

5th Grade

Report Card
Guide Now
Included



Redding School District

Sections:

1. **College and Career Readiness**
2. **English Language Arts Standards**
3. **Mathematics Standards**
4. **Next Generation Science Standards**
5. **Social Studies Standards**
6. **Report Card Guide**





REDDING SCHOOL DISTRICT

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2150 Civic Center Dr.
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juniperreddingschools.net
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375 Ellis St.
530-225-0045



K-5 School
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Code to the Future School
1240 Manzanita Hills
530-225-0050



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Music Magnet Program
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Spanish Dual Immersion Sycamore Elementary – Exciting new program offers both English and Spanish-speaking students the opportunity to attain both Spanish and English language proficiency!



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The project-based Coding is an integrated enhancement which includes EPIC build projects, robotics, 1:1 devices and more.



Capturing Kids Hearts
Building meaningful, productive relationships with every student and every colleague helps build a bridge to learning. We are proud to have a nationally recognized **SHOWCASE SCHOOL** in our district.



Award Winning Music Programs
Musicians are built every year in band, orchestra, and choir. Music offered at every campus. Sequoia Middle School offering 5 different studies of music!



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530-225-0011

5885 E. Bonnyview Rd. Redding CA, 96001

Section 1: College and Career Readiness

*“Let us think of education as the means of
**Developing our
greatest abilities,**
because in each of us there is a private
Hope and Dream
which, fulfilled, can be translated into benefit for
everyone and greater strength for our nation.”*

*John F. Kennedy
35th President of the United States*





College and Career Readiness

The Keys to Being Prepared

The Definition:

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. Being college ready and being career ready are similar, but not necessarily the same. More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. Some notable differences find College readiness meaning the ability to complete a wide range of topics and courses leading to a degree and Career readiness referring to a more specific course of study for a certificate or job attainment. Additionally, many of the attitudinal characteristics necessary for success in the workplace are also needed for College or Career studies.

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
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These are the ways of thinking for college level or productive career work.

Refers to the “big ideas” from core subjects that all students must know.

Self attitudes and habits necessary for success at college or career work.

Information to successfully navigate to a college or career after high school.

Problem formulation

- Hypothesize
- Strategize

Structure of knowledge

- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

ing

- Goal setting
- Grit/Perseverance
- Self-awareness
- Motivation
- Help seeking
- Progress monitoring
- Self-efficacy

awareness

- Ambitions
- Norms/culture

Research

- Identify
- Collect

Attitudes Toward Learning

- Learning content is a challenge
- Content is valued
- Effort
- Intelligence is changed through increased effort
- Under the students control

Learning techniques

- Time management
- Test taking skills
- Note taking skills
- Memorization/recall
- Strategic reading
- Collaborative learning
- Technology proficiency

Postsecondary costs

- Tuition
- Financial aid

Interpretation

- Analyze
- Evaluation

Admittance

- Eligibility
- Admissions
- Program

Communication

- Organize
- Construct

Career awareness

- Requirements
- Readiness

Precision & accuracy

- Monitor
- Confirm

Role and Identity

- Role models

Self-advocacy

- Resource acquisition
- Institutional promotion



Technical knowledge and skills

Ownership of Learning

Post High School

Fifth Grade - College and Career Readiness

The Keys to Being Prepared

How can I know that my child is on track during Fifth Grade?

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
<p>(Problem formulation) ⇒ Child will think through, devise a strategy, and attempt to solve more complex problems.</p> <p>(Research) ⇒ Child systematically collects sources that address problems.</p>	<p>(Knowledge Building) ⇒ Child is meeting targeted Reading Standards by hitting RSD cut scores. ⇒ Child reads to learn science or social studies content.</p>	<p>(Ownership-Set Goals) ⇒ Child sets short and long-term goals that align to future hopes.</p> <p>(Ownership-Grit) ⇒ Persevere when faced with new, challenging, or unfamiliar tasks and assume responsibility.</p>	<p>(Post High School Awareness) ⇒ Child understands the terms: All words K-4 & AA Degree, BA Degree, BS Degree, Community College, FAFSA, GPA, prerequisite</p>
<p>(Interpretation) ⇒ Child selects and prioritizes resources that are of value to completing a task.</p>	<p>(Characteristic-Effort) ⇒ Child is having sustained effort in all work. ⇒ Child will take on a challenge.</p>	<p>(Learning-Motivation) ⇒ Child will be self motivated and complete tasks even when it isn't interesting.</p>	<p>(Career Awareness) ⇒ Child explores careers to develop understanding about career requirements.</p>
<p>(Communication) ⇒ Child will produce drafts that incorporate facts and is based on the task to be completed.</p>	<p>(Student-Learning) ⇒ Child understands that learning is flexible and can be changed through increased struggle.</p>	<p>(Self-Efficacy) ⇒ Child has confidence in their own ability to complete tasks and learn from mistakes.</p>	<p>(Matriculation) ⇒ Child understands difference between 2-year and 4-year colleges of certification programs aligned to career paths.</p>
<p>(Precision / Accuracy) ⇒ Child is producing work that is increasing in quality as the year progresses. ⇒ Child confirms accuracy of work produced.</p>	<p>(Student-Engagement) ⇒ Child recognizes successful students must engage to master what is taught.</p>	<p>(Learning Techniques) ⇒ Child Communicates and works well with others. ⇒ Child prepares for an assessment of knowledge that they are learning.</p>	<p>(Role & Identity) ⇒ Child thinks of themselves as a student scholar. ⇒ Child thinks of a future self and identifies role models in careers child aspires to.</p>

Section 2: English Language Arts Standards

*“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go*

Dr. Seuss

English Language Arts



English-Language Arts-Highlights of the Common Core State Standards

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

What differences will I see in my student's assignments and how can I help? The new Common Core State Standards make several important changes to current standards. These changes are called shifts. Below you will see what these shifts change and what you can do to help your student at home.

English Language Arts

What's Shifting?	What to Look for?	What Can You Do?
Your student will now read more non-fiction in each grade level.	Look for students to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	Read non-fiction books with your children. Find ways to make reading fun and exciting around learning new things.
Reading more non-fiction texts will help your student learn about the world through reading .	Look for your student to bring home more fact-based books about the world. For instance, your 1st grader or Kindergartener might read Clyde Robert Bulla's <i>A Tree is a Plant</i> . This book involves students in reading and learning about science.	Know which non-fiction books are grade-level appropriate and make sure your student has access to such books. Talk to your school or local librarian.
Your student will read challenging texts very closely , so they can make sense of what they read and draw their own conclusions.	Your students will have reading and writing assignments asking them to reread and/or rewrite a text multiple times for a variety of purposes. For example, your 2nd or 3rd grader might be asked to read aloud Faith D'Aluisio's non-fiction book titled <i>What the World Eats</i> and retell facts based on multiple close readings.	Provide more challenging texts for your student to read. Show them how to dig deeper into these difficult pieces by rereading and wondering or questioning. Encourage them to talk with you about what they have read.
When it comes to writing or retelling a story, your student will use "evidence" gathered from the text to support what they say .	Look for written assignments asking your student to draw on concrete examples from the text that serve as evidence. "Evidence" is provided through examples from the book that are used to support a response or conclusion.	Ask your student to provide evidence or the "why" they think the way they do in everyday discussions and disagreements.
Your student will learn how to write from what they read .	Look for writing assignments that ask your student to create arguments in writing based on evidence from the text. For 4th and 5th graders, this might mean reading and writing about <i>The Kids Guide to Money</i> , a non-fictional book by Steve Otfinoski.	Encourage writing at home. Write together using evidence and details.
Your student will increase their academic vocabulary .	Look for assignments that stretch your student's vocabulary allowing them to see the "power" in language. For example all grades will be helping students use more formal sentence structures and content specific language when responding to questions during discussions.	Read often to your children and discuss the topic using the language presented in the text. Use math, science and other content rich language when talking about information.

Fifth Grade Knowledge Cut Scores

The Keys to Being Prepared

Reading	<i>Trimester 1</i> <i>Aug. 16 to Nov. 3</i>	<i>Trimester 2</i> <i>Nov. 6 to Mar. 2</i>	<i>Trimester 3</i> <i>Mar. 5 to June 6</i>
Reading Fluency	120 correct words per minute	135 correct words per minute	150 correct words per minute
Reading Accuracy	90 % of words read correctly	90 % of words read correctly	90 % of words read correctly
Accelerated Reader (AR) Scaled Score	502 out of 1400	545 out of 1400	590 out of 1400
AR Independent Reading Goals	100% of goal met	100% of goal met	100% of goal met
AR % of questions correct	85% or higher	85% or higher	85% or higher
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher
Writing Prompts	Rubric Score 3	Rubric Score 3	Rubric Score 4

Grade 5 Overview | English Language Arts

Fifth grade students build on their ability to read longer words, using roots, prefixes, and suffixes to determine the meaning of unknown words. Students explain how an author supports points in a text. They use quotes accurately when referring to the text. Students keep the audience in mind and include a clear sequence of events when writing. Students listen to a speaker or media source and identify reasons and evidence provided to support particular points. They identify and discuss misleading ideas.

Reading

- Quote accurately when referring to text
- Determine the main ideas and summarize the text
- Compare and contrast texts

Explain how an author uses reason or evidence to support points in a text

Reading: Foundational Skills

- Use grade-level phonics and word analysis skills
 - Roots, prefixes, and suffixes
- Read with accuracy and fluency

Writing

- Write opinion pieces that support a point of view with reasons and information
- Write informative texts that share ideas and information
- Write narratives that use related descriptive details and a clear sequences of events
- Write clearly and with a purpose; keep the audience in mind
- Use technology to publish writing; type two pages in a single sitting

Grade 5 Overview | English Language Arts

Speaking and Listening

- Summarize information presented
- Identify reasons and evidence a speaker or media source provides to support particular points
- Identify and discuss misleading ideas
- Plan and deliver a speech
- Deliver a memorized poem or section of a speech
- Use expression and gestures

Language

- Use correct grammar
- Use verb tenses correctly
 - Yesterday I *walked*
 - Today I *walk*
 - Tomorrow I *will walk*
- Use correct capitalization, punctuation, and spelling
- Use punctuation to separate items in a series/list
- Use underlining, quotation marks, or italics in a title
- Vary sentence length and style
- Compare and contrast styles used in literature
- Use a variety of methods to determine the meaning of an unknown word

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading - Foundational Skills

Print Concepts

1. (Not applicable)

Phonological Awareness

2. (Not applicable)

Phonics & Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. 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.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Reading - for Literature

Key Ideas & Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. 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.
3. 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).

Craft & Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 on pages 28 for additional expectations.)
5. Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge & Ideas

7. 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).
8. **(Not applicable to literature)**
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading - for Informational Text

Key Ideas & Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas and how they are supported by key details; summarize the text.
3. 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.

Craft & Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (See grade 5 Language standards 4-6 on pages 28 for additional expectations.)
5. 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.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge & Ideas

7. 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.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards

Text Types & Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. 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.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinions and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. 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.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - d. Use precise language and domain specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards

Production & Distribution of Writing

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (*Grade-specific expectations for writing types are defined in Standards 1–3 above.*)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (*Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.*)
6. With 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.

Research to Build & Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. 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.
9. Draw evidence from literary or informational texts to support analysis, reflection and research.
 - a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

10. Write routinely over extended time frames (*time for research, reflection, and revision*) and shorter time frames (*a single sitting or a day or two*) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking & Listening

Comprehension & Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

Presentation of Knowledge & Ideas

4. 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.
 - a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.
 - b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language—Conventions

Conventions of Standard English

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

Knowledge of Language

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

Language—Vocabulary

Vocabulary Acquisition and Use

- 4.** 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.
 - a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - c.** 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 and to identify alternate word choices in all content areas.
- 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a.** Interpret figurative language, including similes and metaphors, in context.
 - b.** Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 6.** 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*).

How you can help your young person at home with reading and writing.

Reading

- Encourage your child to read aloud to you.
- Read to and with your child regularly.
- Visit the library and/or bookstore with your child on a regular basis.
- Ask your child interesting questions after reading a story and talk about the characters, events, and ideas.
- Encourage your child to ask you questions about what was read.
- Encourage your child to read nonfiction, informational materials on many topics.
- Help your child gain access to reference materials (for example, a dictionary, an atlas, encyclopedias).
- Schedule a family reading time in which everyone is reading.
- Have your child read every night for 30 minutes.
- Have your child read and follow directions for games and recipes.

Writing

- Encourage your child to keep a diary and/or a vacation journal.
- Encourage your child to engage in creative writing, including writing poems, plays, short stories, and songs.
- Encourage your child to write thank-you notes, letters and e-mail messages.
- Support your child in editing his own work.
- Encourage your child to provide interesting oral summaries of movies or television programs.
- Have family discussions about things you read together.

Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>
Fifth Grade Booklet



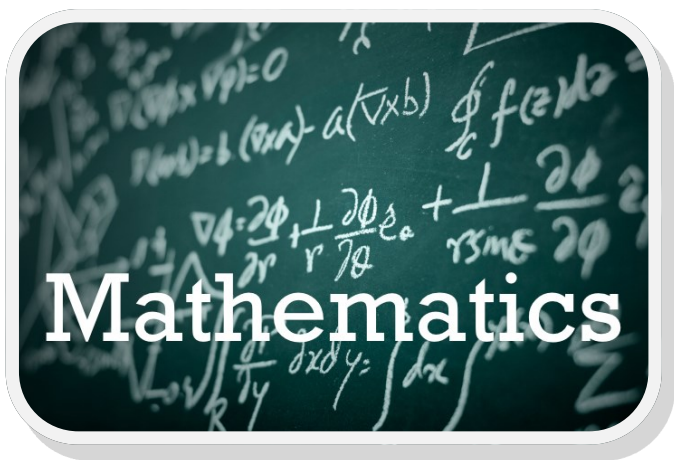
California PTA <http://capta.org/>



Section 3: Mathematics Standards

*“Pure **Mathematics** is,
in its way, the **Poetry**
of **logical** ideas”*

Albert Einstein



What differences will I see in my student's assignments and how can I help? The Common Core State Standards (CCSS) for mathematics connects two types of standards: one for mathematical practice [habits of mind to foster student mathematical thinking] and one for mathematical content [what students should know and be able to do at each particular grade level]. Developing students at the elementary and middle school levels will engage in a variety of mathematical activities as they grow in subject maturity and expertise.

Mathematics

What's Shifting?	What to Look for?	What Can You Do?
Your student will work more deeply in fewer topics , which will ensure full understanding, less if more!	Look for assignments that require students to show their work and explain how they arrived at an answer. Look for work asking students to make sense of problems and to persevere in solving them.	Know what concepts are important for your student based on their grade level and spend time working on those concepts. Ask your student to explain how they arrived at an answer.
Your student's learning will be a progression, building year after year.	Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing before studying fractions. Each concept forms the foundation for increasingly complex mathematical thought and application.	Know what concepts are important for your student based on their grade level and spend time working on those concepts.
Your student will spend time practicing and memorizing math facts.	Students may have assignments focused on memorizing and mastering basic math facts which are important for success in more advanced mathematical problems.	Help your students know and memorize basic math facts. Play games and engage in activities that encourage mental math.
Your student will understand why the math works and be asked to talk about and prove their understanding.	Look for assignments requiring your student to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, and to model with mathematics and to utilize appropriate tools in problem solving. Students will explore more than one way to solve a problem.	Be aware of what concepts your student struggled with last year and support your student in those challenge areas moving forward. Encourage your student to share their mathematical thinking.
Your student will now be asked to use math in real-world situations.	Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.	Provide time every day for your student to work on math at home. Ask your student to "do the math" that pops up in daily life. For example, determining the length, width, and depth of a garden plot to know how many bags of garden soil to buy.

Fifth Grade Knowledge Cut Scores

The Keys to Being Prepared

Math	<i>Trimester 1</i> <i>Aug. 16 to Nov. 3</i>	<i>Trimester 2</i> <i>Nov. 6 to Mar. 2</i>	<i>Trimester 3</i> <i>Mar. 5 to June 6</i>
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher
Math Performance Task Based Scores	Rubric Score 3	Rubric Score 3	Rubric Score 4



California Math Council for Families:

<http://cmc-math.org/temp/wp-content/uploads/2013/05/K%E2%80%9312Math@HomeEnglishBW.pdf>

Here you will find California Math Council (CMC)'s Math at Home booklets which provide brief, helpful information to parents and guardians including information about the Common Core and helping with math homework.

5 Grade 5 Overview

Operations and Algebraic Thinking

Write and interpret numerical expressions.

Analyze patterns and relationships.

Number and Operations in Base Ten

Understand the place value system.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

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

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

Measurement and Data

Convert like measurement units within a given measurement system.

Represent and interpret data.

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

Classify two-dimensional figures into categories based on their properties.

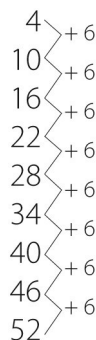
Grade 5 Overview | Mathematics

Fifth grade students finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understanding of fractions to the addition and subtraction of fractions with unlike denominators, the concept of fraction multiplication and division, and decimal addition and subtraction. They analyze numeric patterns and relationships and graph ordered pairs on a coordinate plane. Students build on their understanding of geometry by recognizing attributes of geometrical shapes and calculating inside angle measurement and area of triangles and parallelograms.

- Write and interpret numerical expressions using parentheses, brackets, or braces

◇ “Add 8 and 7, then multiply by 2” is $2(8 + 7)$

- Express a whole number (2 – 50) as a product of its prime factors
- Describe more complex patterns by seeing the change
- Understand the place value system from thousandths to millions
- Fluently multiply multi-digit numbers using the standard algorithm
- Divide multi-digit numbers by two-digit divisors
- Read, write, and compare decimals to the thousandths
- Round decimals to any place
- Compute with multi-digit whole numbers and numbers with decimals to the hundredths



$$\begin{array}{r} 423.12 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8943.43 \\ + 17.50 \\ \hline \end{array}$$

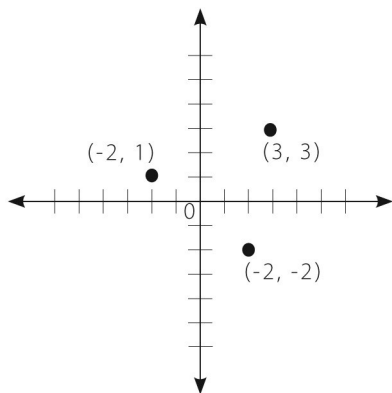
$$5 \overline{) 25.75}$$

$$100 - 42.11 =$$

- Add and subtract fractions with unlike denominators
- Multiply fractions and mixed numbers

Grade 5 Overview (continued) | Mathematics

- Divide unit fractions by whole numbers and whole numbers by unit fractions
- Convert measurements and use in problem solving
 - ◇ $0.05 \text{ m} = 5 \text{ cm}$ or $2.5 \text{ feet} = 30 \text{ inches}$
- Organize and explain data using a line plot
- Understand and find the volume of rectangular prisms
- Analyze number patterns
- Graph points on a coordinate graph



- Show a graph with an x and y axis with several points labeled by their coordinates
- Sort two-dimensional shapes into categories based on their properties
- Know what makes rectangles, parallelograms, and trapezoids different
- Know the inside sum of the angles of a triangle (180 degrees) and a quadrilateral (360 degrees)
- Be able to find the area of a triangle and parallelogram by knowing and understanding the formula for area of these shapes

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

1. Make sense of problems and persevere in solving them.
 - ◇ Find meaning in problems
 - ◇ Analyze, predict and plan solution pathways
 - ◇ Verify answers
 - ◇ Ask themselves the question: “Does this make sense?”
2. Reason abstractly and quantitatively.
 - ◇ Make sense of quantities and their relationships in problems
 - ◇ Create coherent representations of problems
3. Construct viable arguments and critique the reasoning of others.
 - ◇ Understand and use information to construct arguments
 - ◇ Make and explore the truth of conjectures
 - ◇ Justify conclusions and respond to arguments of others
4. Model with mathematics.
 - ◇ Apply mathematics to problems in everyday life
 - ◇ Identify quantities in a practical situation
 - ◇ Interpret results in the context of the situation and reflect on whether the results make sense
5. Use appropriate tools strategically.
 - ◇ Consider the available tools when solving problems
 - ◇ Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
6. Be precise.
 - ◇ Communicate precisely to others
 - ◇ Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
 - ◇ Calculate accurately and efficiently
7. Look for and make use of structure.
 - ◇ Discern patterns and structures
 - ◇ Can step back for an overview and shift perspective
 - ◇ See complicated things as single objects or as being composed of several objects
8. Look for and identify ways to create shortcuts when doing problems.
 - ◇ When calculations are repeated, look for general methods, patterns and shortcuts
 - ◇ Be able to evaluate whether an answer makes sense

Operations and Algebraic Thinking

Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*
- 2.1 Express a whole number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$. CA**

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations Fractions

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

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

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

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*

Number and Operations Fractions

- b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
 - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n b)$ to the effect of multiplying a/b by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹

¹ Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

Measurement and Data

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Measurement and Data

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

CCSS Domains

The CCSS are organized by domains. The table lists the domains for grades kindergarten through grade eight. The table identifies which domains are addressed in kindergarten through grade five (an “X” indicates the domain addressed at a grade level). The shaded rows indicate domains to be covered at later grades.

Domains	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Counting and Cardinality	X					
Operations and Algebraic Thinking (OA)	X	X	X	X	X	X
Number and Operations in Base Ten (NBT)	X	X	X	X	X	X
Measurement and Data	X	X	X	X	X	X
Geometry (G)	X	X	X	X	X	X
Number and Operations – Fractions (NF)				X	X	X
Ratios and Proportional Relationships (RP)						
The Number System						
Expressions and Equations (EE)						
Statistics and Probability						
Functions (F)						



Great Kids Milestones Math Videos

<http://www.greatschools.org/gk/category/milestones-subjects/math/>

Milestones is a free online collection of videos aimed at helping parents and guardians understand grade-level expectations in kindergarten through grade five. On this page, find videos featuring students demonstrating what success looks like in math, grade by grade.

How you can help your child at home with Math.

1. Use everyday objects to allow your child to explore the concept of fractions. For example, have your child divide a candy bar (or a healthy snack) between three people. Ask, "How much does each person receive?" (Each person would receive $\frac{1}{3}$). Suppose there are three candy bars that you plan to share with two friends. Have your child describe the amount that each person will receive.
2. Have your child explain how to write fractions in different ways. For example, what are some different ways to write $\frac{4}{3}$? He or she could answer $4 \div 3$, $1 \frac{1}{3}$, $\frac{2}{3} + \frac{2}{3}$, $2 \times \frac{2}{3}$, $\frac{8}{6}$, $4 \times \frac{1}{3}$, etc.
3. Ask your child to give you a fraction equal to a decimal. For example, what are two fractions that can be used to represent 0.6? Answers could include $\frac{6}{10}$, $\frac{60}{100}$, $\frac{12}{20}$, or $\frac{3}{5}$.
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>
Fifth Grade Booklet



California PTA <http://capta.org/>



Section 4: Next Generation Science Standards





“Principles for the Development of a Complete Mind: Study the science of art. Study the art of science. Develop your senses—especially learn how to see. Realize that everything connects to everything else.”

Leonardo Da Vinci



As the culminating grade in elementary school, the entire year draws upon patterns and understandings developed in prior grades. Students look at phenomena from previous grades from the central theme of the exchange of *energy and matter [CCC-5]* within *systems [CCC-4]*. Table 4-1 shows an example of how instruction can be divided into instructional segments during grade five.

Overview of Instructional Segments for Grade Five

	<p>1 What is Matter Made of?</p>	<p>Students observe different materials and describe their differences. They investigate how materials change when they mix together. They learn to recognize chemical reactions and develop a model of matter being made of particles. These particles move and their arrangement changes, but their mass always stays the same.</p>
	<p>2 From Matter to Organisms</p>	<p>Students make models that trace the flow of energy and matter in ecosystems. They investigate the needs of plants and gather evidence that all organisms produce waste. They explain how animals depend upon one another as components in an interconnected system.</p>
	<p>3 Interacting Earth Systems</p>	<p>Students make models of the flow of energy and matter at the scale of the entire planet, and obtain information about a few example phenomena. They describe these phenomena in terms of interactions between different systems within the broader Earth system. They use their models to understand how humans impact these systems and develop solutions to minimize these effects.</p>
	<p>4 Patterns in the Night Sky</p>	<p>Students ask questions and wonder about the night sky. They investigate the force of gravity and then analyze data to identify patterns related to Earth's motion. They gather evidence and make models showing that the brightness of a star depends on its distance from Earth.</p>

Engineering
Connection



Engineering Connection

Every material has specific properties. When students need to select the appropriate materials for an engineering challenge, their attention is drawn to these differences. This IS can begin by providing students different materials and giving them the challenge to construct a tall tower that can bear a heavy weight. Which materials are best suited to the task? Students can devise techniques for measuring or quantifying many of these properties. How can students combine materials or modify their structure so that they work better?

They can increase the strength of paper by rolling it into tubes, index cards by gluing them together with glue sticks, or spaghetti strands by taping several together. Testing the structures using a consistent procedure allows students to identify the specific mechanism of failure such as crushing and buckling, stretching and tearing (3–5- ETS1-3). Do different materials fail in different ways?



Section 5: History Social Science Standards

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

“Observe good faith and justice toward all nations. Cultivate peace and harmony with all.”

George Washington



United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and west-ern expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

1. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
2. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

5.9 Students know the location of the current 50 states and the names of their capitals.



**REDDING ELEMENTARY
SCHOOL DISTRICT**

STANDARDS-BASED

REPORT CARD

**FIFTH GRADE
PARENT GUIDE**



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A message from the Redding School District

The Redding Elementary School District will use a new standards-based report card for all elementary school students. This is an exciting step toward making sure all students are successful at meeting grade level standards.



Educators are expected to teach to the standards outlined in the California State Curriculum Frameworks and to assess student learning along the way using a variety of assessments. The standards-based report card gives us a tool to accurately communicate to parents and guardians the progress their child is making on learning the district-identified Essential Standards for each grade level, as outlined within this handbook. These Essential Standards were identified by district teachers as the foundational standards that students need to master in order to be successful in the next grade level. The new report card reports that the student has reached understanding of these standards at the four following levels.

- **Standard Exceeded** – meaning that the student is consistently using the skill or concept but can also use the skill or concept for a higher level problem solving activity.
- **Standard Met** – meaning that the student has met the standards and is consistently demonstrating the skill;
- **Standard Nearly Met** – meaning the student is nearly meeting the standards and inconsistently demonstrates the skill;
- **Standard Not Met** – meaning that the student is not demonstrating a clear understanding of the standards and is not meeting standards. The report card will be issued three times a year and provide information on student progress and proficiency in core subject areas.

The standards-based report card is helpful in several ways. First, it helps make sure there is more consistency of expectations from teacher to teacher. It helps teachers and students focus on the standards from the very beginning of the school year, giving students the essential targets for their learning. Finally, it gives parents information on how their student is doing based on the standards.

This guide is meant to provide information about the report card itself, and a description of the analysis process for determining proficiency. Each grade level report card includes the Essential Standards in Mathematics and Language Arts for that grade level.

I trust that you will find the new standards-based report card a useful tool. Please don't hesitate to contact the student services office at (530) 225-0011 should you have any questions.

Sincerely,
Cindy Bishop
Director of Educational Services

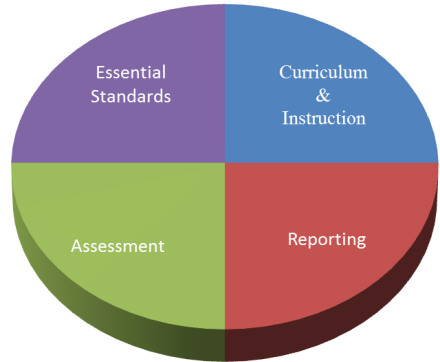
Components of a Standards-Based System

Here are the four components of our standards-based system.

Standards: are outlined by the California Department of Education. The Redding School District has outlined those Essential Standards that describe what a student should know and be able to do at a given grade level. (see standards as outlined within this booklet)

Curriculum: is then aligned with those essential standards as a roadmap for a teacher to use to ensure that instruction targets these standards.

Assessments: are used to measure learning and the extent to which a student has met or is progressing towards the standards both during the reporting period and at the end.



Reporting tools consist in two varieties. Teachers keep students and parents' informed about progress towards specific learning targets so students can adjust during the reporting period. Second the standards-based report card completes our reporting system so at critical junctures in the academic year students get a more formal picture of progress.

Students with Special Needs and the Standards-Based Report Card

For students with special needs, the Individualized Education Plan (IEP) progress report informs parents about their child's progress toward their IEP goals and is included with every report card. The classroom teacher will mark – M Progressing w/Modified Curriculum in the slot that the IEP report is showing progress for.

Format of the Standards-Based Report Card

The format of the report card is such that there are several areas to help you know how your child is progressing towards grade level proficiency.

- The English Language Arts—Reading section gives you a clear picture of how your child is doing on key learning targets within the standards clusters. There are three sections to consider; Reading Literature, Reading Informational Text, and Speaking and Listening.
- The English Language Arts—Writing section helps you know the progress of your child's understanding of the three purposes of writing that we are monitoring; Narrative (story, poem, fable, novel, play, etc); Informational or Explanatory (explaining a process, detailing components, providing knowledge about a topic, etc.); and Opinion or Argumentative (critique, persuasion, scholarly evidence, etc.)
- The Language Conventions (punctuation and grammar) sections help us to determine how your child is doing in writing procedurally.
- The spelling section looks at how students are learning words through the weekly list process and within their own writing.
- Mathematics offers you a look at how your child is doing on learning targets within the different clusters of standards. They are organized with clusters then standards of learning.
- Social Studies and Science do not have specific content standards at this time. However, several Core literacy standards do apply directly to these subjects. While learning these content standards students are expected to incorporate their reading, writing, listening, and speaking skills to help them be successful in Social Studies and Science.
- Physical Education and Visual & Performing Arts are also measured for understandings within these content areas.
- Technology Success is imperative for today's learner. We are monitoring a few key skills at each grade level to make sure students are getting exposed and learning these skills.
- Successful Learning Behaviors have been found to be one of the key factors to future success in college and career. We are tracking and teaching those that have been shown to be the most important for this future success.



Achievement Grades:
Proficiency measured using these indicators.

Successful learning Behaviors/Effort:
Proficiency measured using these indicators.

LANGUAGE ARTS, MATHEMATICS:
Proficiency levels are reported using these marks

**Redding School District
REPORT TO PARENTS - FIFTH GRADE**

Student: _____ School: _____ Year: **2015-2016**
 Teacher: _____ Principal: _____ Grade: **5**
 Stu #: _____ 11/09/2015 - 02/29/2016
 BirthDate: _____

EXPLANATION OF MARKS

Achievement	Effort	Progress Toward Standard
A 90%-100%	O Outstanding	4 Standard Exceeded
B 80%-89%	S Satisfactory	3 Standard Met
C 70%-79%	P Progressing	2 Standard Nearly Met
D 60%-69%	N Not Yet	1 Standard Not Met
F 0%-59%		M Progressing w/Modified Curriculum
NM No Mark		NT Not Tested

Parent Information	1st	2nd	3rd
Promotion in Question			
Please Call for a Conference			
Attendance affecting performance			

Support Services	1st	2nd	3rd
Speech			
RSP			
EL			
SDC			

Reporting Period	Achievement		
	1	2	3
English Language Arts - Reading			
	Effort		
Reading Literature			
Accurately quotes from a text when drawing inferences.			
Summarizes a text to determine a theme of a story, drama, or poem from details in the text.			
Understands the elements of literature.			
Reading Informational Text			
Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.			
Analyzes multiple accounts of the same topic noting the similarities and differences unique to various points of view.			
Reads and comprehends nonfictional text.			
Speaking & Listening			
(SL 1) Comprehension & Collaboration			
(SL 2) Presentation of Knowledge & Ideas			

Reporting Period	Achievement		
	1	2	3
English Language Arts - Writing			
	Effort		
Narrative Writing			
Narrate real or imagined experiences using sensory details, a clear sequence, descriptive dialogue, transitional words, and a conclusion.			
Informational Writing			
Writes informative text to examine, introduce & develop a topic w/information & examples, conveys ideas & information clearly, uses linking words, academic language & concluding statement.			
Opinion Writing			
Write an opinion piece on a topic or text that includes an introduction, provides reasons that are supported by facts & details, linking words, and a conclusion.			
Strengthen writing by planning, revising, and editing.			
Expected Benchmark for all Writing	2	2-3	3-4
Language Standards			
Use proper writing conventions (grammar, punctuation, & capitalization).			
Spell grade level words correctly in daily written work.			
Acquire and use grade-level appropriate vocabulary			

Reporting Period	Achievement		
	1	2	3
Mathematics			
	Effort		
Operations & Algebraic Thinking			
Write & interpret numerical expressions			
Analyze patterns and relationships			
Numbers & Operations in Base Ten			
Understand the place value system & what it represents			
Understand the power of 10 when multiplying & dividing			
Read, write & compare decimals to thousandths			
Use place value understanding to round decimals			
Fluently multiply multi-digit whole numbers			
Divide four digit numbers by two digit numbers using a variety of strategies			
Add, subtract, multiply & divide decimals to the hundredths with reasoning & concrete models			
Numbers & Operations of Fractions			
Uses equivalent fractions to add & subtract fractions			
Apply & extend previous understandings of multiplication to multiply fractions			
Apply & extend previous understandings of division to divide fractions			
Measurement & Data			
Convert like units within a given measurement system			
Represents & interprets data			
Understand concepts of volume & relate volume to multiplication & to addition			
Geometry			
Graph points on the coordinate plane to solve mathematical problems			
Classify two-dimensional figures			
Standards for Mathematical Practices			
Make sense of problems and persevere in solving them			
Construct viable arguments and critique the reasoning of others			
Use appropriate tools strategically.			

MATHEMATICS: Student achievement is reported by clearly stated essential standards for Mathematics

Attendance information is reported in this area, including the number of days tardy and absent. Teacher will indicate whether absenteeism has affected learning on front page.

Student:

Successful learning behaviors use Effort marks.

Science	Achievement	Effort	1	2	3
Demonstrates an understanding of content and concepts					
Applies process skills & problem-solving to develop & justify explanations.					
Social Studies	Achievement	Effort			
Demonstrates an understanding of content and concepts					
Applies critical thinking to extend understanding of content & concepts					
Physical Education/Health	Achievement	Effort			
Sportsmanship & participation: demonstrates an understanding of content and concepts					
Visual & Performing Arts	Achievement	Effort			
Demonstrates an understanding of content and concepts					
Successful Learning Behaviors					
Ownership of Learning					
SELF-MOTIVATED: Works independently; uses time wisely; monitors own progress.					
SELF-ADVOCATE: Asks for help when needed; accepts feedback; perseveres through failure					
ACADEMICALLY RESPONSIBLE: Participates thoughtfully; produces quality work.					
HOMEWORK: Completes homework on time.					
Learning Techniques					
RESPECTFUL: Respects others needs and rights; follows school rules and procedures.					
SOCIALLY RESPONSIBLE: Resolves conflicts; takes responsibility for actions; works cooperatively with others.					
SELF DISCIPLINED: Listens without interruption; exhibits impulse control and self-regulation.					
Technology					
Create a multimedia presentation					
Produce a 2 page document in one sitting					
Demonstrate ability to use digital glossaries, dictionaries, spell check, thesaurus, etc.					
Rev.6.9.16					

ATTENDANCE	1	2	3
Days Enrolled			
Days Absent			
Days Tardy			
TEACHER COMMENTS			
1st Trimester:			
2nd Trimester:			
3rd Trimester:			
Signature: _____			

These sections will contain teacher comments about the individual student.

A Body of Evidence for Reporting: Language Arts, Mathematics, History/Social Studies and Science

The following lists indicate what evidence a teacher will collect in preparation for using the standards-based report card. While it is not required to collect every piece listed below for every student, these pieces of evidence will create a well-rounded picture of your student's progress towards meeting grade-level standards.

Language Arts:

- Screening/Diagnostic/Benchmark:
 - ◇ CBM Curriculum Based Measurements Fluency
 - ◇ Accelerated Reader STAR Assessments
 - ◇ Anecdotal records
 - ◇ end of unit assessments
- Writing samples - prompts



Mathematics:

- Benchmark/Diagnostic:
 - ◇ District Assessments
 - ◇ End of unit assessments
 - ◇ Quick checks
 - ◇ Performance Tasks
 - ◇ Teacher-created essential standards assessments
 - ◇ Performance Tasks

History/Social Studies and Science:

- Student response to teacher made prompts or questions (Responses can be in written form, drawings and diagrams, teacher scripting or recording sheets provided in the curriculum.)
- Work from in-class investigations
- End of unit benchmark assessments

The Reading Success Indicators:

Reading Fluency Rate – Fluency is the ability to read text quickly, accurately, and with proper expression. Expressing language features include appropriate phrasing, intonation, and rhythm. Text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Scientifically-based research reviews (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Institute of Child Health and Human Development, 2000) have established that reading fluency is a *critical component* of learning to read and that an effective reading program needs to include instruction in fluency. We measure fluency to make sure students are reaching suggested baseline marks that are recommended by this research.



Reading Accuracy Rate – Fluent readers decode words accurately and automatically, without (or with minimal) use of their attention towards decoding. Research indicates that students need to be able to read accurately above 90% of the words they run across in order to be able to comprehend well

AR STAR Scaled Score – (1st graders must know 80-90 sight words to take measurement) The most important score that STAR reports is the scaled score. This score is used like a ruler, ranging from 0 to 1400. A student's scaled score is the raw score the student attained based upon the difficulty of questions the student was given and whether or not they answered those questions correctly. The harder the test question, the larger the number on the scale can be achieved. The Redding School District benchmark numbers are set at the 42nd percentile of what is typically normal for students at that grade during that time of the year tested. This correlates fairly well with their projected ability to pass the state test or to be on track to pass.

AR Independent Reading – Reading is a skill and, as with every skill, it requires not just instruction but practice. Practice does not automatically lead to growth, however. To be effective, practice must have certain attributes; it must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain. We report two scores that should help us determine how practice is going with your child

% of Goal Met – We set personalized goals with students based on the amount of time available in the classroom to read and the student reading level. We can track the amount of practice based on points.

% questions correct – There is a flood of research about the critical role that reading practice plays in building reading skills and preparing them for college. *But a more critical point* is about how well they practice. If they do not comprehend what they are reading, then their practice is not serving them at the highest level. We use this data to guide students with book choice and comprehension strategies.

The Successful Learning Behaviors:

Successful Learning Behaviors:



Research indicates that although specific content for post-secondary success varies by field of study, institution, and certificate or degree program, both college and career share many important elements of readiness. These include skills all students need to be ready for a variety of post-secondary learning environments, such as study skills, time manage-

ment skills, persistence, and ownership of learning. Additionally, students need to have a range of cognitive strategies to help them tackle complex tasks and apply content knowledge in novel and non-routine ways. The goal is for high school graduates to be both college ready and career ready, enabling them to pursue a range of opportunities.

- **Goal Setting** – Identify short and long term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.
- **Progress Monitoring** – Continually evaluate progress toward goals and the alignment between aspirations, qualifications, and evolving skills and interests.
- **Help Seeking** – Become familiar with personal resources available in the current environment, be aware of progress on current tasks enough to know when help is needed, and appropriately utilize resources to receive the help needed.
- **Perseverance** – Persevere when faced with new, challenging, or unfamiliar tasks; assume responsibility for completing tasks as assigned.
- **Motivation** – Self-motivate to find value in naturally uninteresting tasks, expend the effort necessary to remain engaged and motivated to complete tasks.
- **Accepts Failures** – Be confident in one’s ability to complete increasingly challenging and complex academic and career tasks; be able to build on past experiences, failures and triumphs to maximize future successes. Learning and intelligence are malleable and can be changed through increased effort and struggle. Effort is under one’s own control and applied more easily when motivation is high. Learning from one’s past mistakes is the effort that makes those changes most possible.
- **Time Management** – Apply skills and strategies necessary to prioritize, plan, and sufficiently focus one’s attention to get expected tasks completed on time.
- **Collaborative Learning** – Develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet specific objectives.
- **Study Skills** – Processes that allow one to have all the necessary information at hand in order to prepare for content being learned. Note taking from texts, lectures, meetings, and task directions. Memorization of key facts, terms or processes. Proficiency with technology tools that can help them learn at the highest level possible.

