



# Huntington Beach City School District

## Common Core State Standards Grade Level Learning Descriptors

### Fifth Grade

#### ENGLISH/LANGUAGE ARTS

##### Reading Foundational Skills

- **Phonics and Word Recognition** – use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in a context and out of context.
- **Fluency** – read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### Reading Literature

- **Key Ideas and Details** – 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; compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **Craft and Structure** – determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes; explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem; describe how a narrator's or speaker's point of view influences how events are described.
- **Integration of Knowledge and Ideas** – analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text; compare and contrast stories in the same genre on their approaches to similar themes and topics.

##### Reading Informational Text

- **Key Ideas and Details** – quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; determine two or more main ideas of a text and explain how they are supported by key details; summarize the text; 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.
- **Craft and Structure** – determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area; compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts; analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **Integration of Knowledge and Ideas** – 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; explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s); integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

##### Writing

- **Text Types and Purposes** – *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 related ideas are grouped to support the writer's purpose; provide logically ordered reasons that are supported by facts and details; link opinion and reasons using words and phrases, and clauses; provide a concluding statement or section related to the opinion presented; *write informative/explanatory texts* to examine a topic and convey ideas and information clearly; introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; link ideas within and across categories of information using words, phrases, and clauses; use precise language and domain-specific vocabulary to inform about or explain the topic; provide a concluding statement or section related to the information or explanation presented; *write narratives* to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use a variety of transitional words, phrases, and clauses to manage the sequence of events; use concrete words and phrases and sensory details to convey experiences and events precisely; provide a conclusion that follows from the narrated experiences or events.
- **Production and Distribution of Writing** – produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience; with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **Research to Build and Present Knowledge** – conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources; draw evidence from literary or informational texts to support analysis, reflection, and research.



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### Language

- **Conventions of Standard English** – explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; form and use the perfect; use verb tense to convey major items, sequences, states, and conditions; recognize and correct inappropriate shifts in verb tense; use correlative conjunctions; use punctuation to separate items in a series; use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no to set off a tag question from the rest of the sentence and to indicate direct address; use underlining, quotation marks, or italics to indicate title of works; spell grade-appropriate words correctly, consulting references as needed.
- **Knowledge of Language** – expand, combine, and reduce sentences for meaning, reader/listener interest, and style; compare and contrast the varieties of English used in stories, dramas, or poems.
- **Vocabulary Acquisition and Use** – use context as a clue to the meaning of a word or phrase; use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas; interpret figurative language, including similes and metaphors, in context; recognize and explain the meaning of common idioms, adages, and proverbs; use the relationship between particular words to better understand each of the words; acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

### Speaking and Listening

- **Comprehension and Collaboration** – engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly; come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; follow agreed-upon rules for discussions and carry out assigned roles; pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others; review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions; summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **Presentation of Knowledge and Ideas** – report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes; adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Fifth Grade MATHEMATICS

### Operations and Algebraic Thinking

- **Write and interpret numerical expressions** – use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols; write simple expressions that record calculations with numbers; interpret numerical expressions without evaluating them.
- **Analyze patterns and relationships** – 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.

### Number and Operations in Base Ten

- **Understand the place value system** – 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, 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; read, write, and compare decimals to thousandths; use place value understanding to round decimals to any place.
- **Perform operations with multi-digit whole numbers and with decimals to hundredths** – fluently multiply multi-digit whole numbers; find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors; illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; 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.

### Numbers and Operations-Fractions

- **Use equivalent fractions as a strategy to add and subtract fractions** – add and subtract fractions with unlike denominators (including mixed numbers); solve word problems involving addition and subtraction of fractions.



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- **Apply and extend previous understanding of multiplication and division to multiply and divide fractions** – interpret a fraction as division of the numerator by the denominator; solve word problems involving division of whole numbers leading to answers in the form of fractions, mixed numbers, or decimal fractions; multiply a fraction or whole number by a fraction; find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, multiply fractional side lengths to find areas of rectangles; compare the size of a product to the size of one factor on the basis of the size of the other factor; explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; solve real world problems involving multiplication of fractions and mixed numbers, by using visual fraction models or equations to represent the problem; divide unit fractions by whole numbers and whole numbers by unit fractions; solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.

### Measurement and Data

- **Convert like measurement units within a given measurement system** – convert among different-sized standard measurement units within a given measurement system; use these conversions in solving multi-step, real world problems.
- **Represent and interpret data** – make a line plot to display a data set of measurements in fractions of a unit.
- **Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition** – recognize volume as an attribute of solid figures; understand concepts of volume measurement; measure volumes by count in unit cubes; solve real world and mathematical problems involving volume.

### Geometry

- **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, 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, interpret coordinate values of points in the context of the situation.
- **Classify two-dimensional figures into categories based on their properties** – understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category; distinguish among rectangles, parallelograms, and trapezoids; classify two-dimensional figures in a hierarchy based on properties; know that the sum of the angles of any triangle is  $180^\circ$  and the sum of the angles of any quadrilateral is  $360^\circ$  and use this information to solve problems; use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle.

Common Core State Standards and Grade Level Technology Competencies can be found on our website (please click on the following):

[www.hbcasd.us](http://www.hbcasd.us) – Parents / Educational Services / Common Core Standards

The following assessment methods may be utilized to determine your child's progress toward mastery of the standards:

- ✓ Student performance and participation during class activities and discussions
- ✓ Performance tasks
- ✓ Teacher observation (whole group and small group)
- ✓ One-on-one assessments (teacher and student)
- ✓ Class work, projects, and writing samples
- ✓ Summative assessments (paper pencil and / or online)