

## ESSENTIAL STANDARDS (continued)

### MATHEMATICS (continued)

#### ➤ **Measurement and Geometry**

Students understand and compute the volumes, areas and perimeters of rectangles, circles, triangles, cones, cylinders, spheres, and cubes. Students identify, describe, and classify the properties of, and the relationships between, 2-D and 3-D geometric figures.

#### ➤ **Statistics, Data Analysis, and Probability**

Students use a variety of data to compute mean, median, and mode. Students organize data by creating different types of graphs (i.e., circle, bar, line, and pictograph). Students use the graphs to compare and interpret data.

#### ➤ **Mathematical Reasoning**

Students make decisions about how to approach problems. They use strategies, skills, and concepts in finding solutions. They move beyond a particular problem by applying their knowledge to other mathematical problems.

### HISTORY-SOCIAL SCIENCE

- Students in grade five study the development of the nation up to 1850 with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

### SCIENCE

#### ➤ **Physical Sciences**

Elements and their combinations account for all the varied types of matter in the world.

#### ➤ **Life Sciences**

Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

#### ➤ **Earth Sciences**

Water on Earth moves between the oceans and land through the processes of evaporation and condensation. Energy from the sun heats the Earth unevenly, causing air movements that result in changing weather patterns. The solar system consists of planets and other bodies that orbit the sun in predictable paths.

#### ➤ **Investigation and Experimentation**

Scientific progress is made by asking meaningful questions and conducting careful investigations. To understand this concept and to address the content of the other three strands, students should develop their own questions and perform investigations.

### **SUGGESTED HOME LEARNING ACTIVITIES**

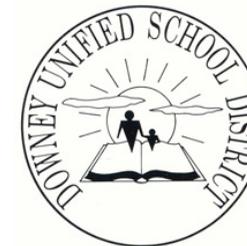
#### ENGLISH-LANGUAGE ARTS

1. Read a variety of materials (i.e., books, magazines, newspapers, websites).
2. Practice writing daily (i.e., letters, stories, recipes, directions, essays, reports, and journals).
3. Watch and discuss programs that are related to history and science issues.

#### MATHEMATICS

1. Assist your child in practicing all math facts (i.e., addition, subtraction, multiplication, and division).
2. Use math skills in everyday activities (i.e., working with money and measurement in cooking, shopping, building and dining out) with your child.
3. Play games (i.e., puzzles, cards, chess, dominoes, and board games).

# GRADE 5



## Parent Guide to Academic Content Standards and Report Card

Dear Parents/Guardians:

Well-communicated standards provide you with the information to have a better understanding of what your child is expected to learn in the core subject areas in this grade level. This guide provides additional information about the essential standards for English-Language Arts, Math, History-Social Science, and Science on the Standards-Aligned Report Card. In an effort to share the most information about your child's performance, an explanation and/or a description for the grades on the report card are also given.

### ACHIEVEMENT GRADES FOR CONTENT AREAS

The trimester grades for English-Language Arts: Reading; English-Language Arts: Writing; and Mathematics encompass student progress on all subheadings listed under the main standards. Please note that the trimester grades do not represent a mathematical average of the subheading marks. The grades provide more of an evaluation of the student's overall progress towards the expected end of year grade level standards.

### PROGRESS TOWARDS END OF YEAR GRADE LEVEL STANDARDS

The State of California expects students at this grade level to have mastered the identified standards by the end of the school year (exit level standards). Students have the entire school year to master the grade level standards. The numerical marks for each trimester indicate your child's progress towards mastery of these **exit level standards**.

A "3" is considered appropriate progress at the end of the first and second trimesters; however, a "3" at the end of the school year (third trimester) indicates that the standard has not been met, because the student is only approaching grade level in that standard. A student that is receiving a "2" or "1" in the standards is below grade level and requires intervention and assistance. A plan should be developed and discussed with the teacher.

## PROGRESS MARKS

### **5 = Advanced – exceeds grade level standards**

The student completes excellent work for this grade level. The student consistently meets and often exceeds the expected end-year standard. With relative ease, the student grasps, applies, and extends key concepts, processes, and skills above the grade level.

### **4 = Proficient – meets grade level standards**

The student completes work with a suitable/appropriate quality befitting this grade level. The student regularly meets the expected end-year standard. S/He regularly grasps and applies key concepts, processes, and skills at the grade level.

### **3 = Basic – approaching grade level standards**

The student completes work which may demonstrate some understanding of the grade level tasks. The student is beginning to, and sometime does, meet the expected end-year standard. S/He is beginning to grasp and apply key concepts, processes, and skills for the grade level but still produces work that is not consistently at the grade level.

### **2 = Below grade level standards**

The student completes work which demonstrates a minimal understanding of the grade level tasks. The student usually does not meet the expected end-year standard.

### **1 = Far below grade level standards**

The student completes work which demonstrates little understanding of the grade level tasks. The student does not meet the expected end-year standard and is working below grade level.

### **NA = Not Assessed (at this time)**

This standard has not yet been addressed during the reporting period and students will not be assessed for this grade level standard at this grading period.

### **X = Indicates difficulty**

An “X” inside a small “floating” box indicates that the student is having difficulty with the listed standard. This could be a reason why the numeric progress mark is low.

## INSTRUCTIONAL READING LEVEL

This reading level represents the student’s decoding as well as comprehension skill level on a reading scale. The descriptive part of the year (“Beg.” for Beginning, “Mid.” for Middle, and “End”) is written along with the grade level at which the student is reading. The benchmark for a student to be proficient is to be on grade level (reading at the “End” of the student’s grade level) at the end of the third trimester. If the student is reading considerably above grade level, the word “Above” will be written.

## ESSENTIAL STANDARDS

### **GRADE 5**

### **ENGLISH-LANGUAGE ARTS**

#### **➤ Reading**

*Word Analysis, Fluency, and Systematic Vocabulary Development:* Students read grade level text fluently. They use word origins, root words, and Greek/Latin word parts to understand meaning of complex words. They use a thesaurus to find related words. Students interpret words and know words with multiple meanings.

*Reading Comprehension:* Students read and understand grade-level appropriate fiction and non-fiction books. Students explain text features: charts, maps, illustrations, and diagrams. They recognize sequential or chronological order within a text. Students draw inferences, conclusions, and generalizations about the grade-level text. Students critique informational text and recognize when the author’s opinions are supported by facts.

*Literary Response and Analysis:* Students read and respond to important works of literature and make connections between texts. They identify and analyze the characteristics of poetry, drama, fiction, and non-fiction. They identify the problem and resolution in a story. Students analyze plot, character, and theme. They understand and respond to various authors’ techniques (i.e., symbolism, patterns, metaphors, and imagery).

#### **➤ Writing**

*Writing Strategies:* Students write clear, coherent, and focused essays. They create stories that establish plot, describe the setting, and give an ending. They write informational essays that establish a topic, give details, and offer a conclusion. Students create text using the computer. They use a thesaurus to find new word choices. Students also proofread and revise their work.

*Writing Applications:* Students write stories, responses to stories, and informational reports. Students also write persuasive letters or essays, which state a clear opinion supported by evidence. Essays should be at least 500-700 words.

*Written Language Conventions:* Students use correct language conventions in grade-level writing. Students use appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

#### **➤ Listening and Speaking**

Students deliver focused and well-organized presentations that communicate ideas clearly and relate to the background and interests of the audience. Students also respond to and evaluate a speaker’s message and their presentation techniques.

### **MATHEMATICS**

#### **➤ Number Sense**

Students compute very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. Students solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.

#### **➤ Algebra and Functions**

Students use letters to represent numbers in simple expressions. Students compute the values of the expression for specific values of the variable. They use graphs to solve equations and plot ordered pairs.