



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	
Descriptors on Report Card	Learning Expectations
Foundational Skills - Phonics and Word Recognition	<ul style="list-style-type: none"> → Uses a variety of strategies to read unfamiliar multisyllabic words in and out of context: <ul style="list-style-type: none"> ◆ Letter sound correspondences ◆ Syllabication patterns ◆ Morphology (roots, prefixes, and suffixes)
Foundational Skills - Fluency	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → 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)	
Descriptors on Report Card	Learning Expectations
Reading - Literature and Informational Craft and Structure	<ul style="list-style-type: none"> → Determines the meanings of words, phrases, and figurative language within a text using a variety of strategies: <ul style="list-style-type: none"> ◆ Sentence-level context clues ◆ 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 Integration of Knowledge and Ideas	<ul style="list-style-type: none"> → 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 → 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	<ul style="list-style-type: none"> → Writes a variety of pieces for different purposes → Writes opinion pieces which: <ul style="list-style-type: none"> ◆ 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: <ul style="list-style-type: none"> ◆ 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: <ul style="list-style-type: none"> ◆ 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

Descriptors on Report Card	Learning Expectations
Writing Production and Distribution of Writing	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → Uses correct grammar when writing and speaking <ul style="list-style-type: none"> ◆ Conjunctions ◆ Verb tenses ◆ Correlative conjunctions → Uses correct capitalization, punctuation, and spelling when writing <ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> → 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
Operations and Algebraic Thinking	<ul style="list-style-type: none"> → Uses parentheses to solve numerical expressions (Trimester 1) → Writes simple expressions: $2 \times (8+7)$ (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

Descriptors on Report Card	Learning Expectations
Number and Operations in Base Ten	<ul style="list-style-type: none"> → 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) <ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> → Adds and subtracts fractions using flexible strategies such as renaming fractions with equivalent fractions (Trimester 1) → Solves real-world word problems <ul style="list-style-type: none"> ◆ Adding and subtracting fractions (Trimester 1) ◆ Dividing whole numbers ($3 \div 4 = \frac{3}{4}$) (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) <ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> → Understands and measures volume using cubic units (Trimester 1) <ul style="list-style-type: none"> ◆ Uses the formula to find the volume (Trimester 3) → Converts like-measurement units (Trimester 2) <ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> → 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	
Descriptors on Report Card	Learning Expectations
Demonstrates concept knowledge and skills	<p>Students will engage in the following science units this school year:</p> <ul style="list-style-type: none"> → Sun, Moon, Planets → Environments → Health

SOCIAL STUDIES Companion - GRADE 5	
Descriptors on Report Card	Learning Expectations
Demonstrates concept knowledge and skills	<p>Students will engage in the following social studies chapters this school year:</p> <ul style="list-style-type: none"> → Map skills <ul style="list-style-type: none"> ◆ Knowledge & Location of Regions ◆ Location of states → Chapter 1: The Land and Native Peoples of America → Chapter 2: The Age of Exploration → Chapter 3: A Changing Continent → Chapter 4: The Road to War → Chapter 5: The American Revolution → Chapter 6: Forming a New Government → Chapter 7: A Growing Nation → Chapter 8: The Civil War and Reconstruction → Junior Achievement field trip and finance course.

Music Companion - GRADE 5	
Descriptors on Report Card	Learning Expectations
Demonstrates Music Literacy Concepts (rhythms, solfege, musical symbols)	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → 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	
Descriptors on Report Card	Learning Expectations
Respectful students	<ul style="list-style-type: none"> → Show respect for adults and students → Work cooperatively → Display appropriate manners
Responsible students	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → Accept responsibility for own actions → Demonstrate self-control → Make appropriate choices to keep themselves and others safe → Are responsible digital citizens