



5th Grade Standards-Based Report Card



Information for Parents Overview/Explanation

Every child grows and develops through stages at his/her own rate. Children in the same grade may differ widely. However, there are expectations (standards) for students to have mastered by the end of each year. This pamphlet reflects expectations in each curriculum area. The bold print on this document reflects the statements on the report card. The bullet points provide further explanation and concrete examples of each report card statement. Each trimester your child's teacher is looking for evidence that your child has mastered these skills so they can report that information to you. When families and teachers work together as partners, our children have the best opportunity to learn and succeed in school.



The State of Illinois requires that students receive instruction and master learning standards at each grade level. Achievement and learning behaviors are reported separately. A standards-based report card uses numerical levels to indicate performance based on student work when it is compared to models that meet the standards.

4 = Exceeds standard

3 = Meets standard

2 = Does not yet meet standard

1 = Warning: Significantly below standard

NA = Standard not addressed this trimester

ACADEMIC READINESS AND ENGAGEMENT

- **Prepared**
 - Follows teacher's instructions.
 - Brings necessary materials.
 - Completes assignments at home, when asked.
- **Participates**
 - Engages in class activities, both individually and with others.
 - Asks and answers questions.
 - Initiates discussions.
- **Collaborates**
 - Works in pairs or groups.
 - Shares responsibly and interacts respectfully.
 - Makes decisions with others through compromise and negotiation.
 - Completes tasks with others.

LIFE READINESS

- **Respectful**
 - Can explain and show appreciation for the rights of self and others.
 - Can empathize with people who are different from one's self.
 - Has a positive approach to working with others.
 - Is able to develop and maintain friendships.
- **Responsible**
 - Solves conflicts without adult assistance.
 - Can explain the cause and effects of conflicts.
 - Sets personal goals and monitors progress.
 - Listens to directions and follows school rules.
- **Safe**
 - Actively contributes to the safety of the school.
 - Works well with other students.
 - Can evaluate the effectiveness of rules and their consequences.
 - Can generate alternative solutions and evaluate consequences for a range of situations.

PLANNING INQUIRIES AND SOLVING PROBLEMS

Inquiry skills, science and engineering practices, and standards for mathematical practice.

- **Asking questions and making sense of problems:** Makes sense of problems, constructs compelling questions, and determine helpful types of sources.
 - **Inquiry Skill - Creating Essential Questions:** Develop essential questions and explain the importance of the question to self and others.
 - **Inquiry Skill - Creating Supporting Questions:** Create supporting questions to help answer essential questions in an inquiry.
 - **Inquiry Skill - Determining Helpful Sources:** Determine sources representing multiple points of view that will assist in answering essential questions.
- **Gathering sources and using evidence:** Gather sources to use as evidence in order to support claims.
 - **Inquiry Skill - Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.**
 - **Inquiry Skill - Developing Claims and Using Evidence:** Develop claims using evidence from multiple sources to answer essential questions.
- **Communicating conclusions and taking evidence-based action:** Make informed inferences, determines actions supported by evidence, and is able to critique the reasoning of others.
 - **Inquiry Skill - Communicating Conclusions:** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
 - **Inquiry Skill - Critiquing Conclusions:** Identify a range of local problems and some ways in which people are trying to address these problems.
 - **Inquiry Skill - Taking Informed Action:** Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.

PLANNING INQUIRIES AND SOLVING PROBLEMS (CONTINUED)

- **Perseverance and growth mindset:** Demonstrates perseverance throughout the learning process, seeking assistance and guidance in the face of adversity.

READING LEVEL

Reading below grade-level (BLW), reading at grade level (AT), or reading above grade-level (ABV).

- Measures may include: Lexile or Fountas and Pinnell.

INTEGRATED LITERACY

CROSSCUTTING CONCEPTS: Analyze texts, multimedia, and first-hand experiences through the appropriate Crosscutting Concept in order to make predictions or to draw inferences.

• Trimester One

- **Patterns:** Look for ways that things are the same, how things repeat in predictable ways, or how things can be grouped together.
- **Scale, Proportion, and Quantity:** Recognize differences in size and amount between objects and the magnitude of the differences in size and amount.
- **Flows, Cycles, and Conservation:** Following an object, idea, or individual as it moves through a series of events noting the way it changes and the ways it remains the same.

• Trimester Two

- **Cause and Effect:** Identify relationships between events and explain why these relationships exist.
- **Systems and System Models:** Describe how several parts work together to make something larger function.

• Trimester Three

- **Structure and Function:** Describe how the way things are designed relate to what they do.
- **Stability and Change:** Recognizing that some things stay the same while others change, and that while some things change quickly, others may change slowly.

SCIENCE CONCEPTS: Understands the concepts of life, physical, and earth/space science, and their interconnectedness.

• Trimester One

- **Life Science:** Explain that food provides materials that are needed to grow and repair the body as well as energy to stay warm and move. Plants get this material from the air and water.
- **Life Science:** Explain that introducing a new species into an area can damage the ecosystem.
- **Life Science:** Explain that matter is recycled between the environment and organisms.
- **Physical Science:** Explain that the energy in food originally came from energy from the sun which was captured by plants and changed into a useful form using a chemical process.
- **Earth and Space Science:** Explain that the sun is a star, but appears larger than other stars because it is closer to the Earth.
- **Earth and Space Science:** Explain that the way Earth moves around the Sun and the way the Moon moves around the Earth can be observed and creates a pattern.

• Trimester Two

- **Life Science:** Explain that almost all food can be traced back to plants.
- **Life Science:** Explain that some organisms, called decomposers, break down dead animals and plants, which recycles materials back into the soil so they can be reused.
- **Life Science:** Food webs can be used to show how organisms get their energy.
- **Physical Science:** Explain that new things can be created by mixing substances.
- **Earth and Space Science:** Explain that gravity does not pull things down, but rather toward the center of the Earth.
- **Earth and Space Science:** Explain that humans have affected the Earth through farming, industry, and everyday life, however, communities and individuals are doing things to protect the Earth.

• Trimester Three

- **Physical Science:** Explain that things can be broken down into pieces too small to see by human eyes, but can still be detected.
- **Physical Science:** Thinking of gas as small particles which we cannot see explains things such as blowing up a balloon.

INTEGRATED LITERACY

SCIENCE CONCEPTS (CONTINUED):

• Trimester Three

- **Physical Science:** Explain that the amount of matter is always the same, even if it appears as if it is no longer there.
- **Physical Science:** Different measurements (such as mass, weight, size etc.) can be used to identify something.
- **Physical Science:** Explain that the total weight of something does not change when two things are combined to make something new.
- **Earth and Space Science:** Explain that the earth is made up of the geosphere, the hydrosphere, the atmosphere, and the biosphere which interact to affect how the Earth functions.
- **Earth and Space Science:** Explain that a large number of living things live in the ocean, which has a great effect on the climate of an area, how an area looks, and what things can live in an area.
- **Earth and Space Science:** Explain that the interaction of wind, clouds, and landforms affects weather.
- **Earth and Space Science:** Explain that most of the Earth's water is in the ocean, and most freshwater is in glaciers or underground. This means that only a very small amount of freshwater is in places we can access.

SOCIAL SCIENCE CONCEPTS: *Understands the concepts of civics, economics and financial literacy, geography, history, and their interconnectedness.*

• Trimester 1

- **History: change, continuity, and context:** create and use a chronological sequence of related events to compare developments that happened at the same time.
- **Geography: human population:** describe how humans have utilized natural resources in the united states.
- **Economics: exchange and markets:** analyze why and how individuals, businesses, and nations around the world specialize and trade.
- **History: causation and argumentation:** explain probable causes and effects of events and developments in U.S. history.
- **Geography: human population:** analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.

• Trimester Two

- **History: historical sources and evidence:** use information about a historical source, including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.
- **Geography: human-environment interaction:** investigate how the cultural and environmental characteristics of places within the united states change over time.
- **Geography: global interconnections:** compare the environmental characteristics of the united states to other world regions.
- **Economics: national and global economy:** discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation's economy and around the world.
- **Economics: financial literacy:** explain that interest is the price the borrower pays for using someone else's money
- **Civics: processes, rules, and laws:** explain how policies are developed to address public problems.
- **Civic and political institutions:** distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

• Trimester Three

- **Civics: civic and political institutions:** compare the origins, functions, and structure of different systems of government.
- **Economics: national and global economy:** determine the ways in which the government pays for the goods and services it provides.
- **Civics: processes, rules, and laws:** explain how policies are developed to address public problems.
- **History: change, continuity, and context:** create and use a chronological sequence of related events to compare developments that happened at the same time.
- **History: causation and argumentation:** explain probable causes and effects of events and developments in U.S. history.
- **Civics: civic and political institutions:** examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- **Civics: processes, rules, and laws:** explain how policies are developed to address public problems.

INTEGRATED LITERACY

SOCIAL SCIENCE CONCEPTS:

- **Trimester Three** (continued)
 - **Civic and political institutions:** distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
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READING CONCEPTS: Reads closely to determine key ideas and details in a variety of grade level texts (*Literature and Informational*).

- Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determines a 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
- Summarizes the text.
- Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determines two or more main ideas of a text and explain how they are supported by key details.
- Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

READING CONCEPTS: Uses knowledge of words to understand texts.

- Determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describes how a narrator’s or speaker’s point of view influences how events are described.
- Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

- Compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

READING CONCEPTS: Integrates various print resources to make connections, comparisons, and understand texts.

- Analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- Draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.

FOUNDATIONAL LITERACY

In grade 5, student foundational literacy skills focus on the following criteria:

- Reads 5th grade material with purpose and understanding.
- Uses foundational literacy skills to decode (read) words.
- Reads between 111-131 words per minute by the end of trimester one.
- Reads between 123-143 words per minute by the end of trimester two.
- Reads between 136-156 words per minute by the end of trimester three.

WRITING

Writes opinion, informative/explanatory, and narrative pieces for a variety of audiences.

- Writes multi-paragraph documents that cover one topic.
- Uses natural sequence, developed descriptions, and closing sections to create a variety of writing genres: informative, opinion, and narrative.
- Types 2 pages.
- Conducts research.
- Draws evidence from text to support analysis, reflection, and research.

Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- Organizes ideas and writing.
- Communicates ideas clearly and logically.
- Stays on task and topic.
- Writes for specific purposes and stays on topic.
- Communicates to intended audience.

Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- Edits writing.
- Adds details.
- Uses correct verb tenses, agreement, and conjunctions.
- Capitalizes titles.
- Uses commas and quotation marks in dialogue.
- Uses reference materials to correct and check spelling.
- Clarifies ideas.
- Gathers feedback to improve writing.

Uses technology to produce, publish writing, and collaborate with others.

- Uses the internet, Google, or microsoft for producing, publishing writing, and collaboration.

Writes routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

- Narrative, Opinion, Informative.
- Writing in response to reading.
- Communication (email, Google...)
- Builds stamina in writing to produce more ideas that are on task and topic.

Demonstrates use of standard English grammar when writing or speaking.

- Communicates effectively in formal and informal writing.
- Continues conversations through multiple exchanges.
- Asks and answers questions, gets clarification, elaborates as needed.
- Follows group norms for discussions.
- Speaks clearly and uses appropriate pace.
- Recounts stories and factual information appropriately.
- Explicitly refers to information when speaking within a discussion.

MATHEMATICS

In Grade 5, student learning focuses on three critical areas:

- Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).
- Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.
- Developing understanding of volume.

MUSIC

Interprets, refines, and presents musical selections.

- Uses feedback to improve performance.
- Performs a variety of written music with appropriate expression and musicianship.
- Identifies and explains how the elements of music are used in performance.
- Demonstrates understanding of music vocabulary and notation, including form.
- Evaluates and revises personal compositions.

Creates and develops personal musical ideas.

- Creates music based on musical decisions.
- Composes rhythms, melodies, and harmonies that express a specific idea.
- Justifies choices when creating or selecting music.
- Notates or records musical ideas.

Responds to music using a variety of strategies.

- Selects music for a specific purpose and justifies choices.
- Uses musical knowledge and vocabulary to explain the impact of music choices in a composition.
- Identifies and demonstrates expressive qualities in music.
- Uses musical evidence to identify the context of musical selections.
- Uses a rubric to evaluate a performance.

Explores connections between music and the world.

- Explains how music connects to society, culture, or personal experience.
- Identifies and explains the purpose of various types of music.
- Selects and shares music with peers.

VISUAL ARTS

Conceptualizes and generates artistic work.

- Uses a variety of media and materials safely and correctly to create art for a personal portfolio.
- Creates art that conveys a specific thought, idea, or tradition.
- Synthesizes ideas from a variety of sources and personal documentation and selects appropriate materials to create, prepare, and present art (curation).
- Works with others to solve artistic challenges and design problems.

Explores and demonstrates the relationship between art and the world.

- Describes the relationship between art and life experiences.
- Identifies places or objects of personal significance.
- Creates artwork based on observation places, objects, events, experiences, beliefs, and personal preferences.
- Explores the various uses of art throughout history, representing the role of art in various traditions.
- Explores the impact of art on various communities and cultures.

Applies criteria to analyze and interpret art.

- Compares and contrasts artwork from a variety of historical periods and cultures.
- Uses art vocabulary to talk about personal artistic choices.
- Uses art vocabulary and collected evidence to discuss the impact of venue or use of technology on interpretation.
- Demonstrates understanding of the value of art (advocacy).

PHYSICAL EDUCATION

Demonstrates understanding of combined movement patterns, sequences, and concepts.

- Demonstrates control during combined and sequential movement patterns.
- Demonstrates control when using manipulative skills.
- Performs movement patterns at a moderate to vigorous level during physical activity.
- Demonstrates understanding of the principles of movement.

Demonstrates understanding of the Components of Fitness through goal setting and monitoring of progress during health-enhancing activities.

- Demonstrates understanding of the benefits of maintaining personal fitness.

- Sets a personal fitness goal and engages in regular physical activity to improve fitness.
- Monitors individual heart rate before, during, and after activity.
- Demonstrates understanding of the Components of Fitness.

Demonstrates understanding of safety procedures and cooperative strategies during activities and gameplay.

- Demonstrates of safety procedures during group activity and accepts responsibility for personal actions.
- Works independently or collaboratively to reach a goal during physical activity.
- Identifies offensive, defensive, and cooperative strategies during gameplay.

