



**McMinnville  
School District**  
*Fifth Grade*

**Standards and Curriculum**

## Sample Grade Level Opinion Writing

### Dogs are Best

Cats and dogs can be very entertaining. But when it comes down to the best pet, I would say the dog.

One reason why I think dogs are the best pets to have is because you can talk to them and they listen to you. You can tell them secrets and how you feel. Kind of like a personal journal, except they actually hear what you're saying.

Another reason why I think a dog is the best pet to have is because a dog can warn you of danger, and sometimes that danger might be life threatening. So, with a dog, it's like you have your own danger alarm.

Also another reason why I think dogs are the best pets to have is that they keep you company. They are perfect pets to have if you love company. And with dogs, it's almost like you are having your best friends over. And better yet, if you own the dog, and it's a weekday, it's like your friends are spending the night on a school night.

Another reason why I think a dog is the best pet to have is because they need to get exercise. You will have to walk your dog every day. So, even if you don't like to walk, your dog and you will be getting automatic exercise. This will make you and your dog healthier.

Cats and dogs are very unique in their own fascinating way. But if I had to choose between the both of them, I would go for the dog. Even though dogs require lots of responsibility and need maintenance and training, they are still worth the effort. Most importantly, a dog is like a best friend.

Source: [http://achievethecore.org/content/upload/ArgumentOpinion\\_K-12WS.pdf](http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf)

### Saving Water

Did you know that you can save your home's water just by doing things each day? You can put a bucket outside to catch rainwater or use wipes to wash tables instead of water. There are many ways to save water. You can do things outside and inside to help save water. Here are some ideas.

There are many things to do inside your house to help save water. You can change your toilet, faucet, and showerhead to low flow. Also, you can take small, short showers instead of baths. You can turn off the faucet when brushing your teeth and when lathering soap in your hands. When waiting for water to warm up, save the water and reuse. Over all, there are a lot of things you can do inside to save your home's water.

There are many things to do outside your house to help save water. First you can go to an automated carwash or use a waterless car wash. When you do a car wash at home, you waste more water. Also you can dump out your water bottle on plants and grass instead of dumping it down the drain. Reuse water outside as much as possible. You can also put a bucket of water outside to catch rainwater and use for watering plants or grass. Overall, there are a lot of ways to save water outside of your house.

There are many ways to save your home's water outside and inside. Kids and adults can make a big difference in saving water. Imagine if everyone in the country turned off the faucet when brushing their teeth. We could save enough water to refill a lake! Overall, it is important to save water inside and outside your house.

Source: [www.achievethecore.org](http://www.achievethecore.org)

## Sample 5th Grade At Level Reading Text

Where the Mountain Meets the Moon. Lin, Grace. New York: Little, Brown, 2009. (2009)

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal. The villagers called it Fruitless Mountain because nothing grew on it and birds and animals did not rest there.

Crowded in the corner of where Fruitless Mountain and the Jade River met was a village that was a shade of faded brown. This was because the land around the village was hard and poor. To coax rice out of the stubborn land, the field had to be flooded with water. The villagers had to tramp in the mud, bending and stooping and planting day after day. Working in the mud so much made it spread everywhere and the hot sun dried it onto their clothes and hair and homes. Over time, everything in the village had become the dull color of dried mud.

One of the houses in this village was so small that its wood boards, held together by the roof, made one think of a bunch of matches tied with a piece of twine. Inside, there was barely enough room for three people to sit around the table—which was lucky because only three people lived there. One of them was a young girl called Minli.

## Sample 5th Grade Math Problem Solving

### Multiplication and Division of Fractions

Mr. Jones will cut 6 identical loaves of bread into pieces that are  $\frac{1}{4}$  loaf each.

Part A

After he cuts the 6 loaves, how many pieces will Mr. Jones have? Show your work using numbers, words, and/or pictures.

Part B

Mr. Jones will sell  $\frac{2}{3}$  of the pieces that he cut in Part A. How many pieces of bread will Mr. Jones sell?

### Measurement and Data

Xian is practicing his long jumps for the track team. His first jump measured 3 yards, 1 foot, 2 inches. His second jump measured 2 yards, 2 feet, 9 inches. How much farther is Xian's first jump than his second jump? Be sure to include the measurement units.

Source: [http://commoncore.fcoe.org/sites/commoncore.fcoe.org/files/resources/All%20grade%205%20SBAC\\_0.pdf](http://commoncore.fcoe.org/sites/commoncore.fcoe.org/files/resources/All%20grade%205%20SBAC_0.pdf)

## Reading Focus

- DETERMINE two or more main ideas of a text and EXPLAIN how they are supported by key details; SUMMARIZE the text
- QUOTE accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- DETERMINE the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; SUMMARIZE the text.
- EXPLAIN how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- INTEGRATE information from several texts on the same topic in order to WRITE or SPEAK about the subject knowledgeably

## Writing and Language Focus

- WRITE opinion pieces on topics or texts, SUPPORTING a point of view with reasons and information
- WRITE informative/expository texts to EXAMINE a topic and CONVEY ideas and information clearly
- DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing
- WRITE narratives to DEVELOP real or imagined experiences or events USING effective technique, descriptive details, and clear event sequences
- COMPARE and CONTRAST stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics

## Speaking & Listening Focus

- SUMMARIZE a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SUMMARIZE the points a speaker makes and EXPLAIN how each claim is supported by reasons and evidence

## Math Focus

### Fractions

- ADD and SUBTRACT fractions with unlike denominators (including mixed numbers)
- SOLVE word problems involving addition and subtraction of fractions REFERRING to the same whole, including cases of unlike denominators
- INTERPRET a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). SOLVE word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers
- APPLY and EXTEND previous understandings of multiplication to multiply a fraction or whole number by a fraction
- INTERPRET multiplication as scaling (resizing), by: COMPARING 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
- SOLVE real world problems involving multiplication of fractions and mixed numbers
- APPLY and EXTEND previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions

### Multiplication of Whole Numbers and Decimals

- FLUENTLY MULTIPLY multi-digit whole numbers USING the standard algorithm
- FIND whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, USING strategies based on place value, the properties of operations, and/or the relationship between multiplication and division
- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value

### Measurement and Data

- RECOGNIZE volume as an attribute of solid figures and UNDERSTAND concepts of volume measurement
- MEASURE volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units
- RELATE VOLUME to the operations of multiplication and addition and SOLVE real world and mathematical problems involving volume

## Place Value

- 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.
- 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
- READ, WRITE, and COMPARE decimals to thousandths
- USE place value understanding to ROUND decimals to any place

## 8 Mathematical Practices

**#1 Make sense of problems and persevere in solving them** Understand the problem, find a way to attack it, and work until it is done. The hardest part is pushing students to solve tough problems by applying what they already know and to monitor themselves when problem-solving.

**#2 Reason abstractly and quantitatively** If students have a problem, they should be able to break it apart and show it symbolically, with pictures, or in any way other than the standard algorithm.

**#3 Construct viable arguments and critique the reasoning of others** Be able to talk about math, using mathematical language, to support or oppose the work of others.

**#4 Model with mathematics** Use math to solve real-world problems, organize data, and understand the world around you.

**#5 Use appropriate tools strategically** Students can select the appropriate math tool to use and use it correctly to problems. In the real world, no one tells you that it is time to use the meter stick instead of the protractor.

**#6 Attend to precision** Students speak and solve mathematics with exactness and meticulousness.

**#7 Look for and make use of structure** Find patterns and repeated reasoning that can help solve more complex problems.

**#8 Look for and express regularity in repeated reasoning** Keep an eye on the big picture while working out the details of the problem.