

**Fifth Grade Trifold**  
**For a “3”: 24 Weeks (2008 update)**

<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<p><b><i>Standard 1: Reads and understands a variety of materials</i></b></p> <ul style="list-style-type: none"> <li>-Reads and comprehends grade level material with some teacher support.</li> <li>- Integrates a full range of strategies before, during, and after reading to interpret a variety of fiction and nonfiction texts.</li> <li>-Integrates reading strategies to locate information, aid recall, and improve comprehension in a variety of texts across content areas.</li> <li>-Reads a variety of texts fluently, with appropriate intonation and inflection.</li> <li>-Summarizes and synthesizes main idea in increasingly complex fiction and nonfiction.</li> <li>-Infer using implicit and explicit context clues.</li> <li>-Identifies sequential order, and, with teacher guidance, comprehends various text structures.</li> <li>-Integrates word recognition skills and resources to aid comprehension; interprets multiple meanings of words.</li> </ul> <p><b><i>Standard 4: Applies thinking skills</i></b></p> <ul style="list-style-type: none"> <li>-Analyzes variety of texts to determine author’s purpose and point of view.</li> <li>-Interprets explicit and implicit questions.</li> <li>-Defines problems and solutions in texts.</li> <li>-Compares and contrasts a variety of texts.</li> </ul> <p><b><i>Standard 5: Reads to locate, select, and make use of relevant information</i></b></p> <ul style="list-style-type: none"> <li>-Uses features of print and electronic texts to locate and interpret information; cites references.</li> <li>-Summarizes and organizes information from various media</li> <li>-Selects appropriate definitions.</li> </ul> <p><b><i>Standard 6: Literature as record of experience</i></b></p> <ul style="list-style-type: none"> <li>-Responds to, compares and contrasts diverse literature (traditional, classic, and contemporary).</li> <li>-With more independence, uses knowledge of literary techniques (e.g., figurative language) and structures to interpret various authors’ perspectives.</li> </ul>	<p><b><i>Standard 2: Writes for a variety of purposes and audiences</i></b></p> <ul style="list-style-type: none"> <li>-With more independence, chooses correct genre to fit purpose and audience for writing.</li> <li>-Generates topics, develops well-supported ideas, and writes across content areas to publish and/or to demonstrate what has been learned.</li> <li>-As the year progresses, students provide more supporting details and evidence for their ideas, both orally and in print. (2.a, 2. d). <i>Refer to first trimester trifold or pacing guide for list of genre requirements.</i></li> <li>-Organizes thoughts with a clear structure: beginning, middle, end; or main ideas, supporting details. (2.b)</li> <li>-<i>With teacher support</i>, begins to use content area vocabulary in published pieces and to demonstrate what has been learned.</li> <li>-Uses words (e.g., specific nouns, strong verbs, figurative language, and imagery) appropriate to purpose (e.g., to communicate clearly or describe).</li> <li>-Uses a variety of sentence structures and lengths. (2.c)</li> </ul> <p><b><i>Standard 3: Writes using conventional grammar and mechanics</i></b></p> <ul style="list-style-type: none"> <li>-Noun-verb agreement and correct verb endings are used independently in revised writing.</li> <li>-Identifies nouns, verbs, adjectives, pronouns, and adverbs.</li> <li>-Identifies complete sentences, and edits for appropriate capitals and punctuation marks. As sentences become longer and more complex, students may require more support.</li> <li>-While editing own work, correctly spells high frequency words, regular plurals, and uses conventional spelling rules for difficult words. Errors do not interfere with meaning.</li> </ul>	<p><b><i>Standards 1 &amp; 6</i></b></p> <ul style="list-style-type: none"> <li>-Demonstrate equivalency between commonly used fraction (halves, thirds, fourths, eighths, and tenths), decimals (through hundredths) and percent. (1.1)</li> <li>-Add fractions with common denominators. (6.2)</li> </ul> <p><b><i>Standard 2</i></b></p> <p>Not a focus this trimester.</p> <p><b><i>Standard 3</i></b></p> <ul style="list-style-type: none"> <li>-Read, interpret and construct displays of data including tables, charts, pictographs, line plots, line graphs, and bar graphs (3.2)</li> </ul> <p><b><i>Standard 4</i></b></p> <p>Not a focus this trimester.</p> <p><b><i>Standard 5</i></b></p> <p>Not a focus this trimester.</p>

**Fifth Grade Trifold**  
**For a “3”: 12 Weeks (2008 update)**

<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<p><b><i>Standard 1: Reads and understands a variety of materials</i></b></p> <ul style="list-style-type: none"> <li>-Reads and comprehends grade level text with direct teacher support.</li> <li>- Flexibly uses full range of strategies before, during, and after reading to interpret a variety of fiction and nonfiction texts.</li> <li>-Integrates reading strategies to locate information, aid recall, and improve comprehension in a variety of texts across content areas.</li> <li>-Reads a variety of texts fluently, with appropriate intonation and inflection.</li> <li>-Summarizes and paraphrases multi-page texts.</li> <li>-Interprets main idea using supporting details.</li> <li>-Infer using implicit and explicit context clues.</li> <li>-Identifies sequential order in a variety of texts.</li> <li>-Applies word recognition skills and resources to aid comprehension; interprets multiple meanings of words.</li> </ul> <p><b><i>Standard 4: Applies thinking skills</i></b></p> <ul style="list-style-type: none"> <li>-Analyzes variety of texts to determine author’s purpose and point of view.</li> <li>-Interprets explicit and implicit questions.</li> <li>-Defines problems and solutions in texts.</li> <li>-Compares and contrasts a variety of texts.</li> </ul> <p><b><i>Standard 5: Reads to locate, select, and make use of relevant information</i></b></p> <ul style="list-style-type: none"> <li>-Uses features of print and electronic texts to locate and interpret information; cites references.</li> <li>-Summarizes and organizes information from various media</li> <li>-Selects appropriate definitions from reference materials.</li> </ul> <p><b><i>Standard 6: Literature as record of experience</i></b></p> <ul style="list-style-type: none"> <li>-Responds to, compares and contrasts diverse literature (traditional, classic, and contemporary).</li> <li>-Begins to use knowledge of literary techniques (e.g., figurative language) and structures to interpret various authors’ perspectives.</li> </ul>	<p><b><i>Standard 2: Writes for a variety of purposes and audiences</i></b></p> <ul style="list-style-type: none"> <li>-Becomes more confident in choosing correct genre to fit purpose and audience for writing.</li> <li>-Generates topics, develops well-supported ideas, and writes across content areas to publish and/or to demonstrate what has been learned.</li> <li>-Genres required for the year, and selected by teachers and students for appropriate trimester, include: descriptive pieces, personal and fictional narratives, responses to literature, research-based reports, summaries, technical pieces, (2.a, 2.d), prompt responses, persuasive pieces, and oral presentations.</li> <li>-Organizes thoughts with a clear structure: beginning, middle, end, or main ideas with supporting details. (2.b)</li> <li>-Uses words (e.g., specific nouns, strong verbs, figurative language, and imagery) appropriate to purpose (e.g., to communicate clearly or describe).</li> <li>-Uses a variety of sentence structures and lengths. (2.c)</li> <li>-Produces a legible document and at the most appropriate time, word process. (2.e)</li> </ul> <p><b><i>Standard 3: Writes using conventional grammar and mechanics</i></b></p> <ul style="list-style-type: none"> <li>-Noun-verb agreement and correct verb endings are used independently in revised writing.</li> <li>-Identifies nouns, verbs, adjectives, pronouns, and adverbs.</li> <li>-Identifies complete sentences, and edits for appropriate capitals and punctuation marks. As sentences become longer and more complex, students may require more support.</li> <li>-While editing own work, correctly spells high frequency words, regular plurals, and uses conventional spelling rules for difficult words. Errors do not interfere with meaning.</li> </ul>	<p><b><i>Standards 1 &amp; 6</i></b></p> <ul style="list-style-type: none"> <li>-Use the lattice method for multiplying whole numbers. (6.2,6.3)</li> <li>-Add/subtract decimals and fractions with like denominators using visual models. (6.2)</li> </ul> <p><b><i>Standard 2</i></b></p> <p>Not a focus this trimester.</p> <p><b><i>Standard 3</i></b></p> <ul style="list-style-type: none"> <li>-Read, interpret and construct displays of data including tables, charts, pictographs, line plots, line graphs, and bar graphs (3.2)</li> </ul> <p><b><i>Standard 4</i></b></p> <ul style="list-style-type: none"> <li>-Analyze and classify the attributes of two-dimensional shapes and develop vocabulary to describe the attribute (4.2, 4.3)</li> </ul> <p><b><i>Standard 5</i></b></p> <p>Not a focus this trimester.</p>

**Fifth Grade Trifold**  
**For a “3”: End of year (2008 update)**

<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<p><b>Standard 1: Reads and understands a variety of materials</b></p> <ul style="list-style-type: none"> <li>-Reads grade level text (equivalent to DRA2 independent 50) with adequate comprehension and fluency.</li> <li>- With more independence, integrates a full range of strategies before, during, and after reading to interpret a variety of fiction and nonfiction texts.</li> <li>-Integrates reading strategies to locate information, aid recall, and improve comprehension in a variety of texts across content areas.</li> <li>-Reads a variety of texts fluently, with appropriate intonation and inflection.</li> <li>-Summarizes and synthesizes main idea in increasingly complex fiction and nonfiction.</li> <li>-Infer using implicit and explicit context clues.</li> <li>-Identifies sequential order, and, with teacher guidance, comprehends various text structures.</li> <li>-Integrates word recognition skills and resources to aid comprehension; interprets multiple meanings of words.</li> </ul> <p><b>Standard 4: Applies thinking skills</b></p> <ul style="list-style-type: none"> <li>-Analyzes variety of texts to determine author’s purpose and point of view.</li> <li>-Interprets explicit and implicit questions.</li> <li>-Defines problems and solutions in texts.</li> <li>-Compares and contrasts a variety of texts.</li> </ul> <p><b>Standard 5: Reads to locate, select, and make use of relevant information</b></p> <ul style="list-style-type: none"> <li>-Uses features of print and electronic texts to locate and interpret information; cites references.</li> <li>-Summarizes and organizes information from various media</li> <li>-Selects appropriate definitions.</li> </ul> <p><b>Standard 6: Literature as record of experience</b></p> <ul style="list-style-type: none"> <li>-Responds to, compares and contrasts diverse literature (traditional, classic, and contemporary).</li> <li>-Uses knowledge of literary techniques (e.g., figurative language) and structures to interpret various authors’ perspectives.</li> </ul>	<p><b>Standard 2: Writes for a variety of purposes and audiences</b></p> <ul style="list-style-type: none"> <li>-Chooses correct genre to fit purpose and audience for writing.</li> <li>-Generates topics, develops well-supported ideas, and writes across content areas to publish and/or to demonstrate what has been learned.</li> <li>-As the year progresses, students provide more supporting details and evidence for their ideas, both orally and in print. (2.a, 2. d). <i>Refer to first trimester trifold or pacing guide list of genre requirements.</i></li> <li>-Organizes thoughts with a clear structure: beginning, middle, end; or main ideas, supporting details. (2.b)</li> <li>-<i>With more independence</i>, uses content area vocabulary in published pieces and to demonstrate what has been learned.</li> <li>-Uses words (e.g., specific nouns, strong verbs, figurative language, and imagery) appropriate to purpose (e.g., to communicate clearly or describe).</li> <li>-Uses a variety of sentence structures and lengths. (2.c)</li> </ul> <p><b>Standard 3: Writes using conventional grammar and mechanics</b></p> <ul style="list-style-type: none"> <li>-Noun-verb agreement and correct verb endings are used independently in revised writing.</li> <li>-Identifies nouns, verbs, adjectives, pronouns, and adverbs.</li> <li>-Identifies complete sentences, and edits for appropriate capitals and punctuation marks. As sentences become longer and more complex, students may require more support.</li> <li>-While editing own work, correctly spells high frequency words, regular plurals, and uses conventional spelling rules for difficult words. Errors do not interfere with meaning.</li> </ul>	<p><b>Standards 1 &amp; 6</b></p> <ul style="list-style-type: none"> <li>-Demonstrate equivalency between commonly used fraction (halves, thirds, fourths, eighths, and tenths), decimals (through hundredths) and percent. (1.1)</li> <li>-Use and communicate place value to demonstrate and explain efficient strategies for multiplication and division multi-digit numbers. (6.2, 6.3)</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>-Describe how a change in one quantity affects the other in any functional relationship involving whole numbers. (2.3)</li> </ul> <p><b>Standard 3</b></p> <ul style="list-style-type: none"> <li>-Read, interpret and construct displays of data including tables, charts, pictographs, line plots, line graphs, and bar graphs (3.2)</li> </ul> <p><b>Standard 4</b></p> <p>Not a focus this trimester.</p> <p><b>Standard 5</b></p> <ul style="list-style-type: none"> <li>-Demonstrate knowledge of perimeter of polygons and area of rectangles to the nearest quarter inch or centimeter using appropriate units and tools. (5.1, 5.4, 5.5)</li> </ul>