



Fifth Grade Priority Standards

READING: Literature

- RL1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL2** Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL3** Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL5** Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

READING: Informational Text

- RI2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem effectively.
- RI10** By the end of the year, read and comprehend informational text; including history/social studies, science, and technical texts, at the high end of grades 4-5 text complexity band independently and proficiently.

WRITING

- W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
- W4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)

LANGUAGE

- L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L2** Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing .A. Use punctuation to separate items in a series.* B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.
- L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPEAKING AND LISTENING

- SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others's ideas and expressing their own clearly.

MATH: Operations and Algebraic Thinking

- OA1** Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

MATH: Numbers and Operations in Base 10

- NBT6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- NBT7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MATH: Numbers and Operations Fractions

- NF1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators
- NF2** Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.
- NF3** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
- NF4** Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations.
- NF5** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret multiplication as scaling (resizing) by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

MATH: Measurement and Data

MD3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length of 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n unit cubes.

MD4 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, (e.g., to represent the associative property of multiplication.)

MATH: Geometry

G1 Graph points on the coordinate plane to solve real-world and mathematical problems.