



## 5<sup>th</sup> Grade Learner Expectations for the 2nd Trimester

As a result of their schooling, students will be able to:

### Reading, Writing, and Communicating

- **Effectively communicates for a variety of purposes**
  - Describe a process and persuade an audience.
- **Effectively listens for a variety of purposes**
  - 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.
  - 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.
  - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **Reads, understands, and compares ideas in grade level literature**
  - 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.
  - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
  - Locate information to support opinions, predication, inferences, and identification of the author's message or theme.
  - 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).
  - Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.
  - Use Range of Reading and Complexity of Text to 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.
- **Reads, understands and compares ideas in informational texts**
  - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - Distinguish between fact and opinion, providing support for judgments made.
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
  - Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.
  - Use Range of Reading and Complexity of Text to 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.
- **Uses strategies to understand complex words and phrases**
  - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Apply knowledge of derivational suffixes that change the part of speech of the base word (such as active, activity) using structural analysis, context, and knowledge of multiple meanings.
  - Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **Uses specific techniques to create unique stories**
  - Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length).
- **Creates informational and persuasive texts with opposing viewpoints**
  - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - 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.
  - Provide logically ordered reasons that are supported by facts and details.
  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - Provide a concluding statement or section related to the opinion presented.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **Uses correct grade level grammar, punctuation, and spelling**
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **Conducts and presents research from multiple sources**
  - Summarize and support key ideas.
  - Develop relevant supporting visual information (charts, maps, graphs, photo evidence, models).
  - Provide documentation of sources used in grade-appropriate format.
- **Considers consequences in order to solve problems**
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Accurately explain the implications of concepts they use.
  - Identify irrelevant ideas and use concepts and ideas in ways relevant to their purpose.
  - Analyze concepts and draw distinctions between related but different concepts.
  - Demonstrate use of language that is careful and precise while holding others to the same standards.
  - Distinguish clearly and precisely the difference between an implication and consequence.
  - Distinguish probable from improbable implications and consequences.
  - 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]").
  - 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 is points[s]").
- **Uses reasoning and questioning to evaluate different points of view**
  - Recognize what they know and don't know (intellectual humility).
  - Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason).

### Math

- **Interpret numerical expressions and analyze pattern relationships**
  - No evidence outcomes mastered during trimester for this indicator.
- **Understand the place value system**
  - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.
  - 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.

- **Perform operations with multi-digit whole numbers**
  - Fluently multiply multi-digit whole numbers using standard algorithms.
  - Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
  - Illustrate and explain calculations by using equations, rectangular arrays, and/or area models.
- **Perform operations with multi-digit decimals to hundredths**
  - Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (to multiply and divide decimals).
  - Relate (multiplication and division) strategies to a written method and explain the reasoning used.
- **Add and subtract fractions**
  - No evidence outcomes mastered during trimester for this indicator.
- **Multiply and divide fractions**
  - Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
- **Represent and interpret data**
  - No evidence outcomes mastered during trimester for this indicator.
- **Understand measurement concepts of volume and converting units**
  - Model the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes.
  - 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 to represent the associative property of multiplication.
  - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
  - 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.
  - Use the additive nature of volume to find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts.
- **Classify two-dimensional figures and graph on the coordinate plane**
  - No evidence outcomes mastered during trimester for this indicator.

### Science

#### Physical Science

Mixtures and Solutions

- **Understands mixtures can be separated based on physical properties**
  - Develop, communicate, and justify a procedure to separate simple mixtures based on physical properties.
  - Share evidence-based conclusions and an understanding of the impact on the weight/mass of a liquid or gas mixture before and after it is separated into parts.

#### Life Science

Living Systems and Human Body

- **Describes how organisms have structures & systems with separate functions**
  - Develop and communicate an evidence-based scientific explanation of the role of different organs or structures that are important for an organism's survival – both plants and animals.
  - Analyze and interpret data to generate evidence that all organisms have structures that are required for survival in both plants and animals.
  - Create and evaluate models of plant and/or animals systems or parts.
- **Explains that body systems have basic structures, functions, and needs**
  - Develop and communicate an evidence-based scientific explanation regarding how humans address basic survival needs.
  - Analyze and interpret data to generate evidence that human systems are interdependent.

- Assess further scientific explanations regarding basic human body system functions.
- Create and evaluate models of human body systems and organs.
- Compare and contrast a human system to that of another organism, and provide hypotheses about why the similarities and differences exist.

#### **Earth Science**

- **Understands Earth/Sun provides renewable/nonrenewable resources**
  - Develop and communicate a scientific explanation addressing a question of local relevance about resources generated by the Sun or Earth.
- Water Planet and Landforms
- Analyze and interpret a variety of data to understand the origin, utilization, and concerns associated with natural resources.
- Water Planet and Landforms
- **Explores how Earth's surface changes through a variety of processes and forces**
  - Analyze and interpret data identifying ways Earth's surface is constantly changing through a variety of processes and forces such as plate tectonics, erosion, deposition, solar influences, climate, and human activity.
  - Develop and communicate an evidence-based scientific explanation around one or more factors that change Earth's surface.
- **Understands that weather is measured by changes in the atmosphere**
  - Develop and communicate an evidence-based scientific explanation for changes in weather conditions.
  - Gather, analyze, and interpret data such as temperature, air pressure, wind, and humidity in relation to daily weather conditions.
  - Describe weather conditions based on data collected using a variety of weather tools.
  - Use data collection tools and measuring devices to gather, organize, and analyze data such as temperature, air pressure, wind, and humidity in relation to daily weather conditions.

#### **Social Studies**

##### **History**

- **Analyzes sources to develop an understanding of historical context**
  - Identify different ways of dating historical sources to understand historical context.
  - Examine significant historical documents. Topics to include but not limited to The Stamp Act, The Declaration of Independence, and The Constitution.
  - Create timelines of eras and themes in North America from 1491 through the American Revolution.
  - Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and things in North America from 1491 through the American Revolution.
- **Identifies eras and themes from 1491 through founding of US government**
  - Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to The Columbian Exchange, the interactions between Europeans and Native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans.
  - Identify and describe the significant individuals and groups of Native Americans and European colonists before the American Revolution.
  - Explain the development of political, social and economic institutions in the British American colonies.
  - Explain important political, social, economic, and military developments leading to and during the American Revolution.

##### **Geography**

- **Uses various tools to answer questions about the geography of the US**
  - Answer questions about regions of the United States using various types of maps.
  - Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location.
  - Locate resources in the United States and describe the influence of access on the development of local and regional communities.
- **Explains causes and consequences of trade, exploration, and migration**
  - Identify variables associated with discovery, exploration, and migration.
  - Explain migration, trade, and cultural patterns that result from interactions.

- Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment.
- Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States.
- Give examples of the influence of geography of the history of the United States.

#### **Economics**

- **Defines the characteristics of a capitalist economy**
  - Define a capitalist market economy
  - Identifies the products and series of financial institutions
- **Identifies the products and services of financial institutions**
  - Identify different financial institutions.
  - Identify the products and services of financial institutions to include but not limited to such topics as checking accounts, savings accounts, investments, and loans.
  - Compare and contrast financial institutions, their products, and services.
- **Civics**
- **Defines the rights and responsibilities of citizenship in the US**
  - Describe and provide sources and examples of individual rights.
  - Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. Ideals to include but not limited to freedom, rules of law, equality, civility, cooperation, respect, responsibility, and civic participation.
  - Explain the reasons for the settlement of the American colonies.
  - Define the criteria and process for becoming a citizen.
- **Defines the origins, structure and function of the US government**
  - Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles.
  - Explain the historical foundation and the events that led to the formation of the United States Constitutional Government. Topics to include but not limited to the colonial experience, The Declaration of Independence, The Articles of Confederation.
  - Explain the origins, structure, and functions of the three branches of the United States Government and the relationships among them.
  - Describe how the decisions of the national government affect local and state government.

#### **Reviewing the New Language**

##### **Learner Expectations:**

The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. What do students need to know from preschool through eighth grade? These are the statements contained in the report card.

##### **Evidence Outcomes:**

The indication that a student is meeting an expectation at the mastery level. How do we know that a student can do it?

*Example:*

##### **Learner Expectation:**

Understand the place value system

##### **Evidence Outcome(s):**

- Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
- Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- Use place value understanding to round decimals to any place.



## **Report Card Indicators 2016-2017**

### **2nd Trimester**

This school year Colorado has new academic standards for students. Colorado state academic standards are the expectations of what students need to know and be able to do. They also express what Colorado sees as the future skills and essential knowledge for our next generation to be successful.

Academic standards are important because they help ensure that all students are prepared for success in college and the workforce. They provide a framework of clear and consistent expectations for students, parents, and teachers; assist in building your child's knowledge and skills; and set high goals for all students.