



## Priority Content Standards

### FIFTH GRADE

### English Language Arts

Based on CA Common Core and SBAC Priority Standards

Strand	Standards	
Reading	<p><b>Literature</b></p> <p>RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL5.3 Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p> <p>RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.</p> <p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (i.e. graphic novel, multimedia, presentation of fiction, folktale, myth, poem).</p> <p>RL5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p><b>Informational Text</b></p> <p>RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI5.5 Compare and contrast the overall structure (i.e. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p> <p>RI5.9 Integrate information from several texts on the same topic in order to write or speak about the topic.</p> <p>RI5.10 By the end of the year, read and comprehend informational text, including history, social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
	<p><b>Foundational Skills</b></p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
Writing	<p>W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
Speaking and Listening	<p>SL5.1 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' ideas and expressing their own clearly.</p> <p>SL5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>SL5.3 Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.</p> <p>SL5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL5.5 Include multimedia components (i.e. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	
Language	<p>L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	



## Priority Content Standards

### FIFTH GRADE

### Mathematics

Based on CA Common Core and SBAC Priority Standards

Domain	Standards
Operations and Algebraic Thinking (OA)	<p>A. Write and interpret numerical expressions.</p> <p>B. Analyze patterns and relationships.</p>
Number and Operations in Base Ten (NBT)	<p>A. Understand the place value system.</p> <ol style="list-style-type: none"> <li>1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</li> <li>2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</li> <li>3. Read, write, and compare decimals to thousandths.</li> <li>4. Use place value understanding to round decimals to any place.</li> </ol> <p>B. Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <ol style="list-style-type: none"> <li>5. Fluently multiply multi-digit whole numbers using the standard algorithm.</li> <li>6. 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.</li> </ol> <p>C. 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.</p>
Number and Operations-Fractions (NF)	<p>A. Use equivalent fractions as a strategy to add and subtract fractions.</p> <ol style="list-style-type: none"> <li>1. 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. For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</li> <li>2. 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.</li> </ol> <p>B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <ol style="list-style-type: none"> <li>3. Interpret a fraction as division of the numerator by the denominator (<math>\frac{a}{b} = a \div b</math>). 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.</li> <li>4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</li> <li>5. Interpret multiplication as scaling.</li> <li>6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</li> <li>7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1</li> </ol>
Measurement and Data (MD)	<p>A. Convert like measurement units within a given measurement system.</p> <p>B. Represent and interpret data.</p> <p>C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <ol style="list-style-type: none"> <li>3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</li> <li>4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</li> <li>5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</li> </ol>
Geometry (G)	<p>A. Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>B. Classify two-dimensional figures into categories based on their properties.</p>
Standards for Mathematical Practice (SMP)	<ul style="list-style-type: none"> <li>• Persevere in solving problems (SMP 1)</li> <li>• Explain thinking and reasoning using objects, pictures or drawings (SMP 2)</li> <li>• Be precise in calculations, measurements and communicating thinking (SMP 6)</li> <li>• Recognize patterns and structure (SMP 7)</li> </ul>



### Science

Based on CA State Content Standards in Science

Strand	Standards
<p>Physical Sciences</p> <p>1. Elements and their combinations account for all the varied types of matter in the world.</p>	<p>1a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.</p> <p>1b. Students know all matter is made of atoms, which combine to form molecules.</p> <p>1c. Students know that metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag) and gold (Au), are pure elements; other, such as steel and brass, are composed of a combination of elemental metals.</p>
<p>Life Sciences</p> <p>2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.</p>	<p>2a. Students know that many multicellular organisms have specialized structures to support the transport of materials.</p> <p>2b. Students know how blood circulates through the heart, lungs, and body and how carbon dioxide and oxygen are exchanged in the lungs and tissues.</p> <p>2c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine and colon in the function of the digestive system.</p>
<p>Earth Sciences</p> <p>3. Water on Earth moves between the oceans and land through the processes of evaporations and condensation.</p> <p>4. Air movements cause changing weather patterns.</p> <p>5. The solar system consists of planets and other bodies that orbit the sun in predictable paths.</p>	<p>3a. Students know that most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.</p> <p>3b. Students know that when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.</p> <p>3c. Students know that water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet or snow.</p> <p>4a. Students know that uneven heating of Earth causes air movements.</p> <p>4b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.</p> <p>4d. Students know how to use weather maps and data to predict local weather and know that the weather forecasts depend on many variables.</p> <p>5a. Students know that the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.</p> <p>5b. Students know that the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects such as asteroids and comets.</p>
<p>Investigation and Experimentation</p>	<p>c. Students will plan and conduct a simple investigation from a student-developed question and write instructions so others can carry out the procedure.</p> <p>f. Students will select appropriate tools and make quantitative observations.</p> <p>g. Students will record data by using appropriate graphic representations and make inferences based on those data.</p> <p>i. Students will write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.</p>



### History/Social Science

Based on CA State Content Standards

#### *Making a New Nation*

	Standards
Analysis Skills Chronological and Thinking	<ol style="list-style-type: none"> <li>1. Student s place events and people in time sequence; they interpret time lines.</li> <li>3. Students explain how the present is connected to the past.</li> <li>4. Students use map and globe skills to determine the locations of places and interpret information from a legend, scale or symbol representations.</li> </ol>
Research, Evidence and Point of View	<ol style="list-style-type: none"> <li>1. Students differentiate between primary and secondary sources.</li> <li>2. Students distinguish fact from fiction by comparing documentation to stories.</li> </ol>
Historical Interpretation	<ol style="list-style-type: none"> <li>1. Students summarize key events of the era they are studying and explain the historical context of those events.</li> <li>2. Students identify and interpret the multiple causes and effects of historical events.</li> </ol>
Content Standards 5.2 Early Exploration	<ol style="list-style-type: none"> <li>2. Explain the aims, obstacles, and accomplishments of the explorer, sponsors, and leaders of key European expeditions and the reasons the Europeans chose to explore and colonize the world (i.e. The Spanish Reconquista, the Protestant Reformation, the Counter Reformation).</li> <li>3. Trace the routes of major land explorers of the U.S., the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.</li> </ol>
5.3 American Indians	<ol style="list-style-type: none"> <li>2. Describe the cooperation between the colonists and Indians during the 1600's and 1700's (i.e. in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</li> <li>4. Discuss the role of broken treaties and massacres and factors that led to the Indians' defeat, including the resistance of Indian nations to encroachment/assimilation (The Trail of Tears).</li> <li>5. Describe the internecine Indian conflicts, competing claims for control of lands (i.e. action of the Iroquois, Huron, Lakota (Sioux)).</li> </ol>
5.4 The Colonial Era	<ol style="list-style-type: none"> <li>1. Understand the influence of physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of Indian nations inhabiting these areas.</li> <li>3. Describe the religious aspects of the earliest colonies (i.e. Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).</li> <li>7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.</li> </ol>
5.5 Causes of the Revolution	<ol style="list-style-type: none"> <li>1. Understand how political, religious and economic ideas and interest brought about the Revolution (i.e. resistance to imperialism, the Stamp Act, the Townshend Acts, taxes on tea).</li> <li>3. Understand the people and events associated with the drafting and signing of the Declaration of Independence, the document's significance, and the key political concepts it embodies.</li> <li>4. Describe the views, lives and impact of key individuals during this period (i.e. King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).</li> </ol>
5.6 The American Revolution	<ol style="list-style-type: none"> <li>1. Identify and map the major military battles, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</li> <li>2. Describe the contributions of France and other nations to the outcome of the Revolution.</li> </ol>
5.7 The U.S. Constitution	<ol style="list-style-type: none"> <li>2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.</li> <li>3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.</li> <li>4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government.</li> </ol>
5.8 1789 – the mid-1980's	<ol style="list-style-type: none"> <li>1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap.</li> <li>3. Demonstrated knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (i.e. Lewis and Clark, Zebulon Pike, John C. Fremont).</li> <li>6. Relate how and when California, Texas, Oregon and other western lands became states.</li> </ol>