

Fifth Grade Critical Standards

English-Language Arts

- 1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 6 – Describe how a narrator’s or speaker’s point of view influences how events are described.
- 8 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 10 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 15 – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 18 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 26 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 30 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *Grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - Apply *Grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- 33 – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 38 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
 - Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.
 - Use correlative conjunctions (e.g., *either/or, neither/nor*).
- 39 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation to separate items in a series.
 - Use a comma to separate an introductory element from the rest of the sentence.
 - 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?*).
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Math

- 5 – 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.
- 6 – Read, write, and compare decimals to thousandths.
- 8 – Fluently multiply multi-digit whole numbers using the standard algorithm.
- 9 – 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.
- 10 – 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.

- 11 – 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.
- 12 – 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.
- 14 – Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- 17 – Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
- 22 – Relate volume to the operations of multiplication and addition, and solve real-world and mathematical problems involving volume.

Science

- 1 – Plan and carry out investigations (e.g., adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, evaporating salt water) to provide evidence that matter is made of particles too small to be seen.
- 4 – Investigate whether the mixing of two or more substances results in new substances (e.g., mixing of baking soda and vinegar resulting in the formation of a new substance, gas; mixing of sand and water resulting in no new substance being formed).
- 9 – Construct an illustration to explain how plants use light energy to convert carbon dioxide and water into a storable fuel, carbohydrates, and a waste product, oxygen, during the process of photosynthesis.
- 10 – Construct and interpret models (e.g., diagrams, flow charts) to explain that energy in animals' food is used for body repair, growth, motion, and maintenance of body warmth and was once energy from the sun.
- 11 – Create a model to illustrate the transfer of matter among producers; consumers, including scavengers and decomposers; and the environment.
- 12 – Defend the claim that one factor determining the apparent brightness of the sun compared to other stars is the relative distance from Earth.
- 13 – Analyze data and represent with graphs to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky (e.g., shadows and the position and motion of Earth with respect to the sun, visibility of select stars only in particular months).
- 14 – Use a model to represent how any two systems, specifically the atmosphere, biosphere, geosphere, and/or hydrosphere, interact and support life (e.g., influence of the ocean on ecosystems, landform shape, and climate; influence of the atmosphere on landforms and ecosystems through weather and climate; influence of mountain ranges on winds and clouds in the atmosphere).
- 15 – Identify the distribution of freshwater and salt water on Earth (e.g., oceans, lakes, rivers, glaciers, ground water, polar ice caps) and construct a graphical representation depicting the amounts and percentages found in different reservoirs.
- 16 – Collect and organize scientific ideas that individuals and communities can use to protect Earth's natural resources and its environment (e.g., terracing land to prevent soil erosion, utilizing no-till farming to improve soil fertility, regulating emissions from factories and automobiles to reduce air pollution, recycling to reduce overuse of landfill areas).

Social Studies

- 1 – Locate on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds, large forests, major rivers, and significant mountain ranges.
- 2 – Identify causes and effects of early migration and settlement of North America.
- 4 – Determine the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians.
- 5 – Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.
- 7 – Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

- 8 – Identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.
- 9 – Explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.
- 11 – Identify causes of the Civil War, including states' rights and the issue of slavery.