



Bonita Unified School District

5th Grade Language Arts Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.3 Students will understand and explain frequently used synonyms, antonyms, and homographs.
- 1.4 Students will know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- 1.5 Students will understand and explain the figurative and metaphorical use of words in context.

2.0 Reading Comprehension (Focus on Informational Materials)

Students will read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Students will understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Students will discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Students will draw inferences, conclusions, or generalizations textual evidence and prior knowledge.

Expository Critique

- 2.5 Students will distinguish facts, supported inferences, and opinions in text.

3.0 Literary Response and Analysis

Students will read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Students will identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Students will identify the main problem or conflict of the plot and explain how it is resolved.
- 3.4 Students will understand that theme refers to the meaning or moral of a selection.

Writing

- 1.0 Students will write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Students will create multiple-paragraph narrative compositions:
 - a. Establish and develop a situation or plot.
 - b. Describe the setting.
 - c. Present an ending.
- 1.2 Students will create multiple-paragraph expository compositions:
 - a. Establish a topic, important ideas, or events in sequence or chronological order.
 - b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
 - c. Offer a concluding paragraph that summarizes important ideas and details.

Research and Technology

- 1.4 Students will create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).

Evaluation and Revision

- 1.6 Students will edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

2.0 Writing Applications (Genres and Their Characteristics)

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

- 2.1 Students will write narratives:
 - a. Establish a plot, point of view, setting, and conflict.
 - b. Show, rather than tell, the events of the story.
- 2.2 Students will write responses to literature:
 - a. Demonstrate an understanding of a literary work.
 - b. Support judgments through references to the text and to prior knowledge.
 - c. Develop interpretations that exhibit careful reading and understanding.
- 2.3 Students will write research reports about important ideas, issues, or events by using the following guidelines:
 - a. Frame questions that direct the investigation.
 - b. Establish a controlling idea or topic.
 - c. Develop the topic with simple facts, details, examples, and explanations.
- 2.4 Students will write persuasive letters or compositions:
 - a. State a clear position in support of a proposal.
 - b. Support a position with relevant evidence.
 - c. Follow a simple organizational pattern.
 - d. Address reader concerns.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Students will identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Grammar

- 1.2 Students will identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.

Punctuation

- 1.3 Students will use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

Capitalization

- 1.4 Students will use correct capitalization.

Spelling

- 1.5 Students will spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

5th Grade Math Standards

Number Sense

- 1.0 **Students compute with very large and very small numbers, positive integers, decimals and fractions and understand the relationship between decimals, fractions and percents. They understand the relative magnitudes of numbers:**
 - 1.1 Students will estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.
 - 1.2 Students will interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.
 - 1.4 Students will determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).
 - 1.5 Students will identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.
- 2.0 **Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:**

- 2.1 Students will add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.
- 2.2 Students will demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.
- 2.3 Students will solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.
- 2.4 Students will understand the concept of multiplication and division of fractions.

Algebra and Functions

- 1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:**
- 1.2 Students will use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.
- 1.4 Students will identify and graph ordered pairs in the four quadrants of the coordinate plane.
- 1.5 Students will solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

Measurement and Geometry

- 1.0 Students understand and compute the volumes and areas of simple objects.**
- 1.1 Students will derive and 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 (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by pasting and cutting a right triangle on the parallelogram).
- 1.2 Students will construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.
- 1.3 Students will understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm³], cubic meter [m³], cubic inch [in.³], cubic yard [yd.³]) to compute the volume of rectangular solids.
- 2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:**
- 2.1 Students will measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).
- 2.2 Students will know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.

Statistics, Data Analysis, and Probability

- 1.0 Students display, analyze, compare and interpret different data sets, including data sets of different sizes:**
- 1.5 Students will know how to write ordered pairs correctly; for example, (x,y).

Mathematical Reasoning

- 2.0 Students use strategies, skills, and concepts in finding solutions:**
- 2.3 Students will use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

5th Grade History-Social Science Standards

- 2.0 Students trace the routes of early explorers and describe the early explorations of the Americas.**
- 2.1 Students will describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vasquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
- 2.2 Students will explain the aims, obstacles and accomplishments of the explorers sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
- 2.3 Students will trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies,, the British colonies, and Europe.
- 3.0 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.**
- 3.1 Students will describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.

- 3.2 Students will describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
- 3.3 Students will examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
- 4.0 Students understand the political, religious, social and economic institutions that evolved in the colonial era.**
- 4.1 Students will understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
- 4.2 Students will identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
- 4.3 Students will describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
- 4.5 Students will understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial system.
- 4.6 Students will describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
- 4.7 Students will explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.
- 5.0 Students explain the causes of the American Revolution.**
- 5.1 Students will understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
- 5.3 Students will understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
- 6.0 Students understand the course and consequences of the American Revolution.**
- 6.2 Students will describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, the Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, Baron Fredrich Wilhelm von Steuben).
- 6.3 Students will identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
- 6.7 Students will understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.
- 7.0 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American Republic.**
- 7.2 Students will explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
- 7.3 Students will understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
- 7.4 Students will understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
- 9.0 Students know the location of the current 50 states and the names of their capitals.**

5th Grade Science Standards

Physical Sciences

- 1.0 Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:**
- a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
- b. Students know all matter is made of atoms, which may combine to form molecules.
- c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.

- d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
- f. *Students know* differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
- g. *Students know* properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).
- h. *Students know* living organisms and most materials are composed of just a few elements.
- i. *Students know* the common properties of salts, such as sodium chloride (NaCl).

Life Sciences

2.0 Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:

- a. Students know many multicellular organisms have specialized structures to support the transport of materials.
- b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.
- c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
- d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
- e. Students know how sugar, water, and minerals are transported in a vascular plant.
- f. Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.
- g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).

Earth Sciences

3.0 Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

- b. Students know when liquid water evaporates; it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
- c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
- d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

4.0 Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:

- a. Students know uneven heating of Earth causes air movements (convection currents).

5.0 The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

- a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
- c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

Investigation and Experimentation

6.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
- b. Develop a testable question.
- c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
- d. Identify the dependent and controlled variables in an investigation.
- f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
- i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.