

# 5<sup>th</sup> Grade Learner Expectations for the 3rd 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.
  - 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.
  - Use appropriate eye contact and speak clearly at an understandable pace.
  - Adapt speech to a variety of contexts and tasks.
  - Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.
  - Describe a process and persuade an audience.
- **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.
  - Listen to other's ideas and form their own opinions.
  - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
  - Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions).
  - 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**
  - Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answer 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.
  - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  
Describe how a narrator's or speaker's point of view influences how events are described.

- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

- 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, predications, 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**

- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s).

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- 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.

- 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.

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- 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.

- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- 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**

- 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.

- 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.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.

- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

- Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change.

- 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 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.

- 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**

- Include cause and effect, opinions, and other opposing viewpoints in persuasive writing.

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.

- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

- Provide a concluding statement or section related to the information or explanation presented.

- 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**
  - 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.
  - Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
  - Use verb tense to convey various times, sequences, states, and conditions.
  - Recognize and correct inappropriate shifts in verb tense.
  - Use correlative conjunctions (e.g., *either/or, neither/nor*).
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Spell grade-appropriate words correctly, consulting references as needed.
  - 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**
  - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
  - Demonstrate comprehension of information with supporting logical and valid inferences.
  - Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.
  - 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.
  - 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**
  - Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth
  - Acknowledge the need to treat all viewpoints fair-mindedly. 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

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**
  - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
  - Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
  - Generate two numerical patterns using given rules.
  - Identify apparent relationships between corresponding terms and find missing elements in a function table.
  - Form ordered pairs consisting of corresponding terms from the two patterns, and graphs the ordered pairs on a coordinate plane.
  - Explain informally relationships between corresponding terms in the patterns.
- **Understand the place value system**
  - No evidence outcomes mastered during trimester for this indicator.
- **Perform operations with multi-digit whole numbers**
  - No evidence outcomes mastered during trimester for this indicator.
- **Perform operations with multi-digit decimals to hundredths**
  - No evidence outcomes mastered during trimester for this indicator.
- **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**
  - 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.

- **Understand measurement concepts of volume and converting units**
  - Convert among different-sized standard measurement units within a given measurement system.
  - Use measurement conversions in solving multi-step, real world problems.
- **Classify two-dimensional figures and graph on the coordinate plane**
  - Graph points on the coordinate plane to solve real-world and mathematical problems.
  - 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.
  - Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
  - Classify two-dimensional figures in a hierarchy based on properties.

## 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**

Water Planet and Landforms
- **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

- **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:**

Represent/use algorithms to add and subtract whole numbers and decimals.

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

- 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.



## Report Card Indicators 2019-2020

### 3rd 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.