



# 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).

## READING: Informational Text

- RI1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the 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.

## WRITING

- W1** Write opinion pieces on topics or text, supporting a point of view with reasons and information
- W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W3** Write narratives to develop real or imagined experiences or events using effective techniques, 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.

## 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

- NBT1** 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.
- NBT2** 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.
- NBT3** Read, write, and compare decimals to thousandths.
- NBT4** Use place value understanding to round decimals to any place.
- 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

**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 process  $(a/b) \times q$  as a part of a partition into equal parts; equivalently, as the result of a sequence of operations.

### **MATH: Measurement and Data**

**MD5** 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.)