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# A Family's Guide to Standards and Report Cards

## FIFTH GRADE



### Working Together

To support families in realizing the goals of the Colorado Academic Standards, this document provides an overview of the learning expectations for fifth grade. This guide summarizes specific grade-level standards and indicators used for determining progress within each content area in Adams 12 Five Star Schools. The district provides this information as a tool to help families support each student's learning.

### The Purpose of Standards

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

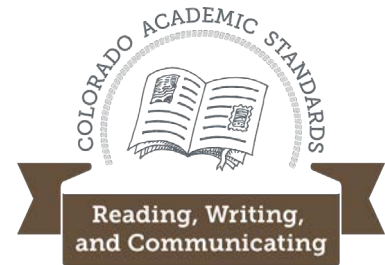
### The Purpose of Report Cards

Adams 12 Five Star Schools' elementary report cards provide information about each student's progress toward meeting grade-level standards across seven content areas: English Language Arts/Literacy, Mathematics, Science, Social Studies, Music, Physical Education, and Visual Arts. Additional comments from the student's teachers may also be included. A report card is sent home at the end of each semester, in January and May. Please know that the report card is designed to describe a student's overall progress toward grade-level standards and expectations. A report card should not serve as the only communication between the school and parents. The Five Star District believes in the importance of maintaining open, ongoing communication with all parents and guardians. Families are strongly encouraged to communicate with teachers throughout the school year to ensure that there is a strong bond and partnership between home and school.



# Fifth Grade

## English Language Arts/Literacy



The bold headings below summarize the broad areas of *English Language Arts/Literacy Standards* studied in fifth grade.

### Reading

The student demonstrates the ability to

- comprehend and draw evidence from literary and informational texts
- ask and/or answer questions accurately to show understanding of key details
- use context to determine the meaning of words and phrases
- explain inferences drawn from the text
- show full understanding of the text when referring to explicit details and examples

### Writing

The student demonstrates the ability to

- develop ideas effectively
- use reasoning, details, text-based evidence, and/or description
- organize topics and ideas purposefully and include an introduction and conclusion
- include concrete words and phrases, sensory details, linking and transitional words, and/or content-specific vocabulary to clarify ideas

### Speaking and Listening

The student demonstrates the ability to

- collaborate effectively with others, following agreed-upon rules
- come to discussions prepared, having read or studied required materials
- draw on information to explore ideas under discussion
- build on others' ideas and express own ideas clearly

### Language

The student demonstrates the ability to

- use grade-level conventions of Standard English
- deliver a clear message

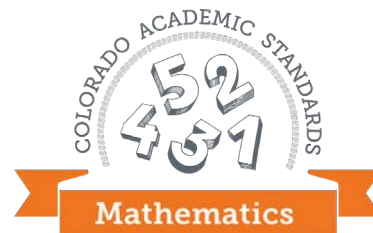
### English Language Arts/Literacy Rubric

*The rubric below provides a general description of a student's literacy proficiency in terms of the skills specified in the grade-level standards as demonstrated through a body of evidence. NOTE: Students must be able to BOTH read and comprehend a variety of grade-level literature and informational texts AND demonstrate appropriate literacy skills for each level descriptor.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
<b>READING</b>	<b>READING</b>	<b>READING</b>	<b>READING</b>
<p>The student independently demonstrates the skills of reading standards with above grade-level texts.</p> <p style="text-align: center;"><b>OR</b></p> <p>The student demonstrates the skills beyond grade-level reading standards with grade-level texts.</p>	<p>The student independently demonstrates the skills of reading standards with grade-level texts.</p>	<p>The student independently demonstrates the skills of reading standards with below grade-level texts.</p> <p style="text-align: center;"><b>OR</b></p> <p>With support, the student demonstrates the skills of reading standards with grade-level texts.</p>	<p>The student demonstrates limited understanding of the skills of reading standards with below grade-level texts.</p> <p style="text-align: center;"><b>OR</b></p> <p>With significant support, the student demonstrates limited understanding of the skills of reading standards with grade-level texts.</p>
<b>WRITING &amp; LANGUAGE</b>	<b>WRITING &amp; LANGUAGE</b>	<b>WRITING &amp; LANGUAGE</b>	<b>WRITING &amp; LANGUAGE</b>
<p>The student independently demonstrates the skills beyond grade-level writing and language standards.</p>	<p>The student independently demonstrates the skills of grade-level writing and language standards.</p>	<p>With support, the student demonstrates the skills of grade-level writing and language standards.</p>	<p>With significant support, the student demonstrates limited understanding of grade-level writing and language standards.</p>

# Fifth Grade Mathematics

The bold headings below summarize the broad areas of *Mathematics Content Standards* studied in fifth grade. Mathematics content learning at all grade levels is embedded in *Standards for Mathematical Practice* that foster student expertise in problem solving, conceptual understanding, modeling the world using mathematics, and communication of mathematical reasoning.



## Operations and Algebraic Thinking

The student will

- write and interpret numerical expressions
- analyze patterns and relationships

## Number and Operations in Base Ten

The student will

- understand the place value system
- perform operations with multi-digit whole numbers and decimals to hundredths

## Number and Operations—Fractions

The student will

- use equivalent fractions as a strategy to add and subtract fractions
- extend understandings of multiplication and division to multiply and divide fractions

## Measurement and Data

The student will

- convert like measurement units within a given measurement system
- represent and interpret data
- understand concepts of volume and relate volume to multiplication and addition

## Geometry

The student will

- graph points on the coordinate plane to solve real-world and mathematical problems
- classify two-dimensional figures into categories based on their properties

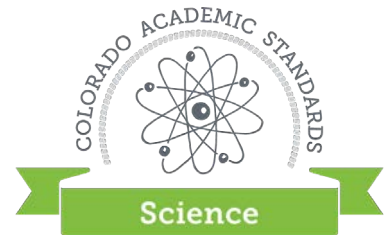
### Mathematics Rubric

The rubric below provides a general description of student work with mathematics standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of mathematical concepts and skills AND explain mathematical thinking for each proficiency level descriptor.

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
<p>The student uses developmentally appropriate mathematical concepts and skills to solve unusual or extended response problems with limited errors.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student's explanations, and reasoning are complete, logical, and detailed.</p>	<p>The student uses appropriate mathematical concepts and skills to solve familiar problems with limited errors.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student's explanations and reasoning are complete and logical but lack details.</p>	<p>The student appears to understand some appropriate mathematical concepts and skills but is inconsistent in finding solutions.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student's explanations and reasoning are incomplete or lack logical flow.</p>	<p>The student appears not to understand appropriate mathematical concepts and skills and is unsuccessful in finding solutions.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student's explanations are absent or do not match process/solution.</p>

# Fifth Grade Science

The bold headings below summarize the three strands that comprise *Science Content Standards* in fi th grade and *Science Practices* necessary for the advancement of science in our society. Skills critical to success in science include **observing, collecting, analyzing, and interpreting evidence.**



## Life

The student demonstrates the ability to

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

## Physical

The student demonstrates the ability to

- Use a model to describe that matter is made of particles too small to be seen
- prove that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total mass of matter is conserved
- identify materials based on their properties
- 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.
- Describe that energy in animals' food was once energy from the sun.

## Earth

The student demonstrates the ability to

- 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.
- Find patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky
- describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact
- Describe the amounts and percentages of saltwater and freshwater in various reservoirs to provide evidence about the distribution of water on Earth.

## Science Practices

The student demonstrates the ability to

- communicate scientific thinking orally and in writing using both words and visual representations (models, graphs, diagrams, pictures)
- ask questions to further understanding and determine which questions are testable
- plan and carry out a scientific investigation

### Science Rubric

*The rubric below provides a general description of student work with science standards at four levels of proficiency. NOTE: Students must be able to demonstrate BOTH skills AND conceptual understanding.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student consistently and independently applies standards-based skills and understanding of concepts to new or novel situations.	The student consistently and independently applies standards-based skills and understanding of concepts in familiar situations.	The student inconsistently applies standards-based skills and/or understanding of concepts in familiar situations.	The student demonstrates limited ability to apply standards-based skills and/or understanding of concepts.

# Fifth Grade Social Studies

The bold headings below summarize the broad areas of *Social Studies Content Standards* studied in fifth grade. Fifth grade social studies is dedicated to telling the story of early America by examining the historical development and early government structures from 1491- 1787.



## History

The student demonstrates the ability to

- examine significant historical documents
- create timelines of eras and themes in North America from 1491-the American Revolution
- identify and explain cultural interactions between 1491 and the American Revolution
- explain important political, social, economic, and military developments leading to the American Revolution

## Geography

The student demonstrates the ability to

- locate resources in the United States and describe the influence of access on the development of local and regional communities
- use geographic tools to identify, locate, and describe places and regions in the United States
- 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

The student demonstrates the ability to

- define a capitalist market economy
- identify the products and services of financial institutions
- compare and contrast financial institutions, their products, and services

## Civics

The student demonstrates the ability to

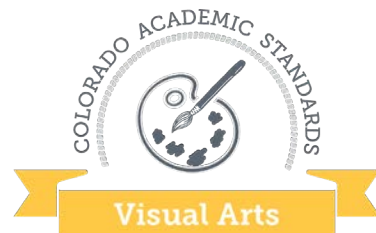
- describe examples of individual rights
- define criteria and process for becoming a citizen
- explain the three branches of the United States government and relationships among them
- describe how the decisions of the national government affect local and state government

### Social Studies Rubric

*The rubric below provides a general description of student work with social studies standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of social studies concepts and skills AND apply the tools of a historian, geographer, economist, and political scientist.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.

# Fifth Grade Visual Arts



The bold headings below summarize the broad areas of *Visual Art Content Standards* studied in fifth grade. Fifth grade students will use the language of art to analyze and discuss art in the world around them. The student will create works of art with personal meaning incorporating the elements\* and principles\*\* of art. The student will objectively evaluate works of art.

## Observe and Learn to Comprehend

The student demonstrates the ability to

- objectively use the elements and principles of art to analyze a work of art
- identify and interpret how art exists in your world
- hypothesize and discuss reasons for artistic decisions

## Envision and Critique to Reflect

The student demonstrates the ability to

- use evaluative criteria when responding to works of art
- use specific methods of planning to support the development of intended meaning

## Invent and Discover to Create

The student demonstrates the ability to

- use the elements and principles of art to express ideas to communicate personal and objective points of view
- demonstrate appropriate choice of media and materials to communicate ideas in a variety of genre
- apply an understanding of art process and creative thinking to plan and create art

## Relate and Connect to Transfer

The student demonstrates the ability to

- interpret and defend observable and emotional responses to works of art from a variety of social, cultural, and historical contexts
- discuss differences in the art of familiar and unfamiliar cultures

\***elements of art:** line, shape, texture, color, value, space, form

\*\***principles of design:** emphasis, movement, balance, contrast, unity, pattern, rhythm

### Visual Arts Rubric

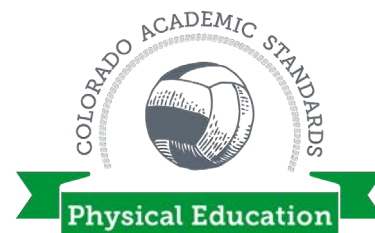
*The rubric below provides a general description of student work with visual arts standards at four levels of proficiency. NOTE: The student must be able to BOTH demonstrate appropriate use of art concepts and skills AND apply the tools of an artist.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.



# Fifth Grade Physical Education

The bold headings below summarize the broad areas of *Physical Education Standards* in fifth grade. In fifth grade, students apply learned skills in dynamic and complex environments and begin to refine sport-specific skills. Basic game strategies are introduced. Students collaborate in a cooperative learning environment and help other students be successful. Students develop a deeper understanding of the health benefits derived from regular participation in physical activity.



## Movement Competence and Understanding

The student will

- throw and catch objects such as basketballs, footballs, or Frisbees, and demonstrate both accuracy and force
- dribble a ball (by hand or foot) while preventing another person from stealing the ball
- combine skills to competently participate in a variety of activities
- analyze and correct errors in throwing, catching, hand dribbling, foot dribbling, striking a ball, and volleying, and demonstrate control and accuracy
- analyze and use basic offensive and defensive strategies, and apply rules in modified games and activities

## Physical and Personal Wellness

The student will

- develop and describe three short-term and three long-term fitness goals
- correctly differentiate the body's response to physical activities of various exercise intensities
- identify an exercise that is used to develop agility, balance, coordination, power, reaction time, or speed
- distinguish healthy balanced meals and snacks designed to enhance the performance of physical activities

## Emotional and Social Wellness

The student will

- describe and demonstrate responsible behavior and decision-making while participating in physical activity
- demonstrate conflict resolution behavior in socially appropriate ways

## Prevention and Risk Management

The student will

- explain that warm-up and cool-down activities prepare the body for physical activity and help prevent injuries
- identify safety rules for the activity and area being used

### Physical Education Rubric

*The rubric below provides a general description of student work with physical education standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of physical education concepts and skills AND apply them to a healthy lifestyle.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student consistently demonstrates understanding of the movement skill or concept beyond the grade-level standard.	The student consistently demonstrates understanding of the movement skill or concept within the standard.	The student inconsistently demonstrates understanding of the movement skill or concept within the standard.	The student demonstrates limited understanding of the movement skill or concept within the standard.

# Fifth Grade Music

The bold headings below summarize the broad areas of *Music Content Standards* studied in fifth grade. Fifth grade music is dedicated to further study of singing technique, rhythm, musical phrasing and form, and appreciation of music. Note: not all of the areas listed below will be assessed in both semesters.



## Expression - Performing

The student will be able to

- perform a seven pitch melody
- perform three basic chords in various keys

## Creation - Composing and Improvising

The student will be able to

- improvise completion of given musical phrase
- improvise in 12-bar blues form

## Theory - Music Literacy

The student will be able to

- identify basic chords in listening examples
- identify the 12-bar blues form in listening examples

## Aesthetic Valuation - Appreciation and Evaluation

The student will be able to

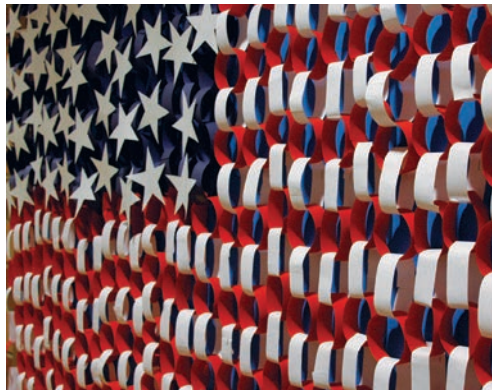
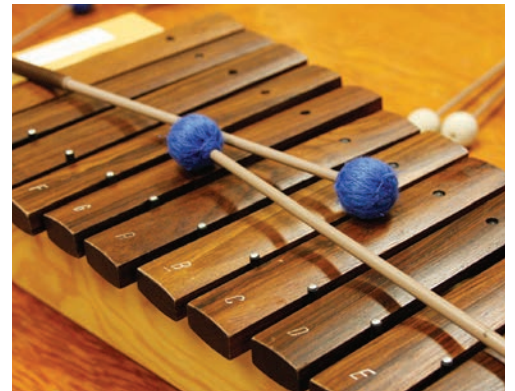
- respond to and make informed judgments about music through participation, performance, and the creative process
- discuss the difference between preference for and quality of musical works

### Music Rubric

*The rubric below provides a general description of students work with music standards at four levels of proficiency. NOTE: students must be able to BOTH demonstrate appropriate use of music concepts and skills AND apply the tools of a musician who performs, composes, and appreciatively listens.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student meets the above skills and demonstrates accurate content knowledge consistently and independently.	The student meets the above skills and demonstrates accurate content knowledge inconsistently or only with support.	The student demonstrates limited understanding of the skills and content of the standard.









Adams 12   
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