

**Fullerton School District
Report Card Parent Guide
Fifth Grade**

With the change to the California Common Core State Standards in English language arts and mathematics, the FSD report card in grades K - 6 have been revised to align to the new State Standards.

Please use this document as a reference when reviewing your child’s report card. This parent guide includes “I Can” statements that present the English Language Arts and Mathematics standards in a more user-friendly format.

READING: LITERATURE
“I Can” ...
<p><u>Key Ideas & Details:</u></p> <ul style="list-style-type: none">• accurately quote from a fiction text when I am explaining what it says. I can accurately quote from a fiction text to support inferences that I have made.• determine the theme of a fiction text by thinking about the details in the text. I can explain how characters respond to challenges when discussing the theme of a story. I can explain how the speaker in a poem reflects upon a topic when discussing the theme of the poem. I can summarize a fiction text in my own words.• compare and contrast characters, setting or events using details in the text to support my comparison.
<p><u>Craft & Structure:</u></p> <ul style="list-style-type: none">• determine the meanings of words and phrases an author uses. I can understand the meaning of figurative language in a fiction text. I can understand similes and metaphors in fiction texts.• explain how chapters, scenes or stanzas fit together to give structure to stories, plays and poems.• describe how a narrator’s or speaker’s point of view influences a fiction text.
<p><u>Integration of Knowledge & Ideas:</u></p> <ul style="list-style-type: none">• explain how visuals contribute to a story.• compare and contrast similar themes or topics in stories from the same fiction genre.

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READING: INFORMATIONAL TEXT

“I Can”...

Key Ideas & Details:

- accurately quote from informational text when I am explaining what it says. I can accurately quote from informational text to support inferences that I have made.
- determine two or more main ideas in informational texts. I can explain how the main ideas in informational texts are supported by the details in the text. I can summarize informational texts I have read.
- explain the relationships or interactions between two or more individuals in historical texts using specific information from the text. I can explain the relationships between two or more events in historical texts using specific information from the text. I can explain the relationships between two or more ideas or concepts in scientific and technical texts using specific information that was given in the text.

Craft & Structure:

- determine the meanings of words and phrases in science and social studies texts.
- compare and contrast the organization (e.g., time order, comparison, cause & effect or problem & solution) of events, ideas, concepts or information in two or more informational texts.
- analyze multiple accounts of the same event or topic by discussing similarities and differences in their points of view.

Integration of Knowledge & Ideas:

- use different types of informational texts to locate an answer or to solve a problem.
- explain how an author uses specific reasons and evidence to support particular points in informational texts.
- use information from several different informational texts on the same topic to help me write or speak with knowledge about the topic.

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READING: FOUNDATIONAL SKILLS

“I Can” ...

Phonics & Word Recognition:

- show what I have learned about letters, sounds and words in my reading.
 - read unfamiliar words that have more than one syllable.

Fluency:

- fluently read and understand books at my level well.
 - read and understand fifth grade texts.
 - read fifth grade books and poems aloud accurately, at the right speed and with expression.
 - use context clues to help me figure out or correct words I am having trouble with.

WRITING

“I Can” ...

Text Types & Purposes:

- write to share my opinion on topics or texts and provide reasons and information to support that opinion.
 - write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.
 - present reasons in a logical order that are supported by facts and details when writing my opinion.
 - connect my opinion and reasons using words, phrases or clauses (e.g., consequently, specifically).
 - write a conclusion that is related to the opinion I present.
- write to inform/explain topics or ideas to others clearly.
 - write an informative text that introduces and gives a focus for my topic and then groups related information together logically. I can include special formatting (e.g., headings), illustrations and multimedia in my writing to help others understand my topic better.
 - develop a topic using facts, definitions, details, quotations or other information and examples.
 - connect related ideas throughout my writing using words, phrases and clauses (e.g., in contrast, especially).
 - use precise wording and specific vocabulary to teach others about a topic.
 - write a conclusion that is related to the information or explanation I present.
- write stories with good technique, detailed descriptions and a clear sequence.
 - provide an introduction in my stories that creates a situation, introduces a narrator & characters and organizes a plot that unfolds naturally.
 - use different techniques like dialog and description to develop experiences and events or to show how the characters respond to different situations in the story.
 - use different types of transitional words, phrases and clauses to help with the sequence of my story.
 - use very specific words and phrases, as well as sensory details, to express experiences and events.
 - write a conclusion that makes sense with the experiences and events I shared in my story.

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WRITING (cont')

"I Can" ...

Production & Distribution of Writing:

- produce clear and organized writing, including multiple-paragraph texts. I can produce writing that is appropriate for my purpose, audience, and task.
- plan, revise, edit, rewrite or try a new approach in my writing with the help of peers and adults.
- use technology to create and publish my writing. I can use technology to communicate and collaborate with others. I can use appropriate keyboarding skills to type at least two pages of my writing in a single sitting.

Research to Build & Present Knowledge:

- conduct short research projects to help me learn about topics through investigation.
- recall what I have learned or find new information from books or technology to help me with my research. I can summarize or paraphrase information in my notes and in my published work. I can provide a list of sources that I used for gathering information for my writing.
- gather evidence from fiction or informational text to support my investigation, thinking and research.
 - apply all that I have learned in 5th grade reading to writing about literature.
 - apply all that I have learned in 5th grade reading to writing about informational texts.

SPEAKING & LISTENING

"I Can" ...

Comprehension & Collaboration:

- effectively participate in different types of discussions and with different people. I can build on others' ideas and express my own ideas clearly.
 - come to discussions prepared to share my ideas because I have read or studied the required material. I can use what I know and what I have read to explore new ideas about a topic during a discussion.
 - follow agreed-upon rules for discussion and carry out my assigned role.
 - ask and answer questions by making comments that contribute to the discussion and build upon others' ideas and remarks.
 - think about new ideas being discussed and then draw my own conclusions based on what I have learned.
- summarize text that is read aloud or information that is presented to me.
- summarize the points a speaker makes and explain the speaker's reasons and evidence for those points.

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SPEAKING & LISTENING (cont')

"I Can"...

Presentation of Knowledge & Ideas:

- report on a topic or present my opinion logically using appropriate facts and details to support my main idea. I can speak clearly and at an appropriate pace when I give a report or share my opinion.
- include multi-media (e.g., graphics or sound) and other displays to help me show main ideas or themes in my presentations.
- change the way I am speaking (informal or formal) depending on the task and situation.

LANGUAGE

"I Can"...

Conventions of Standard English:

- show that I understand standard English in my speech and in my writing.
 - explain the use of conjunctions, prepositions, and interjections.
 - form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
 - use verb tenses to show meaning with regards to times, sequences of events, states or conditions of being.
 - recognize and fix verb tenses that are used incorrectly.
 - use correlative conjunctions correctly (e.g., either/or and neither/nor).
- show that I know how to write sentences accurately.
 - use the correct punctuation when I am writing a sentence with a list of items in a series.
 - show that I know when to use a comma to separate an introduction from the rest of a sentence.
 - show that I know how to use commas correctly to set off words.
 - use underlining, quotation marks, or italics correctly to indicate titles of works.
 - use appropriate references to help me spell fifth grade words.

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LANGUAGE (cont')

"I Can" ...

Knowledge of Language:

- write, speak, read and listen by using my knowledge of the English language.
 - expand, combine and reduce sentences to make them more interesting and more easily understood.
 - compare and contrast different dialects or registers of English used in writing.

Vocabulary Acquisition & Use:

- determine the meanings of words by using the strategies I have learned and by thinking about what I have read.
 - use context clues to figure out the meanings of words or phrases.
 - determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
 - use print and computer reference sources to help me find the pronunciations and clarify meanings of new words or phrases and to find alternate words in all subjects.
- show that I understand figurative language. I can figure out how words are related and how their meanings might be similar.
 - show that I understand the meaning of figurative language.
 - recognize and explain the meaning of common idioms, adages and proverbs.
 - use the relationship between synonyms, antonyms, and homographs to help me better understand each of the words.
- use fifth grade words that show contrast or other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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MATHEMATICS

“I Can”...

Operations & Algebraic Thinking:

- write and figure out number sentences that have parentheses, brackets and/or braces.
- correctly write number sentences using mathematic symbols and the order of operations correctly. I can understand number sentences and estimate their answers without actually calculating them.
- create two number patterns using two given rules and can identify relationships between two number patterns. I can form ordered pairs using the relationship between two number patterns and graph them on a coordinate plane.

Number & Operations in Base Ten:

- understand and explain the value of digits in a larger number.
- explain patterns of zeroes in an answer when multiplying a number by powers of 10. I can explain patterns of decimal placement when a decimal is multiplied or divided by a power of 10. use whole-number exponents to show powers of 10.
- read, write, and compare decimals to thousandths.
 - read and write decimals to thousandths using base-ten numbers, number names and expanded form.
 - compare two decimals to thousandths using the $>$, $=$, and $<$ symbols correctly.
- use place value understanding to round decimals to any place.
- easily multiply larger whole numbers.
- divide four-digit numbers (dividends) by two-digit numbers (divisors). I can illustrate and explain a division problem using equations, arrays and/or models.
- add, subtract, multiply, and divide decimals to hundredths using what I have learned about place value. I can relate the strategies I use to add, subtract, multiply and divide decimals to hundredths to a written problem and explain why I chose the strategies to help me solve the problem.

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MATHEMATICS

“I Can”...

Numbers & Operations - Fractions:

- add and subtract fractions with unlike denominators.
- solve word problems that involve addition and subtraction of fractions. I can use number sense and fractions that I know to estimate the reasonableness of answers to fraction problems.
- understand that fractions are really division problems. I can solve word problems where I need to divide whole numbers leading to answers that are fractions or mixed numbers.
- use what I know about multiplication to multiply fractions or whole numbers by a fraction.
 - understand and show with models that multiplying a fraction by a whole number is the same as finding the product of the numerator and whole number and then dividing it by the denominator.
 - use unit squares to find the area of a rectangle with fractional side lengths and prove that it is the same as multiplying the side lengths ($A = l \times w$).
- think of multiplication as the scaling of a number (similar to a scale on a map.)
 - mentally compare the size of a product to the size of one of the factors by thinking about the other factor in the problem.
 - explain why multiplying a number by a fraction greater than 1 will result in a bigger number than the number I started with. I can explain why multiplying a number by a fraction less than 1 will result in a smaller number than the number I started with. I can relate the notion of equivalent fractions to the effect of multiplying a fraction by 1.
- solve real world problems that involve multiplication of fractions and mixed numbers.
- use what I know about division to divide fractions by whole numbers or whole numbers by fractions.
 - divide a fraction by a whole number (not 0) correctly.
 - divide a whole number by a fraction correctly.
 - use what I know about division problems involving fractions to solve real world problems.

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MATHEMATICS

“I Can”...

Measurement & Data:

- convert different-sized measurements within the same measurement system. I can use measurement conversions to solve real-world problems.
- make a line plot to show a data set of measurements involving fractions. I can use addition, subtraction, multiplication and division of fractions to solve problems involving information presented on a line plot.
- recognize volume as a characteristic of solid figures and understand how it can be measured.
 - understand a "unit cube" as a cube with side lengths of 1 unit and can use it to measure volume.
 - understand that a solid figure filled with a number of unit cubes is said to have a volume of that many cubes.
- measure volume by counting unit cubes.
- solve real world problems involving volume by thinking about multiplication of addition.
 - use unit cubes to find the volume of a right rectangular prism with whole number side lengths and prove that it is the same as multiplying the edge lengths ($V = l \times w \times h$).
 - solve real-world and mathematical problems involving volume of an object using the formulas $V = l \times w \times h$ and $V = b \times h$. I can find the volumes of solid figures made up of two right rectangular prisms by adding the volumes of both.
 - solve real-world problems using what I know about adding the volumes of two right rectangular prisms.

Geometry:

- understand a coordinate plane and ordered pairs of number coordinates on that plane. I can graph ordered pairs of numbers on a coordinate plane using what I have learned about the x-axis and coordinate and the y-axis and coordinate.
- represent real-world and mathematical problems by graphing points in the first quadrant of a coordinate plane. I can understand coordinate values in the context of a real-world or mathematical problem.
- understand how attributes of 2-dimensional shapes in a category also belong to all subcategories of those shapes.
- classify 2-dimensional shapes based on their properties.