

# Fifth Grade: Benchmark 1

## Parent Handbook



*This handbook will help your child review material learned this quarter, and will help them prepare for their first Benchmark Test. Please allow your child to work independently through the material, and then you can check their work using the answer key in the back of the handbook. If you have any questions or concerns about this material, please contact your child's teacher. Thank you for your support.*

# *Fifth Grade Math Essential Standards*

## **Learning Objective # 1:**

-  *"I can add, subtract, multiply and divide decimals, to hundredths, place using models or drawings."*

### **Practice:**

1. Subtract  $20.8 - 10.13$

- A) 10.77
- B) 9.33
- C) 10.27
- D) 10.67

2. Using the multiplication equation, solve the division equation below.

$$10.6 \times 8.4 = 89.04$$

$$89.04 / 10.6 =$$

- A) 78.44
- B) 8.4
- C) 8
- D) 78.5

## **Learning Objective # 2:**

-  *"I can use and explain different division strategies when dividing up to four digit dividends by up to two digit divisors."*

### **Practice:**

3. Use the base ten model or rectangular array to complete the division problem and then choose the answer with the correct equation.  $3936 / 48 =$

- A)  $3,936 = 48 \times 82$
- B)  $3,936 = 48 \times 84$
- C)  $3,936 = 48 \times 48$
- D)  $3,936 = 48 \times 83$

4. Use the base ten model or rectangular array to complete the division problem and then choose the answer with the correct equation.  $1,508/58$

A)  $1,508 = 58 \times 53$

B)  $1,508 = 58 \times 24$

C)  $1,508 = 58 \times 62$

D)  $1,508 = 58 \times 26$

***Learning Objective # 3:***



*"I can multiply multi-digit whole numbers."*

***Practice:***

5. Solve to find the product:

**$846 \times 78 =$**

A) 55,988

B) 64,987

C) 65,988

D) 6,768

6. The Student Council has 32 members. During one meeting, every member picked up 1,349 pieces of litter around the Corona community. How much litter was picked up in all that day?

A) 14, 618 pieces of litter

B) 44, 861 pieces of litter

C) 43,168 pieces of litter

D) 34, 068 pieces of litter

**Learning Objective # 4:**

 "I can round decimals to a given place value."

**Practice:**

7) Round to the nearest hundredth:

**537.358**

- A) 537.35
- B) 537.36
- C) 537.350
- D) 538.36

8) Round to the nearest whole number: **89.13**

- A) 89
- B) 88.1
- C) 90
- D) 53

**Learning Objective # 5:**

 "I can read, write, and compare decimals to the thousandths."

**Practice:**

9. Select the correct symbol.

$4.68 \underline{\quad} 4.680$

- A) >
- B) =
- C) <

10. Select the correct symbol.

$0.88 \underline{\quad} 0.187$

- A) =
- B) >
- C) <

# Benchmark 1 Essential Math Vocabulary

- \* tenths: the place value to the right of the decimal
- \* hundredths: the place value two places to the right of the decimal
- \* thousandths: the place value three places to the right of the decimal
- \* product: the result of multiplication
- \* divisor: in a division problem, the quantity by which another quantity is divided
- \* dividend: in a division problem, the quantity to be divided
- \* quotient: the result of division of one quantity by another (dividend  $\div$  divisor = quotient)
- \* remainder: the amount left over when a dividend cannot be evenly divided by the divisor
- \* factor: number or expression that evenly divides another quantity (i.e., 4 is a factor of 12)
- \* place value: the value of where the digit is in the number, such as units, tens, hundreds
- \* greater than: a number is larger
- \* less than: a number that is smaller
- \* equal to: when two or more numbers are the same in value
- \* decimal: a part of a whole
- \* multiplication: repeated addition
- \* whole number: a counting number bigger than zero
- \* division: splitting into equal groups, result of "fair sharing"
- \* expanded notation – To point out the place value of a digit by writing the number as the digit times its place value.
- \* algorithm - a step-by-step procedure for solving a problem
- \* sum - the result of adding two or more numbers
- \* subtraction - taking one number away from another
- \* difference - the result of subtracting one number from another

# Math Answer Key

1. D
2. B
3. A
4. D
5. C
6. C
7. B
8. A
9. B
10. B

# Fifth Grade Essential Reading Standards

## *Learning Objective # 1:*

 *"I can cite evidence to support an inference from the text."*

## *Practice:*

It was terribly cold and nearly dark on the last evening of the old year, and the snow was falling fast. In the cold and the darkness, a poor little girl, with a bare head and naked feet, roamed through the streets. It is true she had on a pair of slippers when she left home, but she had lost them. So the little girl went on with her little naked feet, which were quite red and blue with the cold. Her little hands were almost frozen with the cold. Ah! Perhaps a burning match might do some good, if she could draw it from the bundle and strike it against the wall, just to warm her fingers.

1. What do you conclude the girl will do next?

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2. How do you know? Cite the text directly to support your answer.

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**Learning Objective # 2:**



*"I can summarize the theme of a story, drama, or poem using evidence from the text."*

**Practice:**

The Ant and the Grasshopper

In a field, one summer's day, a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest. "Why not come and chat with me," said the grasshopper, "instead of toiling and moiling in that way?" "I am helping to lay up food for the winter," said the ant, "and recommend you to do the same." "Why bother about winter?" said the grasshopper; we have got plenty of food at present." But the ant went on its way and continued its toil. When the winter came, the grasshopper had no food and found itself dying of hunger. Meanwhile, grasshopper saw the ants distributing corn and grain from the stores they had collected in the summer. Then the grasshopper knew: \_\_\_\_\_.

3. Finish the story. What is the theme (or lesson) of this story?

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4. How do you know? Cite the text directly to support your answer.

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### **Learning Objective # 3:**

- 📌 *"I can explain how different plot elements work together to build a story, drama or poem."*

### **Practice:**

#### **The Sweet Smelling Skunk**

"Get out of there! Go on now, get," said Mrs. Donnelly to the rabbits. It wasn't that Mrs. Donnelly disliked rabbits, she just took great pride in her garden and the rabbits were destroying her array of lush veggies and flowers.

While inspecting the latest round of destruction to her garden, Mrs. Donnelly cried out, "Oh my beautiful garden; it's just ruined."

Mrs. Donnelly's outcry startled something in her garden as the last remaining heads of lettuce shook back and forth. Mrs. Donnelly was startled at first, but knew this could be her last chance to finally confront one of the rabbits face to face.

"Show yourself you ornery rabbit," said Mrs. Donnelly.

Mrs. Donnelly pushed the heads of lettuce to the side and was surprised to find a little skunk crying his heart out. It was such a sad sight that Mrs. Donnelly ignored the danger of getting sprayed by the little skunk.

"What's wrong with you? Why are you crying?" asked Mrs. Donnelly.

The little skunk wiped away his tears and said, "Aren't you going to tell me to leave because of the way I smell? Everyone else does!"

"Of course not," said Mrs. Donnelly. "Anyone who would say such a thing isn't very polite; besides, your scent and spray is how you protect yourself."

"I know, but try explaining that to the other animals in the neighborhood. All day long I get teased by squirrels, rabbits, and raccoons. Do you know the Chesterfields who live three doors down from you?" asked the little skunk.

"Yes, they're a very nice family," said Mrs. Donnelly. "Surely they don't make fun of you!"

"Oh they don't, but their cat is downright mean. I guess if I had matted fur and fleas I would be mean too," laughed the little skunk.

"That's the spirit," said Mrs. Donnelly. "A sense of humor is a good remedy for when you're feeling down. Pay no attention to that ole cat or the other animals who tease you. They're not worth getting upset over."

"Thank you Mrs. Donnelly," said the little skunk.

"How do you know my name?"

"Every animal in the neighborhood knows who you are. Your garden is legendary around these parts."

"That reminds me, I caught you eating in my garden too," said Mrs. Donnelly.

"I know and for that I am really sorry. But the rabbits about polished off everything anyway."

Mrs. Donnelly just nodded with a smile and said, "What's your name my little friend?"

"My name is Skippy," said the little skunk.

"Well, follow me Skippy," said Mrs. Donnelly. "I have an idea that I believe will take care of both our problems."

As Skippy followed Mrs. Donnelly into her house she talked passionately about gardening. She vowed her garden would be better than ever and promised Skippy all the food he could eat if he helped her tend to it.

"I don't know anything about gardening," said Skippy.

"Don't worry," said Mrs. Donnelly. "I'll take care of that."

"How am I going to help then?" asked Skippy.

Mrs. Donnelly was standing beside a large piano and wistfully stroked the keys with one hand.

"Do you sing Skippy?"

"Well, only when I'm in the shower."

"Perfect!" said Mrs. Donnelly. "That will do!"

Though Mrs. Donnelly was old and frail, she got behind her piano and moved it across the room.

"How on Earth did you move such a large piano by yourself?" asked Skippy.

Mrs. Donnelly laughed and said, "Oh wheels can make anything possible!"

Skippy looked under the piano and sure enough the wheels glided with ease as Mrs. Donnelly continued to push it across the floor. She didn't stop pushing the piano until it was parked right next to her garden. Once the piano was placed there, Mrs. Donnelly and Skippy walked back inside the house.

Several animals in the neighborhood gathered around to discuss what was going on.

"I must be dreaming," said one of the rabbits. "Why is there a piano by Mrs. Donnelly's garden? And what is Skippy doing in her house?"

"I don't have a clue," said an old and wise raccoon. "This is most peculiar!"

At that moment, all the animals' attention shifted back to Mrs. Donnelly and Skippy as they approached the garden with a wagon full of flowers and seeds in tow.

Mrs. Donnelly took a small shovel from the wagon and started to dig holes throughout her garden. She took the flowers and seeds and placed them in the holes. Skippy tapped each hole with his tail to make sure the flowers and seeds were snug and then sprayed each side of Mrs. Donnelly's yard. He ensured his spray wasn't too close to the garden, but close enough to give fair warning to any animal close by. Mrs. Donnelly clapped her hands and motioned for Skippy to join her. Skippy ran back as fast as he could and jumped atop the piano. Mrs. Donnelly gave Skippy a wink and a smile as he set by her side. She struck the keys of the piano with all of her might as she and Skippy began to sing:

"This is our garden, clean without rust,  
Keeping it safe is surely a must;  
Anyone trying to ruin where it lies,  
Will feel the sting of skunk spray,  
Right in their eyes."

Over and over again they sang:

"This is our garden, clean without rust,  
Keeping it safe is surely a must;  
Anyone trying to ruin where it lies,  
Will feel the sting of skunk spray,

Right in their eyes.”

As Mrs. Donnelly continued to sing she placed a flower over Skippy’s ear. Skippy jumped off the piano with the grace of an Olympic diver and then flipped over on his back. He smiled at all the animals that were looking on in disbelief; Skippy waved his tail at them and also dangled the flower Mrs. Donnelly gave him. It was a rose that Mrs. Donnelly had given Skippy. And no skunk had ever smelled so sweet.

5. Which of the following best describes the **conflict** of the story?

- a. Mrs. Donnelly needed to get rid of the horrible skunk smell in her garden.
- b. Mrs. Donnelly wanted to play the piano in her garden.
- c. Skippy was spraying all the animals with skunk spray.
- d. Mrs. Donnelly’s garden was being eaten by animals, and Skippy was always being made fun of by the other animals.

6. What is the **resolution** of the story?

- a. Skippy sprayed Mrs. Donnelly.
- b. Skippy sprayed the edge of the garden to keep the animals away, and Mrs. Donnelly played a tune to keep the animals away from her garden.
- c. Skippy ate all of the vegetables in the garden, and then let all the animals in to eat too.
- d. Mrs. Donnelly’s garden died because Skippy sprayed it.

## Learning Objective # 4:

- 📌 *"I can compare and contrast two or more characters, setting, or events in a story or drama."*

### *Practice:*

Halley was a tall, athletic, bold, girl. She thought she was so good at everything just because she was older than everyone else in the grade. She boasted and bragged about it every day. One day, she was talking to her friend Carley, who was the youngest in the grade. Carley was shy, nice, and thoughtful. Halley didn't know why she liked Carley so much, because she was so different.

"You know, Halley," Carley said one morning after Halley started boasting. "It's not good to get too old. You have to pay bills and take care of other people." Halley gasped. "Oh. I never thought of it that way."

She fell onto her knees and breathed in and out deeply. "Oh no, I got held back a year," she complained. "So now, I'm going to get really old, and still be in school." Carley shrugged. "I'm sorry if I scared you, Halley. It won't be too bad. I'm sure." Halley frowned. "I won't grow up," she declared, a little too loud. "I won't grow up!" she said, much louder. "I WON'T GROW UP!" she shouted at the top of her lungs.

Halley had learned her lesson about boasting and bragging. She realized that she was just like everyone else, and didn't need to try and grow up so soon!

7. How are Carley and Halley different?

- Carley is older, athletic, and boastful while Halley is younger, shy, and thoughtful.
- Carley is older, shy, and thoughtful while Halley is younger, and boastful, and tall.
- Carley is younger, shy, and thoughtful while Halley is older, boastful, and athletic.
- Carley is younger and athletic while Halley is older and shy.

8. In the first two paragraphs, how do Carley and Halley's opinions about getting older differ?

- a. Carley wants to be older and brags about it while Halley understands that as you get older, you gain more responsibilities.
- b. Carley understands that adults have many responsibilities such as paying bills and taking care of other people. Halley feels that being older is a good thing because to her it means being better than everyone.
- c. Halley is afraid of the responsibilities that come with getting older and Carley is looking forward to driving and having a car.
- d. Carley is boastful about growing up and feels that it will be an easy transition to adulthood. Halley is shy and worried that she will not be able to pay bills or take care of other people.

## Learning Objective # 5:

 "Describe how a narrator's point of view influences how events are described."

### *Practice:*

Evangeline sits at the head of the long, oak table. Traditionally, this is where the man of the house ought to sit. But Evangeline, though she considers herself very traditional, is not willing to cede control of the table to her husband, Steve. She sits very straight and surveys the steaming array of dishes with a smile: chateaubriand, scalloped potatoes, garlic green beans, honey-glazed carrots, and an orange and walnut salad.

9. What point of view is the passage above written from?
- third person omniscient
  - second person
  - first person
  - third person limited

It was a dark winter day and the air was bitterly cold. Toad and Mouse sat by the fire trying to stay warm. Toad sat in a fireside chair sipping a cup of tea. Mouse sat on the rug near the fire's hearth knitting a new pair of mittens. Mouse rubbed his paws together to try and keep his fingers from freezing stiff, and thinking about playing ball in the warm sun. Toad was lost in a daydream wishing it was spring and he could hop through the flowers again.

10. What point of view is the passage above written from?
- second person
  - third person limited
  - third person omniscient
  - first person

# Benchmark 1 Essential Reading Vocabulary

- \* **exposition** - the background information in a text (characters, setting, etc.)
- \* **conflict** - the problem that needs to be solved in a story
- \* **rising action** - the first events that happen in the story after the settings, characters, and conflict is explained. The events that occur before the climax.
- \* **climax** - the most exciting part of a story
- \* **falling action** - the events in the story that occur after the climax.
- \* **resolution** - the concluding action in a story where the problem is solved.
- \* **point of view** - the narrator's position of how the story is being told.
- \* **first person** - a story that is told with I.
- \* **second person** - a story that is told with you or your. Imagine someone observed you completing a task and then explained what you did for each step.
- \* **third person limited** - a method of storytelling in which the narrator knows only the thoughts and feelings of a single character.
- \* **third person omniscient** - all knowing in every detail of action, thought and feeling (he, she they).
- \* **resolution** - the concluding action in a story where the problem is solved.
- \* **exposition** - the background information in a text (characters, setting, etc.)
- \* **drama** - a play performed for radio, theater, or television.

\* scenes - parts of a play, movie, book, etc

\* inference - an educated guess or conclusion reached based on evidence from the passage.

\* evidence - a direct quote from the passage that explains your answer.

\* theme - lesson or the moral of the story.

\* challenges - a difficult situation that a character must overcome.

## Reading Answer Key

1. The little girl will try to get warm.

2. She was very cold and needed to get warm. She remembered she had a match in her pocket that she could use to make a flame to warm her fingers. The passage states, "...her little naked feet, which were quite red and blue with the cold...Perhaps a burning match might be some good, if she could draw it from the bundle and strike it against the wall just to warm her fingers."

3. Answers will vary: It is best to prepare for the days of necessity. It is good to save for a rainy day, etc.

4. The grasshopper spent his summer chatting and did not work to store food. When winter came, he was starving. The ants' hard work paid off as they had a supply of food during the cold months. The story says, "When the winter came, the grasshopper had no food and found itself dying of hunger. Meanwhile, the grasshopper saw the ants distributing corn and grain from the stores they had collected in the summer. "

5. d

6. b

7. c

8. b

9. d

10. c