**GRADE 5**

**READING**

**Reading Fluency and Accuracy**
- Accuracy: reading material appropriate for grade 5 with 90-94% accuracy
- Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading
- Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue

**Word Identification Skills and Strategies**
- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes)
- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns
- Reading grade-level appropriate words (in connected text) with automaticity
- Reading grade-appropriate words

**Vocabulary Strategies**
- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

**Breadth of Vocabulary**
- Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning  EXAMPLE (of shades of meaning): tired, exhausted
- Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary  EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text – Based on the way "spring" is used in this passage, would having a "spring" be necessary for survival? Explain how you know.

**Initial Understanding of Literary Texts**
- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time
- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
- Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.
- Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries)
• Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, or simple metaphors

Analysis and Interpretation of Literary Text, Citing Evidence
• Making logical predictions  EXAMPLE: Which event is most likely to happen next?
• Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time
• Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development)
• Identifying the narrator
• Identifying author's message or theme (implied or stated, as in a fable)
• Identifying causes or effects, including possible motives of characters

Analysis and Interpretation of Literary Text, Citing Evidence
• Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works

Generates a Personal Response
• Comparing stories or other texts to related personal experience, prior knowledge, or to other books
• Providing relevant details to support the conclusions made

Initial Understanding of Informational Text (Expository and Practical Text across Content Areas)
• Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
• Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations)
• Using information from the text to answer questions related to main/central ideas or key details
• Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
• Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.
• Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus
Analysis and Interpretation of Informational Text (Expository and Practical Text across Content Areas), Citing Evidence

- Connecting information within a text or across texts
- Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
- Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant
- Distinguishing fact from opinion
- Making inferences about causes or effects

Strategies for Monitoring and Adjusting Reading

- Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/ language structure, semantics/ meaning, or other context cues)

Reading Comprehension Strategies

- Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential)

Reading Widely and Extensively

- Reading with frequency, including in-school, out-of-school, and summer reading
- Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts)
- Reading multiple texts for depth of understanding an author, subject, theme, or genre

Participating in Literate Community

- Self-selecting reading materials aligned with reading ability and personal interests
- Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
**Reading for Research Across Content Areas** (multiple sources (including print and non-print texts))

- Identifying potential sources of information from those provided
- Evaluating information presented, in terms of relevance
- Gathering, organizing, and interpreting the information
- Using evidence to support conclusions

**ORAL COMMUNICATION**

**Interactive Listening**

- Following verbal instructions to perform specific tasks, to answer questions, or to solve problems
- Summarizing, paraphrasing, questioning, or contributing to information presented
- Participating in large and small group discussions showing respect for a range of individual ideas
- Reaching consensus to solve a problem, make a decision, or achieve a goal

**Make Oral Presentations**

- Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
- Using verbal and nonverbal choices to convey consistent focus
- Telling stories, giving information using details and providing a coherent conclusion EXAMPLE: using books, pictures, displays, graphics, or artifacts
- Providing effective and appropriate feedback to audience and small groups
- Using variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures)

**WRITTEN COMMUNICATION**

**Writing Process**

- Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

**Writing Extensively**

- Writing with frequency, including in-school, out-of-school, and during the summer
- Sharing thoughts, observations, or impressions
- Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers notebook, letters and personal notes, reading response journals
- Writing in a variety of genres
Structures of Language – Applying Understanding of Sentences, Paragraphs, and Text Structures – Structures of Language are assessed within all genres of writing

- Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
- Using the paragraph form: indenting, main idea, supporting details
- Recognizing organizational structures within paragraphs  EXAMPLE (of text structures): description, sequential, chronology, proposition/support, compare/contrast EXAMPLE: When given a paragraph and a list of text structures
- Applying directionality as appropriate to text  EXAMPLE: double-columned text

Writing in Response to Literary or Informational Text-Showing Understanding of Ideas in Text

- Selecting appropriate information to set context/background  EXAMPLE: When setting context, include introduction of a character to make sure the reader understands who the character is
- Summarizing key ideas
- Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas

Reading-Writing Connection: Writing in Response to Literary or Informational Text-Making Analytical Judgments about Text

- Stating and maintaining a focus (purpose) when responding to a given a question
- Making inferences about the content, events, characters, setting, or common themes
- Using specific details and references to text or citations to support focus
- Organizing ideas, using transition words/phrases and writing a conclusion that provides closure

Narratives

- Creating a clear and coherent (logically consistent) story line
- Establishing context (setting or background information), problem/conflict/challenge, and resolution
- Using transition words/phrases to establish clear chronology and to enhance meaning
- Using relevant and descriptive details to advance the plot/story line
- Using dialogue to advance plot/story line
- Developing characters through description
- Establishing a focus when writing about observations and experiences
- Selecting and elaborating important ideas; and excluding extraneous details

Reflective Essay

Informational Writing – Reports or Procedures
• Using an organizational text structure appropriate to focus/controlling idea
  EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast
• Selecting appropriate information to set the context
• Using transition words or phrases appropriate to organizing text structure
  EXAMPLES: for procedures – using numbering, ordering; for compare/contrast - using "on the other hand"
• Writing a conclusion that provides closure
• Providing a list of resources (e.g. materials used in a tasks; sources used for reference)
• Establishing a topic
• Stating and maintaining a focus/controlling idea on a topic
• Including facts and details relevant to focus/controlling idea, and excluding extraneous information
• Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics -
Conventions are assessed within all genres of writing

• Identifying or correcting grammatical errors EXAMPLES: subject-verb agreement
• Applying basic capitalization rules
• Using punctuation to clarify meaning EXAMPLES: commas, apostrophes, quotation marks
• Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules
  EXAMPLES: consonant doubling, consonant patterns, units of meaning-common roots, base words, pre/suffixes

MATH

Number and Operations

• Demonstrates conceptual understanding of rational numbers with respect to:
  whole numbers from 0 to 9,999,999 through equivalency, composition, decomposition, or place value using models, explanations, or other representations; and positive fractional numbers (proper, mixed number, and improper) (halves, fourths, eighths, thirds, sixths, twelfths, fifths, or powers of ten (10, 100, 1000)), decimals (to thousandths), or benchmark percents (10%, 25%, 50%, 75% or 100%) as a part to whole relationship in area, set, or linear models using models, explanations, or other representations. Example:
  Rational Number (opens in new window) Example: Whole Number (opens in new window)
• Demonstrates understanding of the relative magnitude of numbers by ordering, comparing, or identifying equivalent positive fractional numbers, decimals, or
benchmark percents within number formats (fractions to fractions, decimals to
decimals, or percents to percents); or integers in context using models or
number lines.

- Demonstrates conceptual understanding of mathematical operations by adding
  and subtracting decimals and positive proper fractions with unlike
denominators.
- Demonstrates conceptual understanding of mathematical operations by
describing or illustrating the meaning of a remainder with respect to division of
whole numbers using models, explanations, or solving problems.
- Accurately solves problems involving multiple operations on whole numbers or
  the use of the properties of factors, multiples, prime, or composite numbers; and
  addition or subtraction of fractions (proper) and decimals to the hundredths
  place. (Division of whole numbers by up to a two-digit divisor.) (IMPORTANT:
  Applies the conventions of order of operations with and without parentheses.)
- Mentally calculates change back from $1.00, $5.00, and $10.00; calculates
  multiplication and related division facts to a product of 144; multiplies a two-
digit whole number by a one-digit whole number (e.g., 45 x 5), two-digit whole
  numbers that are multiples of ten (e.g., 50 x 60), a three-digit whole number that
  is a multiple of 100 by a two- or three-digit number which is a multiple of 10 or
  100, respectively (e.g., 400 x 50, 400 x 600); and divides 3- and 4-digit multiples
  of powers of ten by their compatible factors (e.g., 360÷6; 360÷60; 3600÷6;
  3600÷60; 3600÷600; 360÷12; 360÷120; 3600÷12; 3600÷120; 3600÷1200).
  (IMPORTANT: The intent of this GLE is to embed mental arithmetic throughout
  the instructional program, not to teach it as a separate unit.)
- Makes estimates in a given situation by identifying when estimation is
  appropriate, selecting the appropriate method of estimation, determining the
  level of accuracy needed given the situation, analyzing the effect of the
  estimation method on the accuracy of results, and evaluating the reasonableness
  of solutions appropriate to grade level GLEs across content strands.
  (IMPORTANT: The intent of this GLE is to embed estimation throughout the
  instructional program, not to teach it as a separate unit.)
- Applies properties of numbers (odd, even, and divisibility) and field properties
  (commutative, associative, identity, and distributive) to solve problems and to
  simplify computations.

**Geometry and Measurement**

- Uses properties or attributes of angles (right, acute, or obtuse) or sides (number
  of congruent sides, parallelism, or perpendicularity) to identify, describe, classify,
or distinguish among different types of triangles (right, acute, obtuse,
equiangular, or equilateral) or quadrilaterals (rectangles, squares, rhombi,
trapezoids, or parallelograms).
• Uses properties or attributes (shape of bases, number of lateral faces, or number of bases) to identify, compare, or describe three-dimensional shapes (rectangular prisms, triangular prisms, cylinders, spheres, pyramids, or cones).
• Demonstrates conceptual understanding of similarity by describing the proportional effect on the linear dimensions of triangles and rectangles when scaling up or down while preserving angle measures, or by solving related problems (including applying scales on maps). Describes effects using models or explanations.
• Demonstrates conceptual understanding of perimeter of of polygons, and the area of rectangles or right triangles through models, manipulatives, or formulas, the area of polygons or irregular figures on grids, and volume of rectangular prisms (cubes) using a variety of models, manipulatives, or formulas. Expresses all measures using appropriate units.
• Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.
• Demonstrates understanding of spatial relationships using location and position by interpreting and giving directions between locations on a map or coordinate grid (all four quadrants); plotting points in four quadrants in context (e.g., games, mapping, identifying the vertices of polygons as they are reflected, rotated, and translated); and determining horizontal and vertical distances between points on a coordinate grid in the first quadrant.
• Demonstrates conceptual understanding of spatial reasoning and visualization by building models of rectangular and triangular prisms, cones, cylinders, and pyramids from two- or three-dimensional representations.

Functions and Algebra
• Identifies and extends to specific cases a variety of patterns (linear and nonlinear) represented in models, tables, sequences, or in problem situations; and writes a rule in words or symbols for finding specific cases of a linear relationship. Example: Numeric Patterns (opens in new window) Example: Extend a Pattern (opens in new window)
• Example: Sequence (opens in new window) Example: Linear Relationships (opens in new window) Example: Proportional linear relationships \( y = kx \) (opens in new window)
• Example: Non-proportional linear relationships \( y = mx + b \) (opens in new window)
• Example: Expresses generalization or rule using words or symbols (opens in new window) Example: Concrete situations (opens in new window) Example: Pattern Summary Table by grade level (opens in new window)
• Demonstrates conceptual understanding of linear relationships \( y = kx \) as a constant rate of change by identifying, describing, or comparing situations that
represent constant rates of change (e.g., tell a story given a line graph about a trip).

- Demonstrates conceptual understanding of algebraic expressions by using letters to represent unknown quantities to write linear algebraic expressions involving any two of the four operations; or by evaluating linear algebraic expressions using whole numbers.  Example: Whole Number (opens in new window)

- Demonstrates conceptual understanding of equality by showing equivalence between two expressions using models or different representations of the expressions (expressions consistent with the parameters of M(F&A)–5–3), by solving one-step linear equations of the form ax = c, x ± b = c, or x/a = c, where a, b, and c are whole numbers with a ≠ 0; or by determining which values of a replacement set make the equation (multi-step of the form ax ± b = c where a, b, and c are whole numbers with a ≠ 0) a true statement  (e.g., 2x + 3 = 11, {x: x = 2, 3, 4, 5}).  Example: Whole Number (opens in new window) Example: Linear Relationships (opens in new window) Example: Proportional linear relationships (y = kx) (opens in new window) Example: Non-proportional linear relationships (y = mx + b) (opens in new window) Example: Number sentences (opens in new window) Example: Equation (opens in new window) Example: Examples of forms of equations (opens in new window) Example: Algebraic equation notation (opens in new window)

Data, Statistics, and Probability

- Interprets a given representation (tables, bar graphs, circle graphs, or line graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. IMPORTANT: Analyzes data consistent with concepts and skills in M(DSP)–5–2.
- Analyzes patterns, trends or distributions in data in a variety of contexts by determining or using measures of central tendency (mean, median, or mode) or range to analyze situations, or to solve problems.
- Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
- Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations
required in M(DSP)–5–1. (IMPORTANT: Analyzes data consistent with concepts and skills in M(DSP)–5–2.)

- For a probability event in which the sample space may or may not contain equally likely outcomes, determines the likelihood of an event as a fraction and tests the prediction through experiments; and determines if a game is fair.
- For a probability event in which the sample space may or may not contain equally likely outcomes, determines the experimental or theoretical probability of an event and expresses the result as a fraction.
- Analyzes patterns, trends or distributions in data in a variety of contexts by determining or using decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.