



PUSD 5th Grade Summary of Standards

QUARTER 1

READING – Quarter 1

Compare and Contrast – 5.RL.3 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).

Literature Text Structure – 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Theme – 5.RL.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.

Author’s POV and Purpose – 5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

Site Text Evidence – 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

MATH – Quarter 1

Powers of Ten in Place Value 5.NBT.A.1 Apply concepts of place value, multiplication, and division to understand 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 $\frac{1}{10}$ of what it represents in the place to its left.

Powers of Ten with Decimals 5.NBT.A.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.

Multiply Multidigit Numbers – 5.NBT.B.5 Fluently multiply multi-digit whole numbers using a standard algorithm.

Division of Whole Numbers – 5.NBT.B.6 Apply and extend understanding of division to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

Read, Write, Compare Decimals to Thousandths – 5.NBT.A.3 Read, write, and compare decimals to thousandths. a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. b) Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $<$, and $=$ symbols to record the results of comparisons.

Rounding Decimals – 5.NBT.A.4 Use place value understanding to round decimals to any place.

Four Operations with Decimals to Hundreds – 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.

SCIENCE – Quarter 1

Movement of Earth and Moon – 5.E2U1.7 I can develop, revise, and use models based on evidence to construct explanations about the movement of the Earth and Moon within our solar system.

Gravitational Force 5.E2U1.8 I can obtain, analyze, and communicate evidence to support an explanation that the gravitational force of Earth on objects is directed toward the planet's center.

Force – 5.P2U1.3 I can construct an explanation using evidence to demonstrate that objects can affect other objects even when they are not touching.

Balanced and Unbalanced Forces – 5.P2U1.4 I can obtain, analyze, and communicate evidence of the effects that balanced and unbalanced forces have on the motion of objects.

WRITING

Write Narrative Text

Conjunctions 5.L.1ae (5 days) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c) Use verb tense to convey various times, sequences, states, and conditions. d) Recognize and correct inappropriate shifts in verb tense. e) Use correlative conjunctions (e.g., either/or, neither/nor). f) Construct one or more paragraphs that contain: a topic sentence, supporting details, relevant information, and concluding sentences.

Verb Tenses 5.L.1bcd (5 days) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c) Use verb tense to convey various times, sequences, states, and conditions. d) Recognize and correct inappropriate shifts in verb tense. e) Use correlative conjunctions (e.g., either/or, neither/nor). f) Construct one or more paragraphs that contain: a topic sentence, supporting details, relevant information, and concluding sentences.

Use of Commas 5.L.2 (5 days) 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.

Write Cohesive Sentences 5.L.3 (5 days) Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

SOCIAL STUDIES - Quarter 1

Branches of Government - 5.SS.C3.1b I can describe the three branches of government, the powers they have, and the checks and balances they have in place.

The Constitution - 5.SS.C3.1c I can describe the origins, functions, and structure of the Constitution.

Maps and Graphs - 5.SS.G1.1 I can make and read maps and graphs to represent changes in the United States.

QUARTER 2

READING

5.R.RL.09 (15 days) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

5.R.RL.04 (5 days) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.R.RI.05 (10 days) 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.

5.R.RI.02 (10 days) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.R.RI.07 (5 days) 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.

MATH

5.M.NF.A.01 (10 days) 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 (e.g., $\frac{2}{3} + \frac{5}{4} = 8\frac{1}{2} + \frac{15}{12} = \frac{23}{12}$).

5.M.NF.A.02 (5 days) Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using a variety of representations, equations, and visual models to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g. recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$).

5.M.NF.B.05 (5 days) 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. b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ by 1.

5.M.NF.B.06 (5 days) Solve problems in real-world contexts involving multiplication of fractions, including mixed numbers, by using a variety of representations including equations and models.

5.M.NF.B.07 (5 days) Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Use the relationship between multiplication and division to justify conclusions. b) Interpret division of a whole number by a unit fraction, and compute such quotients. Use the relationship between multiplication and division to justify conclusions. c) Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using a variety of representations.

5.M.NF.B.03 (5 days) Interpret a fraction as the number that results from dividing the whole number numerator by the whole number 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. *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?*

SCIENCE

5.P3U2.5: I can define problems and design solutions pertaining to force and motion - **10 Days**

5.P4U1.6: I can analyze and interpret data to determine how and where energy is transferred when objects move - **10 Days**

5.PIU1.1: I can analyze and interpret data to explain that matter of any type can be subdivided into particles too small to see and, in a closed system, if properties change or chemical reactions occur, the amount of matter stays the same - **10 Days**

5.PIU1.2: I can plan and carry out investigations to demonstrate that some substances combine to form new substances with different properties and others can be mixed without taking on new properties - **10 Days**

WRITING

5.W.0A: The Highly Proficient student can create a five-paragraph essay that defends their position on a given topic or text providing effective, relevant reasons that are logically and purposefully ordered and supported by facts and details, includes a topic sentence, effective reasons, relative information, and a strong conclusion - **35 Days**

5.I.04bc: The Highly Proficient student can determine the meaning of words and phrases using context clues and reference materials in both print and digital to find the pronunciation and determine or clarify precise meaning of key words and phrases - **5 Days**

5.L.05ab: The Highly Proficient student can demonstrate a strong understanding of complex language, complex word relationships, and subtle nuances in word meanings like: similes, metaphors, idioms, adages, and proverbs – **5 Days**

5.L.05c: The Highly Proficient student can interpret the relationship between synonyms, anyonyms, and homographs to fully understand each of the words – **5 Days**

5.W.04: The Highly Proficient student can produce clear and coherent writing appropriate to the task and purpose by planning, editing, revising, and rewriting using new approaches – **5 Days**

SOCIAL STUDIES

5.SS.E4.01a: I can describe how taxes, spending, protection, and regulations affected the economy during the American Revolution. – **10 Days**

5.SS.E2.01a: I can compare the advantages and disadvantages of individual choices during the American Revolution era. – **5 Days**

5.SS.H2.01a: I can use multiple sources to summarize the causes and effects of conflicts, resolutions, and movements during events in the American Revolution. – **10 Days**

5.SS.C4.01a: I can use multiple sources to examine how society changed through laws and policies to address problems during the American Revolution era. – **10 Days**

5.SS.G3.01a: I can use historical events and tools to explain the cause and effect relationships of environment and technology on human migration (American Revolution and Civil War). – **10 Days**

QUARTER 3

READING

5.R.RI.01: The Highly Proficient student can accurately quote strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text. – **5 days**

5.R.RI.06: The Highly Proficient student can analyze multiple sources of the same event or topic, noting important similarities and differences in the point of view they represent, and evaluate the effectiveness of the accounts. – **10 days**

5.R.RI.08: The Highly Proficient student can evaluate the strengths of an author’s reasoning and explain how the reasons and evidence support their points. – **10 days**

5.R.RI.03: The Highly Proficient can analyze complex relationships or interactions between individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text. – **5 days**

MATH

5.M.G.B.03: The Highly Proficient student can draw or construct specific two-dimensional figures according to its definitions, attributes, or categories. The Highly Proficient student can explain why attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. – **5 days**

5.M.G.B.04: The Highly Proficient student can classify and draw or construct two-dimensional figures in the hierarchy based on properties. – **5 days**

5.M.NF.B.04c: The Highly Proficient student can find the area of a rectangle with fractional side lengths by tiling it with unit squares and explain the process. – **5 days**

5.M.MD.C.05: The Highly Proficient student can compare the volumes of different rectangular prisms and create real-world mathematical situations involving volume. – **5 days**

5.M.OA.A.01: The Highly Proficient student can use parentheses and brackets to create multiple numerical expressions equivalent to a given value. – **5 days**

5.M.G.A.02: The Highly Proficient student can use real-world data to create a representation and draw conclusions based on the data presented. – **5 days**

5.M.OA.B.03: The Highly Proficient student can generate two numerical patterns using two multi-step rules and explain their relationships between corresponding terms. – **5 days**

SCIENCE

5.L3U1.9: I can obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next – **10 Days**

5.L3U1.10: I can construct an explanation based on evidence that the exchanges in an environment can affect the development of the traits in a population of organisms – **10 Days**

5.L4U3.11: I can obtain, evaluate, and communicate evidence about how natural and human-caused changes to habitats or climate can impact populations – **10 Days**

5.L4U3.12 – I can construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions – **10 Days**

WRITING

5.W.03: The Highly Proficient student can write a narrative story that includes: characters, setting, plot, sensory details, clear language, and a logical sequence of events – **45 Days**

SOCIAL STUDIES

5.SS.E4.01b: I can describe how taxes, spending, protection, and regulations affected the economy during the American Civil War. – **5 Days**

5.SS.E2.01b: I can compare the advantages and disadvantages of individual choices during the Civil War era. – 5 Days

5.SS.H2.01b: I can use multiple sources to summarize the causes and effects of conflicts, resolutions, and movements during events in the American Civil War. – 10 Days

5.SS.C4.01b: I can use multiple sources to examine how society changed through laws and policies to address problems in the Civil War era. – 10 Days

5.SS.G3.01b: I can use historical events and tools to explain the cause and effect relationships of environment and technology on human migration (Civil War and Industrial Revolution). – 10 Days

QUARTER 4

READING

None

MATH

5.M.MD.B.02: The Highly Proficient student can create a line plot to display data and solve word problems involving line plots to interpret the solution as data. – **10 days**

5.M.MD.A.01: The Highly Proficient student can create and solve real-world word problems and choose the appropriate measurement. – **10 days**

SCIENCE

Review all standards from Q1 – Q3 – **20 days**

WRITING

5.W.03: The Highly Proficient can write a narrative story that includes: characters, setting, plot, sensory details, clear language, and a logical sequence of events. – **15 Days**

SOCIAL STUDIES

5.SS.E2.01c: I can compare the advantages and disadvantages of individual choices during the Industrial Revolution era. – **5 Days**

5.SS.H2.01c: I can use multiple sources to summarize the causes and effects of conflicts, resolutions, and movements during events in the Industrial Revolution. – **5 Days**

5.SS.C4.01c: I can use multiple sources to examine how society changed through laws and policies to address problems in the Industrial Revolution era. – **10 Days**

5.SS.E4.01c: I can describe how taxes, spending, protection, and regulations affected the economy during the Industrial Revolution. – **10 Days**

5.SS.G3.01b: I can use historical events and tools to explain the cause and effect relationships of environment and technology on human migration (Human Migration). – **10 Days**

YEARLY/ADDITIONAL

MATH

5.M.NBT.A.01: Apply concepts of place value, multiplication, and division to understand 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 $\frac{1}{10}$ of what it represents in the place to its left. **(Months 1 & 2)**

5.M.NBT.A.02: 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. **(Months 1 & 2)**

5.M.OA.B.04: Understand primes have only two factors and decompose numbers into prime factors. **(Month 3)**

5.M.NF.B.04a: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction. a. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts. *For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation.* **(Month 5)**

5.M.NF.B.04b: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction. b. Interpret the product of a fraction multiplied by a fraction $(\frac{a}{b}) \times (\frac{c}{d})$. Use a visual fraction model and create a story context for this equation. For example, use a visual fraction model to show $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$, and create a story context for this equation. In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$. **(Month 5)**

5.M.MD.C.03: Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 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 cubic units. **(Month 6)**

5.M.MD.C.04: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **(Month 6)**

5.M.OA.A.02: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them (e.g., express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$). Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product). **(Month 7)**

5.M.G.A.01: Understand and describe a coordinate system as perpendicular number lines, called axes, that intersect at the origin (0 , 0). Identify a given point in the first quadrant of the coordinate plane using an ordered pair of numbers, called coordinates. Understand that the first number (x) indicates the distance traveled on the horizontal axis, and the second number (y) indicates the distance traveled on the vertical axis. **(Month 8)**

READING

5.R.RI.04: The Highly Proficient student can determine and analyze the meaning and effect of advanced grade level vocabulary words and phrases in a text. **(NOT ASSESSED ON BENCHMARK)**

5.R.RI.09: The Highly Proficient student can integrate complex or inferred information from several texts on the same topic in order to write or speak about the topic using evidence from the text. **(NOT ASSESSED ON BENCHMARK)**

5.R.RI.10: By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. **(All Months)**

5.R.RL.10: By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. **(All Months)**

5.R.RF.03: Know and apply grade-level phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology to read grade level words accurately. d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words. **(Month 9)**

5.R.RL.07: Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). **(Month 11)**

5.R.RF.04: Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **(Month 11)**

WRITING

5.L.01f: The Highly Proficient student can organize one or more paragraphs appropriate to a writing task.

5.L.04a: 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.

a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). **(Month 4)**

5.L.06: 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).

(All Months)

5.W.05: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **(All Months)**

5.W.06: 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 in order to complete a writing task.

(All Months)

5.W.07: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question. **(All Months)**

5.W.08: 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. **(All Months)**

5.W.09: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading standards to informational texts. **(All Months)**

5.W.10: 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, purpose, and audiences. **(All Months)**

5.WF.01: Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation. **(All Months)**

SCIENCE

Review all standards from Q1 – Q3 – 20 Days

SOCIAL STUDIES

5.SS.C2.01: I can explain the roles, rights, and responsibilities of American citizens that influenced events from the pre-American Revolution to Industrialization.

5.SS.C4.01: Using primary and secondary sources to examine historical and contemporary means of changing society through laws and policies in order to address public problems. Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century. **(All Months)**

5.SS.H4.01: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe. **(All Months)**

5.SS.C3.01a: Describe the origins, functions, and structure of the United States Constitution and the three branches of government. (A) Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention. Key functions of the United States government as outlined in the Preamble. **(Months 1, 2, & 3)**

5.SS.C4.02: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools. **(Months 1, 2, & 3)**

5.SS.G4.01: Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions. **(Month 4)**

5.SS.E5.01: Generate questions to explain how trade leads to increasing economic interdependence on different nations. Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world. **(Months 4 & 5)**

5.SS.G2.01: Describe how natural and human-caused changes to habitats or climate can impact our world. **(Month 6)**

5.SS.E1.01: Give examples of financial risks that individuals and households face within the context of the time period studied. **(Months 9, 10, & 11)**

5.SS.E3.01: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied. Characteristics include but are not limited to risk taking, innovation, and problem solving. **(Months 9, 10, & 11)**

5.SS.E4.02: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied. **(Months 9, 10, & 11)**