

Parents of Elementary Students,

Starting this year, teachers will be sending a report card home twice a year- once at semester's end in January, and again at the end of the year. You may access real time information about your child's progress in school at any time throughout the year through ParentVUE, our online grade book. We believe this timely, specific information is essential to students and parents as we work together for student success. ParentVUE allows you to see assignments and assessments related to the standards. If you accessed ParentVUE last year, your log in information is the same. At parent conferences in the fall, your student's teacher will be able to explain their use of gradebook as a communication tool regarding your student.

We are committed to providing every student in our district access to grade level standards. Since the new report card has been condensed, you will no longer see all standards listed under each category. Only the overarching standards will be reflected in bold under each cluster.

This pamphlet is divided by content areas like the report card with *all* standards written under each category in student and parent friendly "I can" statements that describe what skills a student "can do" to demonstrate grade level performance by the end of the year. The ✓ represent when standards may be assessed each quarter. If your child is *meeting*, they demonstrate skills taught that quarter/semester within the "I can" statement. *Exceeding* marks mean students demonstrate skills beyond those expected at the time of grading. Students who *nearly meet* or *not yet meet* will need extra support from school and home to master the standard. Your student would need to develop more skills before s/he could say, "I can" for the marked standards. The teacher, parent and student should work together to address the need.

We are confident that our new report card, this pamphlet and ParentVUE will provide the detail and specifics to help students and parents identify students' strengths and areas of needed support. Thank you for being important partners in your child's education.

Together we can ensure all kids leave elementary school on track to be college and career ready when they graduate high school!

K-6 Parent Standard Guides are available at: <http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>





Key Idea Reading Foundations:

Students in fifth grade acquire a deeper knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as *on the other hand*, *similarly*, and *therefore*. They continue to expand their understanding of meanings of roots and affixes as well as use strategies to decode or determine the meaning of new words. In the bilingual program students learn reading foundations that are common in both languages but also some that are specific to each language.

If the skill is specific to English = (E), to Spanish = (S), and to both = (B)

S1		S2		Reading Foundations		
Nov	Jan	Apr	Jun			
				Phonics and Word Recognition		
	✓		✓	RF 5.3	I can use my knowledge of grade-level phonics and word analysis skills in decoding words.	B
	✓			RF 5.3.A	<i>I can read unfamiliar words that have more than one syllable with what I know about syllabication patterns, and morphology (e.g., roots and affixes)</i>	B
	✓		✓	RF 5.3.B	<i>I can correctly write words with enclitics, verb + pronoun or article or both. (e.g. cántamela, lávamele, consíguemela).</i>	S
Nov	Jan	Apr	Jun	Spanish Accentuation		
	✓	✓	✓	RF 5.3.C	I can correctly use the "tilde" in connection to the stressed syllable at a fifth grade level applying a systematic analysis.	S
	✓			RF5.3C.1	<i>I can count the number of syllables</i>	S
	✓			RF5.3C.2	<i>I can name the stressed syllable (última, penúltima, antepenúltima)</i>	S
	✓	✓		RF5.3C.3	<i>I can categorized words depending on the stressed syllable by "aguda, grave, esdrújula, sobreesdrújula".</i>	S
	✓	✓	✓	RF5.3C.4	<i>I can determine by sound or letter at the end of the word "vowel, consonant, /n/, or /s/" to whether or not add an accent.</i>	S
	✓	✓	✓	RF5.3C.5	<i>I can write the orthographic accent if necessary.</i>	S
	✓	✓	✓	RF5.3C.6	<i>I can justify the accentuation of words depending on the orthographic rules.</i>	S
	✓		✓	RF5.3D.1	I can recognize when a strong vowel (a, e, o) and a weak vowel (i,u) or two weak vowels become an "hiato" and not a diphthong.	S
	✓	✓	✓	RF5.3D.2	I can correctly write the accent over the vowel of the stressed syllable depending on the meaning of the word. (e.g. hacia/hacía, sabia /sabía, rio/río).	S
		✓	✓	L 5.2.H	I can identify and explain the change in the orthographic accent in inflexional words (joven/ jóvenes; francés/franceses; unión/uniones).	S
		✓	✓	L 5.2.I	I can correctly use the orthographic accent in "enclíticas" words (verb + pronoun or aticle or both; e.g., cántamela, lávamele, consíguemela).	S
Nov	Jan	Apr	Jun	Fluency		
		✓	✓	RF 5.4	I can read with sufficient accuracy and fluency to support comprehension.	B
		✓	✓	RF 5.4.A	<i>I can read fifth grade text with purpose and understanding.</i>	B
		✓	✓	RF 5.4.B	<i>I can read fifth grade books and poems aloud with accuracy, expression, and appropriate rate.</i>	B
		✓	✓	RF 5.4.C	<i>I can use context to confirm and self-correct word recognition and understanding, rereading as necessary.</i>	B



Key Idea Reading Literature:

Students in fifth grade summarize the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas. When discussing literary texts with your student ask them to summarize what they've read or write brief summaries. You can make a game of summarizing events or even movies you watch together.

Nov	Jan	Apr	Jun	Key Ideas and Details	
✓				RL 5.1	I can use specific quotes from a text when drawing inferences and explaining what a text says specifically.
✓				RL 5.2	I can determine the theme of a text using details, characters' actions, or the speaker's reflection; summarize the text.
✓			✓	RL 5.3	I can use specific details from a text to compare and contrast two characters, events, or settings.
Nov	Jan	Apr	Jun	Craft and Structure	
	✓	✓	✓	RL 5.4	I can determine the meaning of words and phrases based on how they are used in a text.
	✓			RL 5.5	I can explain how a series of chapters or stanzas fit together to create the overall structure of a text.
	✓		✓	RL 5.6	I can describe how the narrator's point of view affects how events are described.
Nov	Jan	Apr	Jun	Integration of Knowledge and Ideas	
	✓	✓		RL 5.7	I can analyze how visual or multimedia elements contribute to the meaning or beauty of a text.
		✓	✓	RL 5.9	I can compare and contrast stories of the same genre on their approach to similar themes.
Nov	Jan	Apr	Jun	Range of Reading and Text Complexity	
	✓		✓	RL 5.10	I can read and comprehend literature text appropriate for fifth grade.



Key Idea Reading Informational:

Your fifth grader Integrates information from several print and digital sources to answer questions and solve problems. Students can identify and judge evidence in informational text that supports particular ideas in an author’s argument. Your fifth grader recognizes when an author’s purpose is to change a reader’s point of view.

Nov	Jan	Apr	Jun	Key Ideas and Details	
✓				RI 5.1	I can use specific quotes from a text when drawing inferences and explaining what a text says specifically.
✓				RI 5.2	I can determine two or more main ideas of a text and explain how it is supported by key details; summarize the text.
✓			✓	RI 5.3	I can explain relationships between events, ideas, or procedures from an informational text and use the text to support my explanation.
Nov	Jan	Apr	Jun	Craft and Structure	
	✓	✓	✓	RI 5.4	I can determine the meaning of words or phrases in a grade 5 text.
	✓			RI 5.5	I can compare and contrast the overall structure of events or ideas in two or more texts.
	✓		✓	RI 5.6	I can analyze two or more accounts of the same event while noting similarities and differences.
Nov	Jan	Apr	Jun	Integration of Knowledge and Ideas	
	✓			RI 5.7	I can locate information from various sources to answer a question or solve a problem.
		✓		RI 5.8	I can explain how an author uses reasons and evidence to support his/her points.
		✓	✓	RI 5.9	I can combine information from two texts on the same topic to write or speak about the subject.
Nov	Jan	Apr	Jun	Range of Reading and Text Complexity	
	✓		✓	RI 5.10	I can read and comprehend informational text appropriate for fifth grade.



Key Idea Writing:

Fifth graders write opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view. Your student also writes stories, real or imaginary, that unfold naturally and develop the plot with dialogue, description, and effective pacing of the action. Your student needs many opportunities to write at school and home for various purposes.

Nov	Jan	Apr	Jun	Text Types and Purposes	
✓			✓	W 5.1	I can write an opinion piece on texts/topics that supports a point of view with reasons and information.
✓			✓	W 5.1A	<i>I can introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose.</i>
✓			✓	W 5.1B	<i>I can provide reasons that are supported by facts and details and ordered logically.</i>
✓			✓	W 5.1C	<i>I can use words, phrases, and clauses to link opinions and reasons.</i>
✓			✓	W 5.1D	<i>I can provide a concluding section or statement.</i>
✓	✓	✓	✓	W 5.2	I can write an informative piece, which examines a topic and convey ideas and information clearly.
	✓	✓	✓	W 5.2A	<i>I can introduce a topic, provide a general focus, and group related information and include formatting and illustrations when helpful.</i>
✓	✓	✓	✓	W 5.2B	<i>I can use facts, definitions, details, and quotations to develop the topic.</i>
✓	✓	✓	✓	W 5.2C	<i>I can use words, phrases, and clauses to link ideas within and across categories.</i>
✓	✓	✓	✓	W 5.2D	<i>I can explain about the topic using domain-specific vocabulary and precise language.</i>
✓	✓	✓	✓	W 5.2E	<i>I can provide a concluding statement or section.</i>
	✓	✓		W 5.3	I can write a real or imagined narrative piece, using effective technique, descriptive details and clear event sequences.
	✓	✓		W 5.3A	<i>I can establish a situation, introduce a narrator, and organize an event sequence.</i>
	✓	✓		W 5.3B	<i>I can use dialogue, descriptions, and pacing to develop events and characters.</i>
	✓	✓		W 5.3C	<i>I can use transitional words, phrases, and clauses to manage sequence of events.</i>
	✓	✓		W 5.3D	<i>I can use concrete words/phrases and sensory details to convey experiences or events.</i>
	✓	✓		W 5.3E	<i>I can provide some sense of closure.</i>
Nov	Jan	Apr	Jun	Production and Distribution of Writing	
		✓		W 5.4	I can produce writing that is appropriate for fifth grade tasks, purposes, and audiences.
	✓		✓	W 5.5	I can use guidance from my peers and adults to plan, revise, and edit my writing.
		✓	✓	W 5.6	I can use guidance and support to use technology to create and public my writing and use appropriate keyboarding skills to type at least two pages of my writing in a single sitting.
Nov	Jan	Apr	Jun	Research to Build and Present Knowledge	
	✓	✓		W 5.7	I can conduct a short research project that uses several sources to build knowledge about a topic.
		✓	✓	W 5.8	I can use provided sources to find information, take notes on sources, and categorize my notes.
		✓	✓	W 5.8	<i>I can summarize or paraphrase information found for my finished work.</i>
		✓	✓	W 5.8	<i>I can provide a list of sources used for a research project.</i>
		✓		W 5.9	I can draw evidence from literary or informational text to support analysis, reflection, and research.
		✓		W 5.9.A	<i>I can use evidence from <u>literature</u> to support analysis, reflection, and research in my writing.</i>
		✓	✓	W 5.9.B	<i>I can use evidence from <u>informational</u> text to support analysis, reflection, and research.</i>
Nov	Jan	Apr	Jun	Range of Writing	
	✓		✓	W 5.10	I can write with stamina for extended time frames or over a longer period of time depending on my purpose, audience and topic.



Key Idea Speaking and Listening:

Students in fifth grade come to their classroom discussions prepared, then engage fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas). Your student will be reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate. Practice “public speaking” at home by giving speeches or “informal speaking” by participating in discussions with your child.

Nov	Jan	Apr	Jun	Comprehension and Collaboration	
✓	✓	✓	✓	SL 5.1	I can effectively participate in different types of discussions and with different people about 5th grade topics and texts.
	✓		✓	SL 5.1.A	I can participate in class discussions about a topic or ideas because I have read and studied about the topic.
	✓		✓	SL 5.1.B	I can follow agreed-upon rules for class discussions and carry-out my assigned roles.
	✓		✓	SL 5.1.C	I can ask and answer questions during a discussion to elaborate on the remarks of others.
✓	✓			SL 5.1.D	I can review ideas expressed and draw conclusions using information gained in a discussion.
	✓	✓		SL 5.2	I can summarize information presented orally or visually.
		✓		SL 5.3	I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Nov	Jan	Apr	Jun	Presentation of Knowledge and Ideas	
✓	✓	✓		SL 5.4	I can sequence ideas logically, using appropriate facts and details, and speak clearly when reporting on a topic or opinion.
	✓	✓		SL 5.5	I can include multimedia projects or visual displays when they will be helpful in developing the main ideas or theme of my presentation.
		✓	✓	SL 5.6	I can adapt speech to a variety of contexts, using formal English when appropriate to tasks and situation.



Key Idea Language:

Student in fifth grade can expand, combine and reduce sentences to improve meaning, interest, and style of writing. By devoting significant time and effort to producing numerous written pieces over short and extended timeframes throughout the year, he or she also will gain control over many conventions of grammar, usage, and punctuation as well as learn ways to make himself or herself understood. In the bilingual program students learn reading foundations that are common in both languages but also some that are specific to each language.

If the skill is specific to English = (E), to Spanish = (S), and to both = (B)

Nov	Jan	Apr	Jun	Conventions of Standard English		
✓	✓	✓		L 5.1	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	B
	✓		✓	L 5.1.A	<i>I can explain the function of conjunctions in general and in specific sentences.</i>	B
	✓	✓	✓	L 5.1.B	<i>I can form and use perfect verb tenses.</i>	E
	✓	✓	✓		<i>I can form and use perfect verb tenses or phrasal verbs with to be and the past participle.</i>	S
	✓	✓		L 5.1.C	<i>I can use verb tenses to convey various times, sequences, states, and conditions.</i>	E
	✓	✓			<i>I can use verb tenses to convey various times, sequences, states, and conditions including the contrast of the preterit and copreterite or the imperfect to express action in the past.</i>	S
✓		✓		L 5.1.D	<i>I can recognize and correct inappropriate shifts in verb tense.</i>	E
✓		✓			<i>I can recognize and correct inappropriate shifts in verb tense (e.g. lack of agreement between subject and verb; incorrect use of the preterit vs "copretérito", lack of use of the subjunctive).</i>	S
	✓	✓		L 5.1.E	<i>I can use correlative conjunctions.</i>	E
	✓	✓			<i>I can use correlative conjunctions with the correct form of negatives. (e.g. ni esto, ni aquello)</i>	S
✓				L 5.1.F	<i>I can recognize and correctly apply the agreement between subject, verb and the indirect object (e.g. "A mí me gustas tú" not "Tú me gustas a mí").</i>	S
	✓			L 5.1.G	<i>I can distinguish and explain the use of parallel forms (ser/estar; por/para; tú/usted) depending on the context and meaning of the sentence.</i>	S
	✓	✓		L 5.1.H	<i>I can identify and use all kinds of conjunctions, such as: concessive (aunque, por más que, a pesar de que), conditionals (en caso de, siempre que), and conclusive (de modo que, a fin de que, con el objeto de).</i>	S
✓				L 5.1.I	<i>I can identify and use "a" for direct compliments names for people and pets (e.g. Juan ve a Carlos).</i>	S
	✓			L 5.1.J	<i>I can recognize when the pronoun is integrated into the verb (e.g. yo hablo = hablo) and when the pronoun is used to emphasize or clarify (e.g.: Él fue el culpable).</i>	S
		✓	✓	L 5.1.K	<i>I can correctly identify and use verbs in their tenses and modes, as future (haber = habrá, habrá); gerundio (sentir = sintiendo); participio pasado(haber = hecho), pretérito (andar = anduvo).</i>	S
		✓	✓	L 5.1.L	<i>I can correctly use the pronoun "se" and the singular or plural form of the verb to express the passive voice (e.g., Se vende chocolate. Se venden libros).</i>	S
✓	✓	✓	✓	L 5.2	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	B
	✓			L 5.2.A	<i>I can use punctuation to separate items in a series.</i>	B
	✓			L 5.2.B	<i>I can use a comma to separate an introductory element from the rest of the sentence (e.g., It's true, isn't it?)?</i>	B
	✓	✓		L 5.2.C	<i>I can use a comma to set off the words yes and no, a comma to set off a tag question from the rest of a sentence, a comma to indicate direct address (e.g., Is that you, Steve?).</i>	B
✓		✓		L 5.2.D	<i>I can use underlining, quotation marks, or italics to indicate titles of works.</i>	E
✓		✓			<i>I can use italics to indicate titles of works.</i>	S
	✓	✓		L 5.2.E	<i>I can spell grade-appropriate words correctly.</i>	B

✓	✓			L 5.2.F	I can write in lower case the "gentilicios" adjectives that describes where a person is from (e.g., estadounidense, oaxaqueño, costarricense).	S
		✓	✓	L 5.2G	I can correctly write grade level words that contain a relationship between multiple phonemes and graphemes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr), write grade level words that contain silent letters or syllables (H/h; gue, gui, que, qui).	S
Nov	Jan	Apr	Jun	Knowledge of Language		
✓	✓	✓	✓	L 5.3	I can use what I learned about language and its conventions when writing, speaking, reading, or listening.	B
✓	✓	✓		L 5.3.A	I can expand, combine, and/or reduce sentences for meaning, interest, or style.	B
	✓		✓	L 5.3.B	I can compare and contrast varieties of English used in stories, dramas, or poems.	B
Nov	Jan	Apr	Jun	Vocabulary Acquisition		
		✓	✓	L 5.4	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	B
✓	✓			L 5.4.A	I can use context clues to figure out word meanings.	B
	✓	✓		L 5.4.B	I can use common Greek and Latin affixes and roots to figure out word meanings.	B
✓	✓	✓		L 5.4.C	I can determine the meaning or pronunciation of a word by consulting reference materials.	B
		✓		L 5.5	I can show understanding of figurative language, word relationships, and nuances in word meanings.	B
	✓	✓	✓	L 5.5.A	I can explain the meaning of simple similes and metaphors in context.	B
	✓		✓	L 5.5.B	I can recognize and explain the meaning of common idioms, adages, and proverbs.	B
		✓	✓	L 5.5.C	I can use relationships between words to better understand word meaning.	B
		✓		L 5.6	I can acquire and use accurately fifth grade words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, etc., etc.)	B

Language [continues above]



Key Idea **ELD** *English Language Development for ESL students only*

There are many things you can do at home to help student's develop the skills they will need in order to be successful in English. English Language Development does not depend on speaking English. Students who are read to at home in their native language (whether it be Spanish, Chinese, Russian, etc....) are learning valuable skills that support English proficiency. Students not only listen as you read, but they respond by asking and answering questions. Older students read the text and write ideas about what they've heard. All of these skills transfer between languages and support your students' English Language Development.

Nov	Jan	Apr	Jun	Linguistic Structures - Uses accurate word meaning in correct sentence form at proficiency level.	
✓	✓			ELP.9	<i>I can create clear and coherent grade-appropriate speech & text.</i>
✓	✓			ELP.10	<i>I can make accurate use of standard English to communicate in grade-appropriate speech and writing.</i>
				Receptive Modalities - Listens, reads and/or views and then demonstrates the meaning at proficiency level.	
✓	✓			ELP.1	<i>I can make meaning from oral presentations, literary and informational text through listening, reading & viewing.</i>
✓	✓			ELP.8	<i>I can figure out the meaning or words and phrases in oral presentations, literary and informational text.</i>
Nov	Jan	Apr	Jun	Productive Modalities - Completes an oral or written task to show understanding of what was heard at proficiency level.	
		✓	✓	ELP.3	<i>I can speak and write about grade-appropriate complex literary and informational texts and topics.</i>
		✓	✓	ELP.4	<i>I can make grade-appropriate oral or written claims and support them with reasoning and evidence.</i>
				ELP.7	<i>I can adapt language choices to purpose, task and audience when speaking and writing.</i>
Nov	Jan	Apr	Jun	Interactive Modalities - Speak and listen, read and write, to collaborate and share information at proficiency level.	
		✓	✓	ELP.2	<i>I can participate in oral and written exchanges of information, ideas and analysis responding to peers or reader comments or questions.</i>
		✓	✓	ELP.5	<i>I can conduct research and evaluate and communicate finding to answer questions or solve problems.</i>
		✓	✓	ELP.6	<i>I can analyze and critique the arguments of others orally.</i>



Key Idea Math:

Fifth grade is a milestone and a pivot point for students. The classroom focus on arithmetic during the elementary grades will develop into a more formal study of algebra in middle school. To be ready for algebra, students must have an understanding of fractional arithmetic, in part because even simple equations cannot be solved without fractions. Because of this, whole-number arithmetic comes mostly to a close in 5th grade, while multiplying and dividing fractions becomes a major focus.

Nov	Jan	Apr	Jun	Operations and Algebraic Thinking	
				5.OA.A.1 -A.2	I can write and interpret numerical expressions.
✓		✓		5.OA.A.1	<i>I can use brackets or braces and parenthesis in expressions, and evaluate them (e.g., $3 + (7 - 8)$).</i>
✓			✓	5.OA.A.2	<i>I can read and write mathematical expressions. For example, $2 \times (8 + 7)$ is "add 8 and 7, then multiply by 2".</i>
				5.OA.B.3	I can study number patterns and figure out their relationships.
✓			✓	5.OA.B.3a	<i>I can create two number patterns using two given rules.</i>
✓			✓	5.OA.B.3b	<i>I can put two patterns side by side to make sets of ordered pairs.</i>
✓			✓	5.OA.B.3c	<i>I can plot ordered pairs of numbers on a coordinate plane.</i>
Nov	Jan	Apr	Jun	Numbers and Operations in Base Ten	
				5.NBT.A.1 -A.4	I can understand the place value system.
✓		✓		5.NBT.A.1	<i>I can understand that each place value is ten times larger than the place to the right, and 1/10 as large as the place to the left.</i>
✓	✓	✓		5.NBT.A.2	<i>I can explain patterns when multiplying a number by powers of 10, and I can explain patterns when a decimal is multiplied or divided by a power of 10.</i>
				5.NBT.A.3	I can read, write and compare decimals to the thousandths.
		✓		5.NBT.A.3.A	<i>I can read and write decimals to the thousandths using base ten numbers, number names and expanded form.</i>
		✓		5.NBT.A.3.B	<i>I can compare the size of two decimal numbers to the thousandths and use $>$, $=$, $<$ symbols.</i>
			✓	5.NBT.A.4	<i>I can use place value to round decimal numbers to any place.</i>
				5.NBT.B.5 - B.7	I can solve math equations with larger whole numbers and decimals to the hundredths.
✓		✓		5.NBT.B.5	<i>I can fluently multiply multi-digit whole numbers using the standard algorithm.</i>
✓				5.NBT.B.6	<i>I can divide numbers up to 4 digits by 2 digits by hand and illustrate and explain by using equations, rectangular arrays, and/or area models.</i>
		✓		5.NBT.B.7	<i>I can add, subtract, multiply and divide decimal numbers accurately and explain why the strategy works using drawings.</i>
Nov	Jan	Apr	Jun	Numbers and Operations in Fractions	
				5.NF.A.1	I can use equivalent fractions as a strategy to add and subtract fractions.
✓		✓		5.NF.A.1	<i>I can add and subtract fractions with unlike denominators (including mixed numbers) by finding equivalent fractions with like denominators.</i>
✓	✓	✓		5.NF.A.2a	<i>I can solve word problems that involve addition and subtraction of fractions with unlike denominators.</i>
✓	✓	✓		5.NF.A.2b	<i>I can use benchmark fractions and number sense to know if an answer is reasonable.</i>
				5.NF.B.3 - B.4	I can apply and extend previous understandings of multiplication and division.
		✓		5.NF.B.3a	<i>I can understand that fractions are really the division of a numerator by the denominator.</i>
		✓		5.NF.B.3b	<i>I can solve word problems where I divide whole numbers to create an answer that is a mixed number.</i>

				5.NF.B.4	I can apply and extend what I understand about multiplication to multiply a fraction or whole number by a fraction.
		✓		5.NF.B.4.A	<i>I can 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.</i>
		✓		5.NF.B.4.B	<i>I can 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 ($A = 1 \times w$).</i>
				5.NF.B.5 - B.7	I can think of multiplication as the scaling of a number (similar to a map scale).
	✓	✓		5.NF.B.5.A	<i>I can compare the size of a product to the size of two factors without using multiplication.</i>
	✓	✓		5.NF.B.5.B	<i>I know that multiplying by a number greater than 1 makes the answer grow (larger) and multiplying by a number less than 1 makes the number shrink (smaller).</i>
	✓	✓		5.NF.B.6	<i>I can solve real world problems by multiplying fractions and mixed numbers.</i>
		✓		5.NF.B.7	<i>I can divide fractions by whole numbers and whole numbers by fractions.</i>
		✓		5.NF.B.7.A	<i>I can divide fractions by whole numbers and show this on a visual fraction model.</i>
		✓		5.NF.B.7.B	<i>I can divide a whole number by a fraction and show this on a visual fraction model.</i>
		✓		5.NF.B.7.C	<i>I can solve real world problems involving division of fractions by whole numbers and division of whole numbers by fractions</i>
Nov	Jan	Apr	Jun	Measurement and Data	
	✓		✓	5.MD.A.1	I can convert metric or standard measurement units such as inches to feet, cm to m.
	✓		✓	5.MD.A.1b	<i>I can solve multi-step real world problems that involve conversions.</i>
		✓		5.MD.B.2	I can make a line plot to represent the frequency of data points that might be measured in fractions.
		✓		5.MD.B.2b	<i>I can answer questions based on the data in the line plot.</i>
				5.MD.C.3 - C.5	I understand the concept of measurement in geometry with regards to volume.
		✓		5.MD.C.3	<i>I understand what it means to talk about the volume of an object.</i>
		✓		5.MD.C.3.A	<i>I understand that a cube with a side length of 1 unit has "one cube unit" of volume and can measure volume.</i>
	✓	✓		5.MD.C.3.B	<i>I can measure the volume of a solid figure that is packed without gaps or overlaps using unit cubes.</i>
	✓			5.MD.C.4	<i>I can measure volume by filling an object with unit cubes and counting them.</i>
	✓			5.MD.C.5	<i>I can solve real world problems involving volume using multiplication and addition.</i>
	✓	✓		5.MD.C.5.A	<i>I can find the volume of a right rectangular prism using unit cubes and an equation to get the same answer.</i>
	✓			5.MD.C.5.B	<i>I can find the volume of an object using the formulas $V=LxWxH$ and $V=bxh$.</i>
	✓			5.MD.C.5.C	<i>I can solve real world problems using what I know about the volumes of two right rectangular prisms.</i>
Nov	Jan	Apr	Jun	Geometry	
				5.G.A.1 - A.2	I can graph points on the coordinate plane to solve real-world and mathematical problems.
			✓	5.G.A.1a	<i>I can understand a coordinate plane and ordered pairs of number coordinates on that plane.</i>
			✓	5.G.A.1b	<i>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.</i>
			✓	5.G.A.2a	<i>I can represent real-world and mathematical problems by graphing points in the first quadrant of a coordinate plane.</i>
			✓	5.G.A.2b	<i>I can understand coordinate values in the context of a real-world or mathematical problem.</i>
				5.G.B.3 - B.4	I can classify two-dimensional figures in hierarchy based on properties.
			✓	5.G.B.3	<i>I can sort two-dimensional figures based on properties of their sides and angles.</i>
			✓	5.G.B.4	<i>I can classify two-dimensional figures in hierarchy based on properties.</i>



Key Idea Science:

Fifth grade students refine their knowledge of how things change whether it be in ecosystems or interactions of matter and energy transfer. They are more adept at recording and using data and showing their findings on a graph, chart or in a written report. A strong emphasis in science for fifth grade students is finding ways to solve problems.

I Can...

- I can describe matter and how it can change.
- I can describe gravity, and the effects it has on objects near Earth.
- I can describe the flow of energy and how the process begins with the sun.
- I can describe how molecules can form into organisms. (Specifically how plants acquire their material for growth through air and water.
- I can describe interactions and cycles of matter and energy transfer in ecosystems.
- I can describe the universe and its stars.
- I can describe the Earth and the solar system and its place in the universe.
- I can describe Earth materials systems.
- I can identify the different roles of water on Earth's surface.
- I can describe the impact human activities have on Earth.
- I can design an experiment using appropriate tools and record a hypothesis.
- I can identify patterns in data and show my findings on a graph, chart or written report.
- I can identify solutions to a problem and identify the constraints the solution may have.
- I can develop possible solutions, and compare the strengths and constraints of the solutions.
- I can plan and design different solutions and carry out tests to see which solution works best.



Key Idea Social Studies:

Social studies in fifth grade moves from community exploration to learning more in-depth about the United States. Understanding and becoming aware of historical accounts, cultural patterns, migration and the history of the U.S. is exciting and important for your fifth grader.

I Can...

- I can identify and compare historical Native American groups that existed prior to European exploration.
- I can locate and examine accounts of Spanish, French, and British explorations of North America.
- I can explain reasons people moved from Europe to the Americas.
- I can identify and locate the 13 British colonies and the early founders, and describe daily life in the colonies.
- I can create and interpret timelines that show major people, events, and developments of the early history United States.
- I can use primary and secondary sources to examine historical accounts.
- I can identify, locate, to describe places and regions of the United States.
- I can use various types of maps to describe /explain the United States.
- I can explain migrations, trade, & cultural patterns of the United States.

Social Studies [continues]

- I can describe how physical and political features influence events, movements, and adaptation to the environment.
- I can describe how technological developments, societal decisions, and personal practices influence the sustainability of the U.S.
- I can analyze how cooperation and conflict among people contribute to political, economical, and social events in the U.S.
- I can describe and summarize how colonial government affected groups within their population.
- I can compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- I can identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- I can describe how national government affects local and state governments.
- I can analyze two accounts of the same event or topic and describe important similarities and differences.
- I can gather, use, and document information from multiple sources to examine an event, issue, or problem through research.
- I can identify and study different points of view of events or problems.
- I can identify characteristics of an event, issue, or problem, suggesting possible causes and results.
- I can propose a response or solution to an issue or problem and support why it makes sense, using support from research.



Key Idea Health:

Fifth grade students are role models for younger students. Staying healthy and safe at school, home and in the community can be discussed at home. Keep the channels of communication open with your student as her or she practices and learns behaviors of respect for self and others.

I Can...

- I can identify, and demonstrate safe behaviors and safety equipment for physical activity.
- I can identify, recognize, and demonstrate basic first aid procedures.
- I can demonstrate safe ways to respond to bullying and cyber bullying.
- I can identify school and community resources to report child abuse.
- I can recognize, show, and advocate for diversity among people.
- I can demonstrate pro-social behaviors including respect for self and others.
- I can describe and demonstrate pro-social behaviors to help build and maintain healthy relationships.
- I can demonstrate problem-solving skills, anger management, and impulse control.
- I can describe the child abuse reporting law.
- I can demonstrate what to say and do as a victim or bystander of bullying.
- I can describe physical, social, and emotional changes that occur during puberty.
- I can identify trusted adults to seek information about sexual orientation and healthy sexuality.
- I can identify reproductive systems.



Key Idea Physical Education:

Linking exercise to other lifestyle habits helps fifth graders make the connection between PE and overall health. PE should be fun, fostering social interaction and not just physical fitness. In fifth grade, kids take part in activities to increase their cardiovascular fitness, strength, and flexibility, while also learning new skills, including cooperative play, teamwork, and sportsmanship. To help them grasp the basics of physical conditioning, fifth graders should study up on major muscle groups and learn about targeted stretches.

I Can...

- I can demonstrate some critical elements in manipulative skills: throw, catch, kick and strike. (K-5)
- I can exhibit responsible personal and social behavior that respects self and others in physical activity settings. (K-6)
- I can identify changes in my body during moderate to vigorous exercise. (K-6)
- I can identify positive ways to resolve conflict. (K-6)
- I can identify rules, procedures and etiquette in a specified physical activity. (2-6)
- I can demonstrate three different step patterns and combinations of movements into repeatable sequences. (3-6)
- I can demonstrate the foot dribble(R/L) foot, hand dribble(R/L), strike, throw, catch and volley with a partner. (3-6)



Key Idea Music:

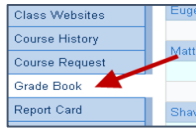
Students in fifth grade learn about correct breathing and diction while singing. They use their knowledge of complex rhythms and chords to play on a variety of instruments. Using teamwork they create larger musical projects. At home, discuss why your student likes or dislikes different types of music incorporating their musical vocabulary.

I Can...

- I can use notation for dotted quarter eighth note rhythms in various meters (Rhythm)
- I can aurally identify step, skip and repeated tones (Melody)
- I can perform one and two chord accompaniments (Harmony/Texture)
- I can identify theme and variations (Form)
- I can differentiate between concert band and orchestra (Tone Color)
- I can identify changes in dynamics and tempi with correct music terminology (Expression)
- I can use creative thinking, problem solving, and musical skills to create music (Create, Arrange, Impvise)
- I can explain how artistic elements of musical works and styles affect personal preferences (Evaluate)
- I can compare and contrast the characteristics of music from other cultures and time periods (History and Culture)

VIEWING ELEMENTARY GRADE BOOK

After logging in to ParentVUE, click on Grade Book in the menu.



INTERNET SITES

Oregon Department of Education:

<http://www.ode.state.or.us/home/>

Hillsboro School District

<http://www.hsd.k12.or.us/>

Common Core State Initiatives

<http://www.corestandards.org/>

Smarter Balanced Assessment

<http://www.smarterbalanced.org/>

Hillsboro City Public Library

<http://www.hillsboro-oregon.gov/index.aspx?page=89>

The Grade Book Summary will display for the selected Semester. Click on any subject area in the Grade Book Summary.

Teacher	Subject Area
Eugene	
	Physical Education
Matthew	Mathematics

Assignment View shows assignment information for the selected subject. Change the dropdown to ALL for a quick way to see all assignments, especially any missing, late or incomplete assignments.

Teacher	Date	Assignment
:: Semester 1 :: ALL		

Select Standards View. Standards View will display all the assessed clusters with the overall mark and the assignments mapped to those clusters. The clusters make up the different sections of the report card.

Standard	Mark
<ul style="list-style-type: none"> Vocabulary Acquisition / Adquisición de vocabulario Performing and Responding / Desempeñándose y respondiendo Geometry / Geometría <ul style="list-style-type: none"> 1-1 CFA 1-10 Path Area/Perimeter Ratios and Proportional Relationships / Razones y relaciones proporcionales 	M