

Fifth Grade Overview

Mathematics

In fifth grade, standards focus around these areas: Operations and Algebraic Thinking, Number and Operations in Base Ten, Numbers and Operations-Fractions, Measurement and Data, and Geometry. Students will:

- write and interpret numerical expressions
- analyze patterns and relationships
- demonstrate fluent multi-digit addition, subtraction, multiplication and division skills with multi-digit numbers
- expand their ability to add, subtract, multiply and divide fractions with unlike denominators.
- convert like measurement units within a given measurement system
- develop an understanding of volume and relate volume to multiplication and to addition
- analyze numeric patterns and relationships and be able to graph ordered pairs on a coordinate plane
- build on their understanding of geometry by recognizing attributes of geometrical shapes and calculating inside angle measurements and the area of triangles and parallelograms
- classify two-dimensional figures into categories based on their properties

To see all the kindergarten math standards, go to:
<http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardsaug2013.pdf>

Language Arts

In fifth grade, students will continue to build important reading, writing, speaking and listening, and language skills. They will read literature, articles, and other sources of information and continue to increase their vocabulary. Students will:

- determine themes of a story, play, or poem
- compare and contrast stories that deal with similar themes or topics
- explain how the author use reasons and evidence to support their points or ideas
- use information from multiple books, articles, or online sources to locate and answer to solve a problem
- produce clear and coherent writing organized appropriately according to its purpose and audience.
- write narrative, opinion, and informative/ explanatory pieces

- demonstrate understanding of the rules of spoken and written English
- listen to a speaker or media source and identify reasons and evidence provided to support particular points
- give presentations on a topic, introducing relevant facts and details
- use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others, with guidance and support from adults

To see all the fifth grade language arts standards, go to:
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

HOW CAN I TAKE ADVANTAGE OF THE NEW REPORT CARD TO HELP MY CHILD?

Standards-based report cards provide detailed information about how your child is doing in each subject. You will see whether students need extra assistance in certain areas or when they need to be challenged even more. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed.

During parent-teacher conferences, ask to see samples of your child's work. Talk to his or her teacher about whether the work samples are satisfactory, or how your child could have done a better job on the assignments. Ask how you can help your child improve or excel in various subjects and what resources are available to use outside the classroom to encourage his or her progress.

The California Parent Teacher Association has created a "Parents' Guide to Student Success" for each grade level that offers specific tips for how to support your child's learning at home. To see these guides, go to: <http://www.capta.org/sections/programs/e-standards.cfm>.



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A Parent's Guide: Standards-Based Report Cards

Fifth Grade

Adelanto Elementary School District



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FREQUENTLY ASKED QUESTIONS ABOUT THE NEW STANDARDS-BASED REPORT CARDS

WHAT ARE THE NEW COMMON CORE STATE STANDARDS?

In 2012, California joined the majority of states to adopt a shared set of national learning expectations in mathematics and reading language arts — the Common Core State Standards. For other subjects such as science, social science, health, the arts and PE, state standards are used to determine students' proficiency.

Academic content standards indicate what students should know and be able to do at each grade level by the end of the school year. All the standards can be found online at: <http://www.cde.ca.gov/be/st/ss/index.asp>

HOW ARE STANDARDS-BASED REPORT CARDS DIFFERENT FROM TRADITIONAL REPORT CARDS?

On many traditional report cards, students receive one grade for reading and one grade for math. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

The achievement marks indicate a child's progress toward meeting specific grade-level standards. The student's proficiency is reported separately from his or her effort.

With the new standards-based reporting system, students are evaluated more objectively according to consistent grade-level standards. The grades are based on the student's effort and achievement towards grade-level standards.

HOW DOES THE NEW REPORT CARD MEASURE MY CHILD'S PROGRESS?

The new report card will use four different numbers to indicate a child's progress toward meeting the end-of-year grade-level California Common Core State standards. The table to the right offers a detailed explanation of what each symbol means.

Students are also given effort grades to share their progress toward work habits and skills required to be successful in the 21st century.

Students may receive a  mark to indicate that the curriculum related to a particular standard has not yet been taught or assessed during the trimester.

EFFORT GRADING

O = Outstanding
Indicates the student is consistently exceeding expectations
S = Satisfactory
Indicates the student regularly meets grade level expectations
I – Improving
Indicates the student is making progress towards grade level expectations
U = Unsatisfactory
Indicates the student does not meet grade level expectations

4 Standards Exceeded

- The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

3 Standards Met

- The student has met the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

2 Standards Nearly Met

- The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.

1 Standards Not Met

- The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.