connect to Writing • Student PP #210 			<ul style="list-style-type: none"> • Spelling Test 	
Grammar No Secondary Grammar		<ul style="list-style-type: none"> • Day Three: Transitions in Writing • Student PP # 213 			
Writing	Edit, Revise, and Publish the Opinion Essay.				
Math Unit 5 (Division with Whole Numbers and Decimals-NBT)	Lesson 8 Day 2: I can divide a decimal number by a decimal number.	Lesson 9: Division Practice: I can find quotients of whole and decimal numbers accurately.	Lesson 10: Distinguish Between Multiplication and Division I can distinguish between multiplication and division in real world problems.	Review for Unit 5 Test	
Social Studies (Standards were split in half)	Washington, Jefferson, Franklin				
	5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History 5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government. 5.SS.5.1.2 Define a nation. 5.SS.5.1.4 Discuss how nations try to resolve problems.				

Week 20 (Jan. 30- Feb. 3)

Lesson 17: LAFFF

Unit 4	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T88-89) • Oral Language Read aloud (T86-87) 	<ul style="list-style-type: none"> • Go over Target Skill: Story Structure (T90) Target Strategy: Infer/Predict • Start the Story ask questions on left side. (T92-107) 	<ul style="list-style-type: none"> • Review Target Skill (T90) • Finish the Story ask questions on left side. (T92-107) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T113) • Vocabulary Strategies (T118) • Student PP #231 	<p>Istation Reading Activities for 20 minutes Teacher's Choice</p>
Spelling (T 124-125)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #232 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #233 	
Grammar (T 126-127)		<ul style="list-style-type: none"> • Day One and Two: Adverbs Tell How, When, and Where & Adverbs of Frequency and Intensity • Student PP #235-236 		<ul style="list-style-type: none"> • Day Three: Using Adverbs in Different Parts of Sentences • Student PP #237 	
Writing	Opinion ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 5 (Division with Whole Numbers and Decimals-NBT)	Review for Unit 5 Test	Unit 5 Test Or IAB Performance Task	Unit 8 Lesson 1: Metric Units of Length I can convert metric units of length.	Lesson 1, Day 2 I can convert metric units of length.	
Social Studies (Standards were split in half)	<p style="text-align: center;">The Constitution</p> <p>5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.</p> <p>5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government</p> <p>5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such as popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.</p> <p>5.SS.4.4.1 Explain how the United States is a republic.</p>				

Week 21 (Feb. 6-10)

Lesson 17: LAFF

Unit 4	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T108) • Second Read: Analyze the Text questions on the right side (T97, 101, 103) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T110) 	<ul style="list-style-type: none"> • Independent Reading (T112-113) • Student PP # 229-230 • Optional: Connect to the Topic and Compare Text (T114-117) 	<ul style="list-style-type: none"> • Reading weekly test 	<p>Istation Reading Activities for 20 minutes Teacher's Choice</p>
Spelling (T 124-125)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #234 		<ul style="list-style-type: none"> • Review words Spelling Test 	
Grammar Secondary Lesson (T48-49)		<ul style="list-style-type: none"> • Day One and Two: Kinds of Adjectives & Adjectives after linking verbs • Student PP # 223-224 		<ul style="list-style-type: none"> • Day Three: Articles • Student PP #225 	
Writing	Opinion ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 8 (Measurement & Geometry- MD/G)	Lesson 2: Customary Units of Length I can convert customary units of length.	Lesson 3: Perimeter and Area of Rectangles I can use a formula to find the perimeter and area of a rectangle with fractional side lengths.	Lesson 4: Cubic Units and Volume I can use a formula to find the volume of a rectangular prism.	Lesson 5: Visualize Volume I can compute the volume of a rectangular prism.	
Social Studies	<p style="text-align: center;">The Constitution</p> <p>5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.</p> <p>5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government</p> <p>5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such as popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.</p> <p>5.SS.4.4.1 Explain how the United States is a republic.</p>				

Week 22 (Feb. 13-17)

Lesson 18: The Dog Newspaper

Unit 4	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T166-167) • Oral Language Read aloud (T164) 	<ul style="list-style-type: none"> • Go over Target Skill: Fact and Opinion (T168) • Target Strategy: Analyze/ Evaluate <p>Start the Story ask questions on left side. (T170-179)</p>	<ul style="list-style-type: none"> • Review Target Skill (T168) • Finish the Story ask questions on left side. (T170-179) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T185) • Vocabulary Strategies (T190-191) • Student PP #243 	<p>Istation Reading Activities for 20 minutes Teacher's Choice</p>
Spelling (T 196-197)	<ul style="list-style-type: none"> • Introduce Spelling Words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #244 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #245 	
Grammar (T 198-199)		<ul style="list-style-type: none"> • Day One and Two: Prepositions & Prepositional Phrases • Student PP #247-248 		<ul style="list-style-type: none"> • Day Three: Prepositional Phrases to Combine Sentences • Student PP #249 	
Writing	Opinion ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 8 (Measurement & Geometry- MD/G)	Lesson 6: Introduce Volume Formulas I can use a formula to find the volume of a rectangular prism.	Lesson 7: Relate Length, Area, and Volume I can identify whether a situation involves length, area, or volume.	Lesson 8: Volume of Composite Solid Figures I can find the volume of composite solid figures.	Quick Quiz /Fluency Check	
Social Studies	<p style="text-align: center;">American Government</p> <p>5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.</p> <p>5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government</p> <p>5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such as popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.</p> <p>5.SS.4.4.1 Explain how the United States is a republic.</p>				

Week 23 (Feb. 20-24)
Lesson 18: The Dog Newspaper

Unit 4	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)	
Reading	No School President's Day	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T182-183) 	<ul style="list-style-type: none"> • Independent Reading (T184) • Student PP # 241-242 • Optional: Connect to the Topic and Compare Text (T186-189) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 minutes Teacher's Choice	
Spelling (T 196-197)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #246 		<ul style="list-style-type: none"> • Review words Spelling Test 		
Grammar <i>Secondary Lesson</i> (T352-353)		<ul style="list-style-type: none"> • Day One and Two: The Mechanics of Writing Titles • Student PP # 271-272 		<ul style="list-style-type: none"> • Day Three: Kinds of Sentences • Student PP #273 		
Writing		Opinion ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 8 (Measurement & Geometry- MD/G)		Lesson 9: Metric Units of Liquid Volume I can convert metric units of liquid volume.	Lesson 10: Metric Units of Mass I can convert metric units of mass.	Lesson 11: Customary Units of Liquid Volume I can convert customary units of liquid volume.		
Social Studies	American Government					
	5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments. 5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government 5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such as popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. 5.SS.4.4.2 State the difference between direct democracy and the constitutional republic of today's United States.					

Week 24 (Feb. 27-March 3)
Lesson 19: Darnell Rock Reporting

Unit 4	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T238-239) • Oral Language Read aloud (T236) 	<ul style="list-style-type: none"> • Go over Target Skill: Author's Purpose (T240) • Target Strategy: Summarize • Start the Story ask questions on left side. (T242-255) 	<ul style="list-style-type: none"> • Review Target Skill (T240) • Finish the Story ask questions on left side. (T242-255) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T261) • Vocabulary Strategies (T266) • Student PP #255 	<p style="font-size: 1.2em; font-weight: bold;">No School Teacher Workday</p>
Spelling (T 272-273)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #256 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #257 	
Grammar (T 274-275)		<ul style="list-style-type: none"> • Day One and Two: Indefinite Pronouns & Possessive Pronouns • Student PP # 259-260 		<ul style="list-style-type: none"> • Day Three: Interrogative Pronouns • Student PP #261 	
Writing	Opinion ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 8 (Measurement & Geometry- MD/G)	Lesson 12: Customary Units of Weight I can convert customary units of weight.	Lesson 13: Read and Make Line Plots I can make and analyze line plots,	Lesson 14: Attributes of Quadrilaterals I can classify quadrilaterals through analyzing their attributes.	Lesson 15: Attributes of Triangles I can recognize the attributes of triangles and classify triangles by those attributes.	
Social Studies	The New Nation 5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American History.				

Week 25 (March 6-10)
Lesson 19: Darnell Rock Reporting

Unit 4	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T256-257) • Second Read: Analyze the Text questions on the right side (T 251, 253, 255) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T258-259) 	<ul style="list-style-type: none"> • Independent Reading (T 260) • Student PP # 253-254 • Optional: Connect to the Topic and Compare Text (T262-265) 	<ul style="list-style-type: none"> • Reading weekly test Or Benchmark test 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T272-273)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #258 	<ul style="list-style-type: none"> • Review words Spelling Test 		
Grammar No Secondary Grammar		<ul style="list-style-type: none"> • Make up Grammar 	<ul style="list-style-type: none"> • Make up Grammar 		
Writing	Informational ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 8 (Measurement & Geometry-MD/G)	Lesson 16: Attributes of Two-Dimensional Shapes: I can recognize and name the attributes of a polygon and other two-dimensional shapes and use those attributes to sort them.	Quick Quiz 2 and Fluency Check	Unit 8 review	Unit 8 test	
Social Studies	Westward Expansion 5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American History. 5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion 5.SS.1.2.5 Discuss significant individuals who took part in westward expansion 5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion.		5.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. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: 5.SS.1.3.3 Define the terms treaty, reservation, and sovereignty. 5.SS.4.2.3 Explain the difference between State public lands and Federal public lands.		

Week 26 (March 13-17)
Lesson 22: Birchbark House
Spring Break March 20-24

Unit 5	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T94-95) • Oral Language Read Aloud (T92-93) 	<ul style="list-style-type: none"> • Target Skill: Theme (T96) • Target Strategy: Infer/Predict (T97) • Start the Story ask questions on left side. (T98-109) 	<ul style="list-style-type: none"> • Review Target Skill: Theme (T96) • Finish the Story ask questions on left side. (T98-109) 	<ul style="list-style-type: none"> • Vocabulary Strategies (T120-121) • Student PP #315 	<p style="text-align: center;">Istation Reading Activities for 20 minutes Teacher's Choice</p>
Spelling (T126-127)	<ul style="list-style-type: none"> • Introduce Spelling Words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply Final /j /iv/is/ Student PP #316 		<ul style="list-style-type: none"> • Day Two: Spelling Word Sort • Student PP# #317 	
Grammar (T128-129)		<ul style="list-style-type: none"> • Day One and Two: Perfect Tenses • Student PP #319-320 		<ul style="list-style-type: none"> • Day Three: Perfect Tense • Student PP #321 	
Writing	Informational ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 7 (Algebra, Patterns, and Coordinate Graphs- OA)	Lesson 1: Read and Write Expressions I can read and write mathematical expressions.	Lesson 2: Simplify Expression I can simplify expressions.	Lesson 3: Evaluate Expressions I can evaluate expressions.	Quick Quiz 1/ Fluency Check	
Social Studies	Industrial Revolution 5.SS.1.2.6 Describe the impact of scientific and technological advances in westward expansion				

Week 27 (March 27-31)
Lesson 22: Birchbark House

Unit 5	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T110-111) • Second Read: Analyze the Text questions on the right side (T 105, 107, 109) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T112-113) 	<ul style="list-style-type: none"> • Independent Reading (T114-115) • Student PP # 313-314 • Optional: Connect to the Topic and Compare Text (T116-118) 	<ul style="list-style-type: none"> • Reading weekly test 	<p style="text-align: center;">Istation Reading Activities for 20 minutes Teacher's Choice</p>
Spelling (T126-127)		<ul style="list-style-type: none"> • Day Four: Proofreading for Spelling • Student PP# #318 		<ul style="list-style-type: none"> • Review words Spelling Test 	
Grammar Secondary Grammar (T54-55)		<ul style="list-style-type: none"> • Day One and Two: Teach Verbs Be and Have • Student PP #307-308 		<ul style="list-style-type: none"> • Day Three: Consistent Verb Tense • Student PP #309 	
Writing	Informational ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 7 (Algebra, Patterns, and Coordinate Graphs- OA)	Lesson 4: Patterns and Relationships I can identify patterns and Relationships in shapes.	Lesson 4 Day 2: I can generate and extend numerical patterns and identify relationships of corresponding terms.	Lesson 5: The Coordinate Plane I can locate points in the first quadrant of the coordinate plane	Lesson 6: Graph Ordered Pairs: I can solve real world problems by graphing ordered pairs.	
Social Studies	Immigration 5.SS1.1.3 Identify and explain influential political and cultural groups and their impact on American history.				

Week 28 (April 3-7)

Lesson 23: Vaqueros: America's First Cowboys

Unit 5	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T168-169) • Oral Language Read aloud (T166-167) 	<ul style="list-style-type: none"> • Go over Target Skill: Text and Graphic Features (T170) • Target Strategy: Summarize (T171) • Start the Story ask questions on left side. (T172-183) 	<ul style="list-style-type: none"> • Review Target Skill: Text and Graphic Features(T170) • Finish the Story ask questions on left side. (T172-183) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T189) • Vocabulary Strategies (T194-195) • Student PP #327 	<p>Istation Reading Activities for 20 minutes Teacher's Choice</p>
Spelling (T200-201)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #328 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #329 	
Grammar (T202-203)		<ul style="list-style-type: none"> • Day One and Two: Teach Easily Confused Verbs • Student PP #331-332 		<ul style="list-style-type: none"> • Day Three: Choosing the Right Word • Student PP #333 	
Writing	Informational ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math	ISAT Review	ISAT Review	ISAT Review	ISAT Review	
Social Studies	<p>Civil War Underground Railroad</p>				

Week 29 (April 10-14)

Lesson23: Vaqueros America's First Cowboys

Unit 5	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T184-185) • Second Read: Analyze the Text questions on the right side (T177,181,183) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T186) 	<ul style="list-style-type: none"> • Independent Reading (T188) • Student PP # 325-326 • Optional: Connect to the Topic: Poetry (T190) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T200-201)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #330 	<ul style="list-style-type: none"> • Review words Spelling Test 		
Grammar <i>Secondary Lesson</i> (T276-277)		<ul style="list-style-type: none"> • Day One and Two: Making Comparisons /Adjectives • Student PP #343-344 	<ul style="list-style-type: none"> • Day Three: Comparing with Adverbs • Student PP #345 		
Writing	Narrative ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 7 (Algebra, Patterns, and Coordinate Graphs- OA)	Lesson 7: Focus on Mathematical Practices: I can solve real world problems involving graphing and the coordinate plane.	Quick Quiz 2/ Fluency Check	Unit 7 Review	Unit 7 test	
Social Studies	Postwar Change/Growth				

Week 30 (April 17-21)
Lesson 25: Lewis and Clark

Unit 5	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T 316-317) • Oral Language Read aloud (T 314-315) 	<ul style="list-style-type: none"> • Go over Target Skill: Main Ideas and Details (T 318) • Target Strategy: Monitor/Clarify (T 319) • Start the Story ask questions on left side. (T 320-331) 	<ul style="list-style-type: none"> • Review Target Skill: Main Ideas and Details (T 318) • Finish the Story ask questions on left side. (T 320-331) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T 337) • Vocabulary Strategies (T 342-343) • Student PP #351 	No School PD Day
Spelling (T348-349)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply *Student PP #352 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort *Student PP #353 	
Grammar (T350-351)		<ul style="list-style-type: none"> • Day One and Two: Contractions • Student PP #355-356 		<ul style="list-style-type: none"> • Day Three: Pronoun Contractions and Homophones • Student PP #357 	
Writing	Narrative ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 6 (Operations and Word Problems OA)	Lesson 1: Situation and Solution Equations for Addition and Subtraction I can write and solve situation and solution equations for addition and subtraction problems.	Lesson 2: Situation and Solution Equations for Multiplication and Division I can write and solve situation and solution equations for multiplication and division problems.	Lesson 3: Write Word Problems I can write word problems for multiplication and division situations.	Lesson 4: Determine Reasonable Answers I can use rounding, estimation, mental math, benchmark fractions, and predictions to determine reasonableness of solutions.	
Social Studies	Lewis and Clark 5.SS.4.2.3 Explain the difference between State public lands and Federal public lands. 5. SS.2.1.2 Identify the regions of the United States and their resources.		5. SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories		

Week 31 (April 24-28)

Lesson 25: Lewis and Clark

Unit 5	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T332-333) • Second Read: Analyze the Text questions on the right side (T325,327,331) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T334-335) 	<ul style="list-style-type: none"> • Independent Reading (T336) • Student PP # 349-350 • Optional: Connect to the Topic: Play (T338-339) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T348-349)		<ul style="list-style-type: none"> • Day Four: Connect to Writing • Student PP #354 		<ul style="list-style-type: none"> • Review words Spelling Test 	
Grammar <i>No Secondary Lesson</i>		<ul style="list-style-type: none"> • Make up Grammar 		<ul style="list-style-type: none"> • Make up Grammar 	
Writing	Narrative ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 6 (Operations and Word Problems OA)	Lesson 5: Language of Comparison Problems I can identify language of comparison problems.	Lesson 6: Multiplicative Comparison Problems I can compare and scale items involving multiplication.	Lesson 7: Types of Comparison Problems I can distinguish additive and multiplicative comparisons.	Quick Quiz 2/ Fluency Check	
Social Studies	Lewis and Clark 5.SS.4.2.3 Explain the difference between State public lands and Federal public lands. 5. SS.2.1.2 Identify the regions of the United States and their resources.		5. SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories		

Week 32 (May 1-5)

Lesson 27: Mysteries at Cliff Palace

Unit 6	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> Review Vocab (T60) Oral Language Read aloud (T58-59) 	<ul style="list-style-type: none"> Go over Target Skill: Theme (T61) Target Strategy: Analyze/Evaluate (T61) Start the Story ask questions on left side. (T62-73) 	<ul style="list-style-type: none"> Review Target Skill (T61) Finish the Story ask questions on left side. (T62-73) 	<ul style="list-style-type: none"> Vocabulary Strategies (T80-81) 	<p>Interventions, Enrichment, or Teacher's Choice</p>
Spelling (T 86)	<ul style="list-style-type: none"> Introduce spelling words 	<ul style="list-style-type: none"> Day One: Teach the Principle & Practice and Apply Student PP #374 		<ul style="list-style-type: none"> Day Two: Teach the Word Sort Student PP #375 	
Grammar (T 88-89)		<ul style="list-style-type: none"> Day One and Two: Teach Titles and Abbreviations Student PP #377-378 		<ul style="list-style-type: none"> Day Three: Review Titles and Abbreviations Student PP #379 	
Writing	Narrative ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
<p>Math Unit 6 (Operations and Word Problems OA)</p>	<p>Lesson 8: Equations and Parentheses I can use parentheses to write equations for word problems that require 2 steps.</p>	<p>Lesson 8 Day 2: I can determine relevant information in a story problem.</p>	<p>Lesson 9: Multistep Word Problems I can practice writing equations and solving multistep word problems.</p>	<p>Lesson 10: Practice Problem Solving I can practice solving multi-step problems.</p>	
Social Studies	Civil Rights /Teddy Roosevelt				

Week 33 (May 8-12)
Story: Mysteries at Cliff Palace

Unit 6	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T70-71) • Second Read: Analyze the Text questions on the right side (T65,69) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T78-79) 	<ul style="list-style-type: none"> • Activity Central (T76-77) • Optional: Connect to the Topic and Compare Text (T72-75) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 minutes Teacher's Choice
Spelling (T 87)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #376 	<ul style="list-style-type: none"> • Review words Spelling Test 		
Grammar (T40-41)		<ul style="list-style-type: none"> • Day One and Two: Singular Possessive Nouns & Plural Possessive Nouns • Student PP #366-367 	<ul style="list-style-type: none"> • Day Three: Possessive Nouns • Student PP #368 		
Writing	My Favorite memories from 5 th grade or elementary school				
Math Unit 6 (Operations and Word Problems OA)	Quick Quiz 3/ Fluency Check	Unit 6 review	Unit 6 Test	Reteach Unit 6	
Social Studies	Early 20th Century / Suffragists				

Week 34 (May 15-19)

Lesson 28: Fossils: A Peek into the Past

Unit 6	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Review Vocab (T108) • Oral Language Read aloud (T106-107) 	<ul style="list-style-type: none"> • Go over Target Skill: Fact and Opinion (T109) • Target Strategy: Question (T109) • Start the Story ask questions on left side. (T110-119) 	<ul style="list-style-type: none"> • Review Target Skill (T109) • Finish the Story ask questions on left side. (T110-119) 	<ul style="list-style-type: none"> • Vocabulary Strategies (T126-127) 	<p>Interventions, Enrichment, or Teacher's Choice</p>
Spelling (T 132)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #385 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #386 	
Grammar (T134-135)		<ul style="list-style-type: none"> • Day One and Two: Teach Introductory Words & Commas with Names • Student PP #388-389 		<ul style="list-style-type: none"> • Day Three: Commas in Sentences • Student PP #390 	
Writing	My Favorite memories from 5 th grade or elementary school				
Math	Youcubed.org activities				
Social Studies	WWI				

Week 35 (May 22-26)

Lesson 28: Fossils: A Peek into the Past

Unit 6	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T116-117) • Second Read: Analyze the Text questions on the right side (T113) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T124-125) 	<ul style="list-style-type: none"> • Activity Central (T 122) • Optional: Connect to the Topic and Compare Text (T118-121) 	<ul style="list-style-type: none"> • Reading weekly test 	<p>Istation Reading Activities for 20 minutes Teacher's Choice</p>
Spelling (T133)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #387 	<ul style="list-style-type: none"> • Review words Spelling Test 		
Grammar (T228-229)		<ul style="list-style-type: none"> • Day One and Two: Using Colons & Using Parentheses • Student PP #410-411 	<ul style="list-style-type: none"> • Day Three: Other Punctuation • Student PP #412 		
Writing	My Favorite memories from 5 th grade or elementary school				
Math	Youcubed.org activities				
Social Studies	Inventors and Inventions				

Week 36 (May 29- June 2)
Lesson 29: The Case of the Missing Deer

Unit 6	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday	Friday
Reading	<ul style="list-style-type: none"> • Review Vocab (T154) • Oral Language Read aloud (T152-153) 	<ul style="list-style-type: none"> • Go over Target Skill: Conclusions and Generalizations (T155) • Target Strategy: Infer/Predict (T155) • Read Story ask questions on left side (T156-165) 	<ul style="list-style-type: none"> • Review Target Skill (T155) 	Activities/ Pack up and move room	Last Day of School
Spelling (T 178-179)	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #396 	<ul style="list-style-type: none"> • Day Four: Connect to Writing • Student PP #398 			
Grammar (T 180-181)		<ul style="list-style-type: none"> • Day One and Two: Appositives & Other Uses for Commas • Student PP #399-400 	<ul style="list-style-type: none"> • Day Three: Commas in Sentences • Student PP #401 		
Writing					
Math	Review or catch up				
Social Studies	Great Depression/ WWII Mid-20th Century Into 21st Century				

End of Year Notes

Standards Linked with the Journey’s Unit and Lesson

Essential Standard	“I can” Objective Standard	Unit/Lesson Taught
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> • I can accurately quote from a fiction text when I am explaining what it says. • I can accurately quote from a fiction text to support inferences that I have made. 	Unit 2: Lesson 7-Old Yeller Unit 4: Lesson 19-Darnell Rock Reporting
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> • I can determine the theme of a fiction text by thinking about the details in the text. • I can explain how characters respond to challenges when discussing the theme of a story. • I can explain how the speaker in a poem reflects upon a topic when discussing the theme of the poem. • I can summarize a fiction text in my own words. 	Unit 1: Lesson 1-A Package for Mrs. Jewls Unit 3: Lesson 15-We Were There, Too! Unit 4: Lesson 19-Darnell Rock Reporting
RL.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)	<ul style="list-style-type: none"> • I can compare and contrast characters, setting or events using details in the text to support my comparison. 	Unit 1: Lesson 3-Off and Running Unit 2: Lesson 7-Old Yeller
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul style="list-style-type: none"> • I can determine the meanings of words and phrases an author uses. • I can understand the meaning of figurative language in a fiction text. • I can understand similes and metaphors in fiction texts. 	Unit 1: Lesson 10-Cougars Unit 3: Lesson 11-Dangerous Crossing
RL.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.	<ul style="list-style-type: none"> • I can explain how chapters, scenes or stanzas fit together to give structure to stories, plays and poems. 	Unit 3: Lesson 15-We Were There, Too! Unit 4: Lesson 17-LAFFF
RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	<ul style="list-style-type: none"> • I can describe how a narrator’s or speaker’s point of view influences a fiction text. 	Unit 1: Lesson 4-Double Dutch Unit 3: Lesson 15-We Were There, Too! Unit 4: Lesson 17-LAFFF
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<ul style="list-style-type: none"> • I can explain how visuals contribute to a story. 	Unit 3: Lesson 11-Dangerous Crossing Unit 5: Lesson 22- The Birchbark House

<p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<ul style="list-style-type: none"> • I can compare and contrast similar themes or topics in stories from the same fiction genre. 	<p>Unit 5: Lesson 17-LAFFF</p>
<p>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.</p>	<ul style="list-style-type: none"> • I can read and understand fifth grade stories, plays and poems independently. 	<p>Unit 2: Lesson 7-Old Yeller Unit 3: Lesson 11-Dangerous Crossing Unit 4: Lesson 19-Darnell Rock Reporting Unit 5: Lesson 22- The Birchbark House</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>	<ul style="list-style-type: none"> • I can accurately quote from informational text when I am explaining what it says. • I can accurately quote from informational text to support inferences that I have made. 	<p>Unit 2: Lesson 10- Cougars Unit 5: Lesson 23- Vaqueros</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>	<ul style="list-style-type: none"> • I can determine two or more main ideas in informational texts. • I can explain how the main ideas in informational texts are supported by the details in the text. • I can summarize informational texts I have read. 	<p>Unit 4: Lesson 18- Dog Newspaper Unit 5: Lesson 23- Vaqueros/ Lesson 25- Lewis and Clark</p>
<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<ul style="list-style-type: none"> • I can explain the relationships or interactions between two or more individuals in historical texts using specific information from the text. • I can explain the relationships between two or more events in historical texts using specific information from the text. • I can explain the relationships between two or more ideas or concepts in scientific texts using specific information that was given in the text. • I can explain the relationship between two or more ideas or concepts in technical texts using specific information that was given in the text. 	<p>Unit 2: Lesson 6- Quest for Tree Kangaroo Unit 3: Lesson 15- We Were There Too! Unit 5: Lesson 21- Birchbark House / Lesson 25 Lewis and Clark</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>	<ul style="list-style-type: none"> • I can determine the meanings of words and phrases in science and social studies texts. 	<p>Unit 2: Lesson 6-Quest for the Tree Kangaroo Unit 3: Lesson 13-They Called Her Molly Pitcher, Lesson 15-We Were There, Too! Unit 5: Lesson 25-Lewis and Clark</p>

<p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<ul style="list-style-type: none"> • I can compare and contrast the organization (e.g., time order, comparison, cause & effect or problem & solution) of events, ideas, concepts or information in two or more informational texts. 	<p>Unit 2: Lesson 10-Cougars Unit 3: Lesson 15-We Were There, Too!</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>	<ul style="list-style-type: none"> • I can analyze multiple accounts of the same event or topic by discussing similarities and differences in their points of view. 	<p>Unit 5: Lesson 25- Lewis and Clark WITH the Social Studies Lewis and Clark Unit 6: Lesson 28: Fossils: A Peak into the Past</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>	<ul style="list-style-type: none"> • I can use different types of informational texts to locate an answer or to solve a problem. 	<p>Unit 1: Lesson 1-A Package for Mrs. Jewls Unit 2: Lesson 6-Quest for the Tree Kangaroo Unit 3: Lesson 11-Dangerous Crossing</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>	<ul style="list-style-type: none"> • I can explain how an author uses specific reasons and evidence to support particular points in informational texts. 	<p>Unit 4: Lesson 19- Darnell Rock Reporting Unit 6: Lesson 28- Fossils: A Peak into the Past</p>
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> • I can use information from several different informational texts on the same topic to help me write or speak with knowledge about the topic. 	<p>Unit 2: Lesson 6- Quest for the Tree Kangaroo Unit 3: Lesson 13- Molly Pitcher</p>
<p>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.</p>	<ul style="list-style-type: none"> • I can read and understand 5th grade informational texts independently. 	<p>Unit 2: Lesson 6- Quest for the Tree Kangaroo Unit 3: Lesson 15- We Were There Too! Unit 4: Lesson 16- LAFFF Unit 5: Lesson 23- Vaqueros/ Lesson 25- Lewis and Clark</p>
<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. 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>	<ul style="list-style-type: none"> • I can show what I have learned about letters, sounds and words in my reading. • I can read unfamiliar words that have more than one syllable. 	<ul style="list-style-type: none"> • All Units

<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • I can fluently read and understand books at my level well. • I can read and understand fifth grade texts. • I can read fifth grade books and poems aloud accurately, at the right speed and with expression. • I can use context clues to help me figure out or correct words I am having trouble with. 	<ul style="list-style-type: none"> • All Units
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Use precise language and domain-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"> • I can write to share my opinion on topics or texts and provide reasons and information to support that opinion. • I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together. • I can present reasons in a logical order that are supported by facts and details when writing my opinion. • I can connect my opinion and reasons using words, phrases or clauses (e.g., consequently, specifically). • I can write a conclusion that is related to the opinion I present. 	<ul style="list-style-type: none"> • Unit 2 • Unit 5
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> • I can write to inform/explain topics or ideas to others clearly. • I can write an informative text that introduces and gives a focus for my topic and then groups related information together logically. • I can include special formatting (e.g., headings), illustrations and multimedia in my writing to help others understand my topic better. • I can develop a topic using facts, definitions, details, quotations or other information and examples. • I can connect related ideas throughout my writing using words, phrases and clauses (e.g., in contrast, especially). • I can use precise wording and specific vocabulary to teach others about a topic. 	<ul style="list-style-type: none"> • Unit 3 • Unit 6

	<ul style="list-style-type: none"> • I can write a conclusion that is related to the information or explanation I present. 	
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> • I can write stories with good technique, detailed descriptions and a clear sequence. • I can provide an introduction in my stories that creates a situation, introduces a narrator & characters and organizes a plot that unfolds naturally. • I can use different techniques like dialog and description to develop experiences and events or to show how the characters respond to different situations in the story. • I can use different types of transitional words, phrases and clauses to help with the sequence of my story. • I can use very specific words and phrases, as well as sensory details, to express experiences and events. • I can write a conclusion that makes sense with the experiences and events I shared in my story. 	<ul style="list-style-type: none"> • Unit 1 • Unit 4
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p>	<ul style="list-style-type: none"> • I can produce clear writing with appropriate development and organization to suit my task, purpose and audience. 	<ul style="list-style-type: none"> • All Units
<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)</p>	<ul style="list-style-type: none"> • I can plan, revise, edit, rewrite or try a new approach in my writing with the help of peers and adults. 	
<p>W.5.6 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</p>	<ul style="list-style-type: none"> • I can use technology to create and publish my writing. • I can use technology to communicate and collaborate with others. 	

<p>command of keyboarding skills to type multi-paragraph text (e.g., 1-3 pages).</p>	<ul style="list-style-type: none"> • I can use appropriate keyboarding skills to type at least two pages of my writing in a single sitting. 	
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p>	<ul style="list-style-type: none"> • I can conduct short research projects to help me learn about topics through investigation. 	
<p>W.5.8 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>	<ul style="list-style-type: none"> • I can recall what I have learned or find new information from books or technology to help me with my research. • I can summarize or paraphrase information in my notes and in my published work. • I can provide a list of sources that I used for gathering information for my writing. 	
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “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]”). b. 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>	<ul style="list-style-type: none"> • I can gather evidence from fiction or informational text to support my investigation, thinking and research. • I can apply all that I have learned in 5th grade reading to writing literature. • I can apply all that I have learned in 5th grade reading to writing informational texts. 	
<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>	<ul style="list-style-type: none"> • I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. 	
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d.</p>	<ul style="list-style-type: none"> • I can show that I understand standard English in my speech and in my writing. • I can explain the use of conjunctions, prepositions, and interjections. • I can form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). 	<ul style="list-style-type: none"> • All Units

<p>Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<ul style="list-style-type: none"> • I can use verb tenses to show meaning with regards to times, sequences of events, states or conditions of being. • I can recognize and fix verb tenses that are used incorrectly. • I can use correlative conjunctions correctly (e.g., either/or and neither/nor). 	
<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> • I can show that I know how to write sentences accurately. • I can use the correct punctuation when I am writing a sentence with a list of items in a series. • I can show that I know when to use a comma to separate an introduction from the rest of a sentence. • I can show that I know how to use commas correctly to set off words (e.g., Yes, thank you. It's true, isn't it? Is that you, Steve?) • I can use underlining, quotation marks, or italics correctly to indicate titles of works. • I can use appropriate references to help me spell fifth grade words. 	
<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<ul style="list-style-type: none"> • I can write, speak, read and listen by using my knowledge of the English language. • I can expand, combine and reduce sentences to make them more interesting and more easily understood. • I can compare and contrast different dialects or registers of English used in writing. 	
<p>L.5.4 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph,</p>	<ul style="list-style-type: none"> • I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read. • I can use context clues to figure out the meanings of words or phrases. • I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. 	

<p>photosynthesis). c. 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.</p>	<ul style="list-style-type: none"> • I can use print and computer reference sources to help me find the pronunciations and clarify meanings of new words or phrases. 	
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<ul style="list-style-type: none"> • I can show that I understand the deeper meanings of words and phrases. • I can show that I understand the meaning of figurative language. • I can recognize and explain the meaning of common idioms, adages and proverbs. • I can use the relationship between synonyms, antonyms, and homographs to help me better understand each of the words. 	
<p>L.5.6 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., however, although, nevertheless, similarly, moreover, in addition).</p>	<ul style="list-style-type: none"> • L.5.6 I can learn and use new vocabulary appropriate for 5th grade. • L.5.6 I can learn and use words that show contrast or other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) 	

Math I Can Statements

Operations & Algebraic Thinking

I can understand and write number sentences with one or more numbers and operations.

- 5.OA.A.1 I can write and figure out number sentences that have parentheses, brackets and/or braces.
- 5.OA.A.2 I can correctly write number sentences using mathematic symbols and the order of operations correctly.
- 5.OA.A.2 I can understand number sentences and estimate their answers without actually calculating them.

I can study number patterns and figure out their relationships.

- 5.OA.B.3 I can create two number patterns using two given rules.
- 5.OA.B.3 I can identify relationships between two number patterns.
- 5.OA.B.3 I can form ordered pairs using the relationship between two number patterns and graph them on a coordinate plane.

Numbers & Operations in Base Ten

I can understand the place value system.

- 5.NBT.A.1 I can understand and explain the value of digits in a larger number.
- 5.NBT.A.2 I can explain patterns of zeroes in an answer when multiplying a number by powers of 10.
- 5.NBT.A.2 I can explain patterns of decimal placement when a decimal is multiplied or divided by a power of 10.
- 5.NBT.A.2 I can use whole-number exponents to show powers of 10.
- 5.NBT.A.3 I can read, write, and compare decimals to thousandths.
- 5.NBT.A.3.A I can read and write decimals to thousandths using base-ten numbers, number names and expanded form.
- 5.NBT.A.3.B I can compare two decimals to thousandths using the $>$, $=$, and $<$ symbols correctly.
- 5.NBT.A.4 I can use place value understanding to round decimals to any place.

I can solve math equations with larger whole numbers and decimals to the hundredths.

- 5.NBT.B.5 I can easily multiply larger whole numbers.
- 5.NBT.B.6 I can divide four-digit numbers (dividends) by two-digit numbers (divisors).
- 5.NBT.B.6 I can illustrate and explain a division problem using equations, arrays and/or models.
- 5.NBT.B.7 I can add, subtract, multiply, and divide decimals to hundredths using what I have learned about place value.
- 5.NBT.B.7 I can relate the strategies I use to add, subtract, multiply and divide decimals to hundredths to a written problem and explain why I chose the strategies to help me solve the problem.

Numbers & Operations - Fractions

I can use equivalent (equal) fractions as a strategy to add and subtract fractions.

- 5.NF.A.1 I can add and subtract fractions with unlike denominators.
- 5.NF.A.2 I can solve word problems that involve addition and subtraction of fractions.
- 5.NF.A.2 I can use number sense and fractions that I know to estimate the reasonableness of answers to fraction problems.

I can use and increase my understanding of multiplication and division.

- 5.NF.B.3 I can understand that fractions are really division problems.
- 5.NF.B.3 I can solve word problems where I need to divide whole numbers leading to answers that are fractions or mixed numbers.
- 5.NF.B.4 I can use what I know about multiplication to multiply fractions or whole numbers by a fraction.
- 5.NF.B.4.A I can understand and show with models that multiplying a fraction by a whole number is the same as finding the product of the numerator and whole number and then dividing it by the denominator.
- 5.NF.B.4.B I can use unit squares to find the area of a rectangle with fractional side lengths and prove that it is the same as multiplying the side lengths ($A = l \times w$).
- 5.NF.B.5 I can think of multiplication as the scaling of a number (similar to a scale on a map.)
- 5.NF.B.5.A I can mentally compare the size of a product to the size of one of the factors by thinking about the other factor in the problem.
- 5.NF.B.5.B I can explain why multiplying a number by a fraction greater than 1 will result in a bigger number than the number I started with.
- 5.NF.B.5.B I can explain why multiplying a number by a fraction less than 1 will result in a smaller number than the number I started with.
- 5.NF.B.5.B I can relate the notion of equivalent fractions to the effect of multiplying a fraction by 1.
- 5.NF.B.6 I can solve real world problems that involve multiplication of fractions and mixed numbers.
- 5.NF.B.7 I can use what I know about division to divide fractions by whole numbers or whole numbers by fractions.
- 5.NF.B.7.A I can divide a fraction by a whole number (not 0) correctly.
- 5.NF.B.7.B I can divide a whole number by a fraction correctly.
- 5.NF.B.7.C I can use what I know about division problems involving fractions to solve real world problems.

Measurement & Data

I can convert like measurement units within a given measurement system.

- 5.MD.A.1 I can convert different-sized measurements within the same measurement system.
- 5.MD.A.1 I can use measurement conversions to solve real-world problems.

I can represent and interpret data.

- 5.MD.B.2 I can make a line plot to show a data set of measurements involving fractions.
- 5.MD.B.2 I can use addition, subtraction, multiplication and division of fractions to solve problems involving information presented on a line plot.

I can understand the concept of measurement in geometry with regards to volume.

- 5.MD.C.3 I can recognize volume as a characteristic of solid figures and understand how it can be measured.
- 5.MD.C.3.A I can understand a "unit cube" as a cube with side lengths of 1 unit and can use it to measure volume.
- 5.MD.C.3.B I can understand that a solid figure filled with a number of unit cubes is said to have a volume of that many cubes.
- 5.MD.C.4 I can measure volume by counting unit cubes.
- 5.MD.C.5 I can solve real world problems involving volume by thinking about multiplication of addition.
- 5.MD.C.5.A I can use unit cubes to find the volume of a right rectangular prism with whole number side lengths and prove that it is the same as multiplying the edge lengths ($V = l \times w \times h$).
- 5.MD.C.5.B I can solve real-world and mathematical problems involving volume of an object using the formulas $V = l \times w \times h$ and $V = b \times h$.
- 5.MD.C.5.B I can find the volumes of solid figures made up of two right rectangular prisms by adding the volumes of both.
- 5.MD.C.5.C I can solve real-world problems using what I know about adding the volumes of two right rectangular prisms.

Geometry

I can graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.A.1 I can understand a coordinate plane and ordered pairs of number coordinates on that plane.
- 5.G.A.1 I can graph ordered pairs of numbers on a coordinate plane using what I have learned about the x-axis and coordinate and the y-axis and coordinate.
- 5.G.A.2 I can represent real-world and mathematical problems by graphing points in the first quadrant of a coordinate plane.
- 5.G.A.2 I can understand coordinate values in the context of a real-world or mathematical problem.

I can classify 2-dimensional shapes into categories based on their properties.

- 5.G.B.3 I can understand how attributes of 2-dimensional shapes in a category also belong to all subcategories of those shapes.
- 5.G.B.4 I can classify 2-dimensional shapes based on their properties.