

WARREN CONSOLIDATED SCHOOLS

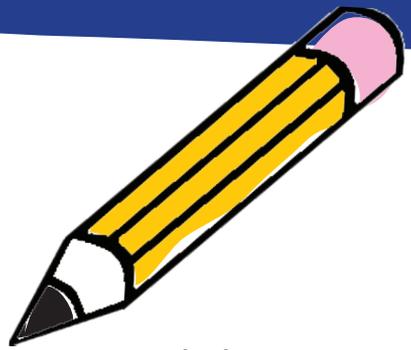
**A Parents' Guide to
Report Cards**

5

Creating Dynamic Futures

Student Achievement • High Expectations • Strong Relationships

Dear Parents:



The information in this brochure is intended to serve as a guide to understanding the core curriculum for English Language Arts, Mathematics, Social Studies and Science at each grade. Each grade level report card has been aligned to reflect the most current standards for each subject. The new curriculum in English Language Arts and Mathematics is aligned to the Common Core State Standards (CCSS). The CCSS are a list of expectations that help teachers make sure their students have the skills and knowledge they need at each grade level from kindergarten through 12th grade. They define the reading, writing and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace. The standards offer consistent expectations for student learning across much of the nation. This guide will also identify the Science and Social Studies concepts that your child will experience throughout the year as well.

Subject: English Language Arts (Common Core State Standards)

Domain: Reading Literature

Standard: Key Ideas and Details

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Standard: Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.

Standard: Integration of Knowledge and Ideas

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Domain: Reading Informational Text

Standard: Key Ideas and Details

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Standard: Craft and Structure

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Standard: Integration of Knowledge and Ideas

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Domain: Reading Foundational Skills

Standard: Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - o Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Standard: Fluency

- Read with sufficient accuracy and fluency to support comprehension.
 - o Read grade-level text with purpose and understanding.
 - o Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - o Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Domain: Speaking and Listening

Standard: Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - o Come to discussions prepared having read or studied required material; explicitly draw on that preparation.
 - o Follow agreed-upon rules for discussions and carry out assigned roles.
 - o Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Standard: Presentation of Knowledge and Ideas

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Domain: Writing**Standard: Text Type and Purposes**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - o Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - o Provide logically ordered reasons that are supported by facts and details.
 - o Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - o Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - o Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - o Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - o Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - o Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - o Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - o Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - o Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - o Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - o Provide a conclusion that follows from the narrated experiences or events.

Standard: Research to Build and Present Knowledge

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - o Apply Grade 5 Reading standards to literature
 - o Apply Grade 5 Reading standards to informational texts

Standard: Production and Distribution of Writing

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- With some guidance and 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.

Domain: Language

Standard: Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - o Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - o Form and use the perfect verb tenses.
 - o Use verb tense to convey various times, sequences, states, and conditions.
 - o Recognize and correct inappropriate shifts in verb tense.*
 - o Use correlative conjunctions (e.g., either/or, neither/nor).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - o Use punctuation to separate items in a series.*
 - o Use a comma to separate an introductory element from the rest of the sentence.
 - o Use a comma to set off the words yes 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?).
 - o Use underlining, quotation marks, or italics to indicate titles of works.
 - o Spell grade-appropriate words correctly, consulting references as needed.

Standard: Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - o Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - o Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Standard: Vocabulary Acquisition and Use

- 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.
 - Use context as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Subject: Math (Common Core State Standards)**Domain: Operations and Algebraic Thinking****Standard: Write and interpret numerical expressions.**

- Write expressions heard using mathematical symbols and the order of operations.
- Use parentheses and brackets in expressions.

Standard: Analyze patterns and relationships.

- Use numerical rules and patterns to form ordered pairs and graph the ordered pairs on a coordinate plane.

Standard: Multiply and divide within 100.

- Fluently multiply and divide within 100.

Standard: Generate and analyze patterns.

- Create a number or shape pattern that follows a given rule.
- Notice different features of a pattern once it is created by a rule.

Domain: Geometry**Standard: Classify 2-dimensional figures into categories based on their properties.**

- Classify shapes into categories.
- Classify shapes based on properties.

Domain: Measurement and Data

Standard: Convert like measurement units within a given measurement system.

- Convert measurements within the same measuring system.

Standard: Represent and interpret data.

- Make a line plot to display data sets of measurements in fractions.
- Use fraction operations to solve problems involving info presented on a line plot.

Standard: Geometric Measurement: Understand concepts of volume and relate volume to multiplication and to addition.

- Understand volume.
- Measure volume by counting unit cubes.
- Solve real world problems involving volume.
- Find the volume of an object using the formulas: $V = l \times w \times h$ and $V = b \times h$.
- Measure volume by counting unit cubes.

Domain: Number and Operations - Fractions

Standard: Use equivalent fractions as a strategy to add and subtract fractions.

- Add and subtract fractions with unlike denominators and mixed numbers.
- Solve word problems that involve fractions.

Standard: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- Understand that fractions are really the division of a numerator by the denominator.
- Solve word problems where whole numbers are divided to create an answer that is a mixed number.
- Multiply a fraction or whole number by a fraction.
- Think of multiplication as the scaling of a number (similar to a scale on a map).
- Solve real world problems by multiplying fractions and mixed numbers.
- Divide fractions by whole numbers and whole numbers by fractions.

Domain: Number and Operations in Base Ten

Standard: Understand the place value system.

- Understand and explain the value of digits.
- Explain patterns when multiplying a number by powers of 10.
- Explain patterns when a decimal is multiplied or divided by a power of 10.
- Read, write, and compare decimals to thousandths.
- Use place value understanding to round decimals to any place.
- Multiply multi-digit whole numbers.
- Divide 4-digit dividends with 2-digit divisors.
- Illustrate and explain a division problem using equations, arrays, and/or models.
- Add, subtract, multiply, and divide decimals to hundredths, and use concrete models or drawings to explain the method used.

Standards For Mathematical Practice

PARENTS' GUIDE

As your son or daughter works through homework exercises, you can help him/her develop skills with these mathematical practice standards by asking some of these questions...

1. Make sense of problems and persevere in solving them.

- What are you solving for in the problem?
- Can you think of a problem that you have solved before that is like this one?
- How will you go about solving it? What's your plan?
- Are you making progress toward solving it? Should you try a different plan?
- How can you check your answer? Can you check using a different method?

2. Reason abstractly and quantitatively.

- Can you write or recall an expression or equation to match the situation?
- What do the numbers or variables in the equation refer to?
- What's the connection among the numbers and the variables in the equation?

3. Construct viable arguments and critique the reasoning of others.

- Tell me what your answer means.
- How do you know that your answer is correct?
- If I told you I think the answer should be (offer a wrong answer), how would you explain to me why I'm wrong.

4. Model with mathematics.

- Do you know a formula or relationship that fits this problem situation?
- What's the connection among the numbers in the problem?
- Is your answer reasonable? How do you know?
- What does the number(s) in your solution refer to?

5. Use appropriate tools strategically.

- What tools could use to solve this problem? How can each one help you?
- Which tool is more useful for this problem? Explain your choice.
- Why is this tool (the one selected) better to use than (another tool mentioned)?
- Before you solve the problem, can you estimate the answer?

6. Attend to precision.

- What do the symbols that you used mean?
- What units of measure are you using? (for measurement problems)
- Explain to me (a term from the lesson)

7. Look for and make use of structure.

- What do you notice about the answers to the exercises you've just completed?
- What do different parts of the expression or equation you're using tell you about possible correct answers?

8. Look for and express regularity in repeated reasoning.

- What shortcut can you think of that will always work for these kinds of problems?
- What pattern(s) do you see? Can you make a rule or generalization?

Subject: Social Studies

History

- European Explorers
- Major events from around the world that impacted North America
- Settlement of Colonial America
- The American Revolution
- Slavery

Geography

- Latitude and Longitude
- Climate
- Resources

Civics & Government

- Decision Making
- Citizen Involvement
- Forming a New Government

Economics

- Working and Trading around the world



Subject: Science

Life Science (Systems and Survival):

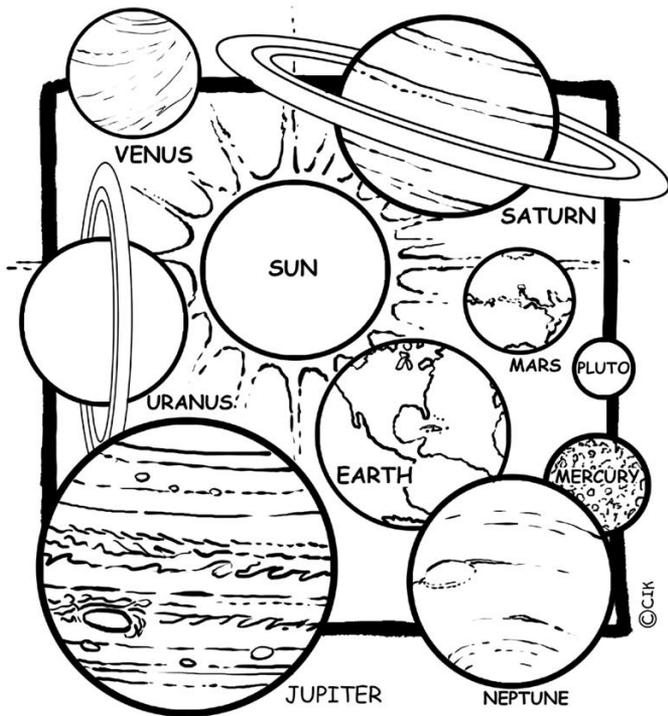
Students examine three different "systems" in their lives, classification system, ecosystems, and human body systems. They use the characteristics of organisms to build model ecosystems, classify organisms by physical traits, and research human body systems and how they work together.

Physical Science (Forces and Motion):

Students continue to learn about how things move and participate in an exploration into force and motion as related to distance, time, speed, balanced and unbalanced forces, contact and non-contact forces. Students collect data and describe force and motion in qualitative and quantitative terms. Students illustrate how motion can be measured and represented on a graph.

Earth Science (Objects in the Sky):

This unit builds on the concepts of the 4th grade unit, The View from Earth, and students demonstrate using models rotation on axis and orbits due to gravity of Earth and other planets. They relate the relative position of the sun, moon, and Earth to seasons, moon phases, eclipses, tides and day and night.



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Student Achievement

A focus on measurable student achievement in our Professional Learning Communities.

High Expectations

Clear expectations for every stakeholder, including students, staff and parents.

Strong Relationships

Strong relationships among all stakeholders, including: teacher-student, parent-teacher, principal-teacher, and superintendent-board member.

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability Act of 1990, the Elliott-Larsen Civil Rights Act of 1977, and the Genetic Information Nondiscrimination Act of 2008, it is the policy of the Warren Consolidated Schools that no person shall, on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes") be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to the Chief Human Resources Officer, 31300 Anita, Warren, Michigan 48093, (586) 825-2400, ext 63110.
