Fifth Grade Reporting Standards

ENGLISH LANGUAGE ARTS		
Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program. The development of literacy skills is supported by our library curriculum that focuses on literature appreciation, informational literacy skills, and cultivating a lifelong love of reading through exposure to a wide variety of reading materials.		
Trimester One	**Trimester Two**	**Trimester Three**
Reading ● Reads with purpose and understanding ● Asks questions for a variety of purposes ● Reads and comprehends appropriate grade level text **Writing** ● Uses details to enhance writing ● Applies writing strategies ● Uses sequenced events to develop a story ● Uses appropriate grade level conventions **Listening and Speaking** ● Participates appropriately in grade level discussions	**Reading** ● Reads with purpose and understanding ● Quotes accurately when using text evidence ● Uses text evidence from multiple sources to answer questions ● Uses text evidence accurately to support claims ● Identifies theme ● Reads and comprehends appropriate grade level text **Writing** ● Uses details to enhance writing ● Applies writing strategies ● Clearly organizes writing ideas ● Uses appropriate grade level conventions **Listening and Speaking** ● Participates appropriately in grade level discussions	**Reading** ● Reads with purpose and understanding ● Selects information from texts to support a purpose ● Determines importance from patterns in multiple texts ● Synthesizes ideas from multiple texts ● Reads and comprehends appropriate grade level text **Writing** ● Uses details to enhance writing ● Applies writing strategies ● Clearly organizes writing ideas ● Uses appropriate grade level conventions **Listening and Speaking** ● Participates appropriately in grade level discussions

MATH		
The elementary math is aligned to the Common Core State Standards (CCSS) which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real world issues and challenges, preparing students to think and reason mathematically.		
Trimester One	**Trimester Two**	**Trimester Three**
Operations and Algebraic Thinking ● Knows multiplication facts through 10 x 10 and can easily solve related division facts ● Writes and evaluates numerical expressions with parentheses **Number Operations and Fractions** ● Adds and subtracts fractions with unlike denominators ● Estimates and solves addition and subtraction fraction story problems, including fractions with unlike denominators **Measurement and Data** ● Finds the volume of a rectangular prism	**Operations and Algebraic Thinking** ● Uses models and strategies to divide 2- and 3-digit numbers with and without remainders **Number Operations and Fractions** ● Uses models and strategies to multiply a whole number by a fraction ● Reads and writes decimals to thousandths using numbers, words, and expanded notation ● Uses the standard algorithm to multiply multi-digit whole numbers ● Uses models and strategies to divide a whole number by a unit fraction	**Number Operations and Fractions** ● Solves story problems involving multiplication of fractions and mixed numbers ● Solves story problems that involve dividing a unit fraction by a whole number and vice versa ● Explains patterns in the placement of the decimal point when multiplying or dividing by powers of 10 **Geometry** ● Graphs points in the first quadrant of the coordinate plane to represent a problem **Measurement and Data** ● Finds the volume of solid figures and apply to real-world problems

ADVANCED MATH		
Trimester One	**Trimester Two**	**Trimester Three**
<u>Number Sense and Operations</u> ● Solves multi-step real-world problems ● Compares and orders rational numbers ● Applies negative numbers to real-world situations ● Utilizes common factors and multiples ● Multiplies and divides multi-digit decimals	**<u>Number Sense and Operations</u>** ● Solves multi-step real-world problems ● Efficiently multiplies and divides fractions **<u>Ratios and Proportional Relationships</u>** ● Uses ratios to describe quantity relationships ● Recognizes percent as a rate per 100 ● Solves problems with percentages	**<u>Number Sense and Operations</u>** ● Solves multi-step real-world problems **<u>Expressions and Equations</u>** ● Applies algebraic properties to write, simplify, and evaluate expressions ● Reasons through and solves equations and inequalities **<u>Geometry</u>** ● Calculates area of polygons, volume, and surface area **<u>Statistics and Probability</u>** ● Summarizes data and creates data displays

SCIENCE		
The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding. Science learning inspires and empowers students to be curious global citizens and see themselves as lifelong learners.		
Trimester One	**Trimester Two**	**Trimester Three**
<u>Life Science</u> ● Supports an argument that plants get the materials they need from mainly air and water ● Develops a model to describe the movement of matter throughout environments ● Develops a model to describe that matter is made up of particles too small to be seen ● Uses models to describe that energy in animals' food comes from the sun	**<u>Physical Science</u>** ● Measures and graphs quantities to provide evidence that when matter changes states, matter is conserved ● Conducts an investigation to determine whether the mixing of substances is a chemical or physical change ● Makes observations and measurements to identify materials based on their properties	**<u>Engineering Design</u>** ● Develops a model to describe ways the Earth's spheres interact (ex. hydrosphere, geosphere, biosphere, and atmosphere) ● Obtains and combines information about ways communities can protect Earth's resources ● Creates and compares different solutions to a problem based on how likely the solution meets the criteria and constraints ● Plans and carries out tests to identify aspects of a model that can be improved **<u>Earth & Space Science</u>** ● Represents data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky ● Explains a design problem that includes criteria and constraints

SOCIAL STUDIES		
The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action. Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels. Social Studies for kindergarten through fifth grade focuses on the home, school, community, city of Chicago, state of Illinois, regions of our nation, and the United States.		
Trimester One	**Trimester Two**	**Trimester Three**
Inquiry ● Develops claims using evidence from multiple sources to answer essential questions **History** ● Creates and uses a chronological sequence of related events to compare developments that happened at the same time ● Explains probable causes and effects of events and developments in U.S. history	**Inquiry** ● Creates supporting questions to help answer essential questions in an inquiry **History** ● Explains probable causes and effects of events and developments in U.S. history **Geography** ● Investigates how the cultural and environmental characteristics of places within the United States change over time	**Inquiry** ● Constructs and critiques arguments and explanations using reasoning, examples, and details from multiple sources **Economics** ● Analyzes why and how individuals, businesses, and nations around the world specialize and trade **Civics** ● Explains how policies are developed to address public problems

SPANISH		
Spanish for students in grades one through five focuses on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the target language. Thematic units provide students with real-life connections and applications to their own lives as well as the Spanish-speaking world.		
Trimester One	**Trimester Two**	**Trimester Three**
● Demonstrates understanding of words and phrases ● Produces words and phrases	● Demonstrates understanding of words and phrases ● Produces words and phrases	● Demonstrates understanding of words and phrases ● Produces words and phrases

ART		
The purpose of art education is to foster critical thinking and promote creativity. In District 28, students explore how art is used to communicate, how art expresses different points of view, and identifies how art can be found everywhere and influences aspects of our daily lives. Students will not only experience using different tools and techniques in order to create meaningful works of art, but will also reflect and share the work they create with others.		
Trimester One	**Trimester Two**	**Trimester Three**
● Communicates ideas visually through self-expression	● Expresses a point of view through different art styles	● Identifies and visually uses inspiration from creative careers

MUSIC		
The purpose of music education in District 28 is to cultivate thoughtful members of society who are tuneful, beautiful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.		
Trimester One	**Trimester Two**	**Trimester Three**
● Performs advanced melodic pattern/piece	● Creates and shows musical phrasing and style through basic choreography	● Creates and performs rhythm-based composition using advanced rhythmic patterns

PHYSICAL EDUCATION		
District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive, and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthy living. Cooperation and respect for each other helps provide a safe environment, both physically and emotionally. Healthful, active lifestyles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.		
Trimester One	**Trimester Two**	**Trimester Three**
● Understands motor skills and movement patterns ● Demonstrates knowledge and skills to improve fitness ● Understands concepts related to health promotion	● Understands motor skills and movement patterns ● Demonstrates knowledge and skills to improve fitness ● Understands concepts related to health promotion	● Understands motor skills and movement patterns ● Demonstrates knowledge and skills to improve fitness ● Understands concepts related to health promotion

SOCIAL EMOTIONAL LEARNING COMPETENCIES		
District 28 values developing our students' essential skills as well as their content knowledge. Social Emotional Learning Competencies are the standards aligned to essential social emotional learning standards. The competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies refer to a set of skills that help children manage their emotions, build positive relationships, and make responsible decisions. These competencies are important for children's overall development, both academically and personally.		
Grade 5		
Self-Awareness ● Explains how recognizing emotions can support goal-setting, empathy, and personal growth ● Self-assesses emotional reactions and understands their impact on decision-making	**Self-Management** ● Self-regulates and demonstrates resilience in the face of setbacks ● Sets realistic goals for self-improvement and works independently to achieve them	**Social Awareness** ● Supports peers in various situations by recognizing emotions and actions ● Participates and encourages others in collaborative activities
Relationship Skills ● Demonstrates conflict resolution and collaboration skills in any environment ● Acts as a positive role model for relationship-building and conflict-resolution	**Responsible Decision-Making** ● Applies critical thinking to make decisions in a variety situations (e.g., peer pressure, academic challenges) ● Demonstrates a strong understanding of how personal decisions impact others	

Academic Levels of Proficiency

Level 4 – Exceeds = Student independently applies knowledge in novel and unexpected ways.
Level 3 – Meets = Student understands concepts and demonstrates proficiency. Student can show understanding and apply his/her learning.
Level 2 – Approaching = Student is approaching understanding, but still needs support from teachers and parents.
Level 1 – Below = Student is beginning to identify concepts, but does not demonstrate understanding. Student requires a high level of support.

Social Emotional Learning Competencies Levels of Proficiency

Level 4 – Exceeds = Student consistently and independently demonstrates characteristics.
Level 3 – Meets = Student often demonstrates the characteristics.
Level 2 – Approaching = Student needs teacher reminders to successfully demonstrate characteristics.
Level 1 – Below = Student rarely demonstrates the characteristics and needs significant support.