

## Grade 5 Report Card Categories and Category Descriptors

### English Language Arts

Terms	1	2	3
<b>Understands what is read</b> <ul style="list-style-type: none"> <li>• <i>Responds personally and critically to written information</i></li> <li>• <i>Makes connections between texts and personal experiences</i></li> <li>• <i>Identifies the main idea or topic of a variety of texts</i></li> <li>• <i>Demonstrates understanding of the different ways writers can create meaning</i></li> </ul>			
<b>Reads with fluency and accuracy</b> <ul style="list-style-type: none"> <li>• <i>Uses a variety of strategies to read unfamiliar words</i></li> <li>• <i>Reads with an appropriate rhythm, word accuracy, pace, and expression</i></li> </ul>			
<b>Communicates thoughts and ideas in a variety of ways</b> <ul style="list-style-type: none"> <li>• <i>Presents information orally, visually and/or in written form</i></li> <li>• <i>Listens, views, speaks, reads, writes, and represents in a variety of ways to demonstrate understanding of the concepts</i></li> </ul>			
<b>Uses strategies to revise and edit writing</b> <ul style="list-style-type: none"> <li>• <i>Applies appropriate grammar, word usage, spelling, capitalization, and punctuation conventions</i></li> <li>• <i>Seeks to improve writing quality through the editing process: planning, drafting, and publishing</i></li> </ul>			
<b>Creates writing which conveys meaning</b> <ul style="list-style-type: none"> <li>• <i>Generates own ideas, plans and topics for writing</i></li> <li>• <i>Writes using a variety of forms or genres such as a stories, reports, poems, letters, presentations, electronic forms, speeches, personal narratives, journal entries</i></li> </ul>			

### French Language Arts

Terms	1	2	3
<b>Understands what is read</b> <ul style="list-style-type: none"> <li>• <i>Identifies, within a paragraph, the topic sentence.</i></li> <li>• <i>Shares thoughts, opinions, and questions on topic</i></li> <li>• <i>Identifies the main components of a story read (story opener, main characters, setting, problem, events and resolution.)</i></li> <li>• <i>Distinguishes facts vs. opinions in texts.</i></li> </ul>			

<p><b>Reads with fluency and accuracy</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of strategies to read unfamiliar words</li> <li>• Reads with an appropriate rhythm, word accuracy, pace, and expression</li> </ul>			
<p><b>Communicates thoughts and ideas</b></p> <ul style="list-style-type: none"> <li>• <i>Produces a text with a clearly defined subject and development</i></li> <li>• <i>Produces writing to give directions or to explain a simple procedure.</i></li> <li>• <i>Produces a narrative with a story opener, problem, development and resolution.</i></li> <li>• <i>Uses visual support to enhance the meaning of presentations.</i></li> </ul>			
<p><b>Uses strategies to revise and edit writing</b></p> <ul style="list-style-type: none"> <li>• <i>Respects word order when structuring sentences</i></li> <li>• <i>Verifies correct use of synonyms</i></li> <li>• <i>Uses the imperfect and future tense in simple sentences.</i></li> <li>• <i>Uses correct word endings on adjectives to indicate gender and quantity (plurals)</i></li> <li>• <i>Uses a dash between syllables to separate words at the end of a line</i></li> <li>• <i>Uses a variety of strategies to verify the spelling of words</i></li> </ul>			
<p><b>Demonstrates listening comprehension</b></p> <ul style="list-style-type: none"> <li>• <i>Identifies and summarizes main ideas expressed by speakers.</i></li> <li>• <i>Follows multiple-step directions given orally.</i></li> <li>• <i>Identifies the main components of a story shared verbally (story opener, main characters, setting, problem, events and resolution.)</i></li> <li>• <i>Distinguishes facts vs. opinions during listening activities.</i></li> </ul>			
<p><b>Verbally expresses thoughts and ideas</b></p> <ul style="list-style-type: none"> <li>• <i>Contributes to group discussions by sharing pertinent information.</i></li> <li>• <i>Tells coherent stories in response to prompts.</i></li> <li>• <i>Recognizes and corrects anglicisms in speech.</i></li> <li>• <i>Uses common adjectives in correct word order.</i></li> <li>• <i>Uses correct verb tense when speaking.</i></li> </ul>			

**Math**

	Terms	1	2	3
<b>Understands math concepts</b>				
<ul style="list-style-type: none"> <li>• <i>Applies mental math and estimation strategies</i></li> <li>• <i>Describes and compares whole numbers, fractions and decimals</i></li> <li>• <i>Creates equivalent fractions</i></li> </ul>	<u>Number</u>			

<ul style="list-style-type: none"> <li>• <i>Describes a pattern in order to make predictions</i></li> <li>• <i>Represents algebraic equations in multiple ways</i></li> </ul>	<u>Patterns and Relations</u>					
<ul style="list-style-type: none"> <li>• <i>Describes and performs reflections, rotations and slides of 2-D shapes</i></li> <li>• <i>Identifies and sorts rectangles, squares, trapezoids, parallelograms, and rhombuses</i></li> <li>• <i>Measures length, volume and capacity</i></li> <li>• <i>Determines the relationship between area and perimeter in rectangles</i></li> </ul>	<u>Shape and Space</u>					
<ul style="list-style-type: none"> <li>• <i>Collects, organizes, and analyzes data and graphs</i></li> <li>• <i>Demonstrates an understanding of probability</i></li> </ul>	<u>Statistics and Probability</u>					
<b>Solves mathematical problems</b>						
<ul style="list-style-type: none"> <li>• <i>Solves problems involving whole numbers, decimals and fractions</i></li> </ul>	<u>Number</u>					
<ul style="list-style-type: none"> <li>• <i>Understands and solves a variety of problems involving: patterns and equations with an unknown number.</i></li> </ul>	<u>Patterns and Relations</u>					
<ul style="list-style-type: none"> <li>• <i>Understands and solves a variety of problems involving: perimeter, area, volume, capacity, and 2D shape transformation.</i></li> </ul>	<u>Shape and Space</u>					
<ul style="list-style-type: none"> <li>• <i>Understands and solves a variety of problems involving: collecting and analyzing data, and probability.</i></li> </ul>	<u>Statistics and Probability</u>					
<b>Demonstrates foundational math skills</b>						
<ul style="list-style-type: none"> <li>• <i>Recalls basic math facts in addition and subtraction</i></li> <li>• <i>Recalls multiplication and division facts to 9 x 9</i></li> </ul>						

<b>Science</b>
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<b>Terms</b>	<b>1</b>	<b>2</b>	<b>3</b>			
<b>Understands science concepts in:</b>						
<ul style="list-style-type: none"> <li>• <i>Builds and designs simple electrical circuits</i></li> <li>• <i>Demonstrates an understanding of the connection between electricity and magnetism</i></li> </ul>	<u>Electricity and Magnetism</u>					

<p style="text-align: right;"><u>Mechanisms Using Electricity</u></p> <ul style="list-style-type: none"> <li>• <i>Applies knowledge of circuits to construct a variety of electrical devices</i></li> </ul>			
<p style="text-align: right;"><u>Classroom Chemistry</u></p> <ul style="list-style-type: none"> <li>• <i>Describes the properties various household liquids and solids, and interprets their interactions.</i></li> </ul>			
<p style="text-align: right;"><u>Weather Watch</u></p> <ul style="list-style-type: none"> <li>• <i>Observes, describes and interprets weather and its relationship to the heating and cooling of Earth's surface.</i></li> <li>• <i>Investigates human influence on global weather patterns.</i></li> </ul>			
<p style="text-align: right;"><u>Wetland Ecosystems</u></p> <ul style="list-style-type: none"> <li>• <i>Describes the living and nonliving components of a wetland ecosystem and the interactions within and among them.</i></li> </ul>			
<p><b><u>Uses scientific investigation skills and reasoning</u></b></p> <ul style="list-style-type: none"> <li>• <i>Accurately designs and carries out experiments.</i></li> <li>• <i>Draws conclusions from observations.</i></li> </ul>			

### Social Studies

Terms	1	2	3
<p><b>Understands social studies concepts</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates understanding of how Canada's physical geography, natural resources, and historical events affect quality of life</i></li> </ul>			
<p><b>Uses research skills to find and evaluate information</b></p> <ul style="list-style-type: none"> <li>• Investigates various sources to gather information.</li> <li>• Critically evaluates information, positions, and opinions</li> <li>• Gathers information and explains understandings</li> </ul>			
<p><b>Communicates ideas and learning in a variety of ways</b></p> <ul style="list-style-type: none"> <li>• <i>Shares information orally, visually, and/or electronically</i></li> </ul>			

### Physical Education

Terms	1	2	3
<p><b>Demonstrates skill development</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates locomotor skills (i.e. running, skipping, jumping)</i></li> <li>• <i>Demonstrates nonlocomotor skills ( pivoting, moving on spot)</i></li> <li>• <i>Demonstrates receiving, retaining and sending an object</i></li> </ul>			

<b>Demonstrates sportsmanship and cooperative play</b> <ul style="list-style-type: none"> <li>• <i>Demonstrates positive interactions through fair play, leadership, and teamwork</i></li> <li>• <i>Follows directions, moves and plays safely</i></li> </ul>			
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**Music**

	Terms	1	2	3
<b>Demonstrates and understands musical concepts and skills</b> <ul style="list-style-type: none"> <li>• <i>Demonstrates skills in playing instruments, listening, moving, reading and writing, and creating musical compositions</i></li> <li>• <i>Demonstrates skill in singing including harmony, tone, expression, and pitch</i></li> </ul>				
<b>Engages in musical activities</b> <ul style="list-style-type: none"> <li>• <i>Demonstrates enjoyment of music, self-expression and creativity</i></li> <li>• <i>Demonstrates an appreciation of a variety of music</i></li> </ul>				

**Band**

	Terms	1	2	3
<b>Demonstrates and understands musical concepts and skills</b> <ul style="list-style-type: none"> <li>• <i>Demonstrates skills in playing instruments, listening, moving, reading and writing, and creating musical compositions</i></li> </ul>				
<b>Engages in musical activities</b> <ul style="list-style-type: none"> <li>• <i>Demonstrates enjoyment of music, self-expression and creativity</i></li> <li>• <i>Demonstrates an appreciation of a variety of music</i></li> </ul>				

**Art**

	Terms	1	2	3
<b>Understands art concepts</b> <ul style="list-style-type: none"> <li>• <i>Express feelings and ideas through art</i></li> <li>• <i>Responds to forms in nature, designed objects and artworks.</i></li> <li>• <i>Uses artistic concepts to determine subject arrangements</i></li> </ul>				
<b>Demonstrates artistic skills</b> <ul style="list-style-type: none"> <li>• <i>Uses a variety of medium such as drawing, painting, printmaking, sculpture, fabric arts, and photography and/or computer art.</i></li> <li>• <i>Strives to improve techniques in artistic work.</i></li> </ul>				

## Health

	Terms	1	2	3
<b>Understands health concepts and identifies health skills</b> <ul style="list-style-type: none"> <li>Identifies choices that maintain health and promote safety for self and others</li> <li>Maintains healthy interactions and explores life roles and challenges.</li> </ul>				

## French as a Second Language (Grades 4-6 only)

	Terms	1	2	3
<b>Produces oral and written French language</b> <ul style="list-style-type: none"> <li>Produces oral language by using gestures, one word utterances, memorized global expressions or simple, concrete sentences.</li> <li>Produces written language by copying, labelling, substituting words or using simple concrete sentences.</li> </ul>				
<b>Comprehends oral and written French language</b> <ul style="list-style-type: none"> <li>Demonstrates understanding of key words and ideas contained in simple, concrete oral texts.</li> <li>Demonstrates understanding of key words and ideas in simple, concrete adapted or authentic written texts.</li> </ul>				

## Bible (FSC & SCE only)

	Terms	1	2	3
<b>Understands Biblical concepts</b> <ul style="list-style-type: none"> <li>Recognizes that God reveals Himself through the Bible.</li> <li>Recognizes that we can follow God because He is faithful and trustworthy.</li> <li>Recognizes that we can please God and be used by Him to carry out His plans.</li> </ul>				
<b>Memorizes Bible verses</b> <ul style="list-style-type: none"> <li>Recites verses <u>or</u></li> <li>Reproduces verses in written form</li> </ul>				

## Drama

	Terms	1	2	3
<b>Understands drama concepts</b> <ul style="list-style-type: none"> <li>Expresses feelings and ideas through dramatic play</li> <li>Connects with others through dramatic play</li> </ul>				
<b>Demonstrates performance skills</b> <ul style="list-style-type: none"> <li>Engages in a variety of dramatic forms</li> <li>Strives to improve performance techniques</li> <li>Collaborates with others in dramatic performance</li> </ul>				

**German** (will be completed by staff at Mills Haven March 6)

	Terms	1	2	3
<b>Produces oral and written German</b> <ul style="list-style-type: none"> <li>Uses language in a variety of situations</li> <li>Creates texts to communicate</li> <li>Demonstrates oral communication and listening skills</li> </ul>				
<b>Comprehends oral and written German language</b> <ul style="list-style-type: none"> <li>Understands and responds to texts</li> <li>Understands and participates in activities that celebrate German culture</li> </ul>				

**Ukrainian**

	Terms	1	2	3
<b>Produces oral and written Ukrainian</b> <ul style="list-style-type: none"> <li>Uses language in a variety of situations</li> <li>Creates text to communicate</li> <li>Demonstrates oral communication and listening skills</li> </ul>				
<b>Comprehends oral and written Ukrainian language</b> <ul style="list-style-type: none"> <li>Understands and responds to oral or written texts</li> <li>Understands and participates in activities that celebrate Ukrainian culture</li> </ul>				