

# 5<sup>th</sup> Grade Quarter 3 Report Card Details

Along with previously introduced standards, this quarter we will focus on:

## **ENGLISH/LANGUAGE ARTS**

### **Reading Foundational Skills**

- **Phonics and Word Recognition** - know and apply grade-level phonics skills in decoding words
- **Fluency** - read Level U text with sufficient accuracy and fluency to support comprehension

### **Reading Literature**

- **Integration of Knowledge and Ideas** - analyze how visual and multi-media conveys meaning, tone, or beauty of text; compare and contrast stories in the same genre

### **Reading Informational**

- **Integration of Knowledge and Ideas** - use multiple sources to locate an answer to a question; explain how an author uses evidence to support points in a text; integrate information from different texts on the same topic to speak knowledgeably about the subject

### **Writing**

- **Text Types and Purposes** - write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences; write informative texts to examine a topic and convey ideas and information clearly
- **Production and Distribution of Writing** - with guidance use technology to publish and produce writing
- **Research to Build and Present Knowledge** - conduct short research projects using several resources; collect information from print and digital sources

### **Language**

- **Conventions of Standard English** - use correlative conjunctions
- **Knowledge of Language** - expand, combine, and reduce sentences; compare and contrast dialects of English in stories, dramas, or poems
- **Vocabulary Acquisition and Use** - learn and use grade appropriate academic vocabulary; demonstrate understanding of figurative language and word relationships

### **Speaking and Listening**

- **Comprehension and Collaboration** - summarize a text read aloud or presented with other media; summarize a speaker's points and how they support it

# MATHEMATICS

## Number and Operations - Fractions

- **Apply & Extend Previous Understandings of Dividing Whole Numbers to Fractions** - interpret a fraction as a division problem (e.g., 3 shared equally in 4 groups =  $\frac{3}{4}$ ); divide a whole number by a unit-fraction and a unit-fraction by a whole number; solve word problems involving division of fractions.

## Measurement and Data

- **Geometric Measurement: Understanding Concepts of Volume** - recognize what a unit cube is, pack a solid figure with unit cubes without gaps, measure volume by counting unit cubes, and apply the formula for volume of regular and irregular rectangular prism
- **Convert like measurement units within a given measurement system** - convert between different units within the same measurement system, either customary or metric
- **Make a line plot to display data involving fractions** - interpret data to create a line plot and solve real-world problems using operations such as addition and subtraction of fractions

## Operations and Algebraic Thinking

- **Write and Interpret Numerical Expressions** - use order of operations to evaluate expressions, and write and interpret numerical expressions without solving them.
- **Analyze Patterns and Relationships** - generate two numerical patterns using rules and identify the relationships between them; form ordered pairs from the two patterns and graph them.

## Standards for Mathematical Practice

Students are given multiple opportunities to acquire and use skills that support the development of critical thinking and application in math. These "process skills" are taught within all of the above math standards. Your child will be developing the following "process skills" throughout the year:

persevering in problem solving; communicating thinking and abstract reasoning; justifying answers; using tools, patterns, and objects to model and solve problems appropriately

The following assessment methods may be utilized to determine your child's progress toward mastery of the third quarter standards:

- ✓ common written assessments (formative and summative)
- ✓ student performance and participation during class activities and discussions
- ✓ performance tasks
- ✓ teacher observation (whole group and small group)
- ✓ one-on-one assessments (teacher and student)
- ✓ class work, projects, and writing samples

Students who *consistently demonstrate mastery* of standards through regular classroom instruction and assessment will receive a score of "3" (meets standard). Students who consistently demonstrate mastery *and independently* demonstrate the ability to *exceed* the standard may receive a score of 4 in a given area.