

Standards Based Grading Report Card Guide

Proficiency descriptions by Trimester

Fifth Grade

Fifth Grade Progress Report Guide Timothy Christian School

Parents and Families: In our vision to develop academically prepared disciples of Jesus, we value the academic growth of our students and communicating that growth with families! Please use the table below for explanations of what a proficient student is able to do for each standard listed on our fifth grade progress report. If a student meets that description, it will be indicated by a “3” on the progress report. These are end-of-year grade level standards, so you will be able to see areas of growth as your child’s time in fifth grade continues. We are thankful for your partnership!

Sincerely, The Fifth Grade Team

READING	Trimester 1	Trimester 2	Trimester 3
Reading: Literature			
Demonstrates understanding of key ideas and details in a text RL 5.1 RL 5.2 RL 5.3	<p>Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Students will summarize the text.. Students will 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; summarizes the text.</p> <p>Students will compare and contrast two or more characters, settings, or events in a story of drama, drawing on specific details in the text (e.g. how characters interact).</p>	<p>Students will be focusing on the Information standards and their Independent Study projects.</p>	<p>Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Students will summarize the text.. Students will 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; summarizes the text.</p> <p>Students will compare and contrast two or more characters, settings, or events in a story of drama, drawing on specific details in the text (e.g. how characters interact).</p>
Demonstrates understanding of	<p>Students will determine the meaning of words and phrases as</p>	<p>Students will be focusing on the Information standards and their</p>	<p>Students will determine the meaning of words and phrases as they are used in a</p>

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<p>the craft and structure in a text RL. 5.4 RL 5.5 RL 5.6</p>	<p>they are used in a text, including figurative language such as metaphors and similes.</p> <p>Students will explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>Students will describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>Independent Study projects.</p>	<p>text, including figurative language such as metaphors and similes.</p> <p>Students will explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>Students will describe how a narrator’s or speaker’s point of view influences how events are described.</p>
<p>Integrates knowledge and ideas from text RL 5.7 RL 5.9</p>	<p>Students will analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novels, multimedia presentation of fiction, folktale, myth, or poem).</p> <p>Students will compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Students will be focusing on the Information standards and their Independent Study projects.</p>	<p>Students will analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novels, multimedia presentation of fiction, folktale, myth, or poem).</p> <p>Students will compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<p>READING</p>	<p>Trimester 1</p>	<p>Trimester 2</p>	<p>Trimester 3</p>
<p>Reading: Informational</p>			
<p>Demonstrates understanding of key ideas and details in a text RI 5.1 RI 5.2</p>	<p>Information standards will be covered during the science and social studies courses in Trimester 1 and 3.</p>	<p>Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Students will determine two or more</p>	<p>Information standards will be covered during the science and social studies courses in Trimester 1 and 3.</p>

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<p>RI 5.3</p>		<p>main ideas of a text and explains how they are supported by key details, summarizes the text.</p> <p>Students will explain the relationship 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.</p>	
<p>Demonstrates understanding of the craft and structure in a text. RI 5.4 RI 5.5 RI 5.6</p>	<p>Information standards will be covered during the science and social studies courses in Trimester 1 and 3.</p>	<p>Students will determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Students will compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>Information standards will be covered during the science and social studies courses in Trimester 1 and 3.</p>
		<p>Students will determine an author's point of view or purpose in a text and explain how it is conveyed in a text.</p>	
<p>Integrates knowledge and ideas from text(s) RI 5.5 RI 5.7 RI 5.9</p>	<p>Information standards will be covered during the science and social studies courses in Trimester 1 and 3.</p>	<p>Students will draw 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.</p> <p>Students will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Information standards will be covered during the science and social studies courses in Trimester 1 and 3.</p>

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		Students will Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
READING	Trimester 1	Trimester 2	Trimester 3
Reading: Foundational			
Reads aloud with accuracy and fluency RF 5.4	Students will be able to read a 5th grade text accurately and fluently. Students who do not meet the sixth grade target will be progress monitored by reading selected texts aloud with the teacher.		
LANGUAGE	Trimester 1	Trimester 2	Trimester 3
Content Score is based on Words Their Way spelling activities, Flocabulary vocab list work, and Mentor Sentences grammar work..	<p>Students will continue to build their spelling skills by completing spelling activities using the Words Their Way curriculum.</p> <p>Students will continue to build their vocabulary skills by completing vocabulary activities from their Flocabulary word lists.</p> <p>Students will continue to build their grammar skills through weekly practice with the class Mentor Sentence.</p>		
WRITING	Trimester 1	Trimester 2	Trimester 3
Strengthens writing by planning, revising, and editing W5.5 Demonstrates command of capitalization,	<p>Students will use punctuation to separate items in a series</p> <p>Students will use a comma to separate an introductory element from the rest of the sentence.</p> <p>Students will use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.</p> <p>Students will spell grade-appropriate words correctly, consulting references as needed.</p>		

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<p>punctuation, and spelling. L5.2</p>	<p>With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising and editing, rewriting, or trying a new approach.</p>		
<p>Writes an opinion piece with supporting reasons. W 5.1</p>	<p>Not assessed Trimester 1</p>	<p>Not assessed Trimester 2</p>	<p>Students will write opinion pieces on topic or texts supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduces the topic of text clearly, states an opinion and creates an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provides logically ordered reasons that are supported by facts and details. c. Links opinion and reasons using words, phrases and clauses. d. Provides a concluding statement or section related to the opinion presented.
<p>Writes a narrative using details. W 5.3</p>	<p>Students will write narratives to develop real experiences or events using effective technique, descriptive details and clear event sequences</p> <ol style="list-style-type: none"> a. Orients the reader by establishing a situation and introduces a narrator and/or characters; organizes an event sequence that unfolds naturally. b. Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and 	<p>Not assessed Trimester 2</p>	<p>Not assessed Trimester 3</p>

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	<p>events or to show the response of characters to situations.</p> <ul style="list-style-type: none">c. Uses a variety of transitional words, phrases, and clauses to manage the sequence of events.d. Uses concrete words and phrases and sensory details to convey experiences and events precisely.e. Provides a conclusion that follows from the narrated experiences or events.		
<p>Write an organized informational text. W5.2</p>	<p>Not assessed Trimester 1</p>	<p>Students will write informative texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none">a. Introduces a topic clearly, provides a general observation and focus, and groups related information logically; includes formatting, illustrations, and multimedia when useful to aiding comprehension.b. Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.c. Links ideas within and across categories of information using words, phrases, and clauses.d. Uses precise language and domain-specific vocabulary to	<p>Not assessed Trimester 3</p>

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		<p>inform about or explain the topic.</p> <p>e. Provides a concluding statement or section related to the information or explanation presented.</p>	
<p>Uses and applies vocab strategies.</p> <p>L5.4</p> <p>L5.5</p> <p>L5.6</p>	<p>Students will interpret figurative language including similes and metaphors, in context.</p>	<p>In addition to trimester 1 standards: Students will recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>In addition to trimester 1 &2 standards: Students will use the relationship between particular words (e.g. synonyms) to better understand each of the words.</p>
	<p>Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).</p> <p>Students will use context as a clue to the meaning of a word or phrase.</p> <p>Students will use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (e.g.. Photograph, photosynthesis)</p> <p>Students will consult reference materials (e.g.. Dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</p>		
<p>SPEAKING AND LISTENING</p>	<p>Trimester 1</p>	<p>Trimester 2</p>	<p>Trimester 3</p>
<p>Participates in academic discussion with peers in small and whole groups.</p> <p>SL 5.1</p>	<p>Students will come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Students will follow agreed-upon rules for discussions and carries out assigned roles.</p> <p>Students will pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Students will review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		
<p>Reports on a</p>	<p>Students will report on a topic or text or present an opinion, sequencing ideas and using appropriate facts and relevant,</p>		

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topic with appropriate facts. SL 5.4	descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
MATH	Trimester 1 (units 1-2)	Trimester 2 (units 3-5)	Trimester 3 (units 6-8)
Operations and Algebraic Thinking			
Write and interpret numerical expressions OA.1 OA.2	Student is able to write and solve an expression that uses one set of parentheses or brackets. Student can explain what grouping symbols are for.	Write and solve an expression that uses multiple grouping symbols instead of just one.	
Analyze patterns and relationships OA.3	No expectations for mastery at this point.	Form ordered pairs from a data table and graph them on a coordinate grid.	Trimester 2 AND: Generate patterns using given rules to find the next number in a sequence..
MATH	Trimester 1	Trimester 2	Trimester 3
Number and Operations: Base Ten			
Understand the place value system NBT.1 NBT.2 NBT.3, NBT.3a, NBT.3b NBT.4	Recognize that a digit in one place represents 10 times as much as the place to the right and 1/10th as much as the place to it's left. Write numbers in expanded form and use powers of 10 to see patterns with zeros. (Whole numbers only)	Trimester 1 AND: Student is able to round decimals to any place. They can read, write, and compare decimals to thousandths using base-ten numerals, number names, and expanded form.	Trimester 1, 2, AND: Multiplies and divides decimals by powers of 10.
Perform operations with multi-digit numbers and with decimals to hundredths NBT.5	Fluently multiply multi-digit whole numbers. Fluently divide 3 digit by 2 digit whole numbers.	Trimester 1 AND: Interpret the remainder of a division problem in context. Beginning to add and subtract decimals.	Trimesters 1, 2, AND: Add, subtract, multiply, and divide decimals to hundredths.

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NBT.6 NBT.7			
Number and Operations: Fractions			
Use equivalent fractions as a strategy to add and subtract fractions NF.1 NF.2	No expectations for mastery at this point.	Add and subtract fractions and mixed numbers with unlike denominators. Only one fraction needs to be renamed to find a common denominator. Solve number stories involving addition and subtraction of fractions and mixed numbers.	Trimester 2 AND: Both fractions need to be renamed to find a common denominator.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions NF.3 NF.4, NF.4a, NF.4b NF.5, NF.5a, NF.5b NF.6 NF.7, NF.7a, NF.7b, NF.7c	Find the area of a rectangle with one fractional side length by tiling and/or counting squares..	Trimester 1 AND: Recognizing that fraction $a/b = a$ divided by b . Rename mixed numbers and improper fractions. Understands that the denominator of a fraction is how many total parts the whole is broken into. Multiply fractions by fractions and fractions by whole numbers. Predict and explain why multiplying a given number by a fraction less than 1 results in a smaller number than the given one; and multiplying the given number by a fraction greater than one results in a greater number than the given one. Divide fractions by whole numbers and check answers with multiplication. Divide whole numbers by fractions and check answers with multiplication.	Trimesters 1, 2, AND: Multiply fraction or whole number by a fraction. Find the area of a rectangle with 1 or 2 fractional side lengths by multiplying fractions. Write 1 as a fraction and multiply it by another fraction. Multiply fractions and mixed numbers. Solve real world problems involving the division of fractions by whole numbers and whole numbers by fractions..
MATH	Trimester 1	Trimester 2	Trimester 3
Measurement and Data			
Convert like measurement units within a	Perform one-step and multi-step unit conversions within the same measurement system. (Using a resource to identify measurement equivalents.)		Trimesters 1, 2, AND: Convert multi-step unit conversions within the same measurement system and use

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<p>given measurement system MD.1</p>			<p>the conversions to solve real world problems. (Students are expected to know the measurement equivalents by now.)</p>
<p>Represent and interpret data MD.2</p>	<p>No expectations for mastery at this point.</p>	<p>No expectations for mastery at this point.</p>	<p>Make a line plot to display a data set of measurements in fractions of a unit. Use the line plot to answer questions.</p>
<p>Understand concepts of volume and relate volume to multiplication and addition MD.3, MD.3a, MD.3b MD.4 MD.5, MD.5a, MD.5b, MD.5c</p>	<p>Recognize that volume relates to 3-dimensional figures. Measure volume of an object with unit cubes (1 x 1 x 1). Measure volume of an object by applying the formula: $l \times w \times h$. Find the volume of solid figures made up of 2 rectangular prisms by adding the two prisms' volumes together.</p>	<p>Ongoing practice and application.</p>	<p>Ongoing practice and application.</p>
<p>Geometry</p>			
<p>Graph points on the coordinate plane to solve real-world and mathematical problems G.1 G.2</p>	<p>No expectations for mastery at this point.</p>	<p>Use coordinates to graph points and to name graphed points in the first quadrant of the coordinate plane.</p>	<p>Trimester 2 AND: Uses terms such as: x and y coordinate, x and y axis, and origin. Graphs real-world and mathematical problems.</p>
<p>Classify two-dimensional figures into categories based on their properties G.3</p>	<p>No expectations for mastery at this point.</p>	<p>No expectations for mastery at this point.</p>	<p>Classify two-dimensional figures in a hierarchy based on properties. Understand that attributes of one category also belong to all of its subcategories.</p>

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G.4			
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Social Studies	Trimester 1	Trimester 2	Trimester 3
Construct Essential and Supporting Questions	Students will identify essential questions and create supporting questions based on those essential questions with teacher support.	Students will construct essential and supporting questions with limited teacher support.	Students will construct essential and supporting questions.
Evaluate and cite sources appropriately	Students will evaluate and determine if their books sources are useful - with teacher support. Students will be able to cite sources appropriately with teacher	Students will evaluate online and book sources and determine if they are useful and accurate and cite appropriately with limited teacher support.	Students will use a variety of sources and determine if they are useful or not. Students will cite book appropriately.

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	support.		
Clearly communicate conclusions accurately by taking informed action	Students will be able to create an informed action by making a claim and backing it up with sources with teacher support.	Students will be able to create an informed action by making a claim and backing it up with sources with limited teacher support	Students will be able to create an informed action by making a claim and backing it up with sources.
Content grade: Apply and analyze <u>civic</u> standards SS. CV. 1.5 SS. CV. 2.5 SS. CV. 3.5 SS CV. 4.5			<p>Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.</p> <p>Distinguish the responsibilities and powers of government at various levels and branches of government.</p> <p>Explain how policies are developed to address public problems.</p> <p>Compare the origins, functions, and structure of different systems of government.</p>
Content grade: Apply and analyze <u>geography</u> standards SS. G. 1.5 SS. G. 2.5 SS. G. 3.5 SS. G. 4.5	<p>Investigate how the cultural and environmental characteristics of places within the United States change over time.</p> <p>Describe how humans have utilized natural resources in the United States.</p> <p>Compare the environmental characteristics of the United States to other world regions.</p>	<p>Investigate how the cultural and environmental characteristics of places within the United States change over time.</p> <p>Describe how humans have utilized natural resources in the United States.</p>	<p>Investigate how the cultural and environmental characteristics of places within the United States change over time.</p> <p>Describe how humans have utilized natural resources in the United States.</p> <p>Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other</p>

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			places.
<p>Content grade: Apply and analyze <u>economic and financial literacy standards</u></p> <p>SS. E.C. 1.5 SS. E.C. 2.5 SS. E.C. 3.5 SS. E.C. 4.5</p>	Analyze why and how individuals, businesses, and nations around the world specialize and trade.	Analyze why and how individuals, businesses, and nations around the world specialize and trade.	<p>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.</p> <p>Determine the ways in which the government pays for the goods and services it provides.</p> <p>Explain that interest is the price the borrower pays for using the money.</p>
<p>Content grade: Apply and analyze <u>historical standards</u></p> <p>SS. H. 1.5 SS. H. 2.5 SS. H. 3.5</p>	<p>Create and use chronological sequence of related events to compare developments that happened at the same time.</p> <p>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.</p> <p>Explain probable causes and effects of events and developments in United States history.</p>	<p>Create and use chronological sequence of related events to compare developments that happened at the same time.</p> <p>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.</p> <p>Explain probable causes and effects of events and developments in United States history.</p>	<p>Create and use chronological sequence of related events to compare developments that happened at the same time.</p> <p>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.</p> <p>Explain probable causes and effects of events and developments in United States history.</p>

Textbooks/Curriculum

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	Math	Science	Social Studies	Bible	Reading, Writing, Spelling, Phonics, Vocabulary
5 th	Everyday Math 4, Wright Group, 2016	<i>Mixture & Solution; Variables; Levers & Pulleys</i> , FOSS, 2015	<i>TCI: America's Past</i> (online)	NIV Bible; <i>Purposeful Design Bible Series</i> , 2019	Lucy Calkins <i>Writing; Words Their Way</i> spelling curriculum, Flocabulary vocab lists, Lucy Calkins <i>Reading</i>

Assessments

	Aug/Sept	October	November	December	January	February	March	April	May/June
Test	MAPs				MAPs				MAPs

Assessments: **Prompts/Rubrics;NWEA MAPs**