

Dear Grade 5 Parent or Guardian,

Each table below represents the general subject areas (Math, Reading, Writing, Science, and Social Studies) that your child is learning in 5th grade this year. Below the general subject area, the table is divided into the competency areas that correspond with your child's report card. Each area contains the competency as it is written in the curriculum documents along with "I can" statements that help to define what your child should know and be able to do (content and skills) independently and with accuracy by the end of the year.

Grade 5 Math				
Data	Measurement	Number Sense	Geometry	Solving
<p><b>Competency:</b> Students will demonstrate the ability to represent and interpret data WITH graphs involving fractions of a unit.</p>	<p><b>Competency:</b> Students will demonstrate the ability to measure by converting between units of a system using rational numbers.</p>	<p><b>Competency:</b> Students will demonstrate the ability to apply number sense by comparing rational numbers in various forms (fractions, mixed numbers, and decimals).</p>	<p><b>Competency:</b> Students will demonstrate the ability to reason with * two- and three- dimensional figures in order to measure, categorize, and classify. * the coordinate plane in order to plot and interpret points.</p>	<p><b>Competency:</b> Students will demonstrate the ability to solve arithmetic and algebraic problems by utilizing effective strategies and applying properties of operations to rational numbers.</p>
<p>By the end of Grade 5...</p> <p>I can create line plots to represent data where the intervals on the axes are fractions of units.</p>	<p>By the end of Grade 5...</p> <p>I can convert between measurements within a measurement system.</p> <p>I can use various cubed units when determining volume by counting.</p>	<p>By the end of Grade 5...</p> <p>I can use benchmark fractions and number sense to mentally estimate and assess the reasonableness of answers to problems involving operations with fractions.</p> <p>I can represent powers of 10 using whole-number exponents.</p> <p>I can read, write and compare two decimals through the thousandths.</p> <p>I can round a decimal number to any place.</p>	<p>By the end of Grade 5...</p> <p>I can classify two-dimensional figures by their attributes, and identify their subcategories.</p> <p>I can group together all shapes that share a single property, and then among those shapes, grouping together those that share a second property, and then among those, group together those that share a third property, etc.</p> <p>I can graph points in the first quadrant of a coordinate plane given an ordered pair.</p> <p>I can model both real world and mathematical problems with points in quadrant 1.</p>	<p>By the end of Grade 5...</p> <p>I can solve multi-step word problems that result in whole numbers, fractions, mixed numbers, and decimals using all four operations.</p> <p>I can choose the correct operation to perform at each step of a multi-step word problem.</p> <p>I can use strategies based on place value, the relationship between addition and subtraction and multiplication and division, and the properties of operations.</p>

			<p>I can relate the coordinate values of a graphed point to the context of the problem.</p> <p>I can construct a coordinate system with two intersecting perpendicular lines.</p> <p>I can identify an ordered pair <math>(x, y)</math> as an x-coordinate followed by a y-coordinate.</p> <p>I can form ordered pairs out of corresponding terms from patterns and graph them on a coordinate plane.</p>	<p>I can solve real-world problems where the data was presented in line plots.</p> <p>I can use strategies to find the volume of a solid figure.</p> <p>I can solve multi-step real world problems involving measurement conversions.</p> <p>I can multiply fractions and mixed numbers.</p> <p>I can divide unit fractions by whole numbers and vice versa.</p> <p>I can multiply multi-digit whole numbers with fluency.</p> <p>I can divide a whole number of up to four digits by a 2-digit whole number.</p> <p>I can find whole number quotients with up to 4-digit dividends and 2-digit divisors.</p> <p>I can add and subtract decimals through the hundredths.</p> <p>I can multiply and divide decimals through the hundredths.</p> <p>I can use parentheses, brackets, or braces to group an expression within a multi-step</p>
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				<p>numerical expression.</p> <p>I can evaluate a numerical expression with parentheses, brackets, or braces.</p> <p>I can generate two numerical patterns with the same starting number for two given rules.</p> <p>I can identify, create, and compare sequences and patterns that follow a rule.</p> <p>I can represent a calculation expressed verbally with a numerical expression.</p> <p>I can explain my chosen strategy using models, words, and numbers.</p>
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Grade 5 Reading				
Narrative	Information	Point of View	Speaking & Listening	Fundamentals & Fluency
<p><b>Competency:</b> Students will demonstrate the ability to compare and summarize literary elements in order to make meaning of text.</p>	<p><b>Competency:</b> Students will demonstrate the ability to summarize the main ideas of several texts as a means for explaining the relationship between two or more events, ideas, or concepts.</p>	<p><b>Competency:</b> Students will demonstrate the ability to infer and explain an author's point of view and purpose in order to make meaning of text.</p>	<p><b>Competency:</b> Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</p>	<p><b>Competency:</b> Students will demonstrate the ability to read and interpret complex text for pleasure, enrichment, and information.</p>
<p>By the end of Grade 5...</p> <p>I can quote accurately when explaining and drawing inferences from the text.</p> <p>I can determine and summarize a theme of a text including how characters respond to</p>	<p>By the end of Grade 5...</p> <p>I can quote accurately from a text when explaining and drawing inferences from a text.</p> <p>I can determine two or more main ideas of a text and explain how they are supported by key</p>	<p>By the end of Grade 5...</p> <p>I can describe how a narrator's or speaker's point of view influences how events are described.</p> <p>I can analyze multiple accounts of the same event or topic,</p>	<p>By the end of Grade 5...</p> <p>I can follow agreed-upon rules for discussions carrying out assigned roles.</p> <p>I can review the key ideas expressed and drawing conclusions in light of</p>	<p>By the end of Grade 5...</p> <p>I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>I can use sentence-level context to confirm or self-correct word</p>

<p>challenges or how the speaker reflects upon a topic.</p> <p>I can compare and contrast two or more characters, settings, or events, drawing on specific details in the text</p> <p>I can determine the meaning of words and phrases, including figurative language.</p> <p>I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a text.</p> <p>I can describe how a narrator's or speaker's point of view influences how events are portrayed.</p> <p>I can analyze how visual elements contribute to the meaning, tone, or beauty of a text.</p> <p>I can compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>details in order to summarize the text.</p> <p>I can explain the relationships or interactions between events, ideas, or concepts based on specific information in a text.</p> <p>I can determine the meaning of general and content-specific words and phrases in a text.</p> <p>I can compare and contrast the overall structure of events, ideas, and concepts in texts.</p> <p>I can analyze the point of view of the same event or topic.</p> <p>I can locate an answer to a question or solve a problem by drawing on information from multiple sources.</p> <p>I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p> <p>I can Integrate information from several texts on the same topic to write or speak about the subject knowledgeably.</p>	<p>noting important similarities and differences and the point of view they represent.</p>	<p>information and knowledge gained from the discussions.</p> <p>I can summarize a speaker's points using reasons and evidence he/she provides to support his/her claims.</p> <p>I can prepare for group discussions (having read or studied required material in diverse formats).</p> <p>I can link their comments to the remarks of others.</p> <p>I can pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>I can summarize information gathered to determine the main idea and supporting details of a presentation.</p> <p>I can determine and include an appropriate multimedia component or visual display to enhance main ideas or themes</p> <p>I can speak clearly, at an understandable pace.</p> <p>I can remain on-topic during discussions.</p> <p>I can read aloud with expression.</p>	<p>recognition and understanding, re-reading as necessary.</p> <p>I can consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p> <p>I can compare and contrast the varieties of English dialects used in stories.</p> <p>I can read grade-level text with accuracy, appropriate rate, and expression.</p>
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## Grade 5 Writing

Narrative	Information	Point of View	Fundamentals & Fluency
<p><b>Competency:</b> Students will demonstrate the ability to tell a sequenced story using a well-developed plot in order to develop real or imagined experiences.</p>	<p><b>Competency:</b> Students will demonstrate the ability to communicate information using generalized ideas and concrete details in order to share new knowledge.</p>	<p><b>Competency:</b> Students will demonstrate the ability to defend an opinion using structured reasoning in order to persuade others.</p>	<p><b>Competency:</b> Students will demonstrate the ability to write routinely, using a variety of formats, in order to communicate effectively for the audience, task, and time frame.</p>
<p>By the end of Grade 5...</p> <p>I can independently write descriptive narratives that:</p> <ul style="list-style-type: none"> <li>● are in sequential order to develop real or imagined experiences.</li> <li>● orient the reader by establishing setting, character and plot.</li> <li>● use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> <li>● use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>● use concrete words and phrases and sensory details to convey experiences and events precisely</li> <li>● provide a conclusion that follows from narrated experiences or events.</li> </ul> <p>I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>I can, with guidance and support from</p>	<p>By the end of Grade 5...</p> <p>I can write informational text that:</p> <ul style="list-style-type: none"> <li>● convey clear and organized ideas.</li> <li>● introduce a topic clearly and coherently, logically grouped with related information.</li> <li>● develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>● use words, phrases, and clauses within and across to link categories of information.</li> <li>● use precise language and domain-specific vocabulary to inform or explain the topic.</li> <li>● has a clear and coherent conclusion, that restates the main points, and may offer a final thought or question for the readers to consider.</li> </ul> <p>I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>I can, with guidance and support from</p>	<p>By the end of Grade 5...</p> <p>I can write opinion pieces that include:</p> <ul style="list-style-type: none"> <li>● a clear and coherent introduction.</li> <li>● a stated opinion</li> <li>● an organizational structure with logically grouped ideas.</li> <li>● logically ordered reasons, supported by facts and reasons.</li> <li>● link opinion and reasons with words, phrases and clauses.</li> <li>● a clear and coherent conclusion.</li> </ul> <p>I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>I can, with guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>I can, with some guidance and support</p>	<p>By the end of Grade 5...</p> <p>I can select a writing structure to match task, purpose, and/or audience.</p> <p>I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>I can recognize and correct inappropriate shifts in verb tense.</p> <p>I can use underlining, quotation marks, or italics to indicate titles of works.</p> <p>I can form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>I can use verb tense to convey various times, sequences, states, and conditions.</p> <p>I can use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>I can use punctuation to separate items in a series.</p> <p>I can use commas to separate an introductory element from the rest of the sentence.</p> <p>I can use commas to set off the words yes</p>

<p>adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>I can, with some guidance and support from adults and peers, 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.</p>	<p>adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>I can, with some 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.</p> <p>I can conduct short research projects that use several sources to build knowledge through investigation of different topics.</p> <p>I can summarize or paraphrase information from recall, experiences or gather information and provide a list of sources.</p> <p>I can draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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.</p>	<p>and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>I can spell grade-appropriate words correctly, consulting references as needed.</p>
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**\*For the 2017-2018 school year, Science and Social Studies competencies will be reported through a single performance indicator on the elementary report card and a written statement from your child's teacher will specify which topic(s) were focused on in each trimester.**

## Grade 5 Science\*

Earth & Space Science	Life Science	Physical Science
<p><b>Competency:</b> Students will demonstrate the ability to obtain and combine information about the earth’s major systems in order to describe a system in terms of its components and their interactions.</p>	<p><b>Competency:</b> Students will demonstrate the ability to analyze evidence using movement of matter in human and natural systems in order to describe components of a systematic interaction.</p>	<p><b>Competency:</b> Students will demonstrate the ability to identify causal relationships using the properties of matter in order to explain change.</p>
<p>By the end of grade 5...</p> <p>I can examine and combine information about earth’s “major systems” to describe a system in terms of its components and how they interact.</p>	<p>By the end of grade 5...</p> <p>I can evaluate how dynamic food webs and energy inputs trace the cycle of an organism’s energy from source to waste.</p> <p><i>This Life Science competency spans grades 4 and 5. Detailed content and skill information can be found in grade level <a href="#">science curriculum documents</a>.</i></p>	<p>By the end of grade 5...</p> <p>I can demonstrate my knowledge of basic atomic theory to illustrate how both the states and properties of matter are the result of small, moving particles that are too small to see (atoms).</p> <p>I can demonstrate that, when chemicals are mixed, new substances with different properties may be formed, however the overall mass (weight) remains the same.</p>

## Grade 5 Social Studies\*

Civics	Economics	Geography	History-Change Over Time	Historical Perspective
<p><b>Competency:</b> Students will demonstrate the ability to identify the roles of individuals and institutions in order to explain the social and political systems in North America.</p>	<p><b>Competency:</b> Students will demonstrate the ability to describe economic systems in order to explain economic decision making.</p>	<p><b>Competency:</b> Students will demonstrate the ability to explain the reciprocal relationships among human and physical systems by using maps and describing environmental, historical, economic, and cultural characteristics.</p>	<p><b>Competency:</b> Students will demonstrate the ability to explain causal relationships in order to describe change over time.</p>	<p><b>Competency:</b> Students will demonstrate the ability to describe significant milestones in North American history in order to explain historical perspective.</p>
<p>By the end of Grade 5...</p> <p>I can distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p>	<p>By the end of Grade 5...</p> <p>I can compare the benefits and costs of individual choices.</p> <p>I can identify positive and negative incentives that</p>	<p>By the end of Grade 5...</p> <p>I can construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>I can explain how culture influences the way people</p>	<p>By the end of Grade 5...</p> <p>I can explain probable causes and effects of events and developments.</p>	<p>By the end of Grade 5...</p> <p>I can create and use a chronological sequence of related events to compare developments that happened at the same time.</p>

<p>I can examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>I can explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p> <p>I can apply civic virtues and democratic principles in school settings.</p> <p>I can use deliberative processes when making decisions or reaching judgments as a group.</p> <p>I can identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p> <p>I can compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</p> <p>I can illustrate historical and contemporary means of changing society.</p>	<p>influence the decisions people make.</p> <p>I can explain how profits influence sellers in markets.</p> <p>I can explain how trade leads to increasing economic interdependence among nations.</p> <p>I can explain the effects of increasing economic interdependence on different groups within participating nations.</p>	<p>modify and adapt to their environments.</p> <p>I can explain how the cultural and environmental characteristics of places change over time.</p> <p>I can describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>I can explain how human settlements and movements relate to the locations and use of various natural resources.</p>		<p>I can explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>I can explain connections among historical contexts and people's perspectives at the time.</p> <p>I can describe how people's perspectives shaped the historical sources they created. the source itself.</p> <p>I can generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>I can use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p> <p>I can use evidence to develop a claim about the past.</p> <p>I can summarize the central claim in a secondary work of history.</p>
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