

5th Grade Standards by Quarter  
Quarter 1, 2017-2018

Power Standards	SC-CCR	Q 1	Q 2	Q 3	Q4	SC-CCR	Parent Friendly Standards
I can read and understand 5th grade fiction.	5-RL.5.1	X				Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	I can accurately quote from a text.
	5-RL.6.1	X				Determine and analyze the development of a theme within a text; summarize using key details.	I can find the theme in a story.
	5-RL.7.1	X			X	Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.	I can tell how visuals add to a story.
	5-RL.8.1	X				Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and, b. explain the influence of cultural, historical, social, and political context on characters, setting, and plot development.	I can compare and contrast characters, setting, or events.
	5-RL.12.1	X			X	Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.	I can understand the structures of stories, plays and poems.
	5-RL.12.2	X			X	Compare how different crafted text structures contribute to meaning and impact the reader.	I can compare text structures in literature.
	5-RL.13.1	X			X	Engage in whole and small group reading with purpose and understanding.	I can read for different purposes.
	5-RL.13.2	X			X	Read independently for sustained periods of time to build stamina.	I can read and understand literature such as stories, dramas and poetry.
	5-RL.13.3	X			X	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	I can think deeply about texts and respond to them.
I can figure out what words mean and use them in different situations.	5-RL.9.1	X			X	Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	I can explain the meaning of idioms, adages and proverbs.
	5-RL.9.2	x				Analyze and cite examples of how the author's choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.	I can explain how explain how the author's choice of words impacts the story.

5th Grade Standards by Quarter  
Quarter 1, 2017-2018

	5-RL.10.6	x			X	Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.	I can use transition words such as however, although, nevertheless, similarly, moreover, and in addition correctly.
I can plan, organize and produce different kinds of 5th grade writing.	5-W.3.1	X				Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words, phrases, and clauses to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.	I can write for different purposes, audiences, and topics.
I can use what I know about grammar when I write and speak.	5-W.5.1	x				Apply correct usage of capitalization.	I can capitalize correctly.
I can participate in shared research with others to gather information for a writing project.	5-W.6.1	X	X	x	X	Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	I can write in the content areas over a period of time.
I can participate in conversations	5-C.1.5	X			X	Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.	I can pose and respond to questions in a discussion.

5th Grade Standards by Quarter  
Quarter 1, 2017-2018

within small and large groups.	5-C 4.2	x			Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	I can identify the speaker's text structure.
I can understand and use the four operations to help me understand math.	5.ATO.3	x			5.ATO.3 Investigate the relationship between two numerical patterns. a. Generate two numerical patterns given two rules and organize in tables; b. Translate the two numerical patterns into two sets of ordered pairs;	I can create patterns using two given rules.
I can understand the place value system.	5.NSBT.1	x			5.NSBT.1 Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents	I can understand and explain the value of digits.
	5.NSBT.2	x	x		5.NSBT.2 Using whole number exponents explain: a. patterns in the number of zeroes of the product when multiplying a number by powers of 10; b. patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. <b>*Note: NSBT.2a is reported in the first quarter and 2b is reported in the second quarter.</b>	I can explain the patterns in a base ten place value system.
	5.NSBT.3	x			5.NSBT.3 Read and write decimals in standard and expanded	I can read, write, and compare decimals.
	5.NSBT.4	x			5.NSBT.4 Round decimals to any given place value within	I can use place value understanding to round decimals to any
I can perform operations with multi-digit whole numbers and with	5.NSBT.7	x			5.NSBT.7 Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models or drawings.	I can add, subtract, multiply, and divide decimals to the hundredths. I can use concrete models or drawings to explain the method used.
I can graph points to solve real world and mathematical problems.	5.G.1	x			5.G.1 Define a coordinate system. a. The x- and y- axes are perpendicular number lines that intersect at 0 (the origin); b. Any point on the coordinate plane can be represented by its coordinates; c. The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin; d. The second number in an ordered pair is the y-coordinate and	I can identify and graph points in a coordinate system.
	5.G.2	x			5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical	I can graph and interpret points in the first quadrant in a coordinate plane.
I can understand how Reconstruction affected the	5-1.1	X			Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical	I can summarize Reconstruction, explain the reasons it occurred, and the people it affected.
	5-1.2	X			Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a	I can explain the effects of Reconstruction, including how it helped the passage of the thirteenth, fourteenth, and fifteenth amendments, and how former slaves found work through

5th Grade Standards by Quarter  
Quarter 1, 2017-2018

affected the United States.	5-1.3	X				Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of	I can explain the negative effects of prejudice groups after the federal troops left the South.
	5-1.4	X				Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other	I can compare all of the effects of Reconstruction on different groups of people in the South and other parts of the United
I can understand how the United States expanded west.	5-2.1	X				Analyze the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the	I can explain why people moved west and all the factors that affected their travel.
	5-2.2	X				Summarize how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural	I can summarize how technology, the government, and natural resources affected the development of the West.
	5-2.3	X				Identify examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and	I can identify ways different ethnic groups were able to cooperate and ways they disagreed.
	5-2.4	X				Explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in	I can explain how western expansion affected the Native Americans.
I can demonstrate an understanding of the properties of matter.	5.P.2A.1	x				5.P.2A.1 - Analyze and interpret data from observations and measurement of the physical properties of matter (including	I can compare the physical properties of the states of matter (solid, liquid, gas).
	5.P.2B.3	x				5.P.2B.3 - Develop models using observations to describe mixtures, including solutions, based on their characteristics.	I can tell the difference between a mixture and a solution.
	5.P.2B.6	x				5.P.2B.6 - Design and test the appropriate method(s) (such as filtration, sifting, attraction to magnets, evaporation,	I can identify and use six different ways to separate a mixture (filtration, sifting, evaporation, chromatography, floatation,
	5.P.2B.1	x				Obtain and communicate information to describe what happens to the properties of substances when two or more substances are mixed together.	I can discuss what happens when substances are mixed together.
	5.P.2B.4	x				5.P.2B.4 - Construct explanations for how the amount of solute and the solvent determine the concentration of a solution.	I can explain how the concentration of a mixture is effected by the amount of solvent and solute.
	5.P.2B.5	x				5.P.2B.5 - Conduct controlled scientific investigations to test how different variables (including temperature change, particle size,	I can explain how temperature, particle size, and stirring affect the rate of dissolving.
	5.P.2B.2	x				5.P.2B.2 - Analyze and interpret data to support claims that when two substances are mixed the total amount (mass) of the	I can illustrate how some substances can chemically combine when they are mixed, that form a new substance that cannot be