

5th Grade Learner Expectations for the 1st Trimester



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

Reading, Writing, and Communicating

- **Effectively communicates for a variety of purposes**
 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **Effectively listens for a variety of purposes**
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **Reads, understands, and compares ideas in grade level literature**
 - Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.
 - Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
 - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topic.
- **Reads, understands and compares ideas in informational texts**
 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s).
- **Uses strategies to understand complex words and phrases**
 - 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.
 - Read and identify the meaning of words with sophisticated prefixes and suffixes.
 - Infer meaning of words.
 - Read with sufficient accuracy and fluency to support comprehension.
- **Uses specific techniques to create unique stories**
 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Create personal and fictional narratives with a strong personal voice.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.
- **Creates informational and persuasive texts with opposing viewpoints**
 - No evidence outcome for this indicator.

- **Uses correct grade level grammar, punctuation, and spelling**
 - Use punctuation to separate items in a series.
 - Use comma to separate an introductory element from the rest of the sentence.
 - 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?).
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **Conducts and presents research from multiple sources**
 - No evidence outcome for this indicator.
- **Considers consequences in order to solve problems**
 - No evidence outcome for this indicator.
- **Uses reasoning and questioning to evaluate different points of view**
 - Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth.

Math

Note: If a Unit Plan spans across two trimesters, all evidence outcomes are listed under the latter trimester.

- **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.
 - 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.
- **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.
 - Relate 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**
 - No evidence outcomes mastered during trimester for this indicator.
- **Represent and interpret data**
 - No evidence outcomes mastered during trimester for this indicator.

- **Understand measurement concepts of volume and converting units**
 - No evidence outcomes mastered during trimester for this indicator.
- **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.
- **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 2018-2019

1st 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.