Grade 5 Year at a Glance
Nyack Public Schools 2016-**17**

Pacing Schedule	Mathematical Emphasis/Resources Primary Resource	Supplemental Resource	Focus Standards *Greater Emphasis*	Exemplars	Strategies and Tools	Vocabulary
Weeks 1-13 9/1 - 12/2 *trimester 1 assessment- will not include division Weeks 5-13 10/5 - 12/2	**Number and Operations in Base Ten** U3*Addition and Subtraction of larger numbers - 2 days as review.(Inves.3) U6 Decimals - Adding and Subtracting (Inves. 1,3) Module 1 Place Value and Decimal Fractions- L1-5 September	Engage Module 1	5. NBT.1,2,3,4 5.NBT.***5,7****	What is Fair? Playground Fun Planely A Problem *Entire grade level in building should use the same Exemplar	graph paper colored pencils base 10 blocks Strategies/Tools: use of graph paper to support comparing numbers use of vertical number line use of estimation as a strategy for checking and determining reasonableness of answer	Vocab: digit expanded form hundredths number line number sentence place value standard form tenths unit form word form expression vs. equation vertical number lines (tool when rounding)
	Multiplication/Division and Algebraic Thinking, Measurement Application U1 Multiplication algorithm (Inves. 1) Unit 7 (2.3 and 2.4) Module 2 Multi-digit Whole Number and Decimal Fractions (L1-9)	Engage Module 2	5.OA.1,2 5. NBT.1,2,3, **5.NBT.*5,6,7**** **5. MD.1** 5.OA.1		Strategies/Tools: area models number bonds place value disks partial products	Vocab: decimal fraction multiplier parentheses factor product decimal digit divisor dividend quotient remainder unit form equation equivalence estimate exponent multiple pattern
Weeks 14-19 12/5 - 1/20	**U2 Prism and Pyramids/volume** **Fractional Number Sense Addition and Subtraction** U4 Fractions (Addition and Subtraction) - Inves.3 Module 3 Additional and Subtraction of Fractions -(L1-12)	Engage Module 3	5.MD.3,4,5 5.NF.**1**,***2***,3		Strategies/Tools: Fraction Strips Number line Paper Strips (folding) Rectangular fraction model (can use graph paper) Tape diagrams	Vocab: benchmark fraction like denominators unlike denominators equivalent fraction fractional unit numerator whole unit denominator mixed number

Weeks 20-25 1/23 - 3/9	**Fractional Number Sense II** **Multiplication and Division** U6 Decimals, Fractions U9 Data Analysis (line plot) *Eliminate all percent work Module 4 Multiplication and Division of Fractions and Decimals *division of a fraction by a fraction not a requirement at this grade (only whole by a unit or unit by a whole)	Engage Module 4	5.OA.1,2 5.NBT.***7**** 5.NF.3,4,5,***6,7**** 5.MD. **1,2**		Strategies/Tools: area model number lines tape diagrams	Vocab: estimate reasonable decimal divisor simplify commutative property decimal fraction distribute factors mixed number line plot horizontal axis *always label axis interval fractional intervals title outliers
Weeks 26-28 3/13-3/31 *trimester 2 assessment early March ***Note: 2nd trimester ends March 17th***	**Geometry and Measurement** U5 Measuring Polygons Module 5 Addition and Multiplication, Volume, and Area *includes geometry work(L16-21)	Engage Module 5	5.NBT.***5*** 5.NF.4,***6*** 5.MD.**1**,3,4,5 5.G. 3,4	Exemplar: Who Owns the Most Land	Strategies/Tools: area model centimeter cubes centimeter grid paper isometric dot paper protractor ruler anglegs/exploragons	Vocab: base bisect cubic units height length width area of base x height length x width x height hierarchy unit cube volume angle area attribute cube face kite parallel lines parallelogram perpendicular bisector plane polygon quadrilateral rectangle rectangular prism right angle right rectangular prism solid figure square units three-dimensional trapezoid two-dimensional

Weeks 29-30 4/3 - 4/21	**Application** U7 Multiplication and Division 2 Module 5 cont. *Review of addition, subtraction, **multiplication and division of fractions. 42% of the 2016 NYS assessment was on fractions 20 on mult. and div and 8 on addition and subtraction**	Engage Module 5 con't	5.OA.1,2 5.NBT 1,2,3,4,***5,6,7**** 5.NF.1,***2***,3,4,5,***6,7**** 5.MD.1,2 5.G.3,4		**Heavy emphasis on multi-step problems (2-4 steps!)**	
Weeks 30-31 4/24-4/28	**Test as a genre - review**		Review Testing Standards			
Week 32	**NYS Mathematics Assessment**					
Weeks 33-38 5/8 -6/16	**Coordinate Plane - post assessment standards** Module 6 Problem Solving with the Coordinate Planes (L2-6, 13-30)		**5.OA.3 – Post** **5.G.1 &2-Post**			Strategies/Tools: Ruler Protractor Tape diagrams *Negative number lines
Weeks 33-38 5/8 - 6/16	**Performance Tasks *ongoing, as needed, while also completing the Coordinate plane lessons.**	Engage Module 6 Lessons 26-34)	Review All Grade 5 major Standards via Performance tasks			

Key:
Green – Major Clusters
Green –Major Clusters – standard recommended for greater emphasis*
Blue – Supporting Clusters
Yellow – Additional Clusters
Orange – Addition Clusters Post Test

Key for academic development	
4	***Student exceeds within or excels grade level expectations by independently applying and utilizing concepts and skills*** • Statistically, the smallest percentage of students performs at this level. • A 4 indicates the student independently uses and applies knowledge in ways that demonstrate higher level thinking skills to achieve mastery of grade-level standards.
3	***Student demonstrates grade level expectations for concepts and skills*** • A **3 indicates the standards have been met** and should be celebrated. • A 3 indicates the student demonstrates understanding of grade level skills and concepts and requires minimal support.
2	***Student is progressing toward basic understanding of grade level concepts and skills with assistance.*** • A **2 indicates the student is progressing toward achieving skills** but has not yet met the standards. • A 2 indicates the student requires ongoing support.
1	***Student shows an emerging awareness of concepts and skills.*** • A student earning a 1 demonstrates an inconsistent understanding and application of knowledge of grade level standards and is currently not meeting the grade-level standards. • A 1 indicates the student requires significant ongoing support.

Student grades are evaluated using standards-based rubrics and a holistic approach including portfolios, student work samples, formative and summative assessments, teacher observations, and student-teacher conferences. Work should be aligned with standards and particular report card indicators.

Percentage Conversion Chart

Rubric Level	***Percentage Range***
4	100-93
3	92-75
2	74-60
1	59 and below