

**5th Grade**  
**English Language Arts/ELA**

**Reading**

- ❑ Understand the meanings of words and phrases in texts, including figurative language (metaphors, similes, etc.).
- ❑ Independently and proficiently read and comprehend a variety of literature (such as stories, drama, and poetry) and informational texts (history/social studies, science, and technical texts) at the high end of the grades 4-5 text complexity band (Lexile levels can be a guide for measuring quantitative features, however are not always accurate with qualitative features).
- ❑ Ascertain the meaning of general academic words and phrases as well as specific words and phrases in grade level topics.
- ❑ Quickly locate an answer, or solve a problem, by effectively drawing on information from a variety of sources (print or digital).
- ❑ Incorporate all knowledge of letter-sound correspondences, syllable patterns, word structure (roots, prefixes, and suffixes) to accurately read unfamiliar words with multi-syllables in and out of context.
- ❑ Read with intent to understand grade level text.
- ❑ Confirm or self-correct as needed word recognition and understanding using the context and rereading when necessary.
- ❑ Summarize text that has been read aloud, or information that was received in a variety of formats that include quantitatively, visually, and orally.
- ❑ Have, and use, a knowledge of language and conventions when reading, writing, listening, or speaking by expanding, reducing, and combining sentences for meaning, interest, and style, as well as comparing and contrasting the varieties of English used in stories, poems, and dramas.
- ❑ Using grade-level content and a variety of strategies, determine or clarify the meaning of an unknown or multiple-meaning word or phrase. Strategies include using context (comparisons in a text, or cause and effect connections) as clues, using common and grade-appropriate Greek and Latin prefixes, suffixes, and roots for clues (photosynthesis, photograph), using reference materials as needed to determine meaning, and pronunciation (references include dictionaries, thesauruses, glossaries, etc. both printed and digital).
- ❑ Show an understanding of figurative language, word relationships and nuances, interpret figurative language (such as similes and metaphors) in context, identify and understand the meaning of frequently used idioms, adages, and proverbs, use the relationships between particular words (synonyms, antonyms, and homographs) to better understand words.
- ❑ Obtain and use grade-appropriate vocabulary accurately, including general academic and domain-specific words and phrases, including words and phrases

that signal relationships such as contrast and addition (however, although, in addition, moreover, similarly).

### Reading with Discussion

- ❑ Accurately quote texts to explain or draw inferences from the text.
- ❑ Use details from a story, drama, or poem to determine the theme, including how characters react in stories and dramas, as well as how the speaker in the poem reflects on the subject.
- ❑ Use specific details to compare and contrast characters or events.
- ❑ Describe how scenes, stanzas, and chapters go together to give overall structure to the text.
- ❑ Explain how the narrator's point of view impacts how events are described.
- ❑ Determine how multimedia and visual elements (graphic novels, multimedia presentations) add to the meaning, tone, or beauty of text.
- ❑ Read stories in the same genre (mysteries, science fiction, etc.) and compare and contrast their approaches to similar topics and themes.
- ❑ Identify two or more main ideas of an informational text and explain how key details are used to support those ideas; summarize the text.
- ❑ Use specific information from the text to discuss connections and interactions between two or more people, events, ideas, or concepts in informational texts (specifically a historical, scientific, or technical text).
- ❑ Use two or more texts to discuss similarities and differences in the overall structure of the text (some structures could be comparison, cause/effect, problem/solution, chronology).
- ❑ Study multiple retellings of the same event or topic, comparing and contrasting the differences in the point of view.
- ❑ Discuss the reasons and evidence an author uses to support specific points in the text.
- ❑ Combine information from multiple texts on the same subject to speak and write knowledgeably.
- ❑ Effectively participate in a variety of collaborative discussions (in groups, teacher-led, or one-on-one) with a range of people, discussing grade level topics or texts, build on others' thoughts and ideas, be prepared for the discussion by having read and studied any required material, abide by agreed upon rules for the discussion, execute the role assigned, ask and answer questions that contribute to the discussion, reflect on the key ideas that were expressed and use those to draw conclusions.
- ❑ Summarize text that has been read aloud, or information that was received in a variety of formats that include quantitatively, visually, and orally.
- ❑ Have, and use, a knowledge of language and conventions when reading, writing, listening, or speaking by expanding, reducing, and combining sentences for

meaning, interest, and style, as well as comparing and contrasting the varieties of English used in stories, poems, and dramas.

- ❑ Show an understanding of figurative language, word relationships and nuances, interpret figurative language (such as similes and metaphors) in context, identify and understand the meaning of frequently used idioms, adages, and proverbs, use the relationships between particular words (synonyms, antonyms, and homographs) to better understand words.
- ❑ Obtain and use grade-appropriate vocabulary accurately, including general academic and domain-specific words and phrases, including words and phrases that signal relationships such as contrast and addition (however, although, in addition, moreover, similarly).

## Writing

- ❑ Read stories in the same genre (mysteries, science fiction, etc.) and compare and contrast their approaches to similar topics and themes.
- ❑ Combine information from multiple texts on the same subject to speak and write knowledgeably.
- ❑ Write an opinion piece about a topic with a stated opinion, structure the piece in a logical way to support the opinion, use information and reasons supported by details and facts to support the point of view, that includes a clear introduction, a stated opinion, an organizational structure that groups together ideas to support the purpose, fact-supported reasons for the opinion, linking words, clauses, and phrases (consequently, specifically), and a conclusion.
- ❑ Write informative/explanatory texts that introduce a topic clearly, give a general observation and focus, organized by grouping information in logical paragraphs and sections with headings, add illustrations and multimedia when useful, uses facts, quotes, definitions, and concrete details to develop the topic, uses linking words to connect across categories of information (in contrast, especially), uses vocabulary specific to the topic to explain the topic, includes a conclusion.
- ❑ Write narratives that develop real or imagined experiences and events, that include a clear sequence of events, and descriptive details. The narrative should include setting the reader by constructing a situation and introducing the characters and/or a narrator in a naturally unfolding sequence, include dialogue, descriptions, and pacing to develop the events as well as showing character reactions, include transitional words, clauses, and phrases to refer to the event sequence, include sensory details, phrases, and concrete word for precise descriptions, and a conclusion that comes from following the event sequence.
- ❑ Create reasonable and clear writing that is developed and organized appropriately to the audience, task, and purpose.
- ❑ Strengthen writing with peer and adult feedback by planning, revising, editing, rewriting, or by trying a new approach.

- ❑ Interact and collaborate with others, as well as create and publish writing, using technology and the internet with some support from adults.
- ❑ Type two pages minimum in a single setting.
- ❑ Use several sources to conduct short research projects.
- ❑ Gather relevant information, from print or digital sources and past experiences, summarize that information and list the sources.
- ❑ Take evidence from literary or informational text to support the analysis, reflection, and research (for example, by comparing and contrasting characters, events, or settings in a drama or by explaining how an author supports their points with reasons and evidence).
- ❑ Write over an extended time frame, with time for research, reflection, and revision as well as writing in shorter time frames and single sitting in one or two days, with a variety of purposes, specific tasks, and audiences.
- ❑ Summarize text that has been read aloud, or information that was received in a variety of formats that include quantitatively, visually, and orally.
- ❑ Summarize points that a speaker makes and discuss how each of those points is supported with facts and reasons.
- ❑ Show command of standard English grammar and usage when writing and speaking by knowing and being able to explain the purpose of conjunctions, prepositions, and interjections, using the perfect verb tense (I had walked, I have walked, I will have walked), express times, sequences, conditions, and states by using verb tense, identify and correct inaccurate shifts in verb tense, and include correlative conjunctions (either/or, neither/nor).
- ❑ Show command of standard English capitalization, punctuation, and spelling when writing by using punctuation to separate items in a series, using a comma to separate the introductory element from the sentence, using commas to indicate addressing a specific person (Are you here, Amy?), set off the words yes and no (yes, thank you), and to set off a tag question (You believe me, don't you?), underline words or use quotation marks or italics to indicate a title, spell grade-level words accurately, use a reference for spelling help when needed.
- ❑ Have, and use, a knowledge of language and conventions when reading, writing, listening, or speaking by expanding, reducing, and combining sentences for meaning, interest, and style, as well as comparing and contrasting the varieties of English used in stories, poems, and dramas.
- ❑ Show an understanding of figurative language, word relationships and nuances, interpret figurative language (such as similes and metaphors) in context, identify and understand the meaning of frequently used idioms, adages, and proverbs, use the relationships between particular words (synonyms, antonyms, and homographs) to better understand words.
- ❑ Obtain and use grade-appropriate vocabulary accurately, including general academic and domain-specific words and phrases, including words and phrases that signal relationships such as contrast and addition (however, although, in addition, moreover, similarly).

## Oral

- ❑ Read grade level poetry and prose out loud, at an appropriate speed, with accuracy and expression.
- ❑ Confirm or self-correct as needed word recognition and understanding using the context and rereading when necessary.
- ❑ Effectively participate in a variety of collaborative discussions (in groups, teacher-led, or one-on-one) with a range of people, discussing grade level topics or texts, build on others' thoughts and ideas, be prepared for the discussion by having read and studied any required material, abide by agreed upon rules for the discussion, execute the role assigned, ask and answer questions that contribute to the discussion, reflect on the key ideas that were expressed and use those to draw conclusions.
- ❑ Summarize text that has been read aloud, or information that was received in a variety of formats that include quantitatively, visually, and orally.
- ❑ Summarize points that a speaker makes and discuss how each of those points is supported with facts and reasons.
- ❑ Speak clearly, and at an appropriate pace, include facts and relevant details to support the main idea and theme, when reporting on a text, topic, or opinion.
- ❑ Enhance the development of main ideas by including multimedia components (sounds, graphics, etc.) and visual displays when appropriate when presenting information.
- ❑ Adapt talking to a variety of contexts and tasks, using formal English when appropriate.
- ❑ Show command of standard English grammar and usage when writing and speaking by knowing and being able to explain the purpose of conjunctions, prepositions, and interjections, using the perfect verb tense (I had walked, I have walked, I will have walked), express times, sequences, conditions, and states by using verb tense, identify and correct inaccurate shifts in verb tense, and include correlative conjunctions (either/or, neither/nor).
- ❑ Have, and use, a knowledge of language and conventions when reading, writing, listening, or speaking by expanding, reducing, and combining sentences for meaning, interest, and style, as well as comparing and contrasting the varieties of English used in stories, poems, and dramas.
- ❑ Show an understanding of figurative language, word relationships and nuances, interpret figurative language (such as similes and metaphors) in context, identify and understand the meaning of frequently used idioms, adages, and proverbs, use the relationships between particular words (synonyms, antonyms, and homographs) to better understand words.
- ❑ Obtain and use grade-appropriate vocabulary accurately, including general academic and domain-specific words and phrases, including words and phrases that signal relationships such as contrast and addition (however, although, in addition, moreover, similarly).

## Math

### Numeracy

- ❑ When writing numerical expressions use parentheses, brackets, or braces, and solve expressions with these symbols.
- ❑ Record simple expressions that record calculations, and interpret the expressions without solving them (write “add 3 and 10, then multiply by 4” as  $4 \times (3 + 10)$  and know that the sum will be 4 times as many as  $3 + 10$ ).
- ❑ Create two numerical patterns when given rules, recognize apparent relationships between these patterns. Create ordered pairs from the corresponding terms of the patterns, and graph them, then informally explain them. (For example, if the given rules are “add 4 starting a zero” and “add 8 starting at zero,” the coordinating pairs to graph would be 4,8 ; 8,16 ; 12; 24 and the informal explanation would be that the terms in the second sequence are twice the size as the terms in the first sequence).
- ❑ Discuss the patterns in zeros in the product when multiplying a number by the powers of 10, and identify the patterns in decimal point placement when a decimal is multiplied by a power of 10 (knowing how many zeros to add and how many places to move the decimal when the number is multiplied by a power of ten, which is written as an exponent).
- ❑ Read and write decimals to thousandths using base-ten, number names, and expanded form.
- ❑ Multiply whole numbers with multiple digits using the standard algorithm (lining numbers up in corresponding columns).
- ❑ Solve for whole number answers by dividing an up to four digit number with an up to two digit number. Solve using strategies based on place value, properties of operations, and the connection between multiplication and division. Explain and illustrate by using equations, arrays, and/or area models.
- ❑ Add, subtract, multiply, and divide decimals to the hundredths by drawings or concrete models, as well as strategies based on place value, properties of operations, and/or the connections between addition and subtraction. Explain the reasoning and strategy used.
- ❑ Make comparisons to the size of a product to the size of one factor without having solved the problem ( $7 \times 5$ , the product will be 5 times greater than 7).

## Fractions

- ❑ When given two fractions of different denominators, replace those with equivalent fractions with a common denominator in order to add or subtract fractions ( $\frac{1}{3} + \frac{2}{8} = \frac{8}{24} + \frac{6}{24} = \frac{14}{24}$ ).
- ❑ Solve word problems that include adding and subtracting fractions that refer to the same whole and have unlike denominators using visual fraction models or equations, as well as using benchmark fractions and number sense (knowledge of what numbers mean) to mentally estimate and analyze the reasonableness of answers.
- ❑ Understand that fractions are a division of the numerator by the denominator ( $\frac{2}{4}$  is equal to 2 divided by 4). Solve word problems that include division of whole numbers that result in answers in the forms of fractions or mixed numbers, using visual fraction models or equations to represent the problem.
- ❑ Understand that the product of a fraction multiplied by a whole  $[(\frac{a}{b}) \times n]$  is equivalent to  $a \times n$  divided by  $b$  ( $\frac{3}{4} \times 3 = \frac{9}{4}$ ) and create a story context for this equation.
- ❑ Find the area of rectangles with fractional sides. Use tiling to fill in the rectangle with the appropriate unit fraction side lengths, and multiply side lengths to find the area, and show the fraction product as rectangular areas.
- ❑ Understand and discuss that when multiplying a given number by a fraction larger than 1, it will result in a product larger than the given number and when multiplying a given number by a fraction smaller than 1, the product will be smaller than the given number.
- ❑ Solve real word problems that include multiplying fractions and mixed numbers using visual fraction models or equations.
- ❑ Understand how to divide a unit fraction by a whole number other than zero and use multiplication to show the connection between multiplication and division ( $\frac{1}{3}$  divided by 4 = 12 because  $\frac{1}{12} \times 4 = \frac{1}{3}$ ).
- ❑ Understand how to divide a whole number by a unit fraction and use multiplication to show the connection between division and multiplication (4 divided by  $\frac{1}{4}$  = 16 because  $16 \times \frac{1}{4} = 4$ ).

## Word Problems

- ❑ Solve word problems that include adding and subtracting fractions that refer to the same whole and have unlike denominators using visual fraction models or equations, as well as using benchmark fractions and number sense (knowledge of what numbers mean) to mentally estimate and analyze the reasonableness of answers.
- ❑ Understand that fractions are a division of the numerator by the denominator ( $2/4$  is equal to 2 divided by 4). Solve word problems that include division of whole numbers that result in answers in the forms of fractions or mixed numbers, using visual fraction models or equations to represent the problem.
- ❑ Understand that the product of a fraction multiplied by a whole  $[(a/b) \times n]$  is equivalent to  $a \times n$  divided by  $b$  ( $3/4 \times 3 = 9/3$ ) and create a story context for this equation.
- ❑ Use understanding of how to divide a unit fraction by a whole number and whole numbers by unit fractions to solve real world problems using visual fraction models and equations (How much juice would each person get if there are 4 people and  $1/2$  gallon of juice?)

## Place Value

- ❑ Identify that in multi-digit numbers, a number in one place represents ten times what it would represent in the place to its right, and is only  $1/10$  of what it would be in the place to its left.
- ❑ Discuss the patterns in zeros in the product when multiplying a number by the powers of 10, and identify the patterns in decimal point placement when a decimal is multiplied by a power of 10 (knowing how many zeros to add and how many places to move the decimal when the number is multiplied by a power of ten, which is written as an exponent).
- ❑ Read and write decimals to thousandths using base-ten, number names, and expanded form.
- ❑ Compare two decimals to the thousandths, understand the value of each place in the decimal, and using  $>$ ,  $=$ ,  $<$  to record comparisons.
- ❑ Round decimals to any place using an understanding of place value.
- ❑ Multiply whole numbers with multiple digits using the standard algorithm (lining numbers up in corresponding columns).
- ❑ Solve for whole number answers by dividing an up to four digit number with an up to two digit number. Solve using strategies based on place value, properties of operations, and the connection between multiplication and division. Explain and illustrate by using equations, arrays, and/or area models.
- ❑ Add, subtract, multiply, and divide decimals to the hundredths by drawings or concrete models, as well as strategies based on place value, properties of



operations, and/or the connections between addition and subtraction. Explain the reasoning and strategy used.

## Measurement

- ❑ Convert measurement units within one system of measurement (convert 5 cm to 0.05m), and use this to solve real word problems that include multiple steps.
- ❑ Graph a line plot to show a set of data of measurements in fractions of a unit ( $\frac{1}{2}$  ,  $\frac{3}{4}$  ,  $\frac{1}{8}$  ). Use knowledge of fractions to solve problems (if each fraction represents an amount of liquid in identical cups, how much liquid each cup half to hold if the liquid was redistributed equally).
- ❑ Understand that a unit cube refers to a cube with a side length of 1 unit, and it has 1 cubic unit of volume, it can be used to measure volume.
- ❑ Demonstrate that cubic units can be packed into a solid figure without gaps in order to measure the solid figure (if 5 cubic units fit in a solid figure, then the solid figure would have a volume of 5 cubic units).
- ❑ Understand how to measure volume using unit cubes using cubic cm, cubic in, cubic ft, and others.
- ❑ Solve for the volume of a rectangular prism with whole-number side lengths by packing it with unit cubes, and show how this uses the formula and volume = width x length x height and volume = base x height. Apply these formulas to solve real world problems as well as mathematical problems.
- ❑ Understand that volume is additive. Find the volume of solid figures made up of two right rectangular prisms that do not overlap.
- ❑ Graph coordinates by using a pair of perpendicular lines (axes) to make a coordinate system. The intersection of the lines arrange to fall at zero of both number lines. Take a given pair of numbers (coordinates) and graph them on the system knowing that the first number tells you how far to travel horizontally and the second tells you how for to travel vertically (6, 3 would mean to make a mark on the graph that is over six to the right from zero, and then up three) in the first quadrant of the graph.
- ❑ Show real world problems and mathematical problems by graphing points in the first quadrant of the coordinate plane, as well as identifying coordinate values of points.

## Shapes

- ❑ Know that any attribute assigned to a two-dimensional shape category will also apply to any items in the category's subcategory (all rectangles have four right angles, all squares are rectangles, so all squares must have four right angles).
- ❑ Organize two-dimensional shapes in categories and subcategories based on properties.