# Curriculum Guide

# 2017-2018

*Fifth Grade*

Campbell

UNION SCHOOL DISTRICT

## Introduction

**Standards-based teaching and learning is how we approach instruction in Campbell Union School District. In order to best meet the needs of every child, teachers collaboratively engage in cycles of inquiry focused on student learning. Using common formative assessments based on essential standards, they consider the four questions of a Professional Learning Community:**

- **What do we want our students to learn?**
- **How do we know our students have learned it?**
- **What do we do when students don't learn it?**
- **What do we do when student learn it/already know it?**

## Essential Standards

**We answer question #1 above by identifying standards students need to master. All standards are not equally significant, however. Some standards have a greater impact beyond the current grade level and are relevant across multiple courses and disciplines. Others seem to deepen understanding and skills only within a certain course or discipline. The most essential standards for every grade level and course have been identified by teams of CUSD teachers, administrators, and instructional coaches using the following criteria:**

- **Endurance: standards that provide students with knowledge and skills beyond a single test date**
- **Leverage: standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas**
- **Readiness: standards that provide knowledge and skills for success in the next grade or level of instruction**

**CUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources. Essential standards help clarify *what* our students learn, and our Elements of Quality First Instruction guide teachers in thinking about *how* to ensure students learn:**

**Learning Targets**

**Assessments**

**Differentiation**

**Responsive Teaching for All**

## Evaluation and Reporting

**Just as essential standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and**

**needs are gleaned through a variety of assessments including formative, summative, informal/ongoing classroom observation, and performance tasks. These help to answer PLC questions #2. With clear assessment data, teachers then consider next steps for each student relative to deep and rigorous understanding of the standards (PLC questions 3 and 4). Teachers anticipate and plan for successful outcomes for ALL students.**

**The CUSD Mastery Rubric has been created to assist teachers in identifying next steps for student learning and to guide the reporting of learning outcomes for parents. The essential standards will be listed on student report cards and evaluated using the following mastery rubric:**

| CUSD Mastery Rubric | | | |
|---|---|---|---|
| 4<br>Beyond Mastery | 3<br>Mastery | 2<br>Developing | 1<br>Beginning |
| The student demonstrates not only mastery of the standard but also can make in-depth inferences and applications that go beyond the requirement. The student has no gaps in understanding and makes minimal errors in application. | The student is able to apply the knowledge or skills assessed and can create original work. The student may have some non-critical gaps in understanding or errors in application. | The student is able to recall or reproduce skills of the standard. The student demonstrates some gaps in understanding, significant errors in application, or a need for teacher assistance to complete a task. | The student may or may not be able to recall or reproduce basic knowledge or skills and cannot independently or accurately apply them. The student has significant gaps in understanding, major errors in application, and may require continuous teacher guidance in order to complete a task. |

***New standards for Social Studies and Computer Science will be added once adopted by California Department of Education.***

**(Please note that this document is a work in progress. We will learn by doing and continuously evaluate its effectiveness based on input from all of our stakeholders.)**

# Fifth Grade Curriculum Guide

This guide is intended to provide clarity about course content including areas of focus in each major content area. While the broad set of knowledge and skills are listed, **essential standards are identified in blue**.

## English Language Arts

| Reading - Literature | |
|---|---|
| 5. RL.01 | Quote accurately from a text when explaining what the text says explicitly & when drawing inferences from the text. |
| 5.RL.02 | 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. |
| 5. RL.03 | Compare & 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). |
| 5.RL.04 | Determine the meaning of words & phrases as they are used in a text, including figurative language such as metaphors & similes. |
| 5.RL.05 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 5.RL.06 | Describe how a narrator's or speaker's point of view influences how events are described. |
| 5.RL.07 | Analyze how visual & multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| 5.RL.09 | Compare & contrast stories in the same genre (e.g., mysteries & adventure stories) on their approaches to similar themes & topics. |
| 5. RL.10 | By the end of the year, read & comprehend literature, including stories, dramas, & poetry, at the high end of the grades 4–5 text complexity band independently & proficiently. |

| Reading - Informational Text | |
|---|---|
| 5.RI.01 | Quote accurately from a text when explaining what the text says explicitly & when drawing inferences from the text. |
| 5.RI.02 | Determine two or more main ideas of a text & explain how they are supported by key details; summarize the text. |
| 5.RI.03 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| 5.RI.04 | Determine the meaning of general academic & domain-specific words & phrases in a text relevant to a grade 5 topic or subject area. |
| 5.RI.05 | Compare & contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| 5.RI.06 | Analyze multiple accounts of the same event or topic, noting important similarities & differences in the point of view they represent. |
| 5.RI.07 | 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. |
| 5.RI.08 | Explain how an author uses reasons & evidence to support particular points in a text, identifying which reasons & evidence support which point(s). |
| 5.RI.09 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| 5. RI.10 | By the end of the year, read & comprehend informational texts, including history/social studies, science, & technical texts, at the high end of the grades 4–5 text complexity band independently & proficiently. |

| Reading - Foundational Skills | |
|---|---|
| 5.RF.03 | Know & apply grade-level phonics & word analysis skills in decoding words. |
| 5.RF.03a | Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology (e.g., roots & affixes) to read accurately unfamiliar multisyllabic words in context & out of context. |
| 5.RF.04 | Read with sufficient accuracy & fluency to support comprehension. |
| 5.RF.04a | Read on-level text with purpose & understanding. |
| 5.RF.04b | Read on-level prose & poetry orally with accuracy, appropriate rate, & expression on successive readings. |
| 5.RF.04c | Use context to confirm or self-correct word recognition & understanding, rereading as necessary. |

| Writing | |
|---|---|
| 5.W.01 | Write opinion pieces on topics or texts, supporting a point of view with reasons & information. |
| 5.W.01a | Introduce a topic or text clearly, state an opinion, & create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
| 5.W.01b | Provide logically ordered reasons that are supported by facts & details. |
| 5.W.01c | Link opinion & reasons using words, phrases, & clauses (e.g., consequently, specifically). |
| 5.W.01d | Provide a concluding statement or section related to the opinion presented. |
| 5.W.02 | Write informative/explanatory texts to examine a topic & convey ideas & information clearly. |
| 5.W.02a | Introduce a topic clearly, provide a general observation & focus, & group related information logically; include formatting (e.g., headings), illustrations, & multimedia when useful to aiding comprehension. |
| 5.W.02b | Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic. |
| 5.W.02c | Link ideas within & across categories of information using words, phrases, & clauses (e.g., in contrast, especially). |
| 5.W.02d | Use precise language & domain-specific vocabulary to inform about or explain the topic. |
| 5.W.02e | Provide a concluding statement or section related to the information or explanation presented. |
| 5.W.03 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, & clear event sequences. |
| 5.W.03a | Orient the reader by establishing a situation & introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| 5.W.03b | Use narrative techniques, such as dialogue, description, & pacing, to develop experiences & events or show the responses of characters to situations. |
| 5.W.03c | Use a variety of transitional words, phrases, & clauses to manage the sequence of events. |
| 5.W.03d | Use concrete words & phrases & sensory details to convey experiences & events precisely. |
| 5.W.03e | Provide a conclusion that follows from the narrated experiences or events. |
| 5.W.04 | Produce clear & coherent writing in which the development & organization are appropriate to task, purpose, & audience. |
| 5.W.05 | With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| 5.W.06 | With some guidance & support from adults, use technology, including the Internet, to produce & publish writing as well as to interact & collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |

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| 5. W.07 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| 5. W.08 | Recall relevant information from experiences or gather relevant information from print & digital sources; summarize or paraphrase information in notes & finished work, & provide a list of sources. |
| 5.W.09 | Draw evidence from literary or informational texts to support analysis, reflection, & research. |
| 5.W.09a | Apply grade 5 Reading standards to literature (e.g., "Compare & 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]"). |
| 5.W.09b | Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons & evidence to support particular points in a text, identifying which reasons & evidence support which point[s]"). |
| 5.W.10 | Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences. |

| Speaking & Listening | |
|---|---|
| 5.SL.01 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher- led) with diverse partners on grade 5 topics & texts, building on others' ideas & expressing their own clearly. |
| 5.SL.01a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation & other information known about the topic to explore ideas under discussion. |
| 5.SL.01b | Follow agreed-upon rules for discussions & carry out assigned roles. |
| 5.SL.01c | Pose & respond to specific questions by making comments that contribute to the discussion & elaborate on the remarks of others. |
| 5.SL.01d | Review the key ideas expressed & draw conclusions in light of information & knowledge gained from the discussions. |
| 5.SL.02 | Summarize a written text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally. |
| 5.SL.03 | Summarize the points a speaker makes & explain how each claim is supported by reasons & evidence. |
| 5.SL.04 | Report on a topic or text or present an opinion, sequencing ideas logically & using appropriate facts & relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| 5.SL.05 | Include multimedia components (e.g., graphics, sound) & visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| 5.SL.06 | Adapt speech to a variety of contexts & tasks, using formal English when appropriate to task & situation. |

| Language | |
|---|---|
| 5.L.01 | Demonstrate command of the conventions of standard English grammar & usage when writing or speaking. |
| 5.L.01a | Explain the function of conjunctions, prepositions, & interjections in general & their function in particular sentences. |
| 5.L.01b | Form & use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |
| 5.L.01c | Use verb tense to convey various times, sequences, states, & conditions. |
| 5.L.01d | Recognize & correct inappropriate shifts in verb tense. |
| 5.L.01e | Use correlative conjunctions (e.g., either/or, neither/nor). |
| 5.L.02 | Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing. |
| 5.L.02a | Use punctuation to separate items in a series. |
| 5.L.02b | Use a comma to separate an introductory element from the rest of the sentence. |
| 5.L.02c | Use a comma to set off the words yes & 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?), & to indicate direct address (e.g., Is that you, Steve?). |
| 5.L.02d | Use underlining, quotation marks, or italics to indicate titles of works. |
| 5.L.02e | Spell grade-appropriate words correctly, consulting references as needed. |
| 5.L.03 | Use knowledge of language & its conventions when writing, speaking, reading, or listening. |
| 5.L.03a | Expand, combine, & reduce sentences for meaning, reader/listener interest, & style. |
| 5.L.03b | Compare & contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| 5.L.04 | Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 5 reading & content, choosing flexibly from a range of strategies. |
| 5.L.04a | Use context (e.g., cause/effect relationships & comparisons in text) as a clue to the meaning of a word or phrase. |
| 5.L.04b | Use common, grade-appropriate Greek & Latin affixes & roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |
| 5.L.04c | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to find the pronunciation & determine or clarify the precise meaning of key words & phrases. |
| 5. L.05 | Demonstrate understanding of figurative language, word relationships, & nuances in word meanings. |
| 5. L.05a | Interpret figurative language, including similes & metaphors, in context. |
| 5. L.05b | Recognize & explain the meaning of common idioms, adages, & proverbs. |
| 5. L.05c | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| 5.L.06 | Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases, including those that signal contrast, addition, & other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

# English Language Development

The full range of California English Language Development Standards include a comprehensive set of learning outcomes for interacting in meaningful ways in English and learning about how English works. Listed below are only the ELD standards identified as essential. Successes in mastery of these standards are reported only for English Learners.

| | Emerging | Expanding | Bridging | |
|---|---|---|---|---|
| ELD.PI.5.1 | Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using short phrases. | Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. | Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. | **Exchanging Information and Ideas** |
| ELD.PI.5.2 | Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. | Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. | Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. | **Interacting via Written English** |
| ELD.PI.5.6 | a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.<br><br>b. Use knowledge of frequently-used affixes (e.g., un-, mis-), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics. | a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.<br><br>b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics. | a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.<br><br>b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics. | **Reading and Viewing Closely** |

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| ELD.PI.5.7 | Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support. | Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with moderate support. | Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support. | **Evaluating Language Choices** |
| ELD.PI.5.8 | Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as *angry* versus *furious*). | Distinguish how different words with similar meanings (e.g., describing an event as *sad* versus *tragic*) and figurative language (e.g., *she ran like a cheetah*) produce shades of meaning and different effects on the audience. | Distinguish how different words with related meanings (e.g., *fun* versus *thrilling, possibly* versus *certainly*) and figurative language (e.g., *the stream slithered through the parched land)* produce shades of meaning and different effects on the audience. | **Analyzing Language Choices** |
| ELD.PI.5.9 | Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers. | Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support. | Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support. | **Presenting** |
| ELD.PI.5.10 | a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.<br><br>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic | a. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization.<br><br>b. Write increasingly concise summaries of texts and | a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing | **Writing** |

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| | organizers). | experiences using complete sentences and key words (e.g., from notes or graphic organizers). | understanding of register.<br><br>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). | |

# Mathematics

| Operations and Algebraic Thinking | |
|---|---|
| 5.OA.01 | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. |
| 5.OA.02 | 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.02.1 | Express a whole number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as 2 × 2 × 2 × 3. CA |
| 5.OA.03 | 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. |

| Number and Operations in Base Ten | |
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| 5.NBT.01 | Recognize 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 1/10 of what it represents in the place to its left. |
| 5.NBT.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. Use whole-number exponents to denote powers of 10. |
| 5.NBT.03 | Read, write, and compare decimals to thousandths. |
| 5.NBT.03a | Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). |
| 5.NBT.03b | Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. |
| 5.NBT.04 | Use place value understanding to round decimals to any place. |
| 5.NBT.05 | Fluently multiply multi-digit whole numbers using the standard algorithm. |
| 5.NBT.06 | 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. |
| 5.NBT.07 | 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. |

| Number and Operations - Fractions | |
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| 5.NF.01 | 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. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) |
| 5.NF.02 | 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. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2. |
| 5.NF.03 | Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 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? |
| 5.NF.04 | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. |
| 5.NF.04a | Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.) |
| 5.NF.04b | Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. |
| 5.NF.05 | Interpret multiplication as scaling (resizing), by: |
| 5.NF.05a | 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. |
| 5.NF.05b | Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number<br>(recognizing multiplication by whole numbers greater than 1 as a familiar case); 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 a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1. |
| 5.NF.06 | Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |

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| 5.NF.07 | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. |
| 5.NF.07a | Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3. |
| 5. NF.07b | Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4. |
| 5.NF.07c | Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins? |

| **Measurement and Data** | |
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| 5.MD.01 | Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |
| 5.MD.02 | Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. |
| 5.MD.03 | Recognize volume as an attribute of solid figures and understand concepts of volume measurement. |
| 5.MD.03a | 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. |
| 5.MD.03b | 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. |
| 5.MD.04 | Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units. |
| 5.MD.05 | Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. |
| 5.MD.05a | Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. |
| 5.MD.05b | Apply the formulas V=l×w×h and V=b×h for rectangular prisms to find volumes of right rectangular prisms with whole- number edge lengths in the context of solving real world and mathematical problems. |
| 5.MD.05c | Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. |

| Geometry | |
|---|---|
| 5.G.01 | 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.02 | 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.03 | 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.04 | Classify two-dimensional figures in a hierarchy based on properties. |

# Science

| Science and Engineering Practices | | |
|---|---|---|
| 5.SEP.1 | Ask questions about what would happen if a variable is changed; identify scientific (testable) and non-scientific (non-testable) questions; ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships; use prior knowledge to describe problems that can be solved; define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. | **Asking Questions and Defining Problems** |
| 5.SEP.2 | Identify limitations of models, collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events; develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution; develop and/or use models to describe and/or predict phenomena; develop a diagram or simple physical prototype to convey a proposed object, tool, or process; use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system. | **Developing and Using Models** |
| 5.SEP.3 | Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered; evaluate appropriate methods and/or tools for collecting data; make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution; make predictions about what would happen if a variable changes; test two different models of the same proposed object, tool, or process to determine which better meets criteria for success. | **Planning and Carrying Out Investigations** |
| 5.SEP.7 | Compare and refine arguments based on an evaluation of the evidence presented; distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation; respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions; construct and/or support an argument with evidence, data, and/or a model; use data to evaluate claims about cause and effect; make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. | **Engaging in Argument from Evidence** |

| Science Content | | |
|---|---|---|
| 5. LS1-1 | Support an argument that plants get the materials they need for growth chiefly from air and water. | **Life Science** |
| 5.ESS2-1 | Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. | **Earth & Space Science** |
| 5.PS1-2 | Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. | **Physical Science** |
| 5.ETS1-3 | Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. | **Engineering (STEAM)** |

# Digital Literacy

**CUSD students are learning to think critically about the web and build their digital literacy skills through their use of technology. In fifth grade, students will answer these essential questions:**

1. How do I leave a positive and respectful digital footprint?
2. Are all of the sources I'm using credible and have I cited my information?
3. How can I share my work with a wider audience?
4. How do I responsibly participate in social media?

# Physical Education

| | | |
|---|---|---|
| Goal 1 | **Manipulative Skills**<br>Overhand Throw 1.6<br>Striking 1.12 / 2.4<br>Dribble 1.15 | **General Movement Concepts** |
| Goal 2 | **Transfer of Movement Skills to Other Physical Activites**<br>2.1 | **Movement Concepts** |
| Goal 3 | **Knowledge and Self Assessment** 3.1<br>**Body Composition** | **Fitness Concepts** |
| Goal 4 | **Identify and Apply** 4.7<br>**Aerobic Capacity** 4.10<br>**Muscular Strength/Endurance**<br>**Flexibility** | **Fitness Concepts** |
| Goal 5 | **Social Responsibility**<br>**Social Interaction** 5.5<br>**Group Dynamics** 5.7 | **Social Interaction Concepts** |