

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**
 - Use appropriate eye contact and speak clearly at an understandable pace.
- **Effectively listens for a variety of purposes**
 - 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.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
- **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.
- **Reads, understands and compares ideas in informational texts**
 - Distinguish between fact and opinion, providing support for judgments made.
- **Uses strategies to understand complex words and phrases**
 - Read with sufficient accuracy and fluency to support comprehension
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - Infer the meaning of words using structural analysis, context, and knowledge of multiple meanings.
 - Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words
- **Uses specific techniques to create unique stories**
 - Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
 - 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 outcomes mastered during trimester for this indicator.
- **Uses correct grade level grammar, punctuation, and spelling**
 - Use punctuation to separate items in a series.
 - Use a comma to separate an introductory element from the rest of the sentence.
 - Use a comma to set off the words yes and no (for example: Yes, thank you), to set off a tag question from the rest of the sentence (for example: It's true, isn't it?), and to indicate direct address (for example: Is that you, Steve?).
 - Use underlining, quotation marks, or italics to indicate titles of works.
- **Conducts and presents research from multiple sources**
 - No evidence outcomes mastered during trimester for this indicator.
- **Considers consequences in order to solve problems**
 - No evidence outcomes mastered during trimester for this indicator.
- **Uses reasoning and questioning to evaluate different points of view**
 - No evidence outcomes mastered during trimester for this indicator.

Math

- **Understand place value system**
 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and 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, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times 1/10 + 9 \times 1/100 + 2 \times 1/1000$.
 - 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 the standard algorithm.
 - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- **Perform operations with multi-digit decimals to hundredths**
 - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy 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
- **Interpret numerical expressions and analyze pattern relationships**
 - 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 & Solutions**
 - Develop a model to describe that matter is made of particles too small to be seen.
 - Make observations and measurements to identify materials based on their properties.
 - Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling or mixing substances, the total weight of matter is conserved.
 - Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
 - Support an argument that the gravitational force exerted by Earth on objects is directed down.
 - Use models to describe that energy in animals' food (used for body repair, growth and motion and to maintain body warmth) was once energy from the sun.

Life Science - Living Systems

- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Earth Science – Sun, Moon & Stars/Water Planet

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact.
- Describe and graph the amounts and percentages of saltwater and freshwater in various reservoirs to provide evidence about the distribution of water on Earth.

Social Studies

- **History_ Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history**
 - Recognize how historical context can affect the perspective of historical sources.
 - Examine significant historical documents. For example: the Stamp Act, the Declaration of Independence, and the Constitution.
 - Interpret timelines of eras and themes in North America from European colonization through the establishment of the United States Government.
 - Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from European colonization through the establishment of the United States Government.
 - Identify and explain cultural interactions between the European colonists, American Indians, and enslaved individuals. For example: the Columbian Exchange, and various trade networks.
 - Identify and describe the significant individuals and groups of American Indians 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 - Use geographic tools and sources to research and answer questions about United States geography and analyze the effects of movement**
 - 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.
 - Describe the influence of accessible resources on the development of local and regional communities throughout the United States.
 - Identify variables associated with discovery, exploration, and migration.
 - Explain migration, trade, and cultural patterns that result from interactions among people, groups, and cultures.
 - 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 on the history of the United States.
- **Economics - Understand how trade shaped the development of early America and how individuals use financial institutions to manage personal finances**
 - Identify examples of the productive resources and explain how they are used to produce goods and services. For example: land, labor, and capital.
 - Compare ways in which people and communities exchanged goods and services. For example: barter and monetary exchange.
 - Identify the goods and services that were traded among different cultures and regions.
 - Describe how patterns of trade evolved within early America.
 - Explain some of the challenges that American colonists faced that would eventually lead them to the creation of commercial banks.
 - Differentiate between saving and investing.
 - Establish the function of banking.
 - Distinguish between different types of financial institutions such as banks and credit unions, and the services provided. For example: checking accounts, savings accounts, investments, and loans.
 - Create a way to keep track of money spent and money saved.
- **Civics - Understand the foundations of citizenship in the United States and the origins, functions, and structures of the United States government**
 - 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. For example: freedom, rule 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.
 - Explain the historical foundation and the events that led to the establishment of the United States government. For example: the colonial experience, the Declaration of Independence, the Articles of Confederation, and the Constitution.
 - Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles.
 - Explain the origins, structures, 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 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:

Perform operations with multi-digit whole numbers

Evidence Outcome(s):

- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.



Report Card Indicators 2021-2022

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.