

**SPECTRUM**

# Common Core Language Arts and Math

Grade

**5**

Take the mystery out of the Common Core while supporting standards-based learning

- Standards overview with parent-friendly explanations
- Tips and activities for helping at home
- Skill-building practice activities
- Critical thinking and problem solving



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**SPECTRUM**  
**Common Core**  
**Language Arts and Math**

Grade  
**5**



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# Introduction to the Common Core State Standards

## Grade 5

### Why Are Common Core State Standards Important for My Child?

The Common Core State Standards are a set of guidelines that outline what children are expected to learn at school. Most U.S. states have voluntarily adopted the standards. Teachers, principals, and administrators in these states use the standards as a blueprint for classroom lessons, district curriculum, and statewide tests. The standards were developed by a state-led collaboration between the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA).

The Common Core Standards set high expectations for your child's learning. They are up-to-date with 21st century technology and draw on the best practices of excellent schools around the world. They focus on important skills in reading, language arts, and math. Common Core State Standards aim to ensure that your child will be college and career ready by the end of high school and able to compete in our global world.



### What Are the Common Core State Standards for My Fifth Grade Student?

Common Core State Standards for your fifth grader are designed to build a solid foundation for reading, literacy, and mathematical understanding. On practice pages in this book, you will find references to specific Common Core Standards that teachers will expect your child to know by the end of the year. Completing activities on these pages will help your child master essential skills for success in fifth grade.

#### *A Sample of Common Core Language Arts Skills for Grade 5*

- Quote accurately from a text.
- Compare and contrast stories in the same genre, such as mysteries or adventure stories.
- Use information from multiple sources to answer questions or write about a topic.
- Write to give an opinion, provide information, or tell a story.
- Use commas to separate items in a series.
- Explain the meanings of common proverbs and adages.

#### *A Sample of Common Core Math Skills for Grade 5*

- Generate numerical patterns, use them to find number pairs, and plot the pairs on a grid.
- Move the decimal point in numbers when multiplying by 10, 100, or 1000.
- Multiply and divide multi-digit numbers.
- Solve word problems with fractions.
- Convert measurements (example: from inches to feet).
- Find the volume of rectangular prisms (box shapes).

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### How to Use This Book

In this book, you will find a complete **Common Core State Standards Overview** for fifth grade English Language Arts (pages 6–9) and Math (pages 64–67). Read these pages to learn more about the Common Core Standards and what you can expect your child to learn at school this year.

Then, choose **Practice Pages** that best address your child's needs for building skills that meet specific standards. Help your child complete practice pages and check the answers.



At the bottom of each practice page, you will find a **Helping at Home** tip that provides fun and creative ideas for additional practice with the skill at home.

## Common Core State Standards for English Language Arts\*

The following parent-friendly explanations of fifth grade Common Core English language arts standards are provided to help you understand what your child will learn in school this year. Practice pages listed will help your child master each skill.

Complete Common Core State Standards may be found here: [www.corestandards.org](http://www.corestandards.org).

### RL/RI.5 Reading Standards for Literature and Informational Text

#### Key Ideas and Details

(Standards: RL.5.1, RL.5.2, RL.5.3, RI.5.1, RI.5.2, RI.5.3)

*Your child will quote from a text to answer questions and to explain what the text says directly as well as what can be inferred (or guessed) based on the text.*

• Practice pages: 10, 11, 14, 15, 18, 19, 23–33

*Your child will determine the theme or main idea of a story or nonfiction article. He or she will explain how details from the text support the theme or main idea. Your child will practice summarizing what he or she reads.*

• Practice pages: 14–17, 20, 21, 23, 32–35

*Your child will compare and contrast two or more characters, settings, or events from a story.*

• Practice pages: 10–13, 18–21

*When reading nonfiction texts about history, science, and technology, your child will use evidence from the text to explain relationships between people, events, and ideas. For example, he or she might compare and contrast the discoveries of two different inventors.*

• Practice pages: 26, 27, 30, 31

#### Craft and Structure

(Standards: RL.5.4, RL.5.5, RL.5.6, RI.5.4, RI.5.5, RI.5.6)

*Your child will study and define words and phrases found in texts. For fiction texts, words will include metaphors, similes, and other examples of figurative language. In nonfiction texts, they will include words related to social studies and other content areas.*

• Practice pages: 10, 11, 14–17, 22, 26, 27, 34, 35

*Your child will explain how scenes in a play, stanzas in a poem, or chapters in a novel fit together to tell a story.*

• Practice pages: 14, 15



Your child will read two or more nonfiction texts and compare and contrast how information is organized in each. For example, one text might be organized chronologically (by time order). Another might be organized by cause and effect. • Practice pages: 30, 31

Your child will study point of view and determine who is telling a story or providing information. He or she will think about how point of view influences the way events are described. Your child will read multiple accounts of the same event and find similarities and differences based on point of view. • Practice pages: 10–13, 36, 37

### **Integration of Knowledge and Skills** (Standards: RL.5.7, RL.5.9, RI.5.7, RI.5.8, RI.5.9)

Your child will think about how illustrations or other visuals contribute to the meaning, tone, or beauty of a text. • Practice pages: 16, 17

Your child will use information from multiple sources to answer a question or solve a problem. • Practice pages: 26–29

Your child will explain how an author uses reasons and evidence to back up his or her points. • Practice pages: 23–25

Your child will compare and contrast different stories in the same genre. For example, he or she will compare two mystery stories or two adventure stories. • Practice pages: 20, 21

Your child will combine information from several texts in order to speak or write knowledgeably about a topic. • Practice pages: 32, 33, 36, 37

## **W.5 Writing Standards**

### **Text Types and Purposes** (Standards: W.5.1, W.5.2, W.5.3)

Your child will state an opinion in writing, giving reasons and information to support the opinion. • Practice pages: 38, 39

Your child will write to provide facts and information about a topic. • Practice pages: 32, 33, 41–43

Your child will write stories with descriptive details and clear sequences of events. • Practice pages: 44–47

## Common Core State Standards for English Language Arts\*

### Production and Distribution of Writing (Standards: W.5.5, W.5.6)

Your child will revise and edit writing to make sure it is correct, to make it more interesting, and to answer questions from readers. • Practice page: 40

Your child will use technology, including the Internet, to produce and publish writing. He or she will learn keyboarding skills. • Practice page: 40

### Research to Build and Present Knowledge (Standards: W.5.7, W.5.8, W.5.9)

Your child will gather ideas for writing by using a variety of sources to conduct research. Your child will take research notes and create a list of sources. • Practice page: 42

Your child will write about what he or she is reading. For example, your child will write to compare and contrast two characters from a story or write to explain ideas from a nonfiction article. • Practice page: 48

## L.5 Language Standards

### Conventions of Standard English (Standards: L.5.1a, L.5.1b, L.5.1c, L.5.1d, L.5.1e, L.5.2a, L.5.2b, L.5.2c, L.5.2d, L.5.2e)

Your child will learn to use conjunctions (example: and), prepositions (example: from) and interjections (example: Wow!) correctly in sentences. • Practice pages: 49–51

Your child will use perfect verb tenses (examples: I had played, I have played, I will have played) to describe an action that has been—or will be—completed. • Practice page: 52

Your child will use verb tenses correctly to tell when actions occur. He or she will practice keeping all verbs in the same tense when writing. • Practice page: 53

Your child will use correlative conjunctions (examples: either/or, neither/nor) correctly in sentences. • Practice page: 54

Your child will use commas to separate items in a series (example: red, white, and blue). • Practice page: 55

Your child will use commas after an introductory element (example: This afternoon, we will finally see the show), to set off the words yes or no (example: Yes, I will go), and to indicate direct address (Is that you, Mom?). • **Practice pages:** 50, 56

Your child will use quotation marks, underlining, or italics for the titles of poems, songs, books, and other works. • **Practice page:** 57

Your child will check spelling carefully, using a dictionary when needed to look up the spellings of words. • **Practice page:** 58

### Knowledge of Language (Standards: L.5.3a, L.5.3b)

Your child will revise sentences, making them longer or shorter or changing words to make sure they have the desired meaning, tone, and style. • **Practice page:** 59

Your child will examine the way that characters speak in stories and plays. He or she will notice regional dialects and other language differences. • **Practice pages:** 14, 15, 60

### Vocabulary Acquisition and Use (Standards: L.5.4a, L.5.4c, L.5.5a, L.5.5b, L.5.5c)

Your child will search the surrounding text for context clues to the meaning of an unknown word. • **Practice pages:** 10, 11, 26, 27, 34, 35

Your child will use dictionaries and other resources to find the pronunciations and definitions of words. • **Practice page:** 61

Your child will study similes (example: as pretty as a picture), metaphors (example: the wind was a bully), and other examples of figurative language. • **Practice pages:** 16, 17, 22

Your child will study common idioms (example: It's raining cats and dogs), adages, and proverbs (example: Nothing ventured, nothing gained). • **Practice page:** 62

Your child will use relationships between words to better understand the meaning of each word. For example, he or she will use the synonym angry to better understand the meaning of outraged. • **Practice page:** 63

## Comparing Characters

Read the story.

### River Climbing

Standing knee-deep in the cold rapids, I watched the river carry leaves, sticks, and a few bird feathers. It felt as if the river wanted to carry me, too.

“Let go of the tree branch, Jess,” Jim said.

Jim was squatting on a big rock in the middle of the river. Jim was big and strong; he seemed afraid of nothing. He was always trying to convince me that I was as brave as he was. When I was in third grade, Jim told me that I could jump off the roof of our shed and land on my feet, but he was wrong. I ended up with my leg in a cast. Maybe Jim was wrong about river climbing too—that is what Jim called this quest we were on.

Jim was yelling to me, cheering for me like he did when I teetered on top of that old roof. I fought my way upstream against the water to make it to him. But, the water seemed colder than usual, and the river acted hungry, as if it wanted to eat me. I stubbed my toe, but I could not feel it because I was numb from the knees down. I was getting tired, and I guess that Jim could tell because he told me to hurry.

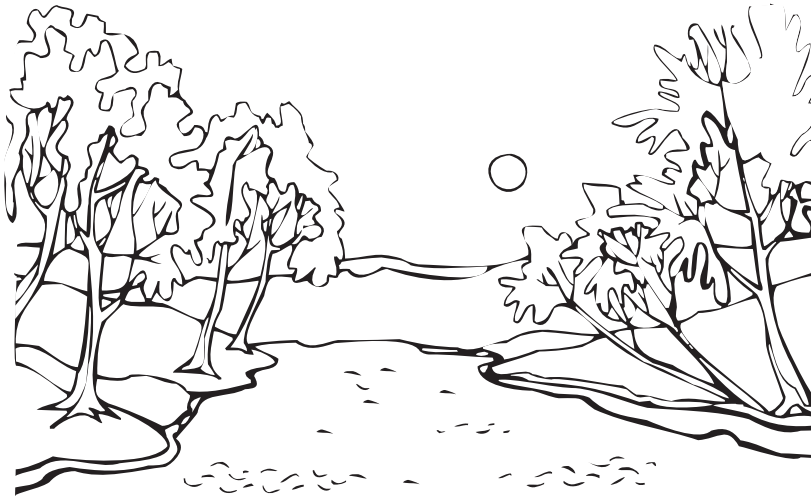
“Come on, Jess, don’t be such a slowpoke,” he teased.

I glared at Jim, clenched my teeth, and pushed my body through the water toward him. As I stepped, I slipped on a slimy rock and twisted my ankle. Pain shot up my leg as I lost my balance and tumbled into the freezing current. I stopped fighting and let the river take me away.

“Where are you going?” Jim yelled. “Come on; get up and try again!”

I ignored him and floated to the side of the river, where I grabbed another tree branch. I pulled my body out of the water and lay on the riverbank, inviting the sun to warm me. Then, I found an easier way upstream. I limped barefoot through the shallow water across some stones and sticks to where Jim lay on the rocks. My ankle still hurt from twisting it, but I did not show that I was hurting. My wet clothes stuck to my body.

*(to be continued . . .)*







## Point of View

Read the story.

### River Climbing

*(continued from page 10)*

I imagined standing under the sun-warmed waterfall that wound through a craggy rock wall nearby. It was the prize for conquering the river climb.

I did not tell Jim that my ankle hurt from my earlier fall; I thought that he would just tell me to stop being a baby. Instead, I made it to the riverbank and climbed onto the dry rocks. While Jim scrambled ahead, I climbed steadily. Finally, I reached the top, where Jim was yodeling from under the falls.

"You made it!" Jim yelled over the sound of the rushing water. I sat near the falls on a slimy rock to catch my breath. I watched Jim play in the waterfall. He wove back and forth like a snake through the rocks on the wall beside the waterfall. He and the water were dancing, turning, and falling. I wished that I were as brave as he was.

Suddenly, Jim began to slip on the slick rocks. He reached out, trying to balance himself, but there was nothing for him to hold onto. I watched Jim's legs buckle under him, and before I knew it, the rush of water pushed him down the mountain of bulging rocks. I saw the blur of his body under the surging water as he fell down the falls.

Without thinking, I rushed to Jim and asked him if he was all right. He had a cut on his forehead, and his leg was bent at an odd angle. I watched him try to move and then yelp like a hurt puppy. He opened his eyes, closed them, and opened them again.

"Jess, help me," he managed to say, looking at me with frightened eyes.

I helped him get to a dry spot on the grass and tried to make him as comfortable as possible. He looked small, not like the Jim I knew. I did not want to leave him, but I knew that I needed to get help. When I finally made it home, I ran inside and told my parents about Jim. Dad and I headed to where Jim lay by the waterfall.

The next day, I woke up early. As I got out of bed, I felt a sharp pain in my ankle. I got dressed quickly, went to Jim's room, and limped fearfully to the side of his bed. Sitting on the edge of his bed, I touched the cast on Jim's broken leg. Jim groaned as he moved his body a little. Then, he opened his eyes.

"Hey, Jess," he said. "Thanks for your help yesterday. You are one brave girl."

## Point of View

After reading "River Climbing" (pages 10 and 12), answer the questions.

1. How did the roles reverse for Jim and Jess in this part of the story?

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2. Were you surprised that Jess is a girl? Explain.

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3. Would it have changed what you thought about Jess if you knew she was a girl from the beginning of the story? Explain.

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4. How would the story have been different if Jim was telling it?

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5. How would the story have been different if a third-person narrator was telling it?

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Ask your child to explain how the author shows that Jim is brave. How does the author show that Jess is brave? In the end, which character is braver? Challenge your child to think of other familiar characters that show bravery.

## Reading Poetry

Read the poem.

### Eldorado

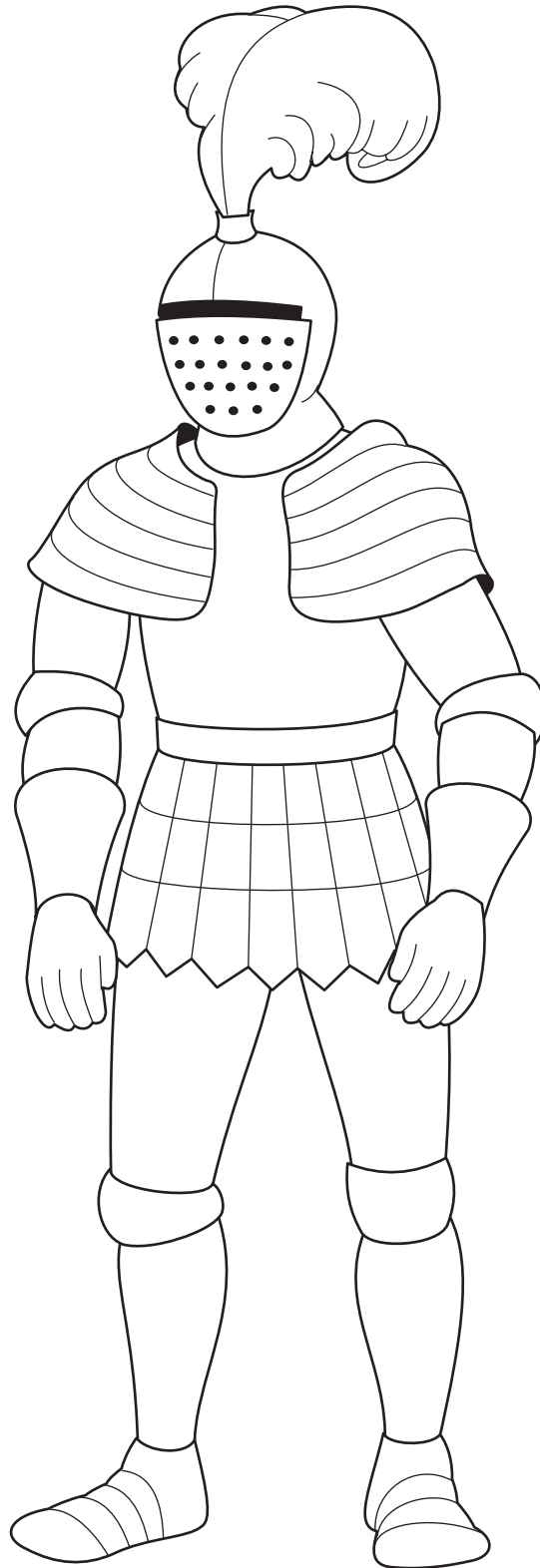
by Edgar Allan Poe

Gaily bedight,  
A gallant knight,  
In sunshine and in shadow,  
Had journeyed long,  
Singing a song,  
In search of Eldorado.

But he grew old—  
This knight so bold—  
And o'er his heart a shadow  
Fell as he found  
No spot of ground  
That looked like Eldorado.

And, as his strength  
Failed him at length,  
He met a pilgrim shadow—  
“Shadow,” said he,  
“Where can it be—  
This land of Eldorado?”

“Over the Mountains  
Of the Moon,  
Down the Valley of the Shadow,  
Ride, boldly ride,”  
The shade replied,—  
“If you seek for Eldorado!”





## Reading Poetry

After reading the poem “Eldorado” (page 14), answer the questions.

1. The phrase “gaily bedight, a gallant knight” reflects the language of the time the poem was written. Circle the phrase that best restates the phrase in the language of a fifth grader today. Use a dictionary if needed.

A. a happy, sleepy, nobleman

C. brightly dressed, a brave soldier

B. a bright, sleepy soldier

D. happily dressed, a nobleman

2. Explain how the author uses repetition in each stanza.

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3. Why does the author divide the poem into stanzas?

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4. What happens to the knight in the poem? Quote a phrase to support your answer.

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5. El Dorado is a legendary golden city that is filled with treasure and precious jewels. Many explorers have searched for the city, but it has never been found. Knowing this, what do you think Poe’s message is in “Eldorado”?

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Challenge your child to write another stanza for the poem that describes Eldorado. Read and admire your child’s writing. Ask him or her to explain how the new stanza is similar to and different from the first four. Does the new stanza fit well? Why?

## Finding Imagery

Read the story.

### The Hero of Harlem

by Sara Cone Bryant (adapted)

Long ago, a boy named Hans lived in a small town in Holland called Harlem. One day, Hans took his little brother out to play to the edge of the town near the dike. As the boys were playing, the little brother commented, "Look, Hans, the dike has a hole."

Hans looked at the hole in the dike and saw a drop of water bubbling slowly through the hole. He knew that all the water needed was a little hole, and soon, it would burst through the dike, flooding the whole town. Almost without thinking, Hans stuck his finger into the hole and told his little brother to run to town and warn the townspeople that there was a hole in the dike.

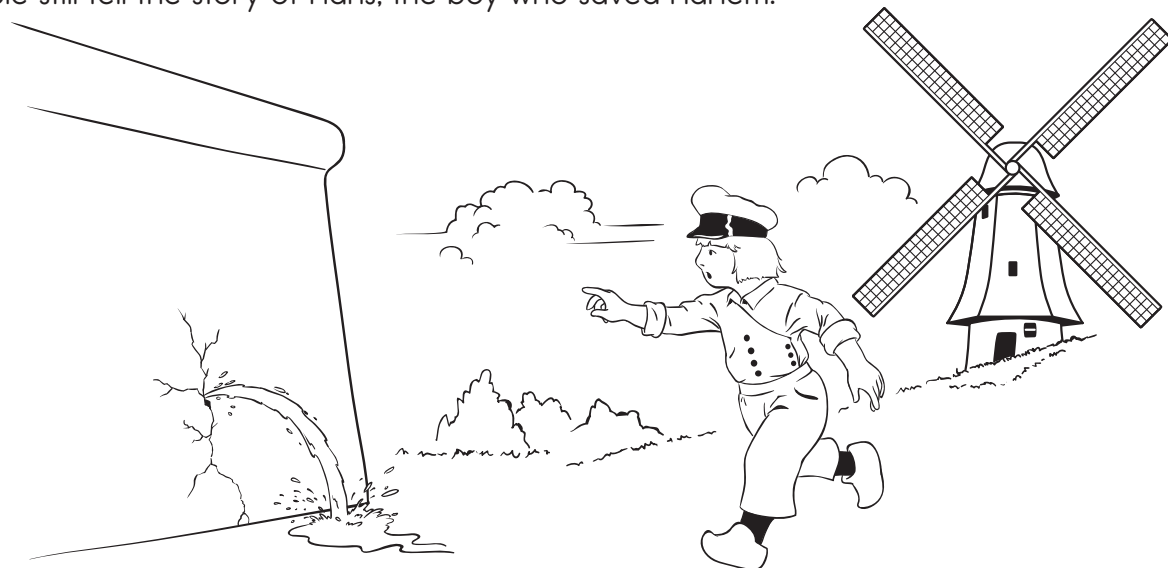
For a long time, Hans knelt with his finger in the hole in the dike. His hand began to feel numb, and the cold began to creep up his arm. It seemed as if hours had gone by since his brother left. He stared down the road, straining to see someone, but there was no one.

As his ear touched the dike, he thought he heard the voice of the ocean murmuring, "I am the great sea. No one can stand against me. You are only a little boy. Do you think that you can keep me out?"

Hans instinctively started to pull his finger from the dike to run before the sea broke through, and it was too late to escape. He thought of the sea bursting through the dike and imagined a great flood spreading far over the land, leaving ruin in its wake. As he thought of this, he gritted his teeth and shoved his finger into the dike tighter than before.

At that moment, he heard a shout. In the distance, he saw the townspeople dashing down the road carrying pickaxes and shovels. "Hold on! We're coming!" they shouted.

It seemed like only a moment before the crowd was there. When they saw Hans with his finger wedged tightly into the hole in the dike, they gave a robust cheer. When the dike was fixed, they hoisted him onto their shoulders and carried him to town as a hero. To this day, people still tell the story of Hans, the boy who saved Harlem.



## Finding Imagery

After reading “The Hero of Harlem” (page 16), answer the questions.

1. Summarize the story in one sentence. Your summary should include the main characters, the conflict, and the resolution.

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2. Using the image and the text, tell what a *dike* is.

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3. Without the image, would you have known what a *dike* is? Explain.

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4. Circle the sentence that best describes the theme of the story.

- A. Water can be a destructive force.
- B. Never give up. No one is too small to make a difference.
- C. Being a hero is an important goal.
- D. Brothers should stick together.

5. *Personification* is a literary technique used to give human qualities to a nonliving thing. Write an example of personification used in this story.

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Ask your child to read aloud the words spoken in the story by the voice of the ocean. Why does the author give the ocean a voice? Ask your child to imagine that the dike in the story has a voice, too. What would the dike say to the ocean? To Hans?

## Characters, Settings, and Events

Read the story.

### The Yew Tree

by Ruedigar Matthes (adapted)

Long ago in Scotland, Finlay, a 12-year-old boy with messy red hair, was walking along the river's edge. Finlay was a good boy with a good heart, but he had had a hard life and little good fortune. As an orphan, Finlay had lived with many different uncles and aunts, none of whom had really welcomed him, and he never stayed long in one place. But, Finlay's misfortune was about to change.

As Finlay walked by the river's edge on this particular day, he slipped on a mossy rock and fell headlong into the frigid water. He landed with a splash, hitting his head on a rock. Finlay's mind went blank as the swift current carried him away.

Finlay woke to a small lamb licking his face. He pushed away the lamb, sat up, and rubbed his throbbing head. Finlay looked around the small room and tried to figure out where he was, but he had never seen the green, sheep-covered hills that surrounded the cottage he was in.

"Hello, lad," a warm, booming voice said. "You should be careful, for your head has a large bump, as well as a cut. When I found you, you were soaked from head to toe, lying in a pile of mossy wood on the riverbank."

"I don't really remember what happened. Where am I? And, who are you?"

"I am a shepherd called Murchadh. Who are you?"

"I am called Finlay."

"Well, perhaps you would like a nice bowl of mutton stew?"

"I am starving, and so I will accept your offer of stew, good sir." Finlay ate as if he had not eaten for days. When he was finished, he pushed away the bowl.

Murchadh looked outside and began to speak. "It will be dark soon. You should spend the night here. My home is small, but it has served me well for many years."

"Thank you for everything," Finlay said. "But, I must be home before it gets dark. My uncle will be furious if I am late. Thank you again." He stood up and hastily headed out the door.

*(to be continued . . .)*



## Characters, Settings, and Events

After reading “The Yew Tree” (page 18), answer the questions.

1. Describe the characters Finlay and Murchadh. How are they alike? How are they different? Use details from the story to support your answer.

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2. Contrast Finlay’s home life with Murchadh’s home life. Use details from the story to support your answer.

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3. Circle the time setting that best describes when this story took place. Use details from the story to support your answer.

- A. present day
- B. about a hundred years ago
- C. thousands of years ago
- D. millions of years ago

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4. Cite evidence from the story that supports the idea that “Finlay’s misfortune was about to change.”

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Have fun with your child telling silly stories that result from mixing up familiar characters, settings, and events. What might happen if Harry Potter visited the land of Oz? What if Laura Ingalls found the ring from *The Lord of the Rings*?

## Comparing Stories

Read the story.

### The Yew Tree

by Ruedigar Matthes (adapted)  
(continued from page 18)

After leaving Murchadh's house, Finlay followed a small trail that cut through the hillside. The sun lowered slowly behind the horizon like the curtain at the end of a play. Suddenly, a hungry fox came out of nowhere and startled Finlay. Without thinking, Finlay turned and ran toward Murchadh's home with the fox on his heels. As he grew tired of running, Finlay stopped and climbed the closest tree—a dead yew tree. The fox paced around the foot of the tree for a few minutes and then turned and jogged away. Just to be sure that he had escaped the fox, Finlay decided to stay in the tree for a while. Soon, he fell asleep to the soft gurgling of a nearby stream.

While he slept, Finlay dreamed that the yew tree curled around his body and kept him warm. He dreamt of a voice whispering the secret to finding good fortune. When he awoke, Finlay looked around. The world seemed different—the sun shone brightly, and the sky was a brilliant blue. Finlay wanted to stay under that sky forever. He decided that he would go back to Murchadh's house and live with him. He climbed down from the tangled branches of the tree and ran toward Murchadh's house.

On his way, Finlay became thirsty and knelt to drink from the nearby stream. After quenching his thirst, he noticed a strange, bright rock. He plucked it from the stream, placed it in his pocket, and continued walking down the path. When he spotted Murchadh's house, he ran as fast as could and burst breathlessly through the door.

"I want to stay and live with you," Finlay blurted out. "I will be a shepherd, and I will work very hard. I promise." He told Murchadh all about his night in the yew. When Finlay finished his story, Murchadh said, "There is a legend about a man who climbed the branches of a yew tree and never came down. According to the legend, if you climb the yew tree and stay awhile, the man will whisper in your ear the way to go to find good fortune. Maybe the yew tree told you to come help a poor shepherd who is getting too old to tend his sheep."

As Finlay embraced the old man, the rock he had found in the stream earlier fell from his pocket. "I found this unusual rock," he said.

"My goodness, lad, this is gold! The voice in the yew tree did tell you where to find fortune!" For the first time in as long as he could remember, Finlay felt fortunate.