

Fifth Grade –Report Card Attachment
SECOND Quarter 2017-2018

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.

RL.5.5 Explain how a series of chapters fits together to provide the overall structure of a particular story.

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.5.4a: Read on-level text with sufficient accuracy and fluency to support comprehension.

RF.5.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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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.

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
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: Solve problems involving order of operations with two types of operations.
Number & Operations in Base Ten
5.NBT.6-7: Fluently perform operations with multi-digit whole numbers and with decimals to hundredths.
Number and Operations: Fractions
5.NF.1-3 Use equivalent fractions as a strategy to add and subtract fractions. Represent remainders as fractions.
Measurement and Data
5.MD.1 Convert like measurement units within a given measurement system

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Geometry
5.G..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
3-5-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
5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
Earth and Space Sciences
5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
5-ESS2-2 Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

SOCIAL STUDIES
History
SS 5.3.1, 5.3.2: Explain what Europeans sought and found during the Age of Exploration, and explain the interactions between Europeans and Native Americans.
SS 5.3.3: Describe the hardships experienced by European settlers in colonial America.
SS 5.3.6: Explain how colonial America's labor shortage problem was solved with indentured servants and African slaves.
Political Science
5.4.1 Explain how colonial governments were based on key principles underlying American democracy (including social contract, majority rule, and equality of opportunity).
5.4.2 Explain how participation in American democracy has changed since the 18th century.
Cultural Anthropology
SS 5.6.1: Compare the views of Native Americans and Europeans regarding the relationship between humans and the land.
Economics
5.8.1 Explain the opportunity costs considered by the settlers before moving to the colonies.

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 (Band:C6 & C7) – Ms. C. Momohara
Standard 1: Perform various elements, expressions, and styles of music <ul style="list-style-type: none">● <i>Demonstrates pitch accuracy through solfege singing</i>● <i>Demonstrates proper playing posture</i>● <i>Winds and Percussion - Demonstrates ability to play the first five notes (Fl/LB/Perc: Bb, C, D, Eb, F; Cl/Tpt: C, D, E, F, G; ASax: G, A, B, C, D) in various exercises and songs</i><ul style="list-style-type: none">○ <i>Snare Drum - Performs rhythms with clear subdivision and accurate sticking</i>● <i>Demonstrates steady tempo while playing with the class and in small groups</i>

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Standard 2: Analyze and critique music to improve performing, listening, and critical thinking skills

- *Identifies notation of first five notes with solfege in Concert Bb and letter names*
- *Identifies fingering/slide position/bar position of first five notes*
- *Uses feedback and self-assessment while practicing to refine skills or performance of various pieces*
- *Sets goals for practice sessions and identifies indicators of meeting the goal (Ex. “My goal is to make clear transitions from re to fa. I should see that I am using the correct fingerings and all my fingers move together with little pause between notes. I should also hear each note begin with a clear pitch.”)*

MUSIC (Orchestra: C5 & C8) – Ms. C. Momohara

Standard 1: Perform various elements, expressions, and styles of music

- *Demonstrates pitch accuracy through solfege singing*
- *Demonstrates proper playing posture*
- *Tunes instrument (with assistance) using tuner and drone*
- *Demonstrates developing pizzicato and bowing technique*
- *Demonstrates ability to play notes in D major with proper intonation in various exercises and songs*

Standard 2: Analyze and critique music to improve performing, listening, and critical thinking skills

- *Identifies notation of notes in D major with solfege in Concert D and letter names*
- *Identifies fingering of notes in D major scale*
- *Uses feedback and self-assessment while practicing to refine skills or performance of various pieces*
- *Sets goals for practice sessions and identifies indicators of meeting the goal (Ex. “My goal is to make clear transitions from re to fa. I should see that I am using the correct fingerings and all my fingers move together with little pause between notes. I should also hear each note begin with a clear pitch.”)*

HEALTH

Core Concepts

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

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

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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 of culture being studied to non-verbal behaviors in native culture. [5.4.1]

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- Ms. K. Park

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

Computer Science - Coding, AP - Algorithms & Programming, Introduction to Robotics

LIBRARY – Mrs. L. Kidani

Read with sufficient accuracy and fluency to support comprehension. (RF.5.4)

With some guidance and support from adults, use technology to produce and publish writing in the form of a website. (Adapted from W.5.6)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)

Gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)

Bold = Focus for the quarter (high leverage standards)

***For further information, go to standardstoolkit.k12.hi.us**