



The reading, writing, and communicating standards in preschool are aligned to the expectations within Colorado’s Early Learning and Development Guidelines and the latest revision of the Head Start Early Learning Outcomes Framework. They outline development expectations and indicators of progress for preschool age students in receptive and expressive language; understanding and obtaining meaning from stories and information from books and other texts; phonological awareness; concepts of early decoding; names and sounds associated with alphabetic knowledge; emerging skills to communicate through written representations, symbols, and letters; and asking a question to identify and define a problem and its possible solution.

Expectations for 5th Grade Students:

- **Oral Expression and Listening:** Speak to an audience to express an opinion, to persuade, or to explain an idea/process; actively listen during a presentation using listening strategies (asking questions, paraphrasing, and displaying positive body posture).
- **Reading for All Purposes:** Read literary (stories and poems), informational, and persuasive texts in order to understand, interpret, and compare ideas from a variety of authors.
- **Writing and Composition:** Use a writing process – planning, drafting, revising, editing, sharing – to produce effective, unique, well-researched, and grammatically correct writing for different audiences and purposes (telling a story, explaining a topic, building an argument).
- **Research Inquiry and Design:** Gather and organize information from different sources and produce a well-organized, well-thought-out written or verbal presentation that answers a specific question.

Throughout 5th Grade You May Find Students:

- Reading stories and informational texts to gain new understandings of the world and its people; using different strategies to understand complex texts (generating questions, summarizing, marking the text); working individually and with others to deepen understanding on a topic or text; making connections within and between different texts.
- Writing about texts as they “think through” ideas; directly quoting from the sources to support explanations; sharing writing ideas with others; generating questions based on reading to do research; reflecting on reading.
- Exploring the decisions a writer makes; critiquing a writer’s reasoning; comparing different authors’ writings about the same topic; evaluating graphics in texts.
- Writing narratives (stories) to convey experiences in the world; conducting short research projects; using evidence from sources to produce logical and well-informed presentations; using a variety of sentence structures and effective organization; using grammar and punctuation with accuracy; using technology to produce writing.