PRIORITY STANDARDS

DIOCESE OF CLEVELAND

Fifth Grade Math

OPERATIONS AND ALGEBRAIC THINKING

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 × (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product.*

NUMBERS AND OPERATIONS IN BASE TEN

5.NBT.2 *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.3 *Read, write, and compare decimals to thousandths.*
a. *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).*
b. *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.4 *Use place value understanding to round decimals to any place, millions through hundredths.*

5.NBT.5 *Fluently multiply multi-digit whole numbers using a standard algorithm.*

5.NBT.6 *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.7 *Solve real-world problems by adding, subtracting, multiplying, and dividing decimals using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, or multiplication and division; relate the strategy to a written method and explain the reasoning used.*
a. *Add and subtract decimals, including decimals with whole numbers, (whole numbers through the hundreds place and decimals through the hundredths place).*
b. *Multiply whole numbers by decimals (whole numbers through the hundreds place and decimals through the hundredths place).*
c. *Divide whole numbers by decimals and decimals by whole numbers (whole numbers through the tens place and decimals less than one through the hundredths place using numbers whose division can be readily modeled). For example, 0.75 divided by 5, 18 divided by 0.6, or 0.9 divided by 3.*

MEASUREMENT AND DATA

5.MD.2 *Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade, e.g., including U.S. customary units in fractions 1/2, 1/4, 1/8, or decimals.*

SEE REVERSE

PRIORITY STANDARDS

DIOCESE OF CLEVELAND

Fifth Grade ELA

READING LITERATURE

RL.5.1 *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*

RL.5.3 *Compare and 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).*

RL.5.10 *By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.*

READING INFORMATIONAL TEXT

RI.5.1 *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*

RI.5.2 *Analyze informational text development.*
a. *Determine the main ideas of a text and explain how they are supported by key details.*
b. *Provide a summary of the text that includes the main ideas and key details, as well as other important information.*

RI.5.4 *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.*

RI.5.10 *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.*

READING FOUNDATIONS

RF.5.3 *Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.*

RF.5.4 *Read with sufficient accuracy and fluency to support comprehension.*
a. *Read grade-level text with purpose and understanding.*
b. *Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*
c. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

SPEAKING AND LISTENING

SL.5.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.*
a. *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.*
b. *Follow agreed-upon rules for discussions and carry out assigned roles.*
c. *Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.*
d. *Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.*

SL.5.2 *Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

SL.5.4 *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.*

Fifth Grade ELA

WRITING

W.5.1 *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*
a. *Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.*
b. *Provide logically ordered reasons that are supported by facts and details.*
c. *Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).*
d. *Provide a concluding statement or section related to the opinion presented.*

W.5.2 *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*
a. *Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid in comprehension, if needed.*
b. *Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
c. *Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).*
d. *Use precise language and domain specific vocabulary to inform about or explain the topic.*
e. *Provide a concluding statement or section related to the information or explanation presented.*

W.5.3 *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*
a. *Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*
b. *Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.*
c. *Use a variety of transitional words, phrases, and clauses to manage the sequence of events.*
d. *Use concrete words and phrases and sensory details to convey experiences and events precisely.*
e. *Provide a conclusion that follows from the narrated experiences or events.*

W.5.4 *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.)*

W.5.8 *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.*

W.5.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research.*
a. *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]").*
b. *Apply grade 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]").*

LANGUAGE

L.5.1 *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
a. *Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.*
b. *Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.*
c. *Use verb tense to convey various times, sequences, states, and conditions.*
d. *Recognize and correct inappropriate shifts in verb tense.*

L.5.2 *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*
a. *Use punctuation to separate items in a series.*
b. *Use a comma to separate an introductory element from the rest of the sentence.*
c. *Use a comma to set off the words yes and 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?), and to indicate direct address (e.g., Is that you, Steve?).*
d. *Use underlining, quotation marks, or italics to indicate titles of works.*
e. *Spell grade-appropriate words correctly, consulting references as needed.*

L.5.4 *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.*
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
b. *Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).*
c. *Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.*

Fifth Grade Math

GEOMETRY

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.*

NUMBERS AND OPERATIONS - FRACTIONS

5.NF.1 *Add and subtract fractions with unlike denominators (including mixed numbers and fractions greater than 1) 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, use visual models and properties of operations to show 2/3 + 5/4 = 8/12 + 15/12 = 23/12. In general, a/b + c/d = (a/b x d/d) + (c/d x b/b) = (ad + bc)/bd.*

5.NF.2 *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 G 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.3 *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.4 *Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.*
a. *Interpret the product (a/b) × q as a part 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.)*
b. *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.7 *Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. In general, students able to multiply fractions can develop strategies to divide fractions, by reasoning about the relationship between multiplication and division, but division of a fraction by a fraction is not a requirement at this grade.*
a. *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).*
b. *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.*
c. *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 pound of chocolate equally? How many 1/3 cup servings are in 2 cups of raisins?*

PRIORITY STANDARDS WERE CREATED BY THE OFFICE OF CATHOLIC EDUCATION
IN COLLABORATION WITH TEACHERS THROUGHOUT THE DIOCESE.