

# ACADEMIC STANDARDS FOR FIFTH GRADE

## Language Arts

### **Reading Standards for Literature**

#### **Key Ideas and Details**

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

#### **Craft and Structure**

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.

#### **Knowledge and Ideas**

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### **Text Complexity**

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.

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### **Reading Standards for Informational Text**

#### **Key Ideas and Details**

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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.

#### **Craft and Structure**

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### **Knowledge and Ideas**

- 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.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### **Text Complexity**

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

# ACADEMIC STANDARDS FOR FIFTH GRADE

## ***Reading Standards: Foundational Skills***

### **Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.

### **Fluency**

- Read with sufficient accuracy and fluency to support comprehension.
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## ***Writing***

### **Text Types and Purposes**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### **Production and Distribution of Writing**

- Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### **Research to Build and Present Knowledge**

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## ***Language***

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from an array of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

# ACADEMIC STANDARDS FOR FIFTH GRADE

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## ***Speaking and Listening***

### **Comprehension and Collaboration**

- 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.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.

### **Knowledge and Ideas**

- 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.
  - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
  - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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## ***Mathematics***

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### **Operations and Algebraic Thinking**

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

### **Number and Operations in Base Ten**

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

### **Number and Operations—Fractions**

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

### **Measurement and Data**

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### **Geometry**

- Graph points on the coordinate plane to solve real-world and mathematical problems.
  - Classify two-dimensional figures into categories based on their properties.
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## ***Science***

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### **Physical – Mixtures and Solutions**

Students understand that elements and their combinations account for all the varied types of matter in the world.

### **Life – Living Systems**

Students learn that plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

### **Earth – Water Planet**

Students learn that water on Earth moves between the oceans and land through the processes of evaporation and condensation.

# ACADEMIC STANDARDS FOR FIFTH GRADE

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## *Health Education*

Students learn the positive and negative consequences of risk-taking behavior, and to make choices that enhance their physical, mental, emotional, and social well-being.

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## *History-Social Science*

Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples of east of the Mississippi River.

Students trace the routes of early explorers and describe the early exploration of the Americas.

Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

Students explain the causes of the American Revolution.

Students understand the course and consequences of the American Revolution.

Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

Students trace the colonization, immigration, and settlement of patterns of the American people from 1789 to the mid-1800's, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

Students know the location of the current 50 states and the names of their capitals.

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## *Physical Education*

Team games, shuttle relays, and dance activities offer many opportunities for students to develop rhythmic skills. Physical fitness levels are tested.

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## *Visual and Performing Arts*

The visual and performing arts are visual arts (drawing, painting), dance, music (listening, rhythm and playing) and drama. Students experience the arts through learning art skills, creative expression, and experimentation.

**Superintendent: Brad Tooker**

**Board of Education:**

**Diane Howe**

**Scott Otsuka**

**Tracy Pittman**

**Jeff Randall**

**Bill Schuetz**

**Resources:**

**Additional District**

**Information:**

[www.drycreekschools.us](http://www.drycreekschools.us)

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and parents create the  
maximum opportunity for  
student success.*

