SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Understanding Your Child's Fifth Grade Report Card

Santa Monica-Malibu Unified School District is now using the Common Core State Standards (CCSS) in English language arts and mathematics. Your child's report card reflects his or her progress toward achieving these rigorous standards, as well as progress in other academic subject areas. Equally important, the report card provides information about your child's development of good work habits and citizenship.

Rather than being graded on each Common Core State Standard (of which there are many), students are given marks on a strand or cluster of standards within a subject area. The marks used for academic subjects are as follows:

- **4 – Masters Standards**: The student demonstrates mastery of a strand or cluster of standards that are expected by the end of the school year. Mastery is a high bar, and generally not achieved until the end of the year.
- **3 – Approaching Mastery:** The student has mastered or nearly mastered some – but not all – of the standards within a strand or cluster. The student is well on the way toward mastery by the end of the year.
- **2 – Making Some Progress Toward Standards**: Since the beginning of the year, the student demonstrates growth toward many of the standards within the strand or cluster. With continued work and support, the student may reach mastery by the end of the year.
- **1 – Making Little Progress Toward Standards**: The student has demonstrated little progress toward mastery since the beginning of the year. Considerable work and support will be needed in order for the student to achieve mastery.

Areas that have been taught during the reporting period are indicated with a $\surd$. If many of the standards have not been taught during the first reporting period, the student may receive N/A, meaning that that strand or cluster of standards is not assessed at this time.

During the winter reporting period, you will want to see your child "making some progress toward the standards" or, perhaps, "approaching mastery" of the standards. By the end of the year, it is our goal to have students reach mastery of the CCSS. The teacher's comments will help to explain specific standards and areas in which your child demonstrates strengths and areas that need additional focus. As always, if you have questions or concerns about your child's progress, please discuss these with the classroom teacher.

This guide provides some further explanation of the Common Core State Standards in English language arts and mathematics that are included on the report card.

FIFTH GRADE COMMON CORE STATE STANDARDS

ENGLISH LANGUAGE ARTS AND LITERACY

Reading Foundational Skills

Phonics and Word Analysis

Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- Read grade level text with purpose and understanding, accuracy and appropriate rate.

Reading Literature

Key Ideas and Details

- Quote text accurately to support inferences.
- Determine a theme from details in the text.
- Compare and contrast two or more characters, settings, or events in a text.

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fit together to provide overall structure to stories, dramas and poems.
- Describe how the point of view of a narrator or speaker influences how events are described.

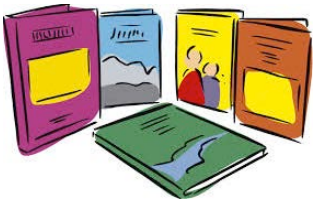
Integration of Knowledge and Ideas

- Analyze how visual and multimedia contribute to the meaning, tone, or beauty of a text.
- Compare and contrast stories in the same genre on their approaches to similar theme and topic.

Range of Reading and Level of Text Complexity

By the end of the year, independently and proficiently read and comprehend literature at the fifth grade level.

Reading Informational Text



Key Ideas and Details

- Quote text accurately to explain what the text says and to support inferences.
- Determine the main ideas and explain how they are supported by key details.
- Summarize the text.
- Explain the relationship between individuals, events, or ideas in an informational text.

Craft and Structure

- Determine the meaning of academic and subject specific words in a text relevant to grade 5 subject areas.
- Compare and contrast the overall structure of events, ideas, or information in two or more texts (*problem – solution, cause – effect, comparison, chronology*).
- 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

- Draw on information from multiple print or digital sources.
- Explain how an author uses evidence to support a particular point in a text, identifying which reasons support which point.
- Integrate information from several texts in order to write or speak about a topic.

Range of Reading and Level of Text Complexity
By the end of the year, read and comprehend informational texts, including social studies and science at the fifth grade level.

Writing

- Write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences.
    - Orient the reader by establishing a situation and introducing a narrator and/or characters.
    - Organize an event sequence that unfolds naturally.
- Write informative texts to examine a topic and convey ideas and information clearly.
    - Link ideas within categories of information using words and phrases (*in contrast, especially*).
    - Use precise language and vocabulary to inform about or explain the topic.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    - Link opinions and reasons using connecting words and phrases (*consequently, specifically*)

- Produce clear and coherent writing.
- Provide a concluding statement or paragraph.
- Seek out guidance and support from adults and peers to revise and edit.
- Conduct short research projects using several sources.
- Recall relevant information from experiences and research or gather information from print and digital sources.
- Summarize or paraphrase information in notes.
- Provide a list of sources.

Language

Conventions of Standard English
Demonstrate command of conventions of grammar, capitalization, punctuation, and spelling when speaking and writing:

- Use the perfect verb tenses (*I have walked; I had walked; I will have walked*).
- Use correlative conjunctions (*either/or, neither/nor*).
- Recognize and correct inappropriate shifts in verb tense.
- Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Usage

- Determine or clarify the meaning of unknown and multiple meaning words using a variety of strategies (*using context clues, understanding of common Greek and Latin root words, suffixes and prefixes, and consulting dictionaries or glossaries*).
- Interpret figurative language (*similes and metaphors*) in context.
- Recognize and explain the meaning of common idioms (*a dime a dozen*), adages, and proverbs (*haste makes waste*).
- Acquire and use grade appropriate vocabulary including words that signal contrast, addition, and other logical relationships (*however, although, nevertheless, similarly, moreover, in addition*).

Speaking and Listening

Comprehension and Collaboration
Engage effectively in a range of collaborative discussions on grade 5 topics and texts:

- Come to discussions prepared, having read or studied required material.
- Draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow rules for discussions (*taking turns, listening to others, and speaking one at a time*).
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.

Presentation of Knowledge and Ideas

- Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant details to support main ideas or themes.
- Speak clearly at an understandable pace.
- Include multimedia components and visual displays in presentations when appropriate.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

MATHEMATICS

Operations and Algebraic Thinking

Write and interpret numerical expressions.

- Use parentheses, brackets, or braces in numerical expressions and evaluate expressions with these symbols.
- Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *Express* "*add 8 and 7, and then multiply by 2" as 2 x (8 + 7).*

Analyze patterns and relationships.

- Generate two numerical patterns using two given rules.
- Identify relationships between corresponding terms. (*Given the rule "add 3" and the starting number 0, and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence.*)
- Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Numbers and Operations in Base Ten

Understand the place value system.

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right and 1/10 of what it represents in the place to its left.
- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- Read, write, and compare decimals to thousandths, using base-ten numerals, number names, and expanded form (*347.35 = 3 x 100 + 4 x 10 + 7 + 3 x 1/10 = 5 x 1/100*).
- Compare two decimals to thousandths and use >, <, or = symbols to record comparisons.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation using equations, rectangular arrays, and/or area models.
- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and the reasoning used.

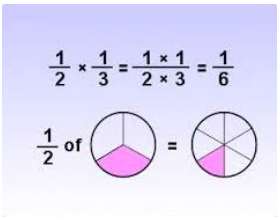
Numbers and Operations – Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

- Add and subtract fractions with unlike denominators, including mixed numbers, by replacing given fractions with equivalent fractions (*2/3 + 5/4 = 8/12 + 15/12).*
- Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, using visual fraction models or equations to represent the problem.
- Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. (*Recognize an incorrect results 2/5 + ½ = 3/7 by observing that 3/7 <1/2*).

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- Interpret a fraction 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.
- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Interpret the product of a fraction and a whole number as parts of a partition of the whole number into equal parts. (*1/2 x 4 = 4/2.*)
- Find the area of a rectangle with fractional side lengths by tiling it with unit squares and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.



- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- Solve real world problems involving multiplication of fractions and mixed numbers using visual fraction models or equations to represent the problem.
- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

Measurement and Data

Convert like measurement units within a given measurement system.

- Convert among different-sized standard measurement units within a given measurement system (*5 cm to 0.005 m*) and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

- Make a line plot to display a data set of measurements in fractions of a unit (*1/2, ¼, 1/8*).
- Use operations on fractions to solve problems involving information presented in line plots. (*Given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

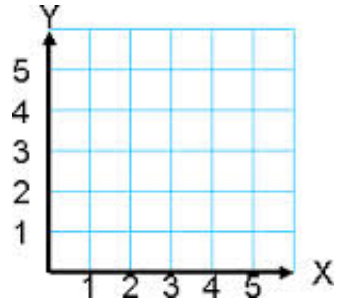
Geometric measurement: Understand concepts of volume and relate volume to multiplication and addition.

- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- Relate volume to the operations of multiplication and addition and solve real world problems involving volume.
- Apply the formulas volume = length x width x height and volume = base x height for rectangular prisms.

Geometry

Graph points on the coordinate plane to solve real world an mathematical problems.

- Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines arranged to coincide with the 0 on each line and a given point in the plane located b using an ordered pair of numbers, called coordinates.
- Understand that the first number indicates how far to travel from the origin in the direct of one axis, and the second number indicates how far to travel in the direction of the second axis.
- Understand the convention that the names of the two axes and the coordinates correspond (*x-axis and x coordinate, y axis and y-coordinate*).
- Represent problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.



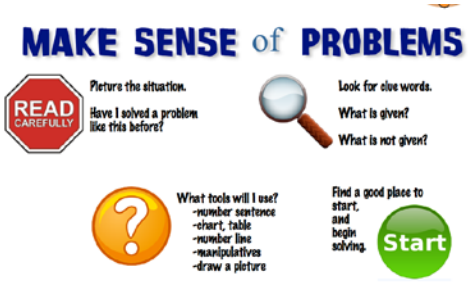
Classify two-dimensional figures into categories based on their properties.

- Recognize a line of symmetry for a two-dimensional figure. Identify line-symmetric figures and draw lines of symmetry.
- Classify two-dimensional figures in a hierarch based on properties.

Standards for Mathematical Practice

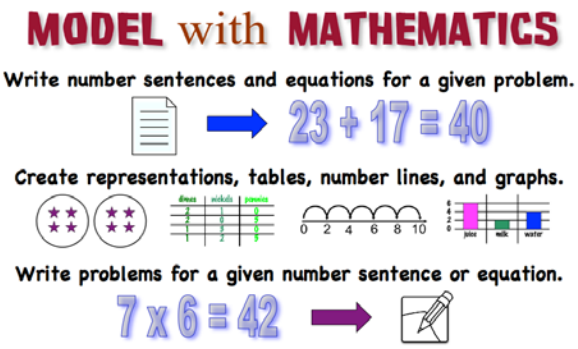
In addition to specifying specific grade level content and skills in mathematics, the Common Core State Standards identify eight mathematical practices that all students should use as they continue to develop as mathematicians.

1. Make sense of problems and persevere in solving them.
Students in fifth grade solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?" "Does this make sense?", and "Can I solve the problem in a different way?"



2. Reason abstractly and quantitatively. Students in grade 5 recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts.

3. Construct viable arguments and critique the reasoning of others. In fifth grade, students may construct arguments using concrete objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.



4. Model with mathematics. Students in grade 5 experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, and creating equations. Students connect the different representations and explain the connections. They use all of these representations as needed. Fifth graders evaluate their results in the context of the situation and whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.

5. Use appropriate tools strategically. Fifth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or make predictions from real world data.

6. Attend to precision. Students in grade 5 continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism they record their answers in cubic units.

7. Look for and make use of structure. In fifth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.

8. Look for and express regularity in repeated reasoning. Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations