Alpine School District
6 Components of Literacy with Essential Standards

Fifth Grade	
6 Components of Literacy	**Essential**
Phonemic Awareness	
Phonics	**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	**RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
Vocabulary	**L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibility from a range of strategies. **L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Comprehension	**RL.5.1/RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.2** 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. **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **RI.5.5** 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.
Writing	**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **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 standards1-3 above.) **L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	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. Continue to develop fluency when reading documents written in cursive. **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. Continue to develop fluency when reading documents written in cursive. **W.5.10 Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Operations and Algebraic Thinking
Write and interpret numerical expressions, and analyze patterns and relationships.

5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Numbers and Operations in Base Ten
Understand the place value system. Perform operations with multidigit whole numbers and with decimals to hundredths.

5.NBT.2 Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. 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.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.7 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. In this standard, dividing decimals is limited to a whole number dividend with a decimal divisor or a decimal dividend with a whole number divisor. Compare the value of the quotient on the basis of the values of the dividend and divisor.

Numbers and Operations in Fractions
Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) 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, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)

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) x q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q ÷ b using a visual fraction model. For example, use a fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (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. Use strategies to divide fractions by reasoning about the relationship between multiplication and division. 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) x 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 x (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, for example, by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if three people share 1/2 lb. of chocolate equally? How many 1/3-cup servings are in two cups of raisins?

Measurement and Data
Convert like measurement units within a given measurement system. Represent and interpret data. Understand concepts of volume.

5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
    a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
    b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

Geometry
Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based on their properties.

5.GA.2 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.

Total: 6 Standards