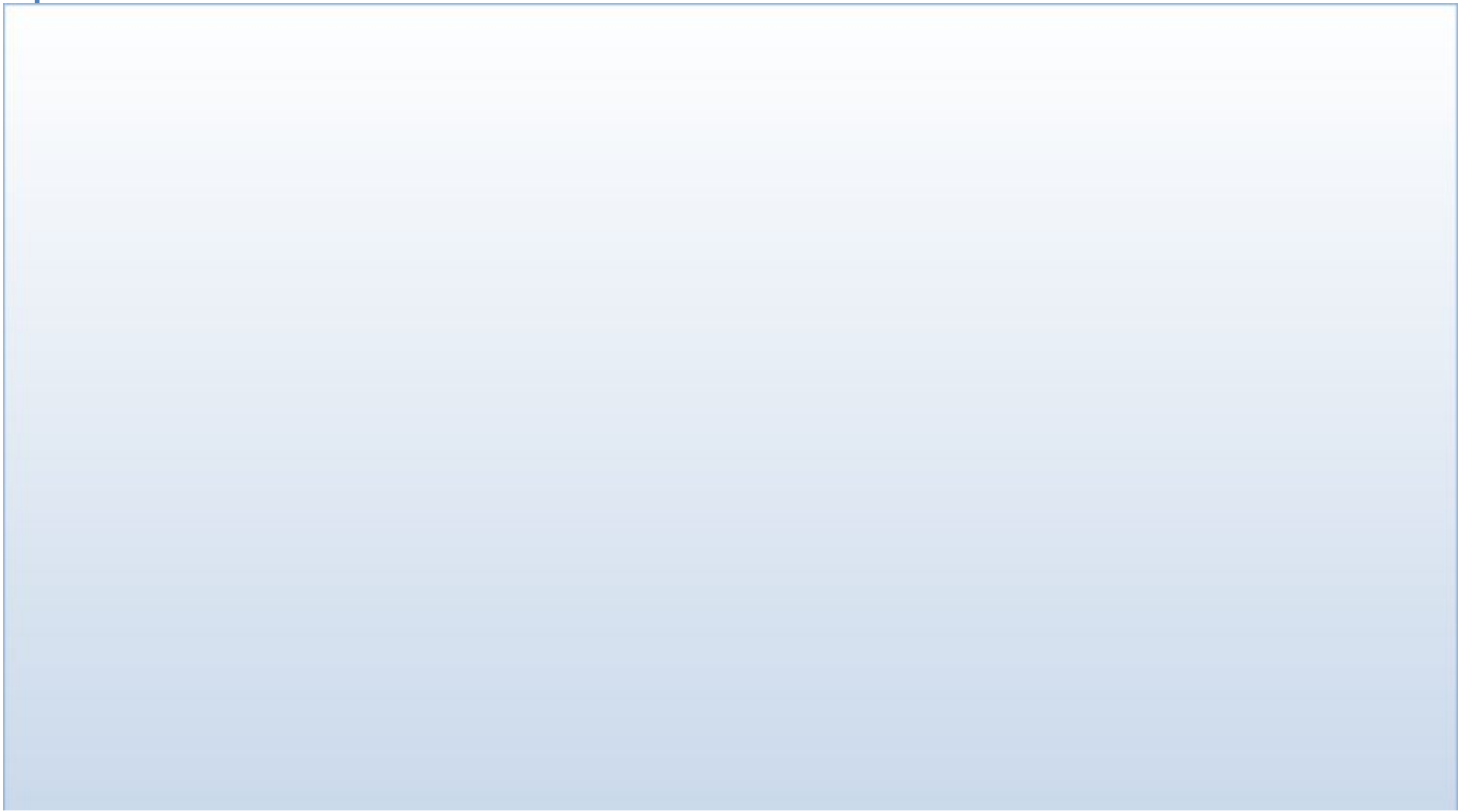


Cleveland City Schools

Elementary Standards Aligned Report Card





Fifth Grade ELA – Foundational Literacy (Reading Foundations) Standards

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
Phonics and Word Recognition FL.PWR.3				
5.FL.PWR.3 Know and apply grade level phonics and word analysis skills when encoding words and in connected text; write legibly.				
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context at or above 5 th grade level	With limited support use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Inconsistently uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Unable to use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Word Composition - FL.WC.4				
5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
a. Spell grade-appropriate words correctly consulting references as needed.	Spell grade-appropriate words correctly.	With limited support spell grade-appropriate words correctly consulting references as needed.	Inconsistently spells grade-appropriate words correctly consulting references as needed.	Unable to spell grade-appropriate words correctly consulting references as needed.
b. Write legibly in manuscript and cursive.	Write legibly in manuscript and cursive.	With limited support write legibly in manuscript and cursive.	Inconsistently writes legibly in manuscript and cursive.	Unable to write legibly in manuscript and cursive.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
Fluency- FL.F.5				
5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.				
a. Read grade-level text with purpose and understanding.	Read above grade -level text with purpose and understanding.	With limited support read grade-level text with purpose and understanding.	Inconsistently reads grade-level text with purpose and understanding.	Unable to 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.	Read above grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	With limited support read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	Inconsistently reads grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	Unable to 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 of words; reread as necessary.	Use context to confirm or self-correct word recognition and understanding of words.	With limited support use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	Inconsistently uses context to confirm or self-correct word recognition and understanding of words; reread as necessary.	Unable to use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
Sentence Composition -FL.SC.6				
5.FL.SC.6 Demonstrate command of conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation when writing.				

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
a.Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.	Explain the function of conjunctions, prepositions, and interjections in specific work to enhance text.	With limited support explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences	Inconsistently explains the function of conjunctions, prepositions, and interjections as used in general and in particular sentences	Unable to explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences
b.Form and use the perfect verb tense.	Form and use the perfect verb tense in orally and in authentic work.	With limited support form and use the perfect verb tense	Inconsistently forms and use the perfect verb tense	Unable to form and use the perfect verb tense
c.Use verb tense to convey various times, sequences, states, and conditions.	Use verb tense to convey various times, sequences, states, and conditions orally and in authentic work.	With limited support use verb tense to convey various times, sequences, states, and conditions.	Inconsistently uses verb tense to convey various times, sequences, states, and conditions.	Unable to use verb tense to convey various times, sequences, states, and conditions.
d.Recognize and correct inappropriate shifts in verb tense.	Recognize and correct inappropriate shifts in verb tense in spoken and written text.	With limited support recognize and correct inappropriate shifts in verb tense.	Inconsistently recognizes and corrects inappropriate shifts in verb tense.	Unable to recognize and correct inappropriate shifts in verb tense.
e.Use correlative conjunctions.	Use correlative conjunctions orally and in authentic work.	With limited support use correlative conjunctions	Inconsistently uses correlative conjunctions	Unable to use correlative conjunctions.
f.Use punctuation to separate items in a series.	Use punctuation to separate items in a series and make corrections when editing work.	With limited support use punctuation to separate items in a series.	Inconsistently uses punctuation to separate items in a series.	Unable to use punctuation to separate items in a series.
g. Use a comma to separate an introductory element from the rest of the sentence.	Use a comma to separate an introductory element from the rest of the sentence and correct any incorrect uses.	With limited support use a comma to separate an introductory element from the rest of the sentence.	Inconsistently uses a comma to separate an introductory element from the rest of the sentence.	Unable to use a comma to separate an introductory element from the rest of the sentence.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
h. Use a comma to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence (e.g., <i>it's true, isn't it?</i>), and to indicate direct address.	Use a comma to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence (e.g., <i>it's true, isn't it?</i>), and to indicate direct address. Make corrections to work when needed.	With limited support use a comma to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence (e.g., <i>it's true, isn't it?</i>), and to indicate direct address.	Inconsistently uses a comma to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence (e.g., <i>it's true, isn't it?</i>), and to indicate direct address.	Unable to use a comma to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence (e.g., <i>it's true, isn't it?</i>), and to indicate direct address..
i. Use underlining quotation marks, or italics to indicate titles of works.	Use underlining quotation marks, or italics to indicate titles of works and edit appropriately when necessary.	With limited support use underlining quotation marks, or italics to indicate titles of works	Inconsistently uses underlining quotation marks, or italics to indicate titles of works.	Unable to use underlining quotation marks, or italics to indicate titles of works.
j. Write multiple cohesive paragraphs on a topic.	Write multiple cohesive paragraphs on a topic with correct punctuation.	With limited support write multiple cohesive paragraphs on a topic.	Inconsistently writes multiple cohesive paragraphs on a topic.	Unable to write multiple cohesive paragraphs on a topic.
Vocabulary Acquisition -FL.VA.7				
5.FL.VA.7a. 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.				
i. Use context as a clue to the meaning of a word or phrase.	Use context as a clue to the meaning of a word or phrase and justify your response.	With limited support use context as a clue to the meaning of a word or phrase.	Inconsistently uses context as a clue to the meaning of a word or phrase.	Unable to use context as a clue to the meaning of a word or phrase.
ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word in texts. .	With limited support use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Inconsistently uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Unable to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

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iii.Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Explore additional words with the same meaning to substitute in text.	With limited support consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Inconsistently consults reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Unable to consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.FL.VA.7.b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
i.Interpret figurative language, including similes and metaphors, in context.	Interpret figurative language, including similes and metaphors, in context and discuss impact on text.	With limited support interpret figurative language, including similes and metaphors, in context.	Inconsistently interprets figurative language, including similes and metaphors, in context.	Unable to interpret figurative language, including similes and metaphors,
ii.Recognize and explain the meaning of common idioms and proverbs.	Recognize and explain the meaning of common idioms and proverbs and the impact on the text.	With limited support recognize and explain the meaning of common idioms and proverbs.	Inconsistently recognizes and explains the meaning of common idioms and proverbs.	Unable to recognize and explain the meaning of common idioms and proverbs.
iii.Use the relationship between particular words to better understand each of the words.	Use the relationship between particular words to better understand each of the words. Offer substitute words to enhance text.	With limited support use the relationship between particular words to better understand each of the words.	Inconsistently uses the relationship between particular words to better understand each of the words.	Unable to use the relationship between particular words to better understand each of the words.

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5.FL.VA.7.c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships in spoken and written language.	With limited support acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Inconsistently acquires and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Unable to acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
READING LITERATURE				
Key Ideas and Details - R.KID.1				
5.RL.KID.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	With limited support quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Inconsistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Unable to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.	Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.	With limited support determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.	Inconsistently determines a theme or central idea of a story, drama, or poem from details in the text; summarize the text.	Unable to determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.
5.RL.KID.3 Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in a text.	Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in a text.	With limited support compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in a text.	Inconsistently Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in a text.	Unable to Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in a text.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	With limited support determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	Inconsistently determines the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	Unable to determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.
5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular texts.	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular texts.	With limited support explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular texts.	Inconsistently explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular texts.	Unable to explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular texts.
5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.	Describe how a narrator's or speaker's point of view influences how events are described.	With limited support describe how a narrator's or speaker's point of view influences how events are described.	Inconsistently can describe how a narrator's or speaker's point of view influences how events are described.	Unable to describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas RL.IKI.7				
5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	With limited support explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	Inconsistently able to Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	Unable to Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	With limited support compare and contrast stories in the same genre on their approaches to similar themes and topics.	Inconsistently compares and contrast stories in the same genre on their approaches to similar themes and topics.	Unable to compare and contrast stories in the same genre on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity				
5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	With limited support read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	Inconsistently reads and comprehends stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	Unable to read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
INFORMATIONAL TEXT				
Key Ideas and Details - RI.KID.1				
5.RI.KID.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	With limited support quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Inconsistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Unable to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	With limited support determine the main idea of a text and explain how it is supported by key details; summarize the text.	Inconsistently determines the main idea of a text and explain how it is supported by key details; summarize the text.	Unable to determine the main idea of a text and explain how it is supported by key details; summarize the text.
5.RI.KID.3 Explain the relationships and interactions among two or more individuals , events, and/or ideas in a text.	Explain the relationships and interactions among two or more individuals , events, and/or ideas in a text.	With limited support explain the relationships and interactions among two or more individuals , events, and/or ideas in a text.	Inconsistently explains the relationships and interactions among two or more individuals , events, and/or ideas in a text.	Unable to explain the relationships and interactions among two or more individuals , events, and/or ideas in a text

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
Craft and Structure - R.CS.4				
5.RI.CS.4 Determine the meaning of words and phrases that are used in a text relevant to grade 5 topic or subject area, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases that are used in a text relevant to grade 5 topic or subject area, including figurative, connotative, and technical meanings.	With limited support determine the meaning of words and phrases that are used in a text relevant to grade 5 topic or subject area, including figurative, connotative, and technical meanings.	Inconsistently determines the meaning of words and phrases that are used in a text relevant to grade 5 topic or subject area, including figurative, connotative, and technical meanings.	Unable to determine the meaning of words and phrases that are used in a text relevant to grade 5 topic or subject area, including figurative, connotative, and technical meanings.
5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.	With limited support compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.	Inconsistently compares and contrasts the overall structure of events, ideas, and concepts of information in two or more texts.	Unable to compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
5.RI.CS.6 Analyze the similarities and differences in points of view or multiple accounts of the same event or topic.	Analyze the similarities and differences in points of view or multiple accounts of the same event or topic.	With limited support analyze the similarities and differences in points of view or multiple accounts of the same event or topic.	Inconsistently analyzes the similarities and differences in points of view or multiple accounts of the same event or topic.	Unable to analyze the similarities and differences in points of view or multiple accounts of the same event or topic.
Integration of Knowledge and Ideas				
RI.IKI.7				
5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources,	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	With limited support locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	Inconsistently locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	Unable to locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
5.RI.IK1.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	With limited support explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	Inconsistently able to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points..	Unable to explain explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
5.RI.IK1.9 Integrate information from two or more texts on the same topic in order to build content knowledge.	Integrate information from two or more texts on the same topic in order to build content knowledge.	With limited support integrate information from two or more texts on the same topic in order to build content knowledge.	Inconsistently integrates information from two or more texts on the same topic in order to build content knowledge.	Unable to integrate information from two or more texts on the same topic in order to build content knowledge.
5.RI.IK1.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	With limited support read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	Inconsistently reads and comprehends stories and informational texts Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	Unable to read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
SPEAKING AND LISTENING				
Comprehension and Collaboration SL.CC				
5.SL.CC.1 Prepare for collaborative discussions on 5 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	Prepare and lead for collaborative discussions on 5 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	With limited support Prepare for collaborative discussions on 5 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	Inconsistently prepares for collaborative discussions on 5 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	Unable to prepare for collaborative discussions on 5 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	Summarize a text presented in diverse media such as visual, quantitative, and oral formats. Identifying main points in each.	With limited support summarize a text presented in diverse media such as visual, quantitative, and oral formats.	Inconsistently summarizes a text presented in diverse media such as visual, quantitative, and oral formats.	Unable to summarize a text presented in diverse media such as visual, quantitative, and oral formats.
5.SLCC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Cite specific examples to justify your answer.	With limited support summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Inconsistently summarizes the points a speaker makes and explain how each claim is supported by reasons and evidence.	Unable to summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas - SL.PKI				
5.SL.PKI.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.	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. Cite specific evidence to justify your answer.	With limited support 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.	Inconsistently reports on a topic or text, or present an opinion sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.	Unable to 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.
5.SL.PKI.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include a variety of multimedia components and visual displays in presentations to enhance the development of main ideas or themes.	With limited support include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Inconsistently includes multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Unable to include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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5..SL.PK1.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. Publish speech in written document.	With limited support adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Inconsistently adapts speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Unable to adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
WRITING STANDARDS				
Text Types and Protocol- W.TTP				
5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
a.Introduce a topic or text.	Introduce a topic or text based on a variety of sources.	With limited support introduce a topic or text.	Inconsistently introduces a topic or text.	Unable to introduce a topic or text.
b.Develop an opinion through logically-ordered reasons that are supported by facts and details.	Develop an opinion through logically-ordered reasons that are supported by facts and details with specific evidence cited.	With limited support develop an opinion through logically-ordered reasons that are supported by facts and details	Inconsistently develops an opinion through logically-ordered reasons that are supported by facts and details	Unable to develop an opinion through logically-ordered reasons that are supported by facts and details
c.Create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Create an organizational structure in which ideas are logically grouped and discussed with peers to support the writer's purpose.	With limited support create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Inconsistently creates an organizational structure in which ideas are logically grouped to support the writer's purpose.	Unable to create an organizational structure in which ideas are logically grouped to support the writer's purpose.
d.Provide a concluding statement or section.	Provide a concluding statement and section.	With limited support provide a concluding statement or section.	Inconsistently provides a concluding statement or section.	Unable to provide a concluding statement or section.
e.Link opinion and reasons using words and phrases.	Link opinion and reasons using words and phrases citing specific examples for justification.	With limited support link opinion and reasons using words and phrases.	Inconsistently links opinion and reasons using words and phrases.	Unable to .Link opinion and reasons using words and phrases.

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f.Apply language standards addressed in the Foundational Literacy standards.	Apply language standards addressed in the Foundational Literacy standards in a variety of genres.	With limited support apply language standards addressed in the Foundational Literacy standards.	Inconsistently applies language standards addressed in the Foundational Literacy standards.	Unable to apply language standards addressed in the Foundational Literacy standards.
5.W.TTP.2 Write information/explanatory texts to examine a topic and convey ideas and information.				
a.Introduce a topic by providing a general observation and focus.	Introduce a topic by providing a general observation and focus with specific details.	With limited support introduce a topic by providing a general observation and focus.	Inconsistently introduces a topic by providing a general observation and focus.	Unable to introduce a topic by providing a general observation and focus.
b.Group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader.	Group related information logically, including formatting features, illustrations, and multimedia to provide clarity to the reader. Share with peers in small group discussion.	With limited support group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader.	Inconsistently groups related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader.	Unable to group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader.
c.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic from several sources.	With limited support develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Inconsistently develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Unable to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
d..Provide a conclusion related to the information or explanation presented.	Provide a conclusion with supporting details related to the information or explanation presented.	With limited support provide a conclusion related to the information or explanation presented.	Inconsistently provides a conclusion related to the information or explanation presented.	Unable to provide a conclusion related to the information or explanation presented.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
e..Link ideas within and across categories of information using words, phrases and clauses.	Link ideas within and across categories of information using words, phrases and clauses forming coherent paragraphs.	With limited support link ideas within and across categories of information using words, phrases and clauses.	Inconsistently links ideas within and across categories of information using words, phrases and clauses.	Unable link ideas within and across categories of information using words, phrases and clauses.
f..Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to inform about and explain the topic.	With limited support use precise language and domain-specific vocabulary to inform about or explain the topic.	Inconsistently uses precise language and domain-specific vocabulary to inform about or explain the topic.	Unable to use precise language and domain-specific vocabulary to inform about or explain the topic.
g..Apply language standards addressed in the Foundational Literacy standards.	Apply language standards addressed in the Foundational Literacy standards in all authentic works.	With limited support apply language standards addressed in the Foundational Literacy standards.	Inconsistently applies language standards addressed in the Foundational Literacy standards.	Unable to apply language standards addressed in the Foundational Literacy standards.
5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences in a variety of genres.	With limited support write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences	Inconsistently writes narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences	Unable to write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences
a.Orient the reader by establishing a situation, using a narrator and/or introducing characters.	Orient the reader by establishing a situation, using a narrator and introducing a variety of characters.	With limited support orient the reader by establishing a situation, using a narrator and/or introducing characters.	Inconsistently orients the reader by establishing a situation, using a narrator and/or introducing characters.	Unable to orient the reader by establishing a situation, using a narrator and/or introducing characters.
b.Organize an event sequence that unfolds naturally and logically.	Organize an event sequence that unfolds naturally and logically with details to enhance writing.	With limited support organize an event sequence that unfolds naturally and logically.	Inconsistently organizes an event sequence that unfolds naturally and logically	Unable to organize an event sequence that unfolds naturally and logically.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events and show the responses of characters to situations.	With limited support use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.	Inconsistently uses narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.	Unable to use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
d. Use a variety of transitional words, phrases and clauses to manage the sequence of events.	Use a variety of transitional words and phrases to manage the sequence of events and develop the plot.	With limited support use a variety of transitional words and phrases to manage the sequence of events.	Inconsistently uses a variety of transitional words and phrases to manage the sequence of events.	Unable to use a variety of transitional words and phrases to manage the sequence of events.
e. Provide a conclusion that follows from the narrated experiences or events.	Provide a conclusion that follows from the narrated experiences and events.	With limited support provide a conclusion that follows from the narrated experiences or events.	Inconsistently provides a conclusion that follows from the narrated experiences or events.	Unable to provide a conclusion that follows from the narrated experiences or events.
f. Use precise words and phrases and use sensory details to convey experiences and events.	Use precise words and phrases and use sensory details to convey experiences and events in a variety of genres. .	With limited support use precise words and phrases and use sensory details to convey experiences and events.	Inconsistently uses precise words and phrases and use sensory details to convey experiences and events.	Unable to use precise words and phrases and use sensory details to convey experiences and events.
g. Apply language standards addressed in the Foundational Literacy standards.	Apply language standards addressed in the Foundational Literacy standards in a variety of genres.	With limited support apply language standards addressed in the Foundational Literacy standards..	Inconsistently applies language standards addressed in the Foundational Literacy standards.	Unable to apply language standards addressed in the Foundational Literacy standards.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
Production and Distribution of Writing- W.PDW.				
5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in a variety of genres. (Grade specific expectations for writing types are defined in standards 1-3 above.)	With limited support produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)	Inconsistently produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)	Unable to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)
5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)		With guidance and support from peers and adults, inconsistently develops and strengthens writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	With guidance and support from peers and adults, unable to develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
5.W.PDW.6 With 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 technology skills to type a complete product in a single sitting as defined in W.1-3.	Use technology including the internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.		With guidance and support from adults, inconsistently uses technology including the internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.	With guidance and support from adults, unable to use technology including the internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
Research to Build and Present Knowledge - W.RBPK.				
5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.	Conduct research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.	With limited support conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.	Inconsistently conducts short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.	Unable to conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.
5.W.RBPK.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 list of sources.	Recall relevant information from experiences and gather relevant information from print and digital sources; summarize and paraphrase information in notes and finished work and provide list of sources.	With limited support 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 list of sources.	Inconsistently recalls relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide list of sources.	Unable to 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 list of sources.
5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.	Draw evidence from literary and informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.	With limited support draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.	Inconsistently draws evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.	Unable to draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
Range of Writing-W.RW				
5.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences; promote writing fluency.	Write routinely over extended time-frames for a range of multi discipline-specific tasks, purposes and audiences; promote writing fluency.	With limited support write routinely over extended time-frames for a range of discipline-specific tasks, purposes and audiences; promote writing fluency.	Inconsistently writes routinely over extended time-frames for a range of discipline-specific tasks, purposes and audiences; promote writing fluency.	Unable to write routinely over extended time-frames for a range of discipline-specific tasks, purposes and audiences; promote writing fluency.



Fifth Grade Mathematics

Grade Level Standard	4 – Mastery	3 – On-Track	2 – Approaching	1 – Basic
Operations and Algebraic Thinking				
A. Write and interpret numerical expressions.				
5.OA.A.1 Use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order (Order of Operations).	Use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order (Order of Operations).	With limited support use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order (Order of Operations).	Inconsistently uses parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order (Order of Operations).	Unable to use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order (Order of Operations).
5.OA.A.2 Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8+7)$. Recognize that $3 \times (18,932 + 921)$, without having to calculate the indicated sum or product.</i>	Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8+7)$. Recognize that $3 \times (18,932 + 921)$, without having to calculate the indicated sum or product.</i>	With limited support write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8+7)$. Recognize that $3 \times (18,932 + 921)$, without having to calculate the indicated sum or product.</i>	Inconsistently writes simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8+7)$. Recognize that $3 \times (18,932 + 921)$, without having to calculate the indicated sum or product.</i>	Unable to write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8+7)$. Recognize that $3 \times (18,932 + 921)$, without having to calculate the indicated sum or product.</i>

Grade Level Standard	4 – Mastery	3 – On-Track	2 – Approaching	1 – Basic
B. Analyze patterns and relationships.				
5.OA.A.3 Generate two numerical patterns using two given rules. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences.				
a. Identify relationships between corresponding terms in two numerical patterns. For example, observe that the terms in one sequence are twice the corresponding terms in the other sequence.	Identify relationships between corresponding terms in two numerical patterns. For example, observe that the terms in one sequence are twice the corresponding terms in the other sequence.	With limited support identify relationships between corresponding terms in two numerical patterns. For example, observe that the terms in one sequence are twice the corresponding terms in the other sequence.	Inconsistently identifies relationships between corresponding terms in two numerical patterns. For example, observe that the terms in one sequence are twice the corresponding terms in the other sequence.	Unable to identify relationships between corresponding terms in two numerical patterns. For example, observe that the terms in one sequence are twice the corresponding terms in the other sequence.
b. Form ordered pairs, consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.	Form ordered pairs, consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.	With limited support form ordered pairs, consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.	Inconsistently forms ordered pairs, consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.	Unable to form ordered pairs, consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
Number and Operations in Base Ten (NBT)				
A.Understand the place value system.				
<p>5.NBT.A.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 1/10 of what it represents in the place to its left.</p>	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.	With limited support 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.	Inconsistently recognizes 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.	Unable to 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.
<p>5.NBT.A.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.</p>	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.	With limited support 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.	Inconsistently explains 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.	Unable to 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.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
<p>5.NBT.A.3 Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as $3 \times 100 + 4 \times 10 + 7 \times 1 = 3 \times (1/10) = 9 \times (1/100) = 2 \times (1/1000)$). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$, $=$, $<$ to show the relationship.</p>	<p>Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as $3 \times 100 + 4 \times 10 + 7 \times 1 = 3 \times (1/10) = 9 \times (1/100) = 2 \times (1/1000)$). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$, $=$, $<$ to show the relationship.</p>	<p>With limited support read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as $3 \times 100 + 4 \times 10 + 7 \times 1 = 3 \times (1/10) = 9 \times (1/100) = 2 \times (1/1000)$). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$, $=$, $<$ to show the relationship.</p>	<p>Inconsistently reads and writes decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as $3 \times 100 + 4 \times 10 + 7 \times 1 = 3 \times (1/10) = 9 \times (1/100) = 2 \times (1/1000)$). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$, $=$, $<$ to show the relationship.</p>	<p>Unable to read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as $3 \times 100 + 4 \times 10 + 7 \times 1 = 3 \times (1/10) = 9 \times (1/100) = 2 \times (1/1000)$). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$, $=$, $<$ to show the relationship.</p>
<p>5.NBT.A.4. Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.</p>	<p>Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.</p>	<p>With limited support round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.</p>	<p>Inconsistently rounds decimals to the nearest hundredth, tenth, or whole number using understanding of place value.</p>	<p>Unable to round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.</p>
<p>B.Perform operations with multi-digit whole numbers and with decimals to hundredths. (See Table 3- Properties of Operations)</p>				
<p>5.NBT.B.5 Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.</p>	<p>Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.</p>	<p>With limited support fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.</p>	<p>Inconsistently fluently multiplies multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.</p>	<p>Unable to fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.</p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
<p>5.NBT.B.6 Find whole-number quotients and remainders 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.</p>	<p>Find whole-number quotients and remainders 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</p>	<p>With limited support find whole-number quotients and remainders 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</p>	<p>Inconsistently finds whole-number quotients and remainders 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</p>	<p>Unable to find whole-number quotients and remainders 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</p>
<p>5.NBT.B.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 operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.)</p>	<p>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 operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.</p>	<p>With limited support 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 operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.</p>	<p>Inconsistently adds, subtracts, multiplies, and divides decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.</p>	<p>Unable to 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 operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.</p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
Number and Operations- Fractions (NF)				
A.Use equivalent fractions as a strategy to add and subtract fractions. (See Table 1- Addition and Subtraction Situations for whole number situations that can be applied to fractions).				
5.NF.A.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, $\frac{2}{3} = \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. In general $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$.	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, $\frac{2}{3} = \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. In general $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$.	With limited support 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, $\frac{2}{3} = \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. In general $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$.	Inconsistently adds and subtracts 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, $\frac{2}{3} = \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. In general $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$.	Unable to 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, $\frac{2}{3} = \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. In general $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$.
5.NF.A.2 Solve contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize and incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.	Solve contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize and incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.	With limited support solve contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize and incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.	Inconsistently solves contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize and incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.	Unable to solve contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize and incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
<p>B.Apply and extend previous understandings of multiplication and division to multiply and divide fractions. (See Table 2- Multiplication and Division Situations for whole number situations that can be applied to fractions)</p>				
<p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). For example $\frac{3}{4} = 3 \div 4$ so when 3 wholes are shared equally among 4 people, each person has a share of size $\frac{3}{4}$. Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. For example, if 8 people want to share 49 sheets of construction paper equally, how many sheets will each person receive? Between what two whole numbers does your answer lie?</p>	<p>Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). For example $\frac{3}{4} = 3 \div 4$ so when 3 wholes are shared equally among 4 people, each person has a share of size $\frac{3}{4}$. Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. <i>For example, (refer to standard)</i></p>	<p>With limited support interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). For example $\frac{3}{4} = 3 \div 4$ so when 3 wholes are shared equally among 4 people, each person has a share of size $\frac{3}{4}$. Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. <i>For example, (refer to standard)</i></p>	<p>Inconsistently interprets a fraction as division of the numerator by the denominator ($a/b = a \div b$). For example $\frac{3}{4} = 3 \div 4$ so when 3 wholes are shared equally among 4 people, each person has a share of size $\frac{3}{4}$. Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. For example, (refer to standard)</p>	<p>Unable to interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). For example $\frac{3}{4} = 3 \div 4$ so when 3 wholes are shared equally among 4 people, each person has a share of size $\frac{3}{4}$. Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. <i>For example, (refer to standard)</i></p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
<p>5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction.</p>				
<p>a. Interpret the product $\frac{a}{b} \times q$ as $a \times (q \div b)$ (partition the quantity q into b equal parts and then multiply by a). Interpret the product $\frac{a}{b} \times q$ as $(a \times q) \div b$ (multiply a times the quantity q and then partition the product into b equal parts). For example, use a visual fraction model or write a story context to show that $\frac{2}{3} \times 6$ can be interpreted as $2 \times (6 \div 3)$ or $(2 \times 6) \div 3$. Do the same with $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$. (In general, $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$).</p>	<p>Interpret the product $\frac{a}{b} \times q$ as $a \times (q \div b)$ (partition the quantity q into b equal parts and then multiply by a). Interpret the product $\frac{a}{b} \times q$ as $(a \times q) \div b$ (multiply a times the quantity q and then partition the product into b equal parts). For example, use a visual fraction model or write a story context to show that $\frac{2}{3} \times 6$ can be interpreted as $2 \times (6 \div 3)$ or $(2 \times 6) \div 3$. Do the same with $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$. (In general, $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$).</p>	<p>With limited support interpret the product $\frac{a}{b} \times q$ as $a \times (q \div b)$ (partition the quantity q into b equal parts and then multiply by a). Interpret the product $\frac{a}{b} \times q$ as $(a \times q) \div b$ (multiply a times the quantity q and then partition the product into b equal parts). For example, use a visual fraction model or write a story context to show that $\frac{2}{3} \times 6$ can be interpreted as $2 \times (6 \div 3)$ or $(2 \times 6) \div 3$. Do the same with $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$. (In general, $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$).</p>	<p>Inconsistently interprets the product $\frac{a}{b} \times q$ as $a \times (q \div b)$ (partition the quantity q into b equal parts and then multiply by a). Interpret the product $\frac{a}{b} \times q$ as $(a \times q) \div b$ (multiply a times the quantity q and then partition the product into b equal parts). For example, use a visual fraction model or write a story context to show that $\frac{2}{3} \times 6$ can be interpreted as $2 \times (6 \div 3)$ or $(2 \times 6) \div 3$. Do the same with $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$. (In general, $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$).</p>	<p>Unable to interpret the product $\frac{a}{b} \times q$ as $a \times (q \div b)$ (partition the quantity q into b equal parts and then multiply by a). Interpret the product $\frac{a}{b} \times q$ as $(a \times q) \div b$ (multiply a times the quantity q and then partition the product into b equal parts). For example, use a visual fraction model or write a story context to show that $\frac{2}{3} \times 6$ can be interpreted as $2 \times (6 \div 3)$ or $(2 \times 6) \div 3$. Do the same with $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$. (In general, $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$).</p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
<p>b.Find the area of a rectangle with fractional side lengths by tilting 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.</p>	<p>Find the area of a rectangle with fractional side lengths by tilting 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.</p>	<p>With limited support find the area of a rectangle with fractional side lengths by tilting 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.</p>	<p>Inconsistently finds the area of a rectangle with fractional side lengths by tilting 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.</p>	<p>Unable to find the area of a rectangle with fractional side lengths by tilting 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.</p>
<p>5.NF.B.5 Interpret multiplication as scaling (resizing).</p>				
<p>a.Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. For example, know if the product will be greater than, less than, or equal to the factors.</p>	<p>Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. For example refer to standard.</p>	<p>With limited support compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. For example refer to standard.</p>	<p>Inconsistently compares the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. For example refer to standard.</p>	<p>Unable to compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. For example refer to standard.</p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
<p>b. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case): explain why multiplying a given number by a fraction less than 1 results in a product less than the given number; and relate the principle of fraction equivalence $a/b = (a \times n) / (b \times n)$ to the effect of multiplying a/b by 1.</p>	<p>Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case): explain why multiplying a given number by a fraction less than 1 results in a product less than the given number; and relate the principle of fraction equivalence $a/b = (a \times n) / (b \times n)$ to the effect of multiplying a/b by 1</p>	<p>With limited support explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case): explain why multiplying a given number by a fraction less than 1 results in a product less than the given number; and relate the principle of fraction equivalence $a/b = (a \times n) / (b \times n)$ to the effect of multiplying a/b by 1</p>	<p>Inconsistently explains why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case): explain why multiplying a given number by a fraction less than 1 results in a product less than the given number; and relate the principle of fraction equivalence $a/b = (a \times n) / (b \times n)$ to the effect of multiplying a/b by 1</p>	<p>Unable to explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case): explain why multiplying a given number by a fraction less than 1 results in a product less than the given number; and relate the principle of fraction equivalence $a/b = (a \times n) / (b \times n)$ to the effect of multiplying a/b by 1.</p>
<p>5.NF.B.6 Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.</p>	<p>Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.</p>	<p>With limited support solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.</p>	<p>Inconsistently solves real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem</p>	<p>Unable to solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem</p>
<p>5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>				

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
<p>a. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$</p>	<p>Interpret division of a unit fraction by a non-zero whole number and compute such quotients. <i>For example, use visual models and the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$</i></p>	<p>With limited support interpret division of a unit fraction by a non-zero whole number and compute such quotients. <i>For example, use visual models and the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$</i></p>	<p>Inconsistently interprets division of a unit fraction by a non-zero whole number and compute such quotients. <i>For example, use visual models and the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$</i></p>	<p>Unable to interpret division of a unit fraction by a non-zero whole number and compute such quotients. <i>For example, use visual models and the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$</i></p>
<p>b. Interpret division of a whole number by a unit fraction and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p>	<p>Interpret division of a whole number by a unit fraction and compute such quotients. <i>For example, use visual models and the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p>	<p>With limited support interpret division of a whole number by a unit fraction and compute such quotients. <i>For example, use visual models and the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p>	<p>Inconsistently interprets division of a whole number by a unit fraction and compute such quotients. <i>For example, use visual models and the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p>	<p>Unable to interpret division of a whole number by a unit fraction and compute such quotients. <i>For example, use visual models and the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
<p>c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{1}{3}$ cup servings are in 2 cups of raising?</i></p>	<p>Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{1}{3}$ cup servings are in 2 cups of raising?</i></p>	<p>With limited support solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{1}{3}$ cup servings are in 2 cups of raising?</i></p>	<p>Inconsistently solves real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{1}{3}$ cup servings are in 2 cups of raising?</i></p>	<p>Unable to solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{1}{3}$ cup servings are in 2 cups of raising?</i></p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
Measurement and Data (MD)				
A.Convert like measurement units within a given measurement system from a larger unit to a smaller unit.				
<p>5.MD.A.1 Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time. Liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). For example, e.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters</p>	<p>Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to create and solve multi-step real-world problems involving distances, intervals of time. Liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). <i>For example, e.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters.</i></p>	<p>With limited support convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time. Liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). <i>For example, e.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters.</i></p>	<p>Inconsistently converts customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time. Liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). <i>For example, e.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters.</i></p>	<p>Unable to convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time. Liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). <i>For example, e.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters.</i></p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
B. Represent and Interpret Data				
<p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>	<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) Explain and justify your answer. Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>	<p>With limited support make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>	<p>Inconsistently makes a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>	<p>Unable to make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
C.Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.				
5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.				
a. Understand that a cube with side length 1 unit, called a “cube unit” is said to have “one cubic unit” of volume and can be used to measure volume.	Understand that a cube with side length 1 unit, called a “cube unit” is said to have “one cubic unit” of volume and can be used to measure volume	With limited support understand that a cube with side length 1 unit, called a “cube unit” is said to have “one cubic unit” of volume and can be used to measure volume	Inconsistently understands that a cube with side length 1 unit, called a “cube unit” is said to have “one cubic unit” of volume and can be used to measure volume	Unable to understand that a cube with side length 1 unit, called a “cube unit” is said to have “one cubic unit” of volume and can be used to measure volume
b. Understand that 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.	Understand that 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	With limited support understand that 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	Inconsistently understands that 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	Unable to understand that 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
5.MD.C.4 Measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.	Measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet , and improvised units.	With limited support measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet , and improvised units.	Inconsistently measures volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet , and improvised units.	Unable to measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet , and improvised units.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
<p>5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume of right rectangular prisms.</p>				
<p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent whole-number products of three factors as volumes (e.g. to represent the associative property of multiplication).</p>	<p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent whole-number products of three factors as volumes (e.g. to represent the associative property of multiplication).</p>	<p>With limited support find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent whole-number products of three factors as volumes (e.g. to represent the associative property of multiplication).</p>	<p>Inconsistently finds the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent whole-number products of three factors as volumes (e.g. to represent the associative property of multiplication).</p>	<p>Unable to find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent whole-number products of three factors as volumes (e.g. to represent the associative property of multiplication).</p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
b. Know and apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where B represents the area of the base) 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.	Know and apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where B represents the area of the base) 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.	With limited support know and apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where B represents the area of the base) 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.	Inconsistently knows and apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where B represents the area of the base) 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.	Unable to know and apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where B represents the area of the base) 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.
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.	With limited support recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.	Inconsistently recognizes volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.	Unable to recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
Geometry (G)				
A Graph points on the coordinate plane to solve real-world and mathematical problems.				
<p>5.G.A.1 Graph ordered pairs and label points using the quadrant of the coordinate plane. Understand in the ordered pair that the first number indicates the horizontal distance traveled along the x0-axis from the origin, and the second number indicates the vertical distance traveled along the y-0axis, with the convention that the names of the tow axes and the coordinates correspond (e.g., x-axis and x-coordinate, y axis and y-coordinate).</p>	Graph ordered pairs and label points using the quadrant of the coordinate plane. Understand in the ordered pair that the first number indicates the horizontal distance traveled along the x0-axis from the origin, and the second number indicates the vertical distance traveled along the y-0axis, with the convention that the names of the tow axes and the coordinates correspond (e.g., x-axis and x-coordinate, y axis and y-coordinate).	With limited support graph ordered pairs and label points using the quadrant of the coordinate plane. Understand in the ordered pair that the first number indicates the horizontal distance traveled along the x0-axis from the origin, and the second number indicates the vertical distance traveled along the y-0axis, with the convention that the names of the tow axes and the coordinates correspond (e.g., x-axis and x-coordinate, y axis and y-coordinate).	Inconsistently graph ordered pairs and labels points using the quadrant of the coordinate plane. Understands in the ordered pair that the first number indicates the horizontal distance traveled along the x0-axis from the origin, and the second number indicates the vertical distance traveled along the y-0axis, with the convention that the names of the tow axes and the coordinates correspond (e.g., x-axis and x-coordinate, y axis and y-coordinate).	Unable to graph ordered pairs and label points using the quadrant of the coordinate plane. Understand in the ordered pair that the first number indicates the horizontal distance traveled along the x0-axis from the origin, and the second number indicates the vertical distance traveled along the y-0axis, with the convention that the names of the tow axes and the coordinates correspond (e.g., x-axis and x-coordinate, y axis and y-coordinate).

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1- Below
5.G.A.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.	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.	With limited support 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.	Inconsistently represents 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.	Unable to 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.
B. Classify two-dimensional figures into categories based on their properties.				
5.G.B.3 Classify two-dimensional figures in a hierarchy based on properties. Understand that attributes belonging to a category of two –dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	Classify two-dimensional figures in a hierarchy based on properties. Understand that attributes belonging to a category of two –dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	With limited support classify two-dimensional figures in a hierarchy based on properties. Understand that attributes belonging to a category of two –dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	Inconsistently classifies two-dimensional figures in a hierarchy based on properties. Understand that attributes belonging to a category of two –dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	Unable to classify two-dimensional figures in a hierarchy based on properties. Understand that attributes belonging to a category of two –dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>