



## **Fifth Grade Standards of Learning**

### **I. Academic Standards**

The following academic standards apply for Third Grade at Wornick Jewish Day School. These standards reference Common Core, California State standards, and Next Generation Science standards. More information on these standards can be found at [www.corestandards.org](http://www.corestandards.org), [www.cde.ca.gov](http://www.cde.ca.gov), and <http://www.nextgenscience.org>.

#### **Math**

##### **Operations and Algebraic Thinking**

- Write and interpret numerical expressions that follow an order of operations
- Generate numerical patterns given rules

##### **Number and Operations**

- Use understanding of place value to round numbers and multiply or divide by powers of 10
- Use algorithms to perform all four operations with multi-digit whole numbers, including real-world problems
- Read, write, compare, and operate with decimals to the thousandths place, including real-world problems
- Use equivalent fractions as a strategy to add and subtract fractions
- Apply and extend previous understanding of multiplication and division to multiply and divide fractions

##### **Measurement and Data**

- Convert like measurement units within a given measurement system
- Solve problems by interpreting line plots and operating with fractions

## **Geometry**

- Organize two-dimensional shapes in a hierarchy based on properties
- Graph points on the coordinate plane to solve real-world and mathematical problems
- Apply concepts of volume to solve real-world and mathematical problems

## **Mathematical Practices**

- Make sense of problems and persevere in solving them
  - Reason abstractly and quantitatively
  - Construct viable arguments and critique the reasoning of others
  - Model with mathematics
  - Use appropriate tools strategically
  - Attend to precision
  - Look for and make use of structure
  - Look for and express regularity in repeated reasoning
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## **Hebrew – Non-Native**

### **Reading**

- Demonstrate fluency in reading with accuracy, appropriate pace, and expressive intonation

- Demonstrate strong reading comprehension by analyzing written texts and providing thoughtful insights
- Demonstrate strong reading and listening comprehension through analysis of written texts

## **Writing**

- Write cohesive, grammatically correct sentences in cursive script with at least seven words
- Write a paragraph that compares and contrasts two things
- Apply learned vocabulary, prepositions, adjectives, and correct grammatical structures

## **Listening and Speaking**

- Request and provide information in conversations on familiar topics
  - Present personal information about life, activities, and events
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## **Hebrew – Native**

### **Reading**

- Read a variety of texts accurately and fluently
- Comprehend and understand main ideas and details through reading, using effective vocabulary and inference skills
- Comprehend and understand main ideas and details through listening, using effective vocabulary and inference skills

### **Writing**

- Write opinion paragraphs with supporting evidence about viewpoints on familiar or researched topics

- Write three or more reasons to support opinions about familiar or researched topics

## **Listening and Speaking**

- Interact with others to meet their needs in a variety of situations, sometimes involving complications
  - Explain preferences, opinions, and emotions, and provide advice on a variety of familiar and researched topics
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## **Jewish Studies**

### **TaNakh**

- Translate phrases and sections from TaNaKH texts
- Distinguish between Midrash and TaNaKH text
- Analyze moral dilemmas in TaNaKH text
- Express empathy for characters in TaNaKH text

### **Jewish Life**

- Demonstrate leadership during class and all-school Tefillah
  - Understand and identify main themes and rituals of Jewish holidays
  - Understand roles and concepts for Chevruta learning
  - Demonstrate Torah reading and Trope / Ta'amei HaMikra skills
  - Articulate moral and universal themes through writing a Dvar Torah
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## **Language Arts**

### **Reading Standards for Literature**

- Compare and contrast characters, settings, or events and their effect on the plot
- Describe how a narrator's or speaker's point of view influences events
- Determine a theme, message, or moral of a story or poem
- Compare and contrast stories in the same genre

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

- Determine the main idea of a nonfiction text and support it with key details
- Compare and contrast events, ideas, or concepts from multiple sources
- Draw on information from multiple print or digital sources efficiently
- Explain how an author uses reasons and evidence to support points
- Determine meanings of academic and domain-specific words

### **Foundational Skills**

- Summarize texts including main ideas and key details
- Apply grade-level phonics and word analysis skills
- Demonstrate understanding using effective text evidence
- Draw inferences and support ideas with examples from text
- Read with accuracy and fluency to support comprehension

### **Writing**

- Develop and strengthen writing through planning, revising, and editing
- Write opinion pieces supporting a point of view with reasons and information
- Write informational multi-paragraph texts
- Write narratives with clear event sequences and descriptive details

- Conduct short research projects using multiple sources
- Draw evidence from texts to support analysis and reflection
- Plan and deliver well-organized presentations

## **Language**

- Demonstrate command of standard English grammar and usage
  - Demonstrate command of capitalization, punctuation, and spelling
  - Expand, combine, and reduce sentences for meaning and style
  - Determine meanings of unknown and multiple-meaning words
  - Demonstrate understanding of figurative language
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## **Science**

### **Life Science**

- Develop a model to describe the movement of matter among plants, animals, and the environment

### **Physical Science**

- Conduct investigations to determine whether mixing substances results in a new substance
- Develop a model describing that matter is made of particles too small to be seen
- Measure and graph quantities to show conservation of matter

### **Earth Science**

- Develop models showing interactions between Earth's systems
- Obtain and combine information on how communities protect Earth's resources

- Represent data showing patterns of daily and seasonal changes
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## **Social Studies**

### **Geography**

- Locate, compare, and contrast the five geographic regions of the United States

### **History**

- Describe how location, events, and beliefs shaped Native American lives
  - Evaluate institutions that evolved during the colonial era
  - Determine how key events led to the American Revolution
  - Explain how founding documents shaped the United States
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## **Creative Arts**

- Actively participate in activities
  - Use time wisely
  - Articulate and reflect on the artistic process
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## **Physical Education**

### **Participation**

- Arrive to class on time dressed for physical activity
- Participate consistently in physical education

### **Motor Skills and Movement**

- Apply learned skills from one activity to another
- Combine movement patterns in team activities
- Manipulate objects with hands and feet
- Apply basic offensive and defensive strategies
- Develop a game using offense, defense, and scoring

### **Fitness Concepts**

- Demonstrate fitness and strength at grade level
- Demonstrate knowledge of warming and cooling concepts

### **Teamwork**

- Abide by officials' decisions and show good sportsmanship
- Work cooperatively to achieve group goals
- Identify and reward team contributions
- Accept assigned group roles
- Describe leadership roles in team activities
- Model support and inclusivity for all ability levels

## **II. Process Goals**

In addition to rigorous academic learning, Wornick emphasizes additional skills that support the whole child and prepare them for high school, college, and beyond, including: organization, critical thinking, growth mindset, collaboration, creativity, public speaking, social-emotional learning, and respect for self and others. The following process goals are a critical component of an education at Wornick Jewish Day School.

### **Effective Leadership Skills**

- Follows class norms, routines, and expectations
- Takes responsibility for actions
- Demonstrates problem solving skills
- Demonstrates perseverance
- Respects self, others, and environment

### **Effective Communication Skills**

- Self advocates for social, emotional, academic needs
- Participates in a range of collaborative discussions
- Asks clarifying questions
- Collaborates with peers
- Follows verbal and written instructions

### **Effective Learning Skills**

- Keeps personal space and materials organized
- Works independently
- Completes and hands in work on time
- Applies constructive feedback
- Exhibits neatness and legibility
- Completes work with integrity
- Stays on task
- Uses community materials (e.g., technology, makerspace, art, classroom) appropriately

