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| Math | |  |  | | --- | --- | | 5.G.1 | Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and*y*-coordinate). | | 5.G.2 | Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. | | 5.G.3 | Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. | | 5.G.4 | Classify two-dimensional figures in a hierarchy based on properties. | | 5.NBT.7 | 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. | | 5.OA.1 | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | | 5.OA.2 | Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product. | | 5.OA.3 | Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. | |
| Writing | W5.1a – Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion,  and create an organizational structure in which ideas are logically grouped to support the author’s purpose.  W5.1b – Provide logically ordered reasons that are supported by facts and details.  W5.1c – Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  W5.1d – Provide a concluding statement or section related to the opinion presented.  W5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)  W5.9a – Draw evidence from literary or informational texts to support analysis, reflections, 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]”).  W5.9b – Apply grad 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]”).  W5.10 - Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  L5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use underlining, quotation marks, or italics to indicate titles of works. 2. Spell grade-appropriate words correctly, consulting references as needed. |
| Reading | RI5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  RI5.5 – 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.  RI5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  RI5.6 – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  RI5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  L5.6 – Acquire and use accurately grade-appropriate conversational, 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).  RI5.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI5.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.  RI5.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  RI5.7 – 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.  RF5.3a - Know and apply grade-level phonics and word analysis in decoding words.  Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.  RF5.4c - Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| Science  (Human Body Systems) | 5.L.1 Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.  5.L.1.1 Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.  5.L.1.2 Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.  5.L.3 Understand why organisms differ from or are similar to their parents based on the characteristics of the organism.  5.L.3.1 Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.  5.L.3.2 Give examples of likenesses that are inherited and some that are not |
| Social Studies | **5.H.1 Analyze the chronology of key events in the United States.**  **5.G.1 Understand how human activity has and continues to shape the United States.**  **5.C&G.1 Understand the development, structure and function of government in the United States.**  **5.C&G.2 Analyze life in a democratic republic through rights and responsibilities of citizens.**  **5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.** |