

Grade 5

What should my students learn from September to November?

By the end of fifth grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all children in fifth grade have. This learning map helps you know what your students should be learning from September to November and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content. This learning map is not intended to be used to monitor student progress at different times of the year but rather to carefully consider the types of learning experiences students have access to within a given curriculum and ways to enhance instruction and accelerate learning for every student.

Students entering fifth grade is also entering their final year of elementary school. This year, they will benefit from engaging in instructional opportunities that help them to reinforce and refine the skills gained throughout their upper elementary school experience. Securing mastery of their skill set will serve to ensure automaticity of habits and behaviors essential for success in middle school.

Reading

The Fifth Grade Experience

In fifth grade, students continue to sharpen their ability to comprehend text at increasingly higher levels of complexity. Therefore, early in the year, it is helpful to engage students in experiences where they use details from the text to make logical inferences, identify theme/central idea and summarize the text. This will support them as they continue to work throughout the year on building their ability to develop and share new ideas about the texts they read.

In beginning of fifth grade, it is important to provide a student with continuous support as they notice and pay attention to the words, phrases, figurative language and terminology of a text. Ensuring each student develops a keen eye for this, supports the move towards using language and phrases to analyze tone and mood as the year progresses. Additionally, this will lay the foundation for the level of analysis needed by the end of the fifth grade.

While reading comprehension skills are essential, it is as important to use the first part of the school year to reinforce students' reading habits and behaviors. An entering fifth grader should have ample opportunity to read for sustained periods of time daily to build reading stamina and increasing their time on task when reading. It will be equally as important to support students as they continue to develop a positive attitude about reading. As students enter fifth grade, they should also have opportunities to elaborate on and express their personal interests in reading. Teachers should allow for students to share and discuss their preferred genres, authors, "types of" stories and topics to read about as well as surround students with diverse texts that reflect their rich cultures, backgrounds and experiences. Ensuring a new fifth grader understands themselves as a reader and can see themselves in texts they read, will be essential for nurturing the independence students need before exiting fifth grade and engaging them in meaningful, culturally responsive ways.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write about it as well. This supports fifth graders to build toward independence and continue to progress as they develop Lifelong Practices of Readers. As you prepare and engage students in a blended learning environment, consider teaching into the structures and routines they will need to be successful learners, examples of which are outlined in the "pedagogical practices" column below.

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher’s repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously. This article, [4 Tips for Getting to Know the Blended Instructional Model](#), will support you in establishing routines and structures for blended and remote settings.

Using this Learning Map

Below you will find the teaching and learning experiences that most fifth-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.

What will the learning look like?

In the beginning of the year, fifth graders have experiences that support the learning below.

What pedagogical practices can support this?

Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.

Reading Behaviors and Habits

The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These reading behaviors should be explicitly taught and modeled in

Students are provided with opportunities to:

- Select and choose text independently to engage reading for sustained periods of time.
- Have the stamina to read books cover to cover in their entirety.
- Select and read literary and informational text that reflect interests and grade-appropriate content.
- Actively listen and respond to read alouds.

Teachers may:

- Cultivate a culture of independent reading through the set-up routines and structure to support choice of book selection and sustained time for reading.
 - Establish a set time for daily independent reading.
 - Provide direct instruction for teaching routines and structures to students.
 - Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
 - For additional guidance for how to establish routines and structures, see [Reading with Power and Passion: Resources to Support Independent Reading](#)
- Utilize text sets that offer rich, diverse and authentic text to enhance the teaching and learning of content and foster affinities of students.
 - Engage students in daily read-alouds to ensure they are getting exposure to a balance of complex text.
 - For tips on delivering virtual read alouds, see [7 Tech Tips for Your Next Read-Aloud](#)
- Set purpose for reading before, attending to comprehension during and summarizing or retelling after reading in order to:

<p><i>the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong reading.</i></p>	<ul style="list-style-type: none"> • Monitor for meaning when reading independently by employing previously taught strategies for reading comprehension. • Analyze text by rereading and annotating, citing evidence and applying reading strategies. • Practice and work towards reading goals independently and with support from teachers. • Listen to partners read and practice fluency. 	<ul style="list-style-type: none"> ○ Access prior knowledge ○ Build background knowledge ○ Make connections ○ Have students employ previously learning skills. • Teach reading comprehension strategies through explicit, direct instruction and monitor student use. • Design, adapt, and support access to instructional scaffolds so all students can engage with grade-level texts, rather than restricting students to texts at lower reading levels (see Scaffolding Instruction for MLLs/ELLs). • Provide time for students to write about their reading to support meaning making of text. <ul style="list-style-type: none"> ○ For additional guidance with implementing writing about reading in a blended learning environment see, Interactive Reading For The Google Classroom. • Work with student to co-create reading goals and coach students towards meeting their goals. • Provide ample time and opportunity for students to engage with partners and as a community around text being read as a class and independently. <ul style="list-style-type: none"> ○ Use Padlet to post questions, make categories and invite students to respond, keep a running record of reading materials, encourage discussions and conversations. ○ Use Flipgrid to invite students to response to each other.
<p>Reading Development</p> <p>This learning is connected to Priority Learning Standards 5R1, 5R2, 5R4 & 5R7/8</p>	<p>Locate and refer to relevant details and evidence to demonstrate comprehension of a text</p> <ul style="list-style-type: none"> • Notice and track important details throughout a text. • Use relevant and specific details to explain what the texts says explicitly and implicitly. • Share their understanding of a text through writing and discussion. <p>Make logical inferences about a text <i>Literary</i></p> <ul style="list-style-type: none"> • Use descriptions of characters, events and settings to make inferences. 	<p>Locate and refer to relevant details and evidence to demonstrate comprehension of a text</p> <ul style="list-style-type: none"> • Engage in read alouds as a way to provide students with exposure and practice to notice and track details to support comprehension of a text; Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Explicitly teach students to annotate texts to track details that capture the important parts of a text; Have students practice together and offer immediate feedback. • Model, through writing and thinking aloud, the use of details when sharing new ideas being formulated from a text. <ul style="list-style-type: none"> ○ Use digital tools like a shared documents, PowerPoint Charts, applications or this resource for digital concept maps. • Coach students to incorporate relevant details and evidence when writing in response to reading. • Provide students with opportunities to share ideas and engage in discussions about texts; <ul style="list-style-type: none"> ○ Have students share during live sessions; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat. ○ Have students record short videos to share with peers and others. <p>Make logical inferences about a text <i>Literary</i></p> <ul style="list-style-type: none"> • Use a familiar text to demonstrate the use of descriptions of characters, events and settings to formulate inferences; Try a think aloud to make thinking visible to students.

- Explain explicit and implicit information to support inferences

Informational

- Draw inferences based on the details and information presented.
- Use the illustrations, photographs, and other text features to infer from the text.

Determine the central ideas and themes of a text

- Synthesize details from a text that has been read in its entirety to identify the theme of a story or central idea of informational texts.
- Discuss the themes and central ideas in texts.

Literary

- Explore the lessons learned by the characters in a text.
- Determine the theme of a text by noticing the lessons the characters learn as a result of the resolution of a text.

Informational

- Determine the central idea of a text based on relevant details and evidence from the text
- Recognize and notice the structure of an informational text and how it contributes to the central idea.

Summarize the key supporting details and ideas

- Use relevant details and evidence when summarizing texts.
- Capture and share the essential ideas of a text by highlighting the most important details and theme/central idea to support the interpretation of that text.

- Explicitly teach students how to use both explicit and implicit information to make inferences using a think aloud; Have students practice together and provide immediate feedback; Use a shared document or interactive tools like [Jamboard](#).

Informational

- Ask guiding questions that force students to draw inferences about a topic using evidence and details from a text (text-dependent evidence).
- Provide students with the opportunity to debate about topic, using an informational text as a source for evidence. (See, [Make an inference and verify it with direct quotes](#), sample lesson)
- Provide students with the opportunity to share inferences based upon available text features; Use [Flipgrid](#) to invite students to response to each other.
- Coach and support students to use knowledge of a topic when making inferences about a text

Determine the central ideas and themes of a text

- Provide students with opportunities to discuss themes and central ideas in texts;
 - Have students share during live sessions; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat.
 - Have students record short videos to share with peers and others.

Literary

- Demonstrate how exploring lessons learned by characters help the reader determine themes. (See, [Determine How The Author Tells You The Theme of a Story](#), sample lesson).

Informational

- Explicitly teach students to gather relevant details and evidence from across the text to determine the central idea; Have students practice this together and offer immediate feedback.
- Demonstrate using text structure and overall organization of a text as a consideration to identify the central idea/main idea.
 - Text structures such as description, cause and effect, chronological, sequence, categorization, compare/contrast, problem/solution, or question/ answer. (See, [Analyze a Text's Structure](#), instructional video)

Summarize the key supporting details and ideas

- Engage students in a shared writing activity to con construct sample summaries. (See, [Taking notes to summarize information](#), sample lesson).
- Annotate sample summaries for the purpose of teaching the features of a summary; Use a shared document or interactive tools like [Jamboard](#).
- Provide non-examples of summaries and engage students in discussions where they share observations.
- Partake in [Collaborative Strategic Reading](#)

	<p>Determining the meaning of words, phrases and figurative language to foster comprehension of a text</p> <ul style="list-style-type: none"> Apply the understanding of words, phrases, figurative language, academic, and content-specific words to convey their understanding of a text. 	<ul style="list-style-type: none"> <u>Before Reading</u> Preview the text by identifying the topic (engage); <u>brainstorming</u> what they already know about the text of topic; and sets the purpose for reading <u>During Reading</u> <u>Click and Clunk</u> the text and then Get the Gist: As they read a text (or part of a text) students look for words or phrases they do not understand, and use fix up strategies to try and understand them. They, then, figure out the main idea of that part and come to an understanding of what it may mean (a “gist”). <u>After Reading</u> Have students write questions about the text and ask them to their peers. The peers need to give an answer using evidence <ul style="list-style-type: none"> As a whole class or in groups, the students review the most important parts of the text. <p>*Please note that if students have never participated in these approaches or protocols, it is important that they are taught explicitly first in a step-by-step fashion (not all at once)</p> <p>Determining the meaning of words, phrases to foster comprehension of a text</p> <ul style="list-style-type: none"> Provide direct instruction to support students with employing previously learned strategies to try to figure out the meaning of the unknown words they encounter while reading. For additional guidance on implementing contextualized vocabulary instruction, see Word Work Word Play: A Practice Guide for Vocabulary instruction in K-12 Classrooms.
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Writing	<p>The Fifth Grade Experience (Adapted from NYC DOE Educating Powerful Writers)</p> <p>No matter what grade students are in, creating a culture of writing is essential as it allows students to share their stories, thoughts, responses, and opinions when intentionality orchestrated by informed, caring teachers. This starts with knowing students well by valuing and honoring what each student’s culture, interest and diverse background bring into the classroom, a key element of returning to school in the fall. A class with a supportive and nurturing culture is a place where teachers model and show students how to respect and care for each other. As teachers develop a community of writers, students will be asked to share their closely held stories and ideas, which requires a safe and supportive environment. While teachers will want all students to have an appreciation for writing as well as the knowledge and skills to write effectively, it is important to get to know students as writers first as the school year begins. This means that before teaching any writing at all, teachers should learn about their students, their history as writers, whether they love or hate writing, and whether they think they are good writers or not. While observing students and talking with them will yield much useful information, a simple survey done in the beginning of the year can also provide the teacher with essential information about students and their attitudes toward writing.</p> <p>In classes where there is culture of writing, all students know that they are capable of mastering writing, even though it is a complex skill. When there is a community of writers, students feel competent and able to write well, if not at the present moment, then certainly in the very near future. Teachers reinforce a growth mindset so that students understand the role that sustained effort and practice can play in improving achievement. It’s important to establish some systems and structures so that the students feel that the teacher cares about them and their progress as writers. Students enter fifth grade with knowledge of and independence with the writing process to write narratives, opinions, informative/expository texts, poetic pieces, and responses to literature. In the beginning of the year, teachers can capitalize on this knowledge as they establish these systems and structures that enable students to grow as writers and engage in the writing process whenever writing.</p>
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Over the course of the year, the focus of writing instruction should encompass a process that students use to create writing products. When teaching writing, instructional focus must not be on what is produced but rather how writing pieces are produced and making the teaching of writing transparent. Teachers of writing teach the “how” of writing and to unpack all the messy details that lead from an initial idea to a finished piece. As we teach writing as process, teachers need to provide students with explicit instruction that guides them through each phase and establish systems and structures that support this. While writing pieces across various genres, students engage in the phases of the writing process outlined below, which are recursive and support students in learning the “how” of writing as they write following this process throughout the year.

- REHEARSING: Ways to find ideas for writing and prepare to draft
- DRAFTING: Writing a first draft
- REVISING: Improving writing through elaboration
- EDITING: Edit writing for mechanics, usage and punctuation
- PUBLISHING: Create a final piece; Celebrate and share it with others in authentic ways

Throughout the year, teachers can cultivate writing use mentor and model texts that reflect the diversity of their classrooms, knowing how important it is for students to see and hear stories about people like themselves. When students can identify with characters and stories that reflect some aspect of their own lives, personal and cultural knowledge and experience, they are more deeply engaged and can build on their life experiences to make connections to the wider world. Reading plays a critical role in writing and can actually help students become better writers. This is because wide reading exposes students to many authors’ use of language, style, characters, and dialogue that can serve as models and inspiration for students’ own writing. As students read different genres across the year, they begin to understand the structures, recognize patterns in organization and development, and become familiar with typical devices used in the genre. When they try their hand at writing in the same genre, they can apply all that they know as they make decisions about structure, content, and style. In addition to students reading texts in order to inform their own writing, writing can also inform their reading. In fact, many of the most common literary devices and concepts can be introduced first through writing, as can the notion of analyzing characters’ actions and words to determine their traits. For example, students can learn to write actions that reveal the kind of person their character is. A mean-spirited character might pinch people, while a shy character might scrunch down in his desk behind a taller student so that the teacher doesn’t see him and call on him to speak in front of the class. Once students know how to use actions and dialogue to reveal the characters they have created, they are then better able to identify these moves in the texts they read, and then analyze and determine how characters are revealed in the writings of professional authors. This dual practice can serve to accelerate mastery with both reading and writing skills.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write. This too will enable the development of the Lifelong Practices of Writers.

Special Note for Blended and Remote Instruction

Explicit and systematic instruction, where teachers might model a step-by-step demonstration of a strategy while verbalizing their thinking at each step or summarize texts read and engage in collaborative writing, where teachers work together with students to plan, draft, revise, and edit their compositions, are two highly validated research-based pedagogical approaches that should be part of every teacher’s repertoire as they teach writing. These components of a lesson are best suited for synchronous instruction so that the teacher can interact with students. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to try out new skills in their writing. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most fifth-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical

practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:

- Does your curriculum teach all three types of writing (narrative, opinion and informational)?
 - If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each?
- When is each type of writing taught?
- When taught, do students have the learning experiences identified?

Please note, each genre of writing (informative/explanatory, argument and narrative) is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.

	<p style="text-align: center;">What will the learning look like? <i>In the beginning of the year, fifth graders have experiences that support the learning below.</i></p>	<p style="text-align: center;">What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Writing Behaviors and Habits</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These writing behaviors should be explicitly taught and modeled in the beginning of the year.</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read a variety of diverse texts that represent narrative, informative/explanatory and argument writing to serve as mentor texts for writing. • Try out techniques observed in mentor texts. <ul style="list-style-type: none"> • Write routinely over sustained periods of time that gradually increase. • Write across a variety of genres (narrative, informative/explanatory and argument) for specific purposes. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Choose authentic texts that are reflective of students’ rich cultures and backgrounds to serve as mentors and teach various structures. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Have students discuss author’s craft across various kinds of writing. <ul style="list-style-type: none"> ○ Use the “raise hand feature” to promote discussion using video conferencing platforms. ○ Use Padlet to post questions and invite students to respond and encourage discussions and conversations. ○ Use Flipgrid to invite students to response to each other. • Explicitly teach students through modeling and the use of think aloud how to try out techniques from mentor texts. • Create systems and structures that give students extended periods of time to write; Have students write daily. <ul style="list-style-type: none"> • Explicitly teach students through modeling and the use of think aloud how to carry out the various steps for writing each type of genre. • Create charts or checklist for each genre students can refer to as they are writing; Follow these directions to use Flipgrid to make digital charts.

Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong writing.

- Collaborate with classmates to write together.
- Write to share stories and ideas and about topics that are interesting to them, relevant to their lives and meaningful.
- Use writing to respond to texts, author, theme or personal experience through poems, plays, stories, art work, etc.
- Write in response to writing prompts (e.g, quick write or on demand) so that teachers can assess writing skills students already have.

The Writing Process

- Use the writing process with an understanding that all parts of the writing process can happen at any time while writing a piece.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Provide students with a constricted choice (students will write in a specific genre but then are given choice about what they will write about within that genre).
- Co-construct a portion of a writing with students; Guide students in practicing trying out new skills and writing techniques together; Offer immediate and affirmative feedback.
 - Try this [book builder](#) to create digital writing.
 - Use shared documents or Google Suite tools like [Jamboard](#).
 - Use [Writing.Com: Where the Writers Go](#), a collection of prewritten beginnings of stories, where students can choose the direction of the story and write final chapters!
- Establish writing partnerships.
 - Establish remote writing partnerships; Encourage students to video conference their writing partner and/or create short videos where they share their writing with their partner and others.
- Create a community of writers, where students feel safe to share their stories and personal experiences; Give students the opportunity to share stories and ideas and discuss topics that are interesting to them, relevant to their lives and meaningful as springboards for writing.
 - Give students opportunities to share during live session; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat.
 - Have students record short videos to share with peers and others.
- Give students choices for writing and ways to respond to texts and experiences creatively; Expose students to poems, plays, artwork, etc.
 - Check out this [interactive website](#) that helps students learn poetry.
- Engage students in discussion that activate prior knowledge about topics and previously learning writing skills and techniques prior to writing in response to a prompt (e.g., quick write or on demand).
 - Video conference with students as they complete their quick writes or on demand pieces; Have students use interactive tools like [Jamboard](#).

The Writing Process

- Explicitly teach students about the writing process; Model that the writing process it recursive and not linear; E.g., You might return to drafting and brainstorming ideas after you revise.
- Provide student with tools (e.g., checklists) to self-monitor as they move through the writing process; Model the use of these tools for students; Monitor and reinforce student use.
 - Create a digital checklist that students can use as they engage in the writing process; Use [Google Keep](#) to share it with students.
- Establish writing partnerships so students can work together to plan, draft, revise, and edit their compositions.
 - Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing by making lists or completing graphic organizers.
- Reading other writers for inspiration.
- Explore interesting topics or ideas that are meaningful and relevant.

- Re-read their own pieces for topics or ideas to explore further.
- Create a writing plans like outlines or graphic organizers.
- Gather needed information needed to write.
- Write several flash drafts of possible story ideas.

DRAFTING

- Use a writing plans and other supporting information organized or gathered to draft writing pieces.

- Brainstorm ideas for writing together with students; co-construct lists or complete graphic organizers that document ideas for writing; Use [this resource](#) to create digital concept maps.
- Model brainstorming ideas and writing out those ideas into blurbs that can be stretched out; Use a shared document or interactive tools like [Jamboard](#).
- Give students choice to selecting meaningful, relevant and interesting topics to write about.
- Immerse students in mentor texts with authentic writing examples that reflective their diverse cultures, background and experiences; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Model through use of a think aloud brainstorming topics or ideas that you would like to learn more about; Have students try this out as a class or with a partner.
 - Use the “raise hand” feature or chat to promote discussions during video conferencing.
 - Have students create short videos to share with their remote writing partner.
- Co-create a chart of interesting topics or ideas the class would like to explore and write about; Have students create their own charts in their writing notebook; Try using this [resource for digital concept maps](#).
- Model through use of a think aloud how to choose topics or ideas for writing; Show students how you might return to texts read and information gathered in your writing notebook to help you make the decision.
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Have students maintain a writing notebook for generating, capturing, and drafting ideas; Have students return to their writing notebook for topics and ideas to explore further in upcoming pieces;
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Explicitly teach students how to create writing plans using outlines and graphic organizers; Have students practice together and provide them with immediate, affirmative feedback.
 - Use digital tools like shared documents, PowerPoint Charts, applications or [this resource for digital concept maps](#).
- Engage students with multiple texts about the same topic or theme as a way to gather information and ideas to write about while building knowledge; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Explicitly model how students might compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like [Jamboard](#).

DRAFTING

- Explicitly teach and model how students can use information organized and gathered during the rehearsal stage to begin writing; Use a shared document or interactive tools like [Jamboard](#).
- Co-construct drafts of writing with students; Use a think aloud to tell students about your thought process for drafting.

REVISING

- Elaborate on the most critical elements for each genre of writing.

- Revisit word usage.

- Incorporate feedback from the teacher and peers.

EDITING

- Evaluate the quality of their sentences.

- Check grammar, spelling, and punctuation, as well as correcting any mistakes in the piece.

PUBLISHING

- Incorporate revisions and edits into one neat, final copy of their writing.
- Share their writing with well-chosen audiences.

- Receive feedback on their writing from audiences.
- Reflect on their writing and consider new writing challenges or areas for growth.

- Have students share their drafts with a partner for feedback; Provide students with sentence starters to support the conversation, as needed; Have students use charts or checklists about the specific writing genre when giving feedback.
 - Have students review each other’s drafts and provide feedback electronically.
 - Have students create short videos detailing the feedback they have for their partner.
 - Use [Padlet](#) to invite students to respond and encourage discussions and conversations.
 - Use [Flipgrid](#) to invite students to response to each other.

REVISING

- Refer to charts and/or checklist for a particular genre when modeling the revision process for students; Follow [these directions](#) to use Flipgrid to make digital charts.
- Explicitly model how to select a part of writing for revision using a demo text; Use a think aloud to illustrate why you made this decision; Have students practice with a partner; Provide students with immediate and affirmative feedback.
- Explicitly model revising work by adding critical elements for the genre to writing on a demo text; Use a think aloud to illustrate how particular parts are being revised.
- Explicitly teach students the importance of word usage; E.g., you might ask, “Did you use transitional words, phrases and clauses to connect ideas?”
- Refer to charts and/or checklist during conferences with students to discuss their writing and work together to develop a plan for revision; Use [Google Keep](#) to share digital checklists with students.

EDITING

- Explicitly teach students through modeling how to evaluate the quality of their sentences; E.g., you might ask, “Does your verb tense convey a sense of time or sequence?”
- Explicitly teach strategies for checking grammar, spelling, and punctuation, as well as correcting any mistakes in the piece.
- Give students editing checklists; Use [Google Keep](#) to share digital checklists with students.
- Have students edit each other’s work.

PUBLISHING

- Explicitly model how to prepare a neat, final copy of their writing with a demo text; Use a think aloud to illustrate your thinking and decision making; Use a shared document or interactive tools like [Jamboard](#).
- Provide avenues for students to publish their work via online forums, a google classroom, webpage, etc.
- Create opportunities for students to share their writing with a chosen audience.
 - Have students record short videos where they share their writing; Have them share videos with peers and family members.
- Create sentence starters or checklists an audience can use to guide their feedback.
- Give students opportunities to reflect on their writing and create writing goals.
 - Set up a digital reflection journal or exit tickets. Read [this article](#) to learn more.

**Informative/
Explanatory**

The teaching and learning reflected here is connected to

[Priority Learning Standards 5W2 & 5W7/8](#)

These learning experiences are only expected if informative/explanatory writing is taught during this timeframe.

Following the writing process, students are provided with opportunities to:

- Read multiple informational texts in diverse forms (books, articles, blogs, etc.) about the same topic.

- Gather information such as facts, definitions, concrete details and other relevant information that develop a topic.

- Begin to provide a general focus by grouping and organizing related information together logically from different sources.

- Write short summaries of texts read about a topic by including facts, concrete details, definitions and other relevant information.

- Write short pieces of writing like flash drafts to try out introducing a topic clearly.

- Create a writing plans by thinking about the best order to present information logically and begin to establish a general focus.

- Write informative/explanatory texts about a topic that convey ideas using relevant information and begin to establish a writing style.

Following the writing process, teachers may:

- Immerse students in the genre by offering a variety of informational texts and eBooks to serve as mentors for this type of writing and support them in gathering facts and information about a topic; Select texts in various forms that are interesting, engaging and meaningful to students.
 - Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Stop to discuss information read and text features through an instructional read aloud to introduce mentor texts; You might choose an informative text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like [Jamboard](#) to enhance discussions.
- Use mentor texts to explicitly teach features of an informative text; Give students the opportunity to practice determining features together; Chart features of informative texts and add to this chart as you explore more texts; Follow [these directions](#) to use Flipgrid to make digital charts.
- Explicitly teach students how to gather facts, definitions, concrete details and other relevant information develop topics from various texts; Provide students with tools like graphic organizers to use; Explicitly teach students how to use the tools; Try using this [resource for digital concept maps](#).
- Explicitly teach students how to begin to provide a general focus by grouping and organizing related information; Provide students with tools like graphic organizers to use; Explicitly teach students how to use the tools; Try using this [resource for digital concept maps](#).
- Explicitly teach students how to summarize texts through model; Have students practice this together and offer immediate feedback; Use a shared document or interactive tools like [Jamboard](#).
- Practice summarizing information utilizing a procedure such as Generating Interactions between Schemata and Texts ([GIST](#))
- Use a think aloud to share your thinking and decision-making process with students; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly model using a think aloud how you might best order information logically to establish a general focus; Have students practice this with a partner and offer immediate feedback; Use a shared document or interactive tools like [Jamboard](#).
- Provide students with graphic organizers and process charts to support planning; Explicitly teach students how to use of these tools and monitor student use; Try using this [resource for digital concept maps](#).
- Explicitly teach through modeling with a teacher demo text how to write an informative/explanatory piece; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like [Jamboard](#).
- Co-construct pieces of informative/explanatory writing with students; Coach and guide students in making decisions about what information to include Use a shared document or interactive tools like [Jamboard](#).

	<ul style="list-style-type: none"> • Include precise language and content-specific vocabulary when writing about topics. • Begin to use transitional words, phrases and clauses to clarify and connect ideas. • Try out different ways to write a closing statement or section that relates to the information and explanation presented. • Revise by adding facts, definitions, concrete details, other relevant information and more precise language; Begin to use quotations. 	<ul style="list-style-type: none"> • Provide examples various text structures and features of informative pieces using mentor and demo texts; Choose one text structure and explicitly teach students how to try it out in a teacher crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like Jamboard. • Explicitly teach student to incorporate visuals, chart, etc. Into their writing. • Examine styles of writing using mentor texts; Have students discuss how the style of writing relates to the subject area or task. <ul style="list-style-type: none"> ○ Use the “raise hand feature” to promote discussion using video conferencing platforms. ○ Use Padlet to post questions and invite students to respond and encourage discussions and conversations. ○ Use Flipgrid to invite students to response to each other. • Explicitly teach students how to include precise language, content-specific vocabulary and transitional words/phrases/clauses when writing about topics; Have students practice this together and offer feedback. • Model writing conclusions that relate back to the information and explanation presented; Use a think aloud to share your thought process about how to write a closing statement or section; Try using and revisiting language from the introduction and teaching students how to make statements about why this information is relevant and important; Use a shared document or interactive tools like Jamboard. • Explicitly teach and model revising writing using a demo text by adding facts, definitions, concrete details, other relevant information and precise language; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like Jamboard. • Model revisiting notes and texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations.
<p>Argument</p> <p><i>The teaching and learning reflected here is connected to</i></p> <p>Priority Learning Standards 5W1 & 5W7/8</p> <p><i>These learning experiences are only expected if</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read arguments and identify the features of argument writing like claims supported by clear reasons and relevant evidence. • Form precise claims with logical reasons and evidence about topics based on information gleaned from texts read. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Immerse students in the genre by offering a variety of arguments to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and meaningful to students. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Stop to discuss features of argument writing through an instructional read aloud to introduce mentor texts; You might choose a text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions. • Use mentor texts to explicitly teach features of arguments; Give students the opportunity to practice determining features together; Chart features of arguments and add to this chart as you explore more texts; Follow these directions to use Flipgrid to make digital charts. • Explicitly teach students how to form precise claims using logical reasons and evidence about topics using information from texts read; Model exploring your writing notebook to gather information; Have students

<p><i>argument writing is taught during this timeframe.</i></p>	<ul style="list-style-type: none"> • Gather and begin to logically organize information such as facts, definition, concrete details and other relevant information about selected topics for arguments by beginning to use various sources. • Create a writing plans by thinking about how reasons are logically ordered and well-support by facts and details. • Write short pieces of writing like flash drafts to introduce a precise claims with well-organized reasons and evidence. • Write arguments with logically organized reasons and relevant evidence. <ul style="list-style-type: none"> • Include precise language and content-specific vocabulary when writing about topics. • Begin to use transitional words, phrases and clauses to connect ideas. • Try out different ways to write a closing statement or section that relates back to the argument presented. • Revise by adding details and more precise language and re-organizing evidence. 	<p>practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations.</p> <ul style="list-style-type: none"> • Offer students options like graphic organizers or concept maps, for organizing information; Explicitly teach students how to use these tools and monitor student use; Try using this resource for digital concept maps. • Explicitly teach students through modeling how information gathered should be logically organized to support claims by beginning to use various sources; Have students practice together and offer feedback; Provide options for students to organize their thinking using digital tools like PowerPoint Charts or this resource for digital concept maps. • Explicitly model how students might compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like Jamboard. • Explicitly teach through modeling with a teacher demo text how to write arguments; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like Jamboard. • Co-construct arguments with students; Coach and guide students in making decisions about which reasons and what evidence to include; Use a shared document or interactive tools like Jamboard. • Provide examples various features in argument writing using mentor and demo texts; Choose one feature and explicitly teach students how to try it out in a teacher crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like Jamboard. • Explicitly teach through modeling and use of a think aloud to discuss word choice when writing; Have students practice including precise language, content-specific vocabulary or transitional words/phrases/clauses to connect ideas and begin to clarify after teacher modeling; Use a shared document or interactive tools like Jamboard. • Model writing conclusions that related back to the argument presented; Use a think aloud to share your thought process; Use a shared document or interactive tools like Jamboard. • Model revisiting notes and mentor texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations.
<p>Narrative</p> <p><i>The teaching and learning reflected here is connected to</i></p> <p>Priority Learning Standards 5W3</p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Engage with multiple narrative literary texts that reflect the diverse cultures and backgrounds of students to study effective narrative techniques. • Use literary texts as mentors to create narratives that are real or imagined. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Immerse students in the genre by offering a variety of literary texts and eBooks to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and reflect students’ rich cultures and backgrounds. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Stop to discuss part of literary texts through an instructional read aloud to introduce mentor texts; You might choose a literary text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions.

These learning experiences are only expected if narrative writing is taught during this timeframe.

- Share closely held stories and ideas familiar experiences to gather ideas for writing narratives.
- Plan for writing by brainstorming a situation and characters and/or narrator for narrative writing.
- Plan for writing by mapping out a sequence of events in their story.
- Plan for writing by brainstorming dialogue and descriptions of characters' actions, thoughts, and feelings to show responses to a situation.
- Write short pieces of writing like flash drafts introducing the narrator and/or characters and establishing a situation.
- Write short pieces of writing like flash drafts that use dialogue and descriptions to show characters' actions, thoughts, and feelings in response to a situation.
- Write narrative stories about real or imagined events.
- Try out techniques from mentor texts in writing.
- Include transitional words and words to manage the sequence of events; Begin to use clauses.
- Use concrete words, phrases and sensory details to convey experiences and events precisely.
- Try out different conclusions for stories that follow the narrated experiences and events.
- Use mentor texts to explicitly teach narrative technique; Give students opportunities to discuss different narrative techniques; Chart narrative techniques and add to this chart as you explore more mentor texts; Follow [these directions](#) to use Flipgrid to make digital charts.
- Give students the opportunity to share through discussions; Use the “raise hand” and chat features during video conferencing; Have students record short videos where they share their stories.
- Provide students with graphic organizers and process charts to support planning; Explicitly teach students how to use of these tools and monitor student use; Try using this [resource for digital concept maps](#).
- Explicitly teach students through modeling how to brainstorm situation and characters/narrators; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach students how to map out sequence of events in a story using a demo texts; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach students through modeling how to brainstorm dialogue and descriptions of characters' actions, thoughts and feelings to show responses to a situation; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach students through modeling how to establish a situation and characters/narrators; Use a think aloud to make your thought process visible to students; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach students through modeling how to create quick drafts of parts of a story that use dialogue and description to show characters' actions, thoughts and feelings in response to a situation; Use a think aloud to make your thought process visible to students; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach through modeling with a teacher demo text how to write a narrative piece; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like [Jamboard](#).
- Co-construct pieces of narrative writing with students; Coach and guide students in making decisions about narrative techniques; Use a shared document or interactive tools like [Jamboard](#).
- Provide examples various narrative techniques using mentor and demo texts; Choose one narrative technique and explicitly teach students how to try it out in a teacher crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach and model how to use transitional words, phrases and clauses in stories to manage event order; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach and model how to use concrete words, phrases and sensory details to convey experiences and events precisely using mentor and demo texts; Have students practice together and provide them immediate feedback; Use; Use a shared document or interactive tools like [Jamboard](#).
- Model writing conclusions that follow the narrated experiences and events; Use a think aloud to share your thought process; Use a shared document or interactive tools like [Jamboard](#).

	<ul style="list-style-type: none"> Revise by adding dialogue and descriptive details about the thoughts, actions and feelings of characters and sensory details that precisely convey ideas. 	<ul style="list-style-type: none"> Explicitly teach and model revising writing using a demo text by adding dialogue and descriptive details about characters' thoughts, actions and feelings about situations and sensory details; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like Jamboard. Model revisiting notes and mentor texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher's digital writing notebook to use for student demonstrations.
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**Language/
Vocabulary
Development**

The Fifth Grade Experience

Fifth graders are continuing to engage with a wide variety of complex text intended to build deeper knowledge on content. In addition, students continue to deepen their learning in how to delineate between conversational language and academic language within speaking and writing.

Language development and vocabulary are inextricably linked to reading, writing, listening, and speaking with others. Although this section delineates the experiences and practices of language development and vocabulary, it also highlights how a student will experience—and how teachers can practice—an interconnected classroom environment that utilizes all the modalities to develop content knowledge and meaning making. Thus, the statements (listed below) not only showcase the specific skills cultivated by teaching and learning, but they also exemplify how those skills can be used within a knowledge-building process -- a cornerstone for lifelong learning.

As you read about these experiences and practices, think about the reading and writing sections of this document and answer the following question:

- How can I link these practices to reading, writing, listening, and speaking activities within a unit of study or lesson?
- What routines and structures can I cultivate in an effort to leverage language and vocabulary development throughout cross-content instructional opportunities?

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher's repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most fifth-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

	<p>Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum.</p>	
	<p>What will the learning look like? <i>In the beginning of the year, fifth graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing</p> <p><i>The teaching and learning reflected here is connected to</i> Priority Learning Standards 5L1, 5L2, 5L4, 5L6</p>	<p>Students are provided with opportunities to:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> Continue to work on producing simple and complex sentences, while also using and explaining the function of nouns, pronouns, verbs, adjectives, relative pronouns (who, whose, whom, which that) and relative adverbs (when, where, why). Gain knowledge and cultivate skills on how punctuation aids the reader in making meaning of a sentence (e.g. using a comma can indicate a list of items or a semi-colon can indicate a continuation or change of perspective). Gain command of using regular and irregular plural pronouns and gain further understanding of regular and irregular verbs. <p>Vocabulary</p> <ul style="list-style-type: none"> Students continue to learn the relevance of academic words by applying them when they communicate with others through speaking, listening, and writing about a topic or text. Understand how to find out the meaning of unknown words, in multiple ways, and see how the words fit into understanding a grade-level text. 	<p>Teachers may:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> Provide multiple exposures and opportunities (through the read-talk-write cycle) for students to immerse and practice grammar, or conventions for deeper understanding with their teacher and their peers. Create authentic opportunities that promote meaningful engagement in text discussions, making sure students employ appropriate conventions and/or grammatical structures in writing or speaking. Deconstruct, reconstruct, and/or co-construct sample sentences from a mentor text to illustrate the use of English grammar and usage. <p>Vocabulary</p> <ul style="list-style-type: none"> Utilize a small-set of high-utility vocabulary words that will be investigated throughout a unit of study (Lesaux, 2016). Embed scaffolds, when and where appropriate, within text through the bolding and underlining of a few words central to understanding a text while also purposely asking guided questions pertaining to the words and their meaning in relation to a text, concept, or topic. For words that have multiple meanings, a good practice would be to create a semantic web with students (see pages 95-96 in Word Work and Word Play) via a shared google doc for students to work on during brick-and-mortar instruction and/or asynchronously.

	<ul style="list-style-type: none"> Use their learning about Greek and Latin word roots and affixes (prefix and suffixes) to infer the meaning of the word in context. 	<ul style="list-style-type: none"> Break down the words using morphology (e.g. Greek and Latin Word Roots) and cognates, when and where possible, to unpack meaning of words in relation to the content (p. 84 of Word Work and Word Play) If necessary, provide brief definitions of the targeted vocabulary words alongside the text (embedded vocabulary). Provide multiple exposures and opportunities (through the read-talk-write cycle) for students to immerse and practice vocabulary for deeper understanding with their teacher and their peers. Create authentic opportunities that promote meaningful engagement in text discussions, making sure students employ the targeted the targeted vocabulary in writing or speaking. Explicitly teach vocabulary words <ul style="list-style-type: none"> Introduce a word Introduce the meaning of a word Illustrate with examples Check students’ understanding <ul style="list-style-type: none"> Examples and non-examples; or Ask questions that require understanding of the meaning of the word in context Have students create their own examples and then share them with a partner Utilize strategies, such as semantic gradients, to explore the nuances, tone, and meaning of related words.
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<p>Express knowledge, language, and understanding of a text, topic, or big idea through reading, speaking, listening, and writing</p> <p><i>The teaching and learning reflected here is connected to</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> Engage in conversations around a text or topic and write about it. Reflect upon their peers’ thoughts and/or opinions. Give presentations based upon a piece (or pieces) of writing (e.g. projects). Engage in conversations with their peers about their writing and seek advice from them about how they can improve. Participate in collaborative routines that allow them to read, write, and talk about a text or topic using evidence to support their assertions. Engage in conversation around a studied topic (or big idea) from diverse formats or multiple perspectives (text, digital print, media, etc.) and write about it. 	<p>Teachers may:</p> <ul style="list-style-type: none"> Partake in Collaborative Strategic Reading (register and access resources for free) <ul style="list-style-type: none"> Before Reading Preview the text by identifying the topic (engage); brainstorming what they already know about the text of topic; and sets the purpose for reading. During Reading Click and Clunk the text and then Get the Gist: As they read a text (or part of a text) students look for words or phrases they do not understand, and use fix up strategies to try and understand them. They, then, figure out the main idea of that part and come to an understanding of what it may mean (a “gist”). After Reading Have students write questions about the text and ask them to their peers. The peers need to give an answer using evidence <ul style="list-style-type: none"> As a whole class or in groups, the students review the most important parts of the text. Engage students in academic conversations around a text. Provide language stems (or sentence starters), if need be (e.g. I agree/disagree with _____ because _____). To see models, click here: Academic Conversations Plan for a lesson using reader’s theatre around a topic pertaining to the existing curricula. Listening stations in which students listen to digital recordings of their teacher reading a complex informational text aloud, then discuss the questions the teacher poses at the end of the recording. Utilize reciprocal teaching,* in which students read chunks of a given text and then take turns with various comprehension strategies such as predicting, questioning, clarifying, and summarizing.
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Priority Learning Standards 5SL1, 5SL2/3

- Implement a [Socratic Seminar](#)*: students craft questions about a text that will open a dialogue and move the discussion to a deeper level. During this dialogue, the goal is to have thoughtful exchanges that grow their knowledge and understanding of the topic, world, and themselves.
- *Please note that if students have never participated in these approaches or protocols, it is important that they are taught explicitly first in a step-by-step fashion (not all at once)*

Math

The Fifth Grade Experience

According to the NYS Next Generation Learning Standards, instructional time in Grade 5 should focus on “extending division to 2-digit divisors, integrating decimals into the place value system, and developing an understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.” Learning experiences should incorporate the continued use of visual and concrete models and representation to build conceptual understanding and application of various computational strategies for decimals.

Throughout the first three months of fifth grade, students will extend their knowledge of whole number operations and the base-ten system with whole numbers to numbers less than 1 (decimals). Fifth graders will apply their knowledge of operations to decimals by adding, subtracting, multiplying and divide decimals through models, decimal notation, strategies based on place value, properties of operations and the relationship between operations. As their work with the operations extend to decimals, students will be challenged to look for and express regularity in repeated reasoning (Standards for Mathematical Practice 8). Teachers are encouraged to engage students in discourse that supports students in looking for and making use of structure (Standards for Mathematical Practice 7) while supporting students in reasoning abstractly and quantitatively (Standards for Mathematical Practice 2).

Pedagogical practices that reflect aspects of high-quality math instruction are highlighted throughout the learning map. The suggested pedagogical practices align to [Concrete, Representation, and Abstract \(CRA\) practices](#). In grade 5, the use of base ten blocks, visualizations, number lines, decimal models and algorithms are essential in supporting students develop an understanding of concepts and procedural fluency.

Students with disabilities may struggle to access some mathematics concepts. Disabilities in the areas of cognitive development may impact attention, perception, visual motor, language processing, memory, reading and writing. Many of the practices outlined in this document can be used to support students’ development and retention of mathematics concepts. However, we understand that each student is unique and student needs are unique. You are encouraged to align our stated strategies with the documented needs on the student's IEP.

In addition, when considering planning instruction for MLL/ELLs, it is important to include the academic language they must acquire along with the necessary content knowledge and competencies mentioned above. Essential in this process is the provision of scaffolds and other supports MLL/ELLs need to ensure they can access the required mathematical texts, concepts and skills given their particular levels of English proficiency and prior school experiences.

Special Note for Blended and Remote Instruction

As we move into the fall, we know that there will be a need for digital resources that support blended and remote learning to support the schools shared and inclusive digital curriculum. Linked throughout this learning map are free, digital resources that support the learning that occurs in the beginning of fifth grade such as 3 Act Math Tasks, virtual decimal games, and base ten blocks. These digital resources may be used by teachers to improve students' experience as they interact with the content and enhance existing resources in their shared, inclusive and digital curriculum. We ask that you continue to provide ongoing opportunities for students to interact with the digital resources and tools as they practice these skills, whether in-person or remote learning setting.

Using this Learning Map

To create this learning map, the design team considered the most used curricula across the NYC DOE, enVisionmath NYC 2.0 and Eureka alongside the [Priority Learning Standards in Mathematics](#). Although this document is completely aligned to the NYS Next Generation Learning Standards (NGLS), the language used is not an exact match, but rather a description of what the learning experience from September to November of fifth grade should look like.

In addition to expected learning experiences, this learning map identifies research-validated pedagogical practices that teachers may employ to create access to rich, culturally responsive grade level content. Unlike ELA, the pedagogical practices suggested in the last column are not meant to be a one-to-one correspondence to the descriptions of learning experiences of the left column. These pedagogical practices rather link to the learning experiences students will have related to each specific mathematical domain.

Regardless of the curricular resources that a school may use, by the end of fifth grade, all students are expected to reach the expectations outlined in the NGLS. While using this learning map, it is important to keep in mind that the instructional sequence of one's school curriculum is carefully and intentionally designed to maintain program fidelity. Lesson omissions or modifications of the order of the curriculum sequence should be carefully considered as it may have unintended and adverse impact on students' current and future acquisition of mathematical competencies.

Domains <i>(bolded domains are Priority for this grade)</i>	What will the learning look like? <i>In the beginning of the year, third graders have experiences that support the learning below.</i>	What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i>
Operations and Algebraic Thinking NY-5.OA	This domain is typically not addressed at this time of the year.	
Number and Base Ten Operations NY-5.NBT This learning is connected to	<ul style="list-style-type: none"> • Use exponents to write powers of 10 and calculate products. • Read and write decimals through thousandths in different ways (standard, expanded, and number names) to compare decimals using place value. • Add and subtract decimals to the hundredths using strategies based on place value and properties of operations. • Multiply 3-digit by 2-digit numbers by: <ul style="list-style-type: none"> ○ combining equal groups 	<ul style="list-style-type: none"> • Invite students to share what they notice and wonder • Provide students with opportunities to develop academic language by listening, discussing, reading and writing about important mathematical ideas and processes. For additional support on how to orchestrate effective academic discourse in mathematics, visit the Wisconsin Center for Educational Research at University of Wisconsin-Madison • Invite students to articulate connections between <ul style="list-style-type: none"> ○ Expressions/equations/visual models and representations ○ Various mental strategies

<p><u>Priority Learning Standards</u> NY-5.NBT.1 NY-5.NBT.2 NY-5.NBT.3 NY-5.NBT.4 NY-5.NBT.5 NY-5.NBT.6 NY-5.NBT.7</p>	<ul style="list-style-type: none"> ○ adding partial products ○ using knowledge of place value for multiplying powers of 10 & zeros. ● Use properties of operations and the standard algorithm for multiplication to find the product of multi-digit numbers. ● Use estimation to decide whether a quotient is reasonable when dividing by 2-digit divisors. ● Use division strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. ● Use mental math and place-value patterns to divide a decimal by a power of 10. ● Use models, strategies, properties of operations and the base ten system to: <ul style="list-style-type: none"> ○ Solve addition and subtraction problems involving estimation ○ Multiply a decimal by a whole number ○ Divide decimals to hundredth 	<ul style="list-style-type: none"> ● Use decimal models such as base ten blocks and number lines to: <ul style="list-style-type: none"> ○ explore and extend the understanding of place value and the base ten structure ○ emphasize the multiplicative relationship between each place value (a digit in one place represents 10 times as much as it represents in the place to its right and 1-tenth of what it represents in the place to its left.) ○ compare decimal units ○ add, subtract, multiply and divide decimal values. ● Engage students in decimal Number Talks, and/or Number Strings to explore strategies such as: <ul style="list-style-type: none"> ○ Partial products ○ Rounding and Adjusting ○ Breaking factors into factors ○ Doubling and Halving ○ Proportional Reasoning for Powers of 10 ● Activate students' prior knowledge about decimals ● Decimal Math Games: <ul style="list-style-type: none"> ○ Fill Two ○ Decimal In-Between ● 3 Act Math - Cups ● 3 Act Math - Pop Top
<p>Number and Operations-Fractions NY-5.NF</p> <p><u>Priority Learning</u> for this grade</p>	<p>This domain is typically not addressed at this time of the year.</p>	
<p>Geometry NY-5.G</p>	<p>This domain is typically not addressed at this time of the year.</p>	
<p>Measurement and Data NY-5.MD</p>	<p>This domain is typically not addressed at this time of the year.</p>	

Science

The Fifth Grade Experience

All students benefit from science education. Science serves as a key instructional component of a high-quality educational program and should be prioritized for instruction three to four times a week in grade 5. Science empowers students to be able to make sense of the world around them. It also helps students develop the critical thinking, problem solving, and data analysis and interpretation skills they can use in any career, and that will help them make decisions that affect themselves, their families, and their communities.

Science learning is not about the memorization of a set of science facts, but rather about figuring out how and why things happen. Core ideas in life science, Earth science, physical science, and engineering are intentionally arranged from kindergarten through twelfth grade so that students can build their understanding over time, and see the connections between different ideas and across disciplines. To figure out these core ideas, students engage in the same practices that real scientists and engineers do. For example, students develop and use models, analyze data, and make evidence-based arguments. They also learn to make sense of core ideas using crosscutting concepts, such as systems or cause and effect, which are useful ways of thinking about and making connections across different areas of science and engineering. These three dimensions—core ideas, practices, and crosscutting concepts—to work together in science classes.

In grade 5 students are expected to assume the role of scientist in a classroom setting. Students bring many rich and diverse life experiences that will define how they interact with phenomena they are exposed to throughout the year. They begin to use quantitative observations to assist them in making sense of their world. With this gathering and application of data, students develop their scientific vocabulary and begin to develop explanations that allow them to better understand themselves and the natural world.

A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. To support a high-quality education, the NYCDOE designed a PK-8 Science [Scope & Sequence](#) for based on the [New York State P-12 Science Learning Standards](#), which provides guidance on what students should be learning and the learning sequence. In the science scope and sequence, Grade 5 introduces students to the particulate nature of matter and develops their understanding of that concept through the lens of complex systems and interactions in Life, Earth, and Space Sciences. In Unit 1, students expand the scale of the systems under study, as they investigate stars and the solar system. In Unit 2, students develop models of matter and provide evidence that matter is conserved when undergoing changes. Unit 3, as students describe and model how matter and energy interact in Earth systems, such as the water cycle. Unit 4 focuses on the cycling of matter and flow of energy in organisms and ecosystems.

Amplify Science

Many schools across the NYC DOE use our core curriculum option, Amplify Science. Use a shared curriculum, such as Amplify Science, to engage students in the development of science and engineering practices, which integrates with the continual development of literacy skills. In Amplify Science, students' science learning incorporates reading and researching for evidence to support claims; gathering, analyzing and interpreting data during and after investigations, and constructing explanations and scientific arguments supported by their collected evidence. Amplify Science is also digitally accessible and lends itself to blended and remote instruction.

While using Amplify Science, grade 5 progressively build skills to meet all grade-level performance expectations through a three-dimensional instructional sequence. The following is an overview of the sequence of units, a description of the progression of student learning across the year, and a summary of how the sequence meets all performance expectations for grade 5.

The units in the grade 5 course for Amplify Science were designed and sequenced to build students' expertise with the grade-level disciplinary core ideas (DCIs), science and engineering practices (SEPs) and crosscutting concepts (CCCs) while simultaneously considering the dimensions of grade 5 language, social-emotional, and physical development across the school year. Each unit has focal SEPs and CCCs, carefully selected to support students in figuring out the unit's focal DCIs.

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Patterns of Earth and Sky: students begin the year with a focus on patterns in the daytime and nighttime sky. Physical models and an initial focus on scale help students make sense of the vast distances to the stars, and the focal CCC of Patterns supports students' identification of and sense-making about patterns in the sky. Students use a digital simulation as they engage in the focal SEP of Planning and Carrying Out Investigations to gather evidence to support their ideas about sky patterns.

Modeling Matter: students turn their attention from the tremendous scale of outer space to the nanoscale of the particles that make up matter in the *Modeling Matter* unit. By delving more deeply into the practice of Developing and Using Models and focusing on the CCC of Scale, Proportion, and Quantity, students develop a nuanced understanding of how properties of matter at the nanoscale affect observable scale phenomena. Students also extend their experience with investigations as they conduct hands-on investigations of substances and mixtures.

The Earth System: students build on their understanding of matter and the relationship between nanoscale and observable scale phenomena. The context of a water shortage pushes students to delve deeper into ideas about the properties of matter and chemical reactions, as well as concepts related to Earth system interactions, water distribution, and human impact on the environment. Students apply their understanding of these interdisciplinary ideas as they engage in the focal SEP of Designing Solutions, iteratively designing solutions to a water shortage problem. A focus on the CCC of Systems and System Models supports students to construct an understanding of how the hydrosphere, atmosphere, and geosphere interact, and students apply a systems lens to engineering design.

Ecosystem Restoration: students gain further experience with the nature of matter, human impact on the environment, and engineering and design, but with a focus on the movement of matter and energy in ecosystems. The focal CCC of Energy and Matter supports students in understanding the necessary and limiting role that energy and matter flows play in an ecosystem. Students also build on their learning about systems and system models as they use systems thinking to analyze ecosystems. By engaging in the focal SEP of Engaging in Argument from Evidence, which has been introduced in the year's earlier units, students make sense of what is causing a rain forest ecosystem to fail and what should be done about it.

The DCIs emphasized in each unit work together to support deep explanations of the unit's anchor phenomenon (or phenomena). For example, in the *Patterns of Earth and Sky* unit, investigating why an ancient artifact seems to show patterns in the daytime and nighttime sky leads students to construct ideas about The Universe and its Stars (DCI ESS1.A), Earth and the Solar System (DCI ESS1.B), and Types of Interactions (DCI PS2.B).

Some possible digital resources are:

- **Amplify Science Grade 5 @Home Resources:** <https://science.amplify.com/programhub/introduction-teacher/amplify-science-at-home/grade-5/>

Home Activities that can be completed without a computer

These NY DEC Resources connecting to Unit 4: Ecosystem Restoration in the [Scope & Sequence](#):

Soils: These lesson plans focus on the composition, properties and conservation of this important resource.

- [How Soil is Made \(PDF\)](#)- students will discover how some of the forces of nature break down rocks into soil material. Materials needed: 2 ice cube trays without racks, 1 dish pan half filled with sand, 1 sheet of white paper about 24 inches long.
- [Soil Studies: Soil Particle Sizes \(PDF\)](#)- Students will learn soil size classifications (clay, silt, sand) and their effects on soil composition. Materials needed: 1 jar and a card or a piece of heavy paper, 2 small tin cans (8-12 oz.) with one end open and the other end with many small holes in it, marbles and sand.

- [Erosion \(PDF\)](#) - 3 part, 3 day investigation into erosion using outdoor areas (such as a grassy area, a wooded area, and an area of bare, compacted soil). The students will be able to define the term "erosion" and compare the differences of soil erosion on various surfaces.
- [Icy Roads: Sanding vs. Salting \(PDF\)](#) - Students will conduct two observations (one short term and one long term) to observe the effects of salt and sand on ice and vegetation. They will consider advantages and disadvantages of applying salt and sand to icy roads. Materials Needed: 6 small containers, table salt, 6 ice cubes, teaspoon, sand, 3 planting boxes, grass seed or beans, pencils, paper.

Water - These lessons examine wildlife within aquatic ecosystems.

- [Plankton in the Air \(PDF\)](#) – A game illustrating filter-feeding animals and describing plankton. A game illustrating filter-feeding animals and describing plankton. Students will identify places that animals live. Students will identify that some animals can live in more than one habitat. Materials needed: Bubble liquid Bubble blower (suggested) Examples ([photos](#) or props) representing filter-feeding organisms

Brooklyn Botanical Gardens Resources that connect to Unit 4 Ecosystem Restoration in the [Scope & Sequence](#)

- [Learn about animal nests and build your own](#) - Take a few minutes to observe some of the animals' activities. What creatures do we share our community with, and what are they up to?
- [Make a butterfly habitat in a window box](#)- attract butterflies to your window by creating a small garden for them in a window box
- [Nature play at home for kids of all abilities](#) - Build your own summer sensory bin collecting natural items

Virtual Field Trips Webcams and Webquests that connect to Unit 3 in the [Scope & Sequence](#): and Unit 4 in the [Scope & Sequence](#)

- Yosemite National Park – Virtual Tour: https://www.virtualyosemite.org/?te=1&nl=california-today&emc=edit_ca_20191017

ExploreLearning Gizmos Simulations

- [ExploreLearning Gizmo – Sound Beats & Sine Waves](#) – connects to [Unit 4 – Waves, Energy & Information](#) in the [Scope & Sequence](#)
 - Listen to and see interference patterns produced by sound waves with similar frequencies. Test your ability to distinguish and match sounds as musicians do when they tune their instruments. Calculate the number of "sound beats" you will hear based on the frequency of each sound. [Note: Headphones are recommended for this Gizmo.]
- [ExploreLearning Gizmo – Summer & Weather](#) – connects to Unit 1: Patterns of the Earth and Sky in the [Scope & Sequence](#): & Unit 3: The Earth System in the [Scope & Sequence](#)
 - Observe the tilt of Earth's axis and the angle that sunlight strikes Earth on June 21 and December 21. Compare day lengths, temperatures, and the angle of the Sun's rays for any latitude. The tilt of the Earth's axis can be varied to see how this would affect seasons.

Challenges

- Connects to Unit 4: Ecosystem's Restoration: [Make a Marine Ecosystem Diorama: https://www.amnh.org/explore/ology/challenge](https://www.amnh.org/explore/ology/challenge)

Science in Minecraft: Amplify Science Units & Minecraft

- Connects to Unit 1: Patterns of Earth and Sky (Earth Science) in the [Scope & Sequence](#)
 - <https://education.minecraft.net/lessons/materials-availability-influence>
 - <https://education.minecraft.net/challenges/solar-model>
- Connects to Unit 2: Modeling Matter (Physical Science) in the [Scope & Sequence](#)
 - <https://education.minecraft.net/lessons/states-of-matter>
 - <https://education.minecraft.net/lessons/properties-of-matter-2>
- Connects to Unit 3: The Earth System (Earth Science) in the [Scope & Sequence](#)

- <https://education.minecraft.net/lessons/space-theme-park>
- <https://education.minecraft.net/challenges/a-case-for-biodiversity>
- Connects to Unit 4: Ecosystem Restoration (Life Science) in the **Scope & Sequence**
 - <https://education.minecraft.net/lessons/deforestation>
 - <https://education.minecraft.net/lessons/wwf-test>
 - <https://education.minecraft.net/challenges/a-case-for-biodiversity>
- Connects to Unit 4 – Ecosystems Resoration in the **Scope & Sequence**
 - <https://education.minecraft.net/lessons/dynamic-ecosystems-project>

Social Studies

The Fifth Grade Experience

The purpose of social studies teaching and learning is to enable students to understand, participate in, and make informed decisions about their world. In social studies, students use rich content, unifying themes, big ideas, and multiple perspectives to learn history, geography, economics, civics, and government. This provides them with the skills needed to assess issues and make thoughtful value judgments while productively solving problems and making decisions. Above all, social studies teaching integrates skills and understandings into a framework for responsible civic participation locally, nationally, and globally. Fifth grade students should be participating in 3 to 4 days of in-person or remote social studies instruction each week as part of a blended learning plan.

The NYCDOE *Passport to Social Studies* curriculum is designed by NYCDOE educators to foster culturally responsive teaching and learning through the principles of quality social studies instruction, which include historical thinking, diverse representation, and multiple perspectives. Important companions to the curriculum include the *Hidden Voices* instructional resources and the *Civics for All* curriculum. *Hidden Voices* instructional resources support learning about and honoring the innumerable people, often excluded from traditional history courses, who have shaped and continue to shape our history and identity. *Hidden Voices* facilitates inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups. *Civics for All* lessons teach civic practices including voting, advocacy, contributing to public processes, and engaging in the improvement of our communities. It is important for students to understand their role in how our country and government work.

Passport to Social Studies is the most widely used social studies curriculum in the NYCDOE. It exists in a digital format for teacher access on WeTeachNYC and is being converted for remote and blended learning through Google classroom and other learning management systems. For more information, click [here](#). Student materials in Grades K-8 are available in 11 languages.

The *Passport to Social Studies* Grade 5 curriculum, which is based on the New York State Social Studies Framework, is “The Western Hemisphere.” Students study the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. Students engage in comparative case studies of nations in the Western Hemisphere, including the United States, Canada, Mexico, and Dominican Republic. Teachers are encouraged to make and teach local connections throughout the course, especially in the examination of modern political and economic issues. A wide variety of inquiry and process skills help students make meaning of the content.

What do fifth graders typically learn across the year?

Students learn how to:

- Make Inferences
- Locate and Interpret primary source documents
- Interpret maps, graphs, charts, and images
- Evaluate relevance of information
- Analyze facts for accuracy
- Distinguish between important and unimportant
- Form an opinion and use evidence to support it
- Consider and evaluate different points of view
- Identify and consider different points of view.
- Work collaboratively to create group presentations
- Use multiple sources to find accurate information
- Make connections between historic and current events

History

- Examine the impact of European settlement upon the Indigenous people of the Western Hemisphere
- Create a timeline of important Western Hemisphere history.
- Write a news article that reports how a Western Hemisphere nation gained independence.
- Compare Canada's, Mexico's, and the United States' perspectives about an important event.

Geography

- Locate the major geographic features of the Western Hemisphere using maps, globes and atlases.
- Debate the positive and negative effects of human efforts to modify the physical environment (e.g., diverting waterways, altering natural vegetation).

Economics

- Explore how individuals in Western Hemisphere nations meet their basic needs and wants (e.g., shelter, food, and clothing).
- Create a resource map for a nation in the Western Hemisphere.

Civics

- Analyze and compare key documents that embody the values of democracy in the Western Hemisphere.
- Make a flow chart of how laws are created in the United States.
- Identify situations in which global social actions are required.

The *NYCDOE Social Studies Scope & Sequence*, detailing the content of each unit, can be found [here](#) (Grade 5 begins on page 29).