

English/Language Arts

All students should be able to:

- Determine a theme of a story, drama, or poem
- Determine the meaning of words and phrases as they are used in a text
- Analyze how visual and multimedia elements contribute to the meaning
- Read and comprehend literature, including stories, dramas, and poetry on grade level text
- Quote accurately from a text when explaining what the text says
- Compare and contrast the overall structure of events in two or more texts
- Explain how an author uses reasons support particular points
- Write opinion pieces on topics or texts, supporting a point of view with reasons
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Social Studies

All students should be able to:

- Explain causes, events and consequences of the Civil War
- Describe geography of the Civil War
- Explain Reconstruction
- Communicate spatial patterns of economic activity
- Describe protection of citizens
- Explain and discuss amendments to the Constitution
- Discuss the impact of economics on history
- Describe interaction between businesses and consumers

Mathematics

All students should be able to:

- Evaluate expressions using grouping symbols such as parentheses, brackets, or braces in numerical expressions
- Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them
- 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
- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10
- 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
- Perform operations with multi-digit whole numbers and with decimals to hundredths
- Read, write, and compare decimals to thousandths
- Use place value understanding to round decimals to any place
- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies

Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.

Science

All students should be able to:

- Diagram and label parts of various cells (plant, animal, single-celled, multi-celled)
- Classify organisms into groups and relate how they determined the groups with how and why scientists use classification



Fifth Grade
Checkpoint of Progress on Standards
Second Nine Weeks

5th

The standards listed on this page are in addition to those taught during the first nine weeks

English/Language Arts

All students should be able to:

- Quote accurately from a text and support ideas
- Determine a theme of a story, drama, or poem from details in the text
- Determine the meaning of words and phrases as they are used in a text, including figurative language
- Analyze how visual and multimedia elements contribute to the meaning of tone in a text
- Read and comprehend literature, including stories, dramas, and poetry, at the high end of leveled readers U and above, and with the grades 4-5 text complexity
- Quote accurately from a text when explaining what the text says explicitly
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reason support which point(s)
- Write opinion pieces on topics or texts, supporting a point of view with reasons
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Social Studies

All students should be able to:

- Explain westward migration
- Explain industrialism and technology
- Explain immigration
- Describe Indian Wars
- Explain spatial patterns of economic activity
- Describe protection of citizens
- Identify Amendments to the Constitution
- Explain World War I
- Describe the 1920s
- Explain the Great Depression
- Explain the New Deal
- Identify geographic features of US
- Explain the role of Government in Economy
- Describe the impact of economics on history
- Describe the interaction between businesses and consumers

Mathematics

All students should be able to:

- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10
- 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
- Perform operations with multi-digit whole numbers and with decimals to hundredths
- Use equivalent fractions as a strategy to add and subtract fractions
- Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions
- Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$)
- Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers
- 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
- Solve real world problems involving multiplication of fractions and mixed numbers
- 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

Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.

Science

All students should be able to:

- Classify organisms into groups and relate how they determined the groups with how and why scientists use classification
- Recognize that offspring can resemble parents in inherited traits and learned behaviors

The standards listed on this page are in addition to those taught during the first and second nine weeks

English/Language Arts

All students should be able to:

- Quote accurately from a text when explaining what the text says explicitly
- 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
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of leveled readers U and above, and with the grades 4-5 text complexity
- Quote accurately from a text when explaining what the text says explicitly
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons
- Write opinion pieces on topics or texts, supporting a point of view with reasons
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly

Social Studies

All students should be able to:

- Explain World War II
- Identify geographic features of US
- Explain the Cold War
- Identify key people and events 1950-1975
- Identify geographic features of the US
- Identify spatial patterns of economic activity
- Explain citizen's rights
- Describe the impact of economics on history

As of October 8, 2012

Mathematics

All students should be able to:

- Graph points on the coordinate plane to solve real-world and mathematical problems
- 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
- 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
- Analyze patterns and relationships
- Generate two numerical patterns using two given rules
- Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane
- Classify two-dimensional figures into categories based on their properties

Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.



Science

All students should be able to:

- Identify surface features of the Earth caused by constructive and destructive processes

The standards listed on this page are in addition to those taught during the first, second and third nine weeks

English/Language

All students should be able to:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 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
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of leveled readers V and above, and with the grades 4-5 text complexity band independently and proficiently
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 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
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s)
- Write opinion pieces on topics or texts, supporting a point of view with reasons
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Science

All students should be able to:

- Investigate the electricity, magnetism, and their relationship
- Explain the difference between a physical change and a chemical change

Mathematics

All students should be able to:

- Classify two-dimensional figures into categories based on their properties
- Convert like measurement units within a given measurement system and use these conversions in solving multi-step, real world problems
- Make and interpret a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$)
- Understand concepts of volume and relate volume to multiplication and division
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units
- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume

Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.



Social Studies

All students should be able to:

- Describe the people and events since 1975
- Describe the spatial patterns of economic activity
- Identify the industrial and agricultural centers
- Explain the protection of Citizens' rights
- Identify the Constitutional Amendments
- Explain economic Decision Making
- Explain decisions about saving and spending