

Mukwonago Area School District

Building Better Schools Together

FIFTH GRADE REPORT CARD COMPANION

To help families understand the report card descriptors, each grade level created a report card companion that explains the learning expectations that are covered by that descriptor. The learning expectations listed in this document show what a proficient student should know and be able to do by the end of this school year for each descriptor on the report card.

Grading Scale for Academic Areas: (3-6)

| 4 - Advanced | 3 - Proficient | 2 - Basic | 1 - Below Basic |
|--|---|--|--|
| Consistently demonstrates in-depth and advanced understanding of academic knowledge and skills drawn from grade-level content standards. | Consistently demonstrates grade-level expectations and demonstrates competency in academic knowledge and skills are drawn from grade-level content standards. | Inconsistently demonstrates competence in academic knowledge and skills drawn from grade-level standards and is working toward grade-level expectations. | Demonstrates limited academic knowledge and skills drawn from grade-level content standards. |

| READING Companion - GRADE 5 | |
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| Descriptors on Report Card | Learning Expectations |
| Foundational Skills - Phonics and Word Recognition | → Uses a variety of strategies to read unfamiliar multisyllabic words in and out of context: ♠ Letter sound correspondences ♠ Syllabication patterns ♠ Morphology (roots, prefixes, and suffixes) |
| Foundational Skills - Fluency | → Reads grade-level texts with accuracy, expression, and appropriate rate to support comprehension → Reads with a purpose → Understands what is read |
| Reading - Literature and Informational Key Ideas and Details | → Identifies what a text says explicitly and can support it with text evidence. → Makes logical inferences → Supports inferences with relevant details from the text → Summarizes portions of a text to determine a theme or central idea and explain how it is supported by details → Compares and contrasts two or more characters, settings, and events, drawing on specific details from the text → Explains the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific details from the text. |

| READING Companion - GRADE 5 (Continued) | | |
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| Descriptors on Report Card | Learning Expectations | |
| Reading - Literature and Informational | Determines the meanings of words, phrases, and figurative language within a text using a variety of strategies: Sentence-level context clues | |
| Craft and Structure | ◆ Determine the meaning of new words when a suffix or prefix is added ◆ Use resources to determine word meanings → Determines the meaning of content-specific words within a text → Analyzes the effect of words on meaning, tone, and mood → Explains how a series of chapters, scenes, or stanzas fit together to determine the overall structure of a story, drama, or poem → Compares and contrasts the overall structure in two or more texts → Explains how the narrator's point of view influences how events are described | |
| | → Compares and contrasts multiple accounts of the same event | |
| Reading - Literature and Informational | → Analyzes how visual and multimedia elements contribute to the meaning of texts → Explains how claims in a text are supported by relevant reasons and evidence → Identifies which reasons/evidence support which claims | |
| Integration of Knowledge and Ideas | → Makes connections to other texts, ideas, personal events, or situations | |

| COMMUNICATION Companion - GRADE 5 | |
|-----------------------------------|---|
| Descriptors on Report Card | Learning Expectations |
| Writing Text Types and Purposes | → Writes a variety of pieces for different purposes → Writes opinion pieces which: ◆ Support a point of view about a topic or text ◆ State an opinion ◆ Ideas are logically ordered to support facts, details, and the writer's purpose ◆ Provide a concluding statement → Writes informative/explanatory texts which: ◆ Introduce a topic ◆ Use topic/genre-specific language to provide a general observation and to group information logically ◆ Include formatting (headings), illustrations and multimedia to aid comprehension ◆ Provide a closing sentence or section → Writes narrative pieces which: ◆ Convey events real or imagined ◆ Introduce a narrator and characters ◆ Organize events in sequence ◆ Use dialogue, description, and pacing to develop events ◆ Show the response of characters to situations ◆ Provide a sense of closure → Organizes writing to include an introduction that establishes a purpose and provides a concluding statement related to the body of the text. → Uses transitions to signal event order and to link and build connections between ideas, texts, and events → Uses descriptive words for emphasis, addition, contrast, to connect categories, and to convey meaning |

| COMMUNICATION Companion - GRADE 5- Continued | | |
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| Descriptors on Report Card | Learning Expectations | |
| Writing Production and Distribution of Writing | → Takes feedback from teacher or peers to revise and edit work to strengthen writing → With guidance and support, uses digital tools to produce and publish writing → Has sufficient command of keyboarding skills | |
| Writing Inquiry to Build and Present Knowledge | → Conducts short inquiry projects → Gathers information from multiple sources- both print and digital → Summarizes or paraphrases information in notes → Can provide a list of sources → Draws on evidence from sources to support analysis, reflection, and research | |
| Language Conventions | → Uses correct grammar when writing and speaking Conjunctions Verb tenses Correlative conjunctions → Uses correct capitalization, punctuation, and spelling when writing Commas (introductory elements, and elements that need to be set off like a question or direct address) Italics, underlining, quotes with titles | |
| Speaking and Listening | → Asks and answers questions to gather additional information or to clarify something that is not understood → Summarizes a text read aloud or presented in diverse media and formats → Summarizes the points a speaker makes → Explains how each claim is supported by reasons and evidence → Uses organized facts and relevant details to support main ideas or themes when reporting on a topic → Communicates ideas clearly when speaking → Responds to the comments of others in class → Presents on a topic or text by speaking clearly and at a good pace → Presents information using digital media and visual displays | |

MATH Companion - GRADE 5

Bridges Unit Assessments and Checkpoints are based on grade level standards. Students cannot earn a 4 (advanced) on these assessments. They have other opportunities to show advanced thinking through the challenge questions, concept quests, work places games, and number corner discussions.

| Descriptors on Report Card | Learning Expectations |
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| Operations and Algebraic Thinking | → Uses parentheses to solve numerical expressions (Trimester 1) → Writes simple expressions: 2 x (8+7) (Trimester 1) → Generates two number patterns given two different rules and graphs both of them (Trimester 3) → Flexibly and efficiently multiplies and divides within 100 |

| MATH Companion - GRADE 5- Continued | | |
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| Descriptors on Report Card | Learning Expectations | |
| Number and Operations in Base Ten | → Understand the value of a number is ten times greater than the digit to the right and ten times smaller than the digit to the left (Trimester 3) → Understand how multiplying or dividing by 10, 100, or 1,000 moves the digits and affects the number of zeros or the decimal point. → Multiplies multi-digit whole numbers using strategies including the standard algorithm → Divides multi-digit numbers using strategies including the relationship between multiplication and division → Use place value strategies to divide multi-digit whole numbers by two digit divisors → Understands decimals (Trimester 2) ♠ Reads and writes decimals to thousandths ♠ Compares and orders decimals to the thousandths ♠ Round decimals to nearest one, tenth, and hundredth ♠ Add and subtract decimals to the hundredths ♠ Multiplies and divides decimals to the hundredths (Trimester 3) | |
| Number and Operations - Fractions | → Adds and subtracts fractions using flexible strategies such as renaming fractions with equivalent fractions (Trimester 1) → Solves real-world word problems ♠ Adding and subtracting fractions (Trimester 1) ♠ Dividing whole numbers (3 ♣ 4 = ¾) (Trimester 1) ♠ Multiplying and dividing fractions (Trimester 2&3) ♠ Multiplying whole numbers by fractions, fractions by fractions, and fractions by mixed numbers → Multiply, and divide fractions (Trimester 2) ♠ Explains why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. → Uses benchmark fractions and number sense to assess the reasonableness of answers → Interprets fractions as division → Solves division word problems with fractions as answers using models or equations. | |
| Measurement and Data | → Understands and measures volume using cubic units (Trimester 1) ◆ Uses the formula to find the volume (Trimester 3) → Converts like-measurement units (Trimester 2) ◆ Solves word problems → Makes line plots to display fractions (Trimester 3) → Uses information on line plot to solve multiplication, addition, and subtraction of fractions | |
| Geometry | → Understands the attributes of two dimensional figures → Classifies two-dimensional figures → Graphs and locates points on a coordinate plane (Trimester 3) | |

| SCIENCE Companion - GRADE 5 | |
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| Descriptors on Report Card | Learning Expectations |
| Demonstrates concept knowledge and skills | Students will engage in the following science units this school year: Sun, Moon, Planets Environments Health |

| SOCIAL STUDIES Companion - GRADE 5 | | |
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| Descriptors on Report Card | Learning Expectations | |
| Demonstrates concept knowledge and skills | Students will engage in the following social studies chapters this school year: → Map skills | |

| Music Companion - GRADE 5 | | |
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| Descriptors on Report Card | Learning Expectations | |
| Demonstrates Music Literacy Concepts (rhythms, solfege, musical symbols) | → Identifies and performs rhythm patterns with syllables or percussive sounds → Decodes rhythms aurally using rhythm syllables → Writes and reads rhythmic notation → Observation of hearing and performing solfege patterns (Do, Re, Mi, etc.) | |
| Demonstrates Tuneful Singing | → Sings and/or plays tunefully a variety of songs alone and with the group → Sings tunefully in a round, or in parts. | |
| Participates Appropriately in Music Activities | → See characteristics for successful learners | |

Grading Scale for Characteristics of Successful Learners (1-6):

| M = Meets | I = Inconsistent | N = Needs Improvement |
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| CHARACTERISTICS OF SUCCESSFUL LEARNERS Companion- GRADE 5 | |
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| Descriptors on Report Card | Learning Expectations |
| Respectful students | → Show respect for adults and students → Work cooperatively → Display appropriate manners |
| Responsible students | → Use time productively → Use organizational skills → Read and follow directions → Use their assignment notebooks → Turn work in on time → Put forth best effort |
| Safe students | → Accept responsibility for own actions → Demonstrate self-control → Make appropriate choices to keep themselves and others safe → Are responsible digital citizens |