

Fifth Grade –Report Card Attachment
SECOND Quarter 2015-2016

ENGLISH LANGUAGE ARTS
RL: Reading Standards for Literature
Key Ideas and Details
RL.5.1-3: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine theme in literature using details from the text; summarize the text. Compare story elements in a story or drama drawing on details in the text.
Integration of Knowledge and Ideas
RL.5.7 Analyze 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).
Range of Reading and Level of Text Complexity
RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 4-5 complexity band level independently and proficiently.
RI: Reading Standards for Informational Text
Key Ideas and Details
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3: Explain 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.
Craft and Structure
RI.5.4-5 Determine the meaning of general academic and content specific words and phrases used in context and at grade level. Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more text.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas
RI.5.7 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.
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Range of Reading and Level of Text Complexity
RI.5.10 By the end of the year, read and comprehend informational text, including historical, scientific, and

technical texts, in the grades 4-5 complexity band level independently and proficiently.

RF: Foundational Skills
Phonics and Word Recognition
RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency
RF.5.4: Read on-level text with sufficient accuracy and fluency to support comprehension.

W: Writing
Text Types and Purposes
W.5.1-3: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Production and Distribution of Writing
W.5.4-5: Produce clear and coherent writing (with guidance and support from peers and adults using the writing process) in which the development and organization are appropriate to task, purpose, and audience.
W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.
Research to Build Knowledge
W.5.7-9: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Students must recall relevant information from print and digital sources, summarize, paraphrase, and draw inferences to support analysis, reflection, and research. They must also provide a list of sources to document research.
Range of Writing
W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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SL: Speaking and Listening
Comprehension and Collaboration
SL.5.1-3: Engage effectively in a range of collaborative discussions, and summarize main ideas and supporting evidence when shared by a speaker or read aloud from texts.
Presentation of Knowledge and Ideas
SL.5.4-6: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate details using multimedia/ visual aids. Students must speak clearly at an understandable pace, adapt speech to a variety of contexts and tasks, using formal English when appropriate.

L: Language Standards: Fifth Grade
Conventions of Standard English
L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing.
Knowledge of Language
L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.
Vocabulary Acquisition and Usage
L.5.4-5: Determine or clarify the meaning of unknown and multiple-meaning words, phrases, figurative language, word relationships.

MATH
Operations and Algebraic Thinking
5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
Number & Operations in Base Ten
5.NBT.3 Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
5.NBT.5-7: Fluently perform operations with multi-digit whole numbers and with decimals to hundredths.
Number and Operations: Fractions
5.NF.1 & 5.NF.2 Use equivalent fractions as a strategy to add and subtract fractions
Measurement and Data
5.MD.1 Convert like measurement units within a given measurement system
Geometry
5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also

belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.
SCIENCE: Mrs. L. Hew
Scientific Process
ETS1-1 Define a simple problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Life and Environment Sciences
LS2.A: Interdependent Relationships in Ecosystems. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or their parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet

SOCIAL STUDIES
History
SS 5.1.1: Use chronological order to explain casual relationships.
Cultural Anthropology
SS 5.6.1: Compare the views of Native Americans and Europeans regarding the relationship between humans and the land.

VISUAL ARTS
FA 5.1.1-5: Understand and apply art materials, techniques, and processes in the creation of art. Understand how the visual arts communicate a variety of ideas, feelings, and experiences.

MUSIC – Ms. C. Momohara
Perform a variety of musical elements with appropriate understanding, individually and in a group (B.Y1.1.1)
Critique music using specific criteria (B.Y1.2.1)

HEALTH
Core Concepts
HE 3-5.1.5-7: Understand concepts related to health promotion and disease prevention

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Accessing Information
HE 3-5.2.1-2: Access valid health information and health: promoting products and services
Self-Management
HE 3-5.3.1-2: Practice health: enhancing behaviors and reduce health risks
Analyzing Influences
HE 3-5.4.1: Understand the influences of culture, family, peers, media, technology, and other factors .
Interpersonal Communication
HE 3-5.5.1-3: Use interpersonal communication skills to enhance health
Decision Making and Goal Setting
HE 3-5.6.3: Use decision making and goal setting skills to enhance health
PHYSICAL EDUCATION– Mr. S. Coleman
Use locomotor and non-locomotor skills in a mature (proper) form
Use manipulative skills in a mature (proper) form
Apply movement tactics in simple and modified activities
Participate regularly in physical activities that contribute to an active lifestyle and bring personal enjoyment
Describe health related benefits of regular participation in physical activity

WORLD LANGUAGE: JAPANESE – Ms. S. Matsutaka
Exchange information about self, other people, places, objects, activities, events and other topics of interest. (5.1.1)
Use memorized material to orally present a traditional poem, story, skit, or brief report. (5.3.1)
Compare gestures and patterns of behavior or culture being studied to non-verbal behaviors in native culture (5.4.1)
Describe various ways of expressing ideas in their own language and language being studied. (5.5.1)

CAREER & TECHNICAL EDUCATION
Technology Design
CTE 5.1.1: Examine how different innovations have developed/evolved in various cultures over time to improve life and solve problems
Career Planning
CTE 5.2.1-2: Uses successful workplace and ethical behaviors and documents learning and growth.

HAWAIIANA- Mr. M. Mukai
Actively participates in classroom activities and completes work on time.

Develop knowledge, understanding, appreciation and internalization of fundamental aspects of Hawaiian culture, values, concepts, practices, history, and language. (Hawaiian Studies Program Guide pg. ii-5)
TECHNOLOGY: COMPUTER SCIENCE – Mr. G. Anama
Demonstrate the ability to access online resources, manage login and passwords.
LIBRARY – Mrs. L. Kidani
Use strategies to read and comprehend text of appropriate complexity for Grade 5. (Adapted from RL.5.10 (Text Complexity)
Recall or gather relevant information from print and digital sources. (Adapted from W.5.8 (Research to Build and Present Knowledge)

Bold = Focus for the quarter (high leverage standards)
*For further information, go to standardstoolkit.k12.hi.us