

NEW YORK ACADEMIC STANDARDS*

GRADE 5

LANGUAGE ARTS

READING STANDARDS: INFORMATIONAL TEXT

Key Ideas and Details

5R1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
5R2	Determine a theme or central idea and explain how it is supported by key details; summarize a text.
5R3	In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.

Craft and Structure

5R4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.
5R5	In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.
5R6	In informational 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

5R7	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.
5R8	Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
5R9	Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

5RF3	Know and apply grade-level phonics and word analysis skills in decoding words.
5RF3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

5RF4	Read grade-level text with sufficient accuracy and fluency to support comprehension.
5RF4a	Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.
5RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*State Academic Standards derived from multiple, independent sources exhibit the most current information available to date.

NEW YORK ACADEMIC STANDARDS*

GRADE 5

LANGUAGE ARTS

WRITING STANDARDS

Text Types and Purposes

5W1	Write an argument to support claims with clear reasons and relevant evidence.
5W1a	Introduce a precise claim and organize the reasons and evidence logically.
5W1b	Provide logically ordered reasons that are supported by facts and details from various sources.
5W1c	Use precise language and content-specific vocabulary while writing an argument.
5W1e	Provide a concluding statement or section related to the argument presented.
5W2	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
5W2a	Introduce a topic clearly, provide a general focus, and organize related information logically.
5W2b	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
5W2c	Use precise language and content-specific vocabulary to explain a topic.
5W2e	Provide a concluding statement or section related to the information or explanation presented.
5W3	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
5W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
5W4	Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.
5W5	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.

Research to Build and Present Knowledge

5W6	Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.
------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

5SL2	Summarize information presented in diverse format (e.g., including visual, quantitative, and oral).
5SL3	Identify and evaluate the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

5SL4	Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.
-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*State Academic Standards derived from multiple, independent sources exhibit the most current information available to date.

NEW YORK ACADEMIC STANDARDS*

GRADE 5

MATHEMATICS

NY-5.OA OPERATIONS AND ALGEBRAIC THINKING

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions.

NY-5.NBT NUMBERS AND OPERATIONS IN BASE TEN

1. 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 $\frac{1}{10}$ of what it represents in the place to its left.
3. Read, write, and compare decimals to thousandths.
5. Fluently multiply multi-digit whole numbers using a standard algorithm.

NY-5.MD MEASUREMENT AND DATA

1. Convert among different-sized standard measurement units within a given measurement system when the conversion factor is given. Use these conversions in solving multi-step, real world problems.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- 5.b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

NY-5.G GEOMETRY

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.
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.

*State Academic Standards derived from multiple, independent sources exhibit the most current information available to date.

NEW YORK ACADEMIC STANDARDS*

GRADE 5

SCIENCE

PHYSICAL SCIENCES

5-PS1-1.	Develop a model to describe that matter is essentially made of particles that are too small to be seen.
5-PS1-2.	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
5-PS1-3.	Make observations and measurements to identify materials based on their properties.
5-PS1-4.	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
5-PS2-1.	Support an argument that the gravitational force exerted by Earth on objects is directed down.
5-PS3-1.	Use models to describe that energy in animals' food (energy that is used for body repair, growth, motion, and to maintain body warmth) was at one time energy from the sun.

LIFE SCIENCES

5-LS1-1.	Support an argument that plants get the materials they need for growth chiefly from air and water.
5-LS2-1.	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

EARTH SCIENCES

5-ESS2-1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
5-ESS2-2.	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

ENGINEERING DESIGN

3-5-ETS1-1.	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
3-5-ETS1-2.	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3-5-ETS1-3.	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

*State Academic Standards derived from multiple, independent sources exhibit the most current information available to date.