

Fifth Grade –Report Card Attachment
Third Quarter 2016-2017

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.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.
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.5.2 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.
Integration of Knowledge and Ideas
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 to enhance meaning when necessary. 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, and nuances based on grade 5 reading and content.

MATH
Operations and Algebraic Thinking
5.OA.3: Analyze patterns and relationships
Numbers and Operations: Base Ten
5.NBT.5-7: Perform operations with multi-digit whole numbers and with decimals to hundredths.
Numbers and Operations: Fractions
5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
5.NF.3: Interpret a fractions as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
5.NF.4: Apply and extend previous understanding of

multiplication to multiply a fraction or whole number by a fraction.
5.NF.5: Interpret multiplication as scaling by: <ol style="list-style-type: none"> a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number by a fraction less than 1 results in a product smaller than the given number.
5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers.
Measurement and Data
5.MD.1: Convert like measurement units within a given measurement system.
5.MD.2: Represent and interpret data.
Geometry
5.G.1-2: Graph points on the coordinate plane to solve real-world and mathematical problems.

SCIENCE
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.
3-5-ETS1-3. Engineering Design - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Earth Systems
5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

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SOCIAL STUDIES

History

SS 5.2.2: Judge the past in the context of the time instead of imposing present norms and values on historical events.

SS 5.3.3: Describe the hardships experienced by European settlers in colonial America.

SS 5.3.4, 5.3.5: Describe how religion and economics based on geographic features influenced the settling of New England and southern regions of British North America

SS 5.3.6, 5.3.7: Illustrate and explain how colonial America solved its labor shortage problem with indentured servants and African slaves using the Triangular Trade.

SS 5.3.8: Describe conflicts between Europeans and Native Americans among colonists, and between European powers.

SS 5.3.9: Describe the role of Puritans and Quakers in shaping colonial society.

Political Science

SS 5.4.1, 5.4.2: Explain how colonial governments were based on key principles of democracy; and compare colonial participation with present day

VISUAL ARTS

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

CAREER & TECHNICAL EDUCATION

CTE 5.2.1-2: Use successful workplace and ethical behaviors. Show documentation of learning and growth.

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)

Improvise short melodies based on a chord pattern (B.Y1.3.1)

Describe and give examples of how various elements, artistic processes, roles, music, and actions are brought together to produce professional concerts and productions. (B.Y1.4.1)

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

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)

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)

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**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**