

ACHIEVEMENT LEVELS

A = AT OR ABOVE - No assistance is needed, student independently demonstrates understanding.

Trimester 1 & 2: Student is expected to meet the standards if the present level of excellent & independent performance continues.

Trimester 3: Student consistently demonstrates excellent achievement of the standards. Student shows an in-depth knowledge of the concepts and skills included in the Common Core State Standards. Student makes insightful connection to other ideas and concepts. Student grasps, applies and extends the key concepts and skills.

M = MINIMAL ASSISTANCE IS NEEDED

Trimester 1 & 2: Student is expected to meet the standards if the present level of acceptable & minimally assisted performance continues.

Trimester 3: Student demonstrates acceptable achievement of the standards. Student shows a solid knowledge of the concepts and skills included in the Common Core State Standards. Student uses appropriate strategies to solve problems. Student grasps and applies key concepts and skills.

P = PROGRESSING: NEEDS ASSISTANCE

Trimester 1 & 2: Student is expected to meet the standards if the present level of performance consistently improves.

Trimester 3: Student demonstrates minimal achievement of the standards. Student shows partial understanding of the concepts and skills included in the Common Core State Standards. Student is beginning to demonstrate, grasp and apply an understanding of the concepts and skills.

N = NEEDS IMPROVEMENT

Trimester 1 & 2: Student is NOT expected to meet the standards unless the level of performance dramatically improves.

Trimester 3: Student demonstrates an extremely limited or unacceptable achievement of the standards. Student needs additional learning opportunities to achieve an increased understanding of the concepts and skills. Student has difficulty grasping, applying key concepts and skills.

X = NOT YET COVERED

WORK HABITS

C = CONSISTENTLY

MT = MOST OF THE TIME

S = SOMETIMES

R = RARELY

ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

Reading

In both literature and informational texts, students independently read increasingly challenging text appropriate for their reading level and the grade level. They are able to accurately read the text with expression at an appropriate rate and refer to, as well as quote, details in the text

when explaining what the text says as well as when making inferences based on the text.

Reading Literature Standards:

- Students use details in the text to determine the theme of stories, dramas, and poems; they summarize
- They discuss stories, dramas, and poems in terms of both the content and the structure of the writing, including how the narrator's or speaker's point of view influences how the events are described.
- They analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- They compare and contrast themes, topics, patterns of events of stories in the same genre (e.g., mysteries) and two or more characters, settings, or events.

Reading Informational Text Standards:

- Students summarize; they identify main ideas of a nonfiction text as well as important details and explain how those details support the main idea; and they explain how an author uses specific reasons and evidence to support points.
- They explain the relationships or interactions between individuals, events, or ideas (e.g., cause/effect) in informational texts.
- They compare and contrast the structure of events and ideas in two or more texts and analyze and compare multiple accounts of the same event or topic.
- They integrate information from two texts on the same topic to write and speak about the subject.

Writing

- They produce writing appropriate to the task and their purpose for writing (e.g., to explain, to tell a story), and they plan, try different approaches, revise, and edit with guidance.
- They work on short research projects that use several sources to learn about a topic.
- They gather information from both texts and websites, take notes, organize the information, paraphrase and cite facts, and write written responses using the information gathered.
- They respond to questions about reading and content in writing.
- They can write a minimum of 500 words in a sitting (the equivalent of 2 typed pages).

Writing Standards:

- Students write opinion pieces about both topics and texts. They introduce the topic or text, state an opinion, supply reasons supported by facts and details, use linking words and phrases (e.g., consequently), and provide a conclusion.
- They write informative and explanatory pieces. They introduce the topic; group ideas together in paragraphs and sections; add relevant facts, definitions, details, and illustrations/charts; use linking words (e.g., in contrast, especially) to connect ideas; use precise vocabulary; and provide a conclusion.
- They write narrative pieces that describe real or imagined experiences. They organize and describe a logical event sequence; use dialogue and descriptions of the events and characters' actions and responses; use a variety of words (e.g., after, later, suddenly) that signal sequence and transitions; use precise words; and include a sense of closure.

Speaking and Listening Standards:

- Students prepare for, and participate in, discussions about texts and topics, in which they make statements, ask questions, clarify

what was heard, elaborate on ideas, and respond to the comments of others.

- They summarize information heard in Read Aloud or other formats and identify reasons/evidence the speaker or other media source gives to support points.
- They present knowledge and ideas by reporting on a topic, telling a story, or presenting an opinion. They use appropriate transitions (e.g., therefore), choose between formal and informal English, and speak at an appropriate pace and volume.

Language

Fifth grade students produce a variety of sentence structures that are meaningful and interesting for readers.

Grammar: Students identify and learn to form and correctly use specific parts of speech: conjunctions, prepositions and interjections and learn to be more precise when using verb tenses, including perfect verb tenses (e.g., I have gone).

Punctuation & Capitalization: Students are expected to use correct capitalization. They continue to be held accountable to use ending punctuation and other punctuation taught in previous grades, and they learn to use commas and to correctly write titles.

Spelling: Students use what they know about words to spell correctly.

Vocabulary: Students learn new words across the day in all subjects and are expected to use those new words when talking with others and when writing. This includes using context clues and knowledge of Greek and Latin roots (e.g., graph) to determine word meanings; understanding figurative language (e.g., *similes-like a rose*), and using reference materials to verify meanings (e.g., thesaurus, dictionary).

MATHEMATICS

COMMON CORE STATE STANDARDS

Students integrate decimals into their understanding of the place value system. They solve problems with whole numbers and decimals that use the four operations (add, subtract, multiply, divide). Students add and subtract with fractions. They are introduced to simple cases of multiplying and dividing with fractions. Students convert units to solve measurement problems. They develop their understanding of volume, building concrete examples and using the formula.

Here are some of the typical mathematical questions /tasks fifth graders work on in class. These are also great for asking/doing at home.

Operations and Algebraic Thinking

Evaluate this expression: $4 \times 3 - 7 \times 5$

Write an expression: Each pack of gum has 5 sticks. Lee had 4 packs and Sara had 3 packs.

What's the relationship in all these pairs? 15 and 3; 25 and 5; 50 and 10; 90 and 18?

Number and Operations in Base Ten

Write two numbers between 0.3 and 0.8 in expanded form. Which is greater?

Marla says $6 \div 100 = 0.006$. Is she correct? How do you know?

Estimate without solving: $7 \div 1.5$ (or 2.5×1.6 , or $0.35 + 1.8$) How did you get your estimate?

Estimate then solve: $4,648 \div 24$ (or 30×128 , or $\$200 - 29.95$). Show how you solved it.

Number and Operations—Fractions

Add $\frac{2}{3}$ to $1\frac{1}{4}$ [or subtract $\frac{2}{3}$ from $1\frac{1}{4}$]. Show your answer with an equation or area model.

How do you know this answer is not reasonable even without calculating? $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$

Write and solve a word problem for $\frac{1}{3} \div 4$.

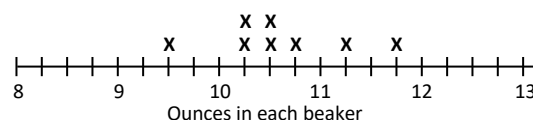
What number can we multiply $\frac{3}{4}$ by that gives an answer *smaller* than $\frac{3}{4}$?

Measurement and Data

How can we write 5 cm as meters [also yd/ft/in; g/kg; oz/lb; and sec/min/hr]?

Estimate then check: How many unit cubes fill this box? What is the volume of an aquarium 8 in. wide, 12 in. long, and 10 in. high?

Use the line plot. How many ounces will be in each beaker when the liquid is redistributed equally?



Geometry

Is a rhombus a parallelogram or not? How do you know?

On the coordinate plane...

- Plot (3, 5) and (5, 3). Which point is higher? Which is farther to the right? Farther from the origin?
- Mark points showing the cost for 1 – 5 mangos (when mangoes are \$2 apiece).

SCIENCE

- Structure of Living Things
- Plant Structures
- Human Body Systems
- The Earth
- The Solar System
- Matter

HISTORY/SOCIAL SCIENCE

- United States History and Geography: Making a New Nation

