5th Grade Report Card Map

Term Specific Standards

Report Card Statement	Assessed/Reported	Priority Standard	Supporting Standard
ENGLISH LANGUAGE ARTS			
Literature / Fiction			
Describe key ideas and details of a fictional text	Quarters 2 & 4	**RL2:**Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**RL7:**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).
Compare and contrast key ideas of multiple fictional texts	Quarter 1, 2 and 3	**RL3: (Quarter 1 and 3)** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **RL9: (Quarter 2)** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
Informational/Non-Fiction			
Summarize the text using key ideas and details	Quarter 2	**RI2:**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
Compare and contrast key ideas of multiple non-fictional texts	Quarter 4	**RI3:** Explain the relationships or interactions between tow or more individuals, ecents, ideas, or concepts in a text. **RI6:**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **RI9:**Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**RI5:**Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Writing/Language			
Construct an organized piece of writing using grade-level conventions and ideas	Quarter 1-4 - based on specific type of writing on Unit Pacing Guide - Use the rubrics on Haiku	**W1:**Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly **W3:**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W4:**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **W5:**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **W6:**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. **W10:**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.	**L1:**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L2:**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing **L3:**Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L6:**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Participate in shared research projects to build and present knowledge	Quarter 2 and 4	**W4**:Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **W5**:With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **W6**:With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. **W7**:Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **W8**:Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **W9**:Draw evidence from literary or informational texts to support analysis, reflection, and research. **W10**: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.	**L1**:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L2**:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing **L3**:Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L6**:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

MATHEMATICS

Operations and Algebreic Thinking

Generate number patterns for graphing	Quarter 4	**5.OA.3:** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from two patterns, and graph the ordered pairs on a coordinate plane.	

Numbers and Operations Base Ten

Read, write, and compare decimals to the thousandths	Quarter 2	**5.NBT.1:** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.3 Read, write, and compare decimals to thousandths.	

		5.NBT.6: 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 by using equations, rectangular arrays, and/or area models. **5.NBT.7:** 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 explain the reasoning used.	
Divide multi-digit numbers with remainders	Quarter 3		
Measurment and Data			
Solve real world and mathematical problems involving volume	Quarter 4	**5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	**5.MD.1** Convert among different-sized standard measurement units within a given measurement system 5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
Numbers and Operations Fractions			
Add and subtract fractions with unlike denominators	Quarter 1	**5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators	
Solve word problems involving addition and subtraction of fractions	Quarter 1	**5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by 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.	

Multiply a fraction or whole number by a fraction	Quarter 2	**5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
Divide a fraction or whole number by a fraction	Quarter 2	**5.NF.3** Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	
Solve real world problems involving addition, subtraction, multiplication, and division of fractions	Quarters 2 and 4	**5.NF.2:** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by 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. **5.NF.6:** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	**5.NF.5:** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
Geometry			
Represent and interpret real world problems by graphing points	Quarter 4	**5.G.2:** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation	**5.OA.1:** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Year-Long Standards

ENGLISH LANGUAGE ARTS

Use evidence from the text to make inferences	Year-Long Focus	**RL1**:Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI1**:Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	

Read grade-level material fluently to support comprehension	Year-Long Focus	**RL10:**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. **RI10:**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. **RF4:**Read with sufficient accuracy and fluency to support comprehension.	
Determine the meaning of unknown vocabulary words	Year-Long Focus	**RL4:**Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **RI4:**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **L4:**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. **L5:**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L6:**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	

MATHEMATICS

Add, subtract, multiply, and divide decimals to the hundredths	Year-Long Focus	**5.NBT.7**: 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 explain the reasoning used.	