



**Understanding Your Child's Progress:
A Guide for Fifth Grade
Parents
(Dual Language Programs)
2025-2026**



Characteristics of a Successful Learner

Exhibit trustworthiness

In CCISD, successful learners act with honesty, integrity, and loyalty. "Exhibit trustworthiness" means each student understands the importance of telling the truth, being reliable, and honoring commitments to self and others.

Demonstrate respect for others

In CCISD, successful learners use kind words, listen with an open mind, resolve conflict peacefully, and value diversity. "Demonstrate respect for others" means each student understands the importance of unconditional acceptance of self and others.

Demonstrate self-direction and responsibility

In CCISD, successful learners come prepared, participate, and accept personal ownership of their actions. "Demonstrate self-direction and responsibility" means each student understands the impact of personal choices and actions on self and others.

Display fairness and cooperation

In CCISD, successful learners play by the rules and share with others. "Display fairness and cooperation" means each student understands the importance of considering the feelings and needs of others and being inclusive of all.

Care for others

In CCISD successful learners help others, show empathy, and display tolerance. "Care for others" means each student understands the importance of kindness and empathy toward self and others.

Demonstrate citizenship

In CCISD, successful learners contribute to the well-being of their home, school, community, and country. "Demonstrate citizenship" means each student understands the importance of volunteerism and collaboration in achieving personal and communal goals.



Explanation of the System

A standards-based report card communicates a learner's proficiency level as he/she progresses toward meeting state and district standards. Learning standards are the academic skills your child should know or be able to do by the end of the school year. Standards-based grading is one way for CCISD to ensure that learners are prepared for the next grade level. Standards-based report cards give a grade for each learning goal, so learners receive multiple grades in each subject area. Behavior and work habits, referred to as "Characteristics of a Successful Learner," are graded separately to provide an accurate picture of your child's academic achievement.

CCISD has moved to the standards-based grading system in an effort to give students and parents more information about the areas in need of improvement. The traditional grading system combines many elements – test scores, quizzes, completed homework, classroom participation, extra credit – and averages the grading period's work into a percentage that correlates to a letter grade. The CCISD standards-based learning system is designed to identify specific learning gaps and academic needs, allowing learners, teachers, and parent time to work together to enable progress.

On the CCISD report card, there is a scale with descriptors to denote levels of achievement:

- 1 – Developing proficiency
- 2 – Approaching grade level standard
- 3 – Meets grade level standard
- 4 – Exceeds grade level standard

For each nine weeks you will see *district targets* and your child's progress. The ***district target*** lets you know at what level students are expected to be performing. The nine-week columns let you know exactly where ***your*** child is performing on that standard. If the district target and student progress are the same, your child is performing exactly as they should. If your student's progress is slightly lower, learning progression information in this Guide will be used to help identify specific areas in which to work. Each teacher will also be reviewing these progressions with the same goal in mind. If your child's progress is higher than the district target, your child is performing "above level" for that standard.

Student ownership of learning is very important in CCISD. This system allows for each learner to make choices, set goals, and drive their own learning, with a constant focus on the grade level standards. By the end of the school year, level 3 - meets grade level standard - is the target for every learning standard.



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literacy in
CCISD.

Spanish Language Arts

Using Vocabulary and Metacognitive Skills to Deepen Comprehension

Target	Expected Progress	TEKS	5 th Grade Priority Topic 1: Using Vocabulary and Metacognitive Skills to Deepen Comprehension
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3rd or 4th Nine weeks	5.3B 5.6E 5.6F 5.6G 5.6H	Meets grade level standards for the skills listed below: The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop and deepen comprehension of increasingly complex texts (<i>read, heard, or viewed</i>) by: • using context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words • making inferences and using evidence to support understanding • evaluating details read to determine key ideas • synthesizing information to create new understanding (Informational and argumentative) • making connections to personal experiences, ideas in other texts, and society
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your reading goal?
- What do you think _____ means from the text?
- Has this ever happened to you?
- What connection(s) do you have to the text?
- Why do you think _____ happened? How do you know?
- What did you infer from the text? (What did you understand that the author did not tell you?) How did you figure that out, even though the author did not directly say it?

5 th GRADE PRIORITY TOPIC: Using Vocabulary and Metacognitive Skills to Deepen Comprehension				
The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop and deepen comprehension of increasingly complex texts (<i>read, heard, or viewed</i>)				
DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	BEXCHDS (4.0)
Making Connections <i>The student is <u>able</u>, with adult support, to:</i> - Make connections	Making Connections <i>The student is <u>often able to</u>:</i> - Make connections in a concise and focused manner between: - Texts and self (personal experiences) - Two or more texts	Showing Growth toward 3.0 Target	Making Connections <i>The student is <u>able to</u>:</i> - Make meaningful connections in a concise and focused manner between: - Texts and self (personal experiences) - Two or more texts	Making Connections <i>The student is <u>consistently independently able to</u>:</i> - Make meaningful connections in a concise and focused manner between: - Texts and self (personal experiences) - Two or more texts
Inferencing <i>The student is <u>able</u>, with adult support, to:</i> - make inferences or make some inferences	Inferencing <i>The student is <u>often able to</u>:</i> - make inferences using - Schema (background knowledge) - Personal experiences as evidence to support understanding - May not include text evidence.		Inferencing <i>The student is <u>able to</u>:</i> - make inferences using: - Schema (background knowledge) - Personal experiences as evidence to support understanding - Text evidence.	Inferencing <i>The student is <u>consistently independently able to</u>:</i> - make inferences using - Schema (background knowledge) - Personal experiences as evidence to support understanding - Text evidence.
Context Clues <i>The student is <u>able</u>, with adult support, to:</i> - Self-monitor and self-correct meaning of unfamiliar or multiple-meaning words by using: - Pictures - Text	Context Clues <i>The student is <u>often able to</u>:</i> - Self-monitor and self-correct meaning of unfamiliar and multiple-meaning words by using: - Pictures - Text evidence - Knowledge of a simple topic - Knowledge of how stories work		Context Clues <i>The student is <u>able to</u>:</i> - Determine the meaning of unfamiliar words and multiple-meaning words by self-monitoring and self-correcting by using: - Other words around the unfamiliar or multiple-meaning word - Sentences around unfamiliar or multiple meaning word	Context Clues <i>The student is <u>consistently independently able to</u>:</i> - Determine the meaning of unfamiliar words and multiple-meaning words by self-monitoring and self-correcting by using: - Other words around the unfamiliar or multiple-meaning word - Sentences around unfamiliar or multiple meaning words
Evaluate <i>The student is <u>able</u>, with adult support, to:</i> - evaluate details or occasionally evaluates details to determine what is most important.	Evaluate <i>The student is <u>often able to</u>:</i> - evaluate details to determine what is most important but needs more support with expressing their thinking.		Evaluate <i>The student is <u>able to</u>:</i> - consistently evaluating details to determine what is most important and can articulate how the key idea was determined.	Evaluate <i>The student is <u>consistently independently able to</u>:</i> - consistently evaluating details to determine what is most important and can articulate how the key idea was determined.
Synthesize <i>The student is <u>able</u> with adult support:</i> - use details from the text to: - Determine key ideas - make inferences - Generate new ideas	Synthesize <i>The student is <u>often able to</u>:</i> - use details from the text to: - Determine key ideas - make inferences - Generate new ideas		Synthesize <i>The student is <u>able to</u>:</i> - use details from the text to: - Determine key ideas - make inferences - Generate new ideas	Synthesize <i>The student is <u>consistently independently able to</u>:</i> - use details from the text to: - Determine key ideas - make inferences - Generate new ideas
SUCCESS CRITERIA FOR METACOGNITIVE SKILLS TO DEEPEN COMPREHENSION <i>The student can:</i> - Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words - Make inferences and using evidence to support understanding - Evaluate details read to determine key ideas - Synthesize information to create new understanding (Informational and argumentative) - Make connections to personal experiences, ideas in other texts, and society				

Genre Characteristics: Literary

Target	Expected Progress	TEKS	5 th Grade Priority Topics 2: Genre Characteristics: Literary
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3rd or 4th Nine Weeks	5.7B 5.7C 5.7D 5.8B 5.8C 5.10A	Meets grade level standards for the skills listed below: The student is able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. • analyzing plot elements, including rising action, climax, falling action, and resolution • analyzing the relationships of and conflicts among the characters • retelling, paraphrasing, or summarizing texts in ways that maintain meaning and logical order • explain the author's purpose and message within a text • write responses that demonstrate an understanding of the text, including comparing and contrasting ideas across a variety of sources • use text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your reading goal?
 - Who is the story about? Where did the story take place?
 - Tell me about the main character. How did they change throughout the story?
 - Tell me about the relationships between the characters in the story.
 - What happened in the story?
 - What was the conflict? What was the resolution?
 - Why do you think the author wrote the story in that sequence (order)?
 - Why do you think the author wrote this text? What do they want us to understand?
- *Follow up on each question—Where in the story does it tell you that? How do you know?

5th GRADE PRIORITY TOPIC: Genre Characteristics: Literary

The student is able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Plot Elements and Summary <i>The student:</i> -Identifies and sequences important events such as: • conflict • rising action • climax • falling action • resolution • setting	Plot Elements and Summary <i>The student:</i> - Summarizes the text in a logical order and includes story elements - Describes how a setting changes	Showing Growth toward 3.0 Target	Plot Elements and Summary <i>The student:</i> Analyzes the plot and discusses how parts connect to others: • sequence of events • rising action • falling action • conflict • resolution -Explains why the setting is important to the plot	Plot Elements and Summary <i>The student:</i> - Recognizes the author's use of plots and subplots and explains how these work together in the story - Evaluates the effectiveness of the author's plot development
Character's Relationships <i>The student:</i> - Describes relationships and interactions between characters showing positive or negative sides - Explains how a character's feelings change and the events that cause the changes	Character's Relationships <i>The student:</i> -Identifies and interprets several less obvious character traits and feelings that reveal a character's complexity such as: showing the traits, thoughts, or feelings that contradict or show both positive and negative sides of the character's personality— Notices how characters change across the story		Character's Relationships <i>The student:</i> - Explains how interactions and relationships with other characters caused the character to change - Explains how the conflict affects the main character	Character's Relationships <i>The student:</i> -Recognizes and explains multiple sides of the character and how the character connects to the theme
Author's Purpose <i>The student:</i> -Misinterprets the author's purpose and message	Author's Purpose <i>The student:</i> - States a general reason for the author's purpose and message		Author's Purpose <i>The student:</i> - Explains the author's purpose and message within a text using text evidence.	Author's Purpose <i>The student:</i> - Infers the book's universal theme and explains how the theme applies to real life using text evidence. - Connects the universal theme of books to other texts that have been read using text evidence. - Evaluates the effectiveness of the author's craft choices.
Responding to Text <i>The student:</i> -Responds using general language -Writes responses that demonstrate partial understanding of texts	Responding to Text <i>The student:</i> -Retells, paraphrases, or summarizes texts -Writes responses that demonstrate understanding of texts		Responding to Text <i>The student:</i> - Retells, paraphrases, or summarizes texts in ways that maintain meaning and logical order -Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources - Uses evidence from the text to support appropriate responses.	Responding to Text <i>The student:</i> -Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of more complex sources

SUCCESS CRITERIA FOR LITERARY ELEMENTS

The student can:

- Analyze plot elements, including rising action, climax, falling action, and resolution
- Analyze the relationships of and conflicts among the characters
- Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
- Write responses that demonstrate an understanding of the text, including comparing and contrasting ideas across a variety of sources
- Explain the author's purpose and message within a text
- Use text evidence to support an appropriate response

Genre Characteristics: Informational and Argumentative

Target	Expected Progress	TEKS	5 th Grade Priority Topics 3: Genre Characteristics: Informational and Argumentative
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	5.9D(i) 5.9E(i),(ii) 5.7D 5.10A 5.7B 5.7C	Meets grade level standards for the skills listed below: The student is able to recognize and analyze the characteristics and structures of informational and argumentative texts. - recognizing the central idea and supporting evidence - identifying the claim and explaining how the author has used facts for or against an argument - retelling, paraphrasing, or summarizing texts in ways that maintain meaning and logical order. - explaining the author's purpose and message within a text - writing responses that demonstrate an understanding of the text, including comparing and contrasting ideas across a variety of sources - using text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is this text mainly about? How do you know?
- What did you learn from the text? Where did you find it?
- What is the author claiming? What does the author believe? How do you know?
- What is the most likely reason the author wrote this text?
- What arguable statement or position does the author hold about this topic or issue being discussed in the text?

5 th GRADE PRIORITY TOPIC: Genre Characteristics: Informational and Argumentative				
The student is able to recognize and analyze the characteristics and structures of informational and argumentative texts				
DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Central Idea/Claim <i>The student:</i> - Paraphrases the central idea/claim and some supporting details- may use text features to help locate and gain information about the central idea/claim.	Central Idea/Claim <i>The student:</i> - Infers to determine the central idea/claim of an entire text or a page/section.	Showing Growth toward 3.0 Target	Central Idea/Claim <i>The student:</i> - Synthesizes details, text and graphic features, text structures, and words in the text to state a complex central idea/claim. - Explains how the author uses facts for/against an argument in argumentative texts.	Central Idea/Claim <i>The student:</i> - Synthesizes a page, section, or chapter's central idea using all text details and graphic features.
Author's Purpose <i>The student:</i> - Discusses the author's purpose and message.	Author's Purpose <i>The student:</i> - States the general reason for the author's purpose and message.		Author's Purpose <i>The student:</i> - Infers the author's purpose and message within a text supporting it with text evidence. - Explain how the central idea/claim relates to the authors' purpose.	Author's Purpose <i>The student:</i> - Explains the author's purpose and message within a text and compares it to other texts. - Can analyze the purpose of the author's claim and explain why the author used the graphic and text features. - Synthesizes text features and text structures and how it contributes to the author's purpose/central idea/claim. - Critiques the author's use of text structures and how it contributes to the author's purpose/central idea.
Responding to Text <i>The student:</i> - Responds using general language	Responding to Text <i>The student:</i> - Retells, paraphrases, or summarizes texts - Summarizes texts, including the central idea/claim and most supporting details.		Responding to Text <i>The student:</i> - Retells, paraphrases, or summarizes texts in ways that maintain meaning and logical order. - Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources - Summarizes texts including the central idea(s)/claim and most supporting details - Uses evidence from the text to support appropriate responses.	Responding to Text <i>The student:</i> - Effectively explains connections between well-chosen text evidence and the central idea of the response. - Synthesizes information to create new understanding.
SUCCESS CRITERIA FOR INFORMATIONAL AND ARGUMENTATIVE TEXTS <i>The student can:</i> - Recognize the central idea and supporting evidence - Identify the claim and explain how the author has used facts for or against an argument - Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. - Write responses that demonstrate an understanding of the text, including comparing and contrasting ideas across a variety of sources - Explain the author's purpose and message within a text - Use text evidence to support an appropriate response				

Foundational Skills

Target	Expected Progress	TEKS	5 th Grade Priority Topics 4: Foundational Skills
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	5.2B(i) 5.2B(ii) 5.2B(v)	Meets grade level standards for the skills listed below: The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell by: • spelling words with the stress on the last, penultimate, and antepenultimate syllable with a prosodic or orthographic accent (<i>palabras agudas, graves, and esdrújulas</i>) • spelling words with the stress on the syllable before the antepenultimate syllable with a prosodic or orthographic accent (<i>palabras sobresdrújulas</i>) • marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- How do you read words you do not recognize? How do you figure it out?
- Can you spell _____?
- How do you know when to spell words that are “agudas” and/or “graves”?
- How do you know when to spell words that are “esdrújulas”?
- How do you know when to spell words that are “sobresdrújulas”?
- How do you know when to add an accent mark to a verb?

5th GRADE PRIORITY TOPIC: Foundational Skills

The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	BIGBETS (4.0)
Palabras agudas, graves y esdrújulas: <i>The student:</i> -Can spell words with the stress on the antepenultimate, penultimate, and last syllable with a prosodic or orthographic accent (<i>palabras agudas, graves, and esdrújulas</i>) with frequent errors.	Palabras agudas, graves y esdrújulas: <i>The student:</i> -Can spell words with the stress on the antepenultimate, penultimate, and last syllable with a prosodic or orthographic accent (<i>palabras agudas, graves, and esdrújulas</i>) with moderate errors.	Showing Growth toward 3.0 Target	Palabras agudas, graves y esdrújulas: <i>The student:</i> -Can spell words with the stress on the antepenultimate, penultimate, and last syllable with a prosodic or orthographic accent (<i>palabras agudas, graves, and esdrújulas</i>) with a few errors.	Palabras agudas, graves y esdrújulas: <i>The student:</i> -Can spell words with the stress on the antepenultimate, penultimate, and last syllable with a prosodic or orthographic accent (<i>palabras agudas, graves, and esdrújulas</i>) with limited or no errors.
Palabras sobreesdrújulas: <i>The student:</i> - Can spell words with the stress on the syllable before the antepenultimate syllable with a prosodic or orthographic accent with frequent errors.	Palabras sobreesdrújulas: <i>The student:</i> - Can spell words with the stress on the syllable before the antepenultimate syllable with a prosodic or orthographic accent with moderate errors.		Palabras sobreesdrújulas: <i>The student:</i> - Can spell words with the stress on the syllable before the antepenultimate syllable with a prosodic or orthographic accent with a few errors.	Palabras sobreesdrújulas: <i>The student:</i> - Can spell words with the stress on the syllable before the antepenultimate syllable with a prosodic or orthographic accent with limited or no errors.
Marking accents when conjugating verbs: <i>The student:</i> - Can mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses with frequent errors.	Marking accents when conjugating verbs: <i>The student:</i> - Can mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses with moderate errors.		Marking accents when conjugating verbs: <i>The student:</i> - Can mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses with a few errors.	Marking accents when conjugating verbs: <i>The student:</i> - Can mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses with limited or no errors.

SUCCESS CRITERIA FOR FOUNDATIONAL SKILLS

The student can:

- spelling words with the stress on the antepenultimate, penultimate, and last syllable with a prosodic or orthographic accent (*palabras agudas, graves, and esdrújulas*)
- spelling words with the stress on the syllable before the antepenultimate syllable with a prosodic or orthographic accent (*palabras sobreesdrújulas*)
- marking accents appropriately when conjugating simple and imperfect past, perfect, conditional, and future tense verbs.

*Evidence will be collected utilizing "Evaluaciones en contexto" (included in the HMH phonics lessons), small groups, and assessments, including the mid-year and end-of-year checks. Additionally, students should demonstrate evidence of previously taught phonics skills in other subjects through writing.

Writing

Target	Expected Progress	TEKS	5 th Grade Priority Topics 5: Writing
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3rd or 4th Nine weeks	5.11A 5.11B 5.11C 5.11D (i), (xi), (ii)	Meets grade level standards for the skills listed below: The student is able to recursively use the writing process to compose multiple legible texts, use appropriate conventions, and reflect genre characteristics. • Plan a first draft by selecting a genre for a particular topic, purpose, and audience using various strategies such as brainstorming, freewriting, and mapping. • Develop drafts into a focused, structured, and coherent piece of writing by ○ organizing with purposeful structure, including an introduction, transitions, and a conclusion; and ○ developing an engaging idea reflecting a depth of thought with specific facts and details • Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. • Edit drafts using complete simple, and compound sentences with subject-verb agreement and avoiding splices, run-ons, and fragments. • Edit drafts by using irregular verbs • Edit drafts by using the correct spelling of words with grade-appropriate orthographic patterns and rules
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your goal in writing?
- What are you currently writing about? What is your topic?
- What details could you add or remove to improve your writing?
- What makes a complete sentence? How can you avoid splices, run-ons, and sentence fragments?

5 th GRADE PRIORITY TOPIC: Writing				
The student is able to use the writing process recursively to compose multiple texts that are legible, use appropriate conventions, and reflect genre characteristics.				
DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Plan: <i>The student:</i> -relies on teacher support to organize their thoughts and ideas.	Plan: <i>The student:</i> -brainstorms their thoughts and ideas on a particular topic	Showing Growth toward 3.0 Target	Plan: <i>The student:</i> -brainstorms their thoughts and ideas on a particular topic with a purpose and for an audience.	Plan: <i>The student:</i> -brainstorms their thoughts and ideas on a particular topic with a purpose and for an audience.
Develop: <i>The student:</i> -writes one coherent paragraph on a particular topic.	Develop: <i>The student:</i> -writes a focused and coherent writing that includes an introduction and conclusion.		Develop: <i>The student:</i> -writes a focused, structured, and coherent piece of writing with purposeful organization, an introduction and conclusion with transitions, and engaging ideas reflecting depth of thought with specific facts and details.	Develop: <i>The student:</i> -writes a focused, structured, and coherent piece of writing that using genre characteristics that has purposeful organization and includes an introduction and conclusion with transitions and has engaging ideas reflecting depth of thought with specific facts and details.
Revise: <i>The student:</i> -relies on teacher support to revise their writing.	Revise: <i>The student:</i> -rearranges ideas for coherence and clarity and can improve sentence structure by adding and deleting sentences.		Revise: <i>The student:</i> -improves sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	Revise: <i>The student:</i> -rearranges ideas for coherence and clarity, and they can improve sentence structure by combining, adding, and deleting sentences and makes improvements based on word choice independently.
Edit: <i>The student:</i> -with support tools, edits drafts for spelling of grade-appropriate orthographic patterns and rules and high-frequency words, and use of complete simple sentences and irregular verbs.	Edit: <i>The student sometimes is able to:</i> -edit drafts for spelling grade-appropriate orthographic patterns, rules, high-frequency words, and use of complete simple and compound sentences with subject-verb agreement and irregular verbs.		Edit: <i>The student frequently is able to:</i> -edit drafts for the spelling of grade-appropriate orthographic patterns and rules and high-frequency words, and use complete simple and compound sentences with subject-verb agreement, avoid splices, run-ons, and fragments, and correct past tense of irregular verbs	Edit: <i>The student is almost always able to:</i> -edit drafts for spelling grade-appropriate orthographic patterns, rules, high-frequency words, and use simple and compound sentences with correct subject-verb agreement, avoiding run-ons, splices, and fragments, and correct past tense of irregular verbs. They can consistently write complex sentences correctly.
SUCCESS CRITERIA FOR WRITING				
<i>The student can:</i>				
• Plan a first draft by selecting a genre for a particular topic, purpose, and audience using various strategies such as brainstorming, freewriting, and mapping. • Develop drafts into a focused, structured, and coherent piece of writing by ◦ organizing with purposeful structure, including an introduction, transitions, and a conclusion; and ◦ developing an engaging idea reflecting a depth of thought with specific facts and details • Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. • Edit drafts using complete simple, and compound sentences with subject-verb agreement and avoiding splices, run-ons, and fragments. • Edit drafts by using irregular verbs • Edit drafts using correct spelling of words with grade-appropriate orthographic patterns and rules.				



Math

Understand and Use Number Relationships to Add and Subtract Positive Rational Numbers

To be a 3.0 on this learning progression, students will need to show proficiency on all 7 skills listed on the progression.

Students will compare and order decimals to thousandths including the use of comparison symbols $<$, $>$, or $=$. These situations might be numerical only or found in real world situations.

Students are expected to master adding and subtracting decimals in real world problem scenarios as well as computation practice.

Students are expected to master addition and subtraction of fractions with unequal denominators both in real world problem scenarios as well as computation practice. These situations include proper fractions, improper fractions, and mixed numbers and might involve pictorial models, strip diagrams, and finding common denominators to solve for the solution.

Solve addition and subtraction situations containing a decimal and a fraction.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but with help shows a partial understanding of the level 1 content will achieve a 0.5.

In order to achieve level 1.0, students will demonstrate proficiency of 1-2 of the 7 skills.

In order to achieve level 1.5, students will demonstrate proficiency of 3 of the 7 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 4-5 of the 7 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 6 of the 7 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 2nd 9 weeks.

By the end of the 1st 9 weeks, the goal for all students is to demonstrate proficiency in 5 out of 7 skills to be a 2.0 on the yearly target.

By the end of the 2nd 9 weeks, the goal for all students is to demonstrate proficiency in 7 out of the 7 skills to be a 3.0 on the yearly target.

Students will be actively involved in Goal Setting and Reflection during Unit 1 centered around these 7 skills. Student progression checklists will be located in your child's take-home folder to check progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during tier 2 personalized learning and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project-based learning experience from our CCISD 5th grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the sixth grade skill listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with locating, comparing, and ordering integers on a number line. Most of these experiences will be investigations. Remember that a 4.0 means that they have mastered that skill.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Understand and Use Number Relationships to Add and Subtract Positive Rational Numbers Introduced: 1 st 9 weeks
4.0		6.2C	Locate, compare, and order integers on a number line
 3.0	2 nd	5.2B 5.3K 5.3H	- Compare and order decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$ - Solve addition of decimals to thousandths situations - Solve subtraction of decimals to thousandths situations - Solve addition situations containing fractions (proper, improper, and mixed numbers) with unequal denominators including: - Solve subtraction situations containing fractions (proper, improper, and mixed numbers) with unequal denominators - Solve addition situations of a decimal and a fraction - Solve subtraction situations containing a decimal and a fraction Proficiency in 7 out of 7 skills listed above
2.5			Proficiency in 6 out of 7 skills listed at the 3.0 target
2.0	1 st		Proficiency in 5 out of 7 skills listed at the 3.0 target
1.5			Proficiency in 3 out of 7 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 7 skills listed at the 3.0 target
0.5			With help, a partial understanding of the 1.0 content

Represent and Solve Situations Involving Multiplication, Division, and Mixed Operations

Although multiplication and division with whole numbers is not assessed on this progression, these skills will be reviewed and then applied to decimal numbers. Following decimal work, students will proceed to multiplication and division with fractions. The focus is equally placed on representing and solving decimal and fraction situations. Some computational work can demonstrate proficiency, but most of these skills should be applied and assessed in real world situations. Representational work is intimately connected to algebraic reasoning. Algebraic reasoning through multi-step situations involving the 4 operations is the next layer of work but students will return to using only whole numbers in these situations. This progression ends with the algebraic work of simplifying expressions with up to 2 levels of grouping symbols using all positive rational numbers. Now the student works with all 4 operations, brackets, parentheses, whole numbers, decimals, and fractions.

- Solve for products and quotients of decimals to the hundredths.
 - Students are expected to demonstrate proficiency in representing and solving multiplication and division situations with decimals to hundredths. These situations will mostly be real world scenarios, but some computational situations can be included. Grading for this skill will focus on the solving portion of this skill.
- Solve multiplication involving a whole number and a fraction
 - Students are expected to demonstrate proficiency in representing and solving multiplication situations involving whole numbers and a fraction. These situations will mostly be real world scenarios, but some computational situations can be included. Grading for this skill will focus on the solving portion of this skill.
- Divide unit fractions by a whole number and a whole number by unit fractions.
 - Students are expected to demonstrate proficiency in representing and solving division situations involving whole numbers and a unit fraction. Sometimes a whole number is divided by a unit fraction and sometimes a unit fraction by a whole number. These situations will mostly be real world scenarios, but some computational situations can be included. Grading for this skill will focus on the solving portion of this skill.
- Represent and solve multi-step situations involving the four operations with whole number using equations with unknowns.
 - Students are expected to demonstrate proficiency in representing and solving multi-step situations involving all 4 operations and whole numbers only. Multi-step situations come from real world scenarios. Note that the only representation required for proficiency in 5th grade is the equation with unknowns. Students may still use strategies from previous grade levels such as number lines, pictorial



drawings, strip diagrams, tools, etc. to represent situations but then must determine how to transition any such representations to an equation with an unknown to receive credit.

- Simplify Expressions with up to two levels of grouping symbols using positive rational numbers
 - Students are expected to demonstrate proficiency in simplifying expressions with up to 2 levels of grouping symbols using positive rational numbers. This skill falls in the mathematical area of algebraic reasoning. Note that proficiency is for up to 2 levels of grouping symbols (parentheses and brackets), includes all 4 operations, and includes all positive rational numbers (whole numbers, decimals, and fractions).

To be a 3.0 on this learning progression, students will need to show proficiency on all 6 skills listed on the progression and described below:

A student who is beginning to learn the content but with help shows a partial understanding of the level 1.0 content will achieve a 0.5.

A student who only demonstrated proficiency in 1 of the 6 skills (in any given order), will be given a yearly target of 1.0.

In order to achieve level 1.5 students will demonstrate proficiency in 2-3 of the 6 skills.

In order to achieve level 2.0 students will demonstrate proficiency in 4 of the 6 skills

In order to achieve level 2.5 students will demonstrate proficiency in 5 of the 6 skills.

By the end of the 2nd 9 weeks, the goal for all students is to demonstrate proficiency in 4 out of 6 skills to be a 2.0 on the yearly target.

By the end of the 3rd 9 weeks, the goal for all students is to demonstrate proficiency in 6 out of the 6 skills to be a 3.0 on the yearly target.

Students will be actively involved in Goal Setting and Reflection during Unit 2 centered around these 6 skills. Student goals will be communicated to parents through the learning progression checklists placed in student take-home folders. You are encouraged to contact your student's teacher for clarification of the work your student is doing on this progression. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue to work on these skills during Tier 2/3 time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification for the work their student is doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project-based learning experience from our CCISD 5th grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the sixth grade skill listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with solving multiplication involving two fractions as factors or division involving two fractions as dividend and divisor. Most of these experiences will be investigations. Remember that a 4.0 means that they have mastered that skill

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Represent and Solve Situations involving Multiplication, Division, and Mixed Operations Introduced: 1 st 9 weeks
4.0			☐ Solve multiplication involving two fractions as factors ☐ Solve division involving two fractions as dividend and divisor
 3.0	3 rd	5.3E 5.3G 5.3I 5.3L 5.4B 5.4F	☐ Solve for products of decimals to the hundredths ☐ Solve for quotients of decimals to the hundredths ☐ Solve multiplication involving a whole number and a fraction ☐ Divide unit fractions by whole numbers and whole numbers by unit fractions ☐ Represent and solve multi-step situations involving the four operations with whole numbers using equations with unknowns ☐ Simplify expressions with up to 2 levels of grouping symbols using positive rational numbers Proficiency in 6 of the 6 skills listed above
2.5			Proficiency in 5 of the 6 skills listed on the 3.0 target
2.0	2 nd		Proficiency in 4 of the 6 skills listed on the 3.0 target
1.5			Proficiency in 2 of the 6 skills listed on the 3.0 target
1.0			Proficiency in 1 of the 6 skills listed on the 3.0 target
0.5			With help, a partial understanding of the 1.0 content

Graph and Solve Problems Using Data found on Graphs and in Tables

This learning progression is all about various types of graphs. The progression levels are based on individual standards. Evidence will be collected in a variety of ways including informal observations, anecdotal notes, formal assessments, etc.

Bar graphs were not referenced in 4th grade TEKS, but students worked with them in 3rd grade with scaled intervals. Solving both one- and two-step problems from dot plots and frequency tables was required of 4th graders and included work with whole numbers, decimals, and fractions. This will however be our first opportunity to report your student's mastery of these graphing skills on a progression.

To be a 3.0 on this learning progression, students will need to show proficiency on the skills listed below:

- Students will solve one-and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf, and scatterplots.
- Students will generate a numerical pattern (additive or multiplicative) when given a real-world problem or a rule in the form of $y = x + a$ (x is the input value and y is the output value) and $y = ax$ (x is the input and y is the output value).
- Students will graph in the first quadrant of the coordinate plane using ordered pairs of numbers which arise from mathematical and real-world problems including those generated by number patterns or found in an input-output table, using whole numbers, decimals, and fractions.

Before demonstrating proficiency on all the skills listed at the 3.0 yearly target, students will begin to demonstrate one skill at a time in any given order.

A student who is beginning to learn the content but can accomplish part of 1 skill with help will achieve 0.5.

In order to achieve level 1.0, students will demonstrate proficiency of 1 of the 4 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 2 of the 4 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 3 of the 4 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 3rd 9 weeks.

Students should be actively involved in Tier 1 Goal Setting and Reflection during Unit 3 centered around these 4 skills. Student progression checklists will be located in your child's take-home folder to check progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during tier 2 personalized learning and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have a choice of whether to do a project-based learning experience from our CCISD 5th grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the sixth-grade skill listed as the 4.0 yearly target.

Level 4.0 extends coordinate graphing to all four quadrants and would therefore require that a student has at least minimal experience with negative numbers. Remember to achieve a 4.0, students must demonstrate proficiency of this work, not simply attempt these types of problems.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the yearly target level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Graph and Solve Problems Using Data Found on Graphs and in Tables Introduced: 3 rd 9 weeks
4.0			Graph in all four quadrants using pairs of rational numbers
 3.0	3 rd	5.9C 5.4C 5.8C	- Solve one-step problems using data from frequency tables, dot plots, bar graphs, stem-and-leaf, and scatterplots - Solve two-step problems using data from frequency tables, dot plots, bar graphs, stem-and-leaf, and scatterplots - Generate a numerical pattern when given a real-world problem or a rule in the forms of $y = x + a$ (x is the input value and y is the output value) and $y = ax$ (x is the input value and y is the output value) - Graph ordered pairs arising from mathematical and real-world problems including number patterns or found in an input-output table (including whole numbers, decimals, and fractions) Proficiency in 4 out of 4 skills listed above
2.5			Proficiency in 3 of the 4 skills listed on the 3.0 target
2.0			Proficiency in 2 of the 4 skills listed on the 3.0 target
1.0			Proficiency in 1 of the 4 skills listed on the 3.0 target
0.5			With help, a partial understanding of the 1.0 content

On this learning progression, to be at a 3.0, students will need to be proficient in all 5 of the skills listed below.

- Solve for the perimeter of any given polygon with whole number, fraction, and decimal lengths

The TEKS allow for perimeter to include whole numbers, decimals, and fractions. Note that measuring to the nearest inch or centimeter is also included in this skill. Students will be offered opportunities to measure to find the lengths in order to then find the perimeter of various items, including in real-world situations. Supports may include graph paper, unit/centimeter cubes, and a ruler, etc.

- Solve for the area of any given rectangle with whole number lengths

A prerequisite skill for solving situations with area includes multiplication with whole numbers. A variety of strategies can be used for multiplying to solve for area, such as area model, partial product, and standard algorithm, in real-world situations. Supports include STAAR reference chart for formula(s) and graph paper.

- Solve for the area of composite figures formed by rectangles with whole number lengths

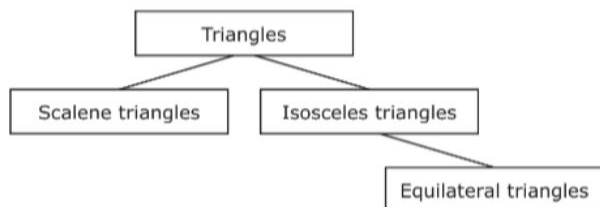
Students must show proficiency in finding the area of composite figures when the figures are rectangles, and the measurements are whole numbers. This would include such problems as finding the area of a sidewalk around a rectangular playground or finding the area of the playground when given the whole area and the measurements of the sidewalk.

- Solve for the volume of rectangular prisms with whole number lengths

Students will explore volume using concrete objects and pictorial models. This is intended to be a discovery time for students as they develop a better understanding of volume and how it relates to area and perimeter. Students will use formulas (found in the STAAR reference chart) to solve for the volume of various rectangular prisms with whole number lengths.

- Classify 2-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties

The graphic organizer shown can be used to classify triangles.



Students must show proficiency in classifying 2-dimensional figures-based attributes and properties, including side lengths and angle measures. Supports provided may include anchor charts with academic vocabulary and manipulatives. Examples of ways to classify attributes includes use of Venn diagrams, flow charts, and data tables. See example of a hierarchy set below.

A variety of learning experiences are collected to show proficiency in each of the skills using real world situations and computation.

Tier 2/3 Time opportunities are used to allow students to continue to practice to mastery of these skills. Teachers can help students in goal setting and tracking their progress in the progression. Goal sheets, such as a “shade your success”, could be provided by teacher, to support students. After completion of the unit, students will continue to practice the skills listed in the progression during Tier 2/3.

Students will demonstrate proficiency of one skill at a time as we move through the unit.

A student who is beginning to learn the content but can only accomplish part of 1 skill with help, will achieve a 0.5.

In order to achieve level 1.0, students will demonstrate proficiency in 1 of the 5 skills listed above.

In order to achieve level 1.5, students will demonstrate proficiency in 2 of the 5 skills listed above.

In order to achieve level 2.0, students will demonstrate proficiency in 3 of the 5 skills listed above.

In order to achieve level 2.5, students will demonstrate proficiency in 4 of the 5 skills listed above.

In order to achieve level 3.0, students will need to be proficient in all 5 of the skills listed above.

Students should be actively involved in Tier 1 Goal Setting and Reflection during Unit 4 centered around these 5 skills. Student progression checklists will be located in your child’s take-home folder to check progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue to work on these skills during tier 2 personalized learning and continue to track their progress on the goal sheet. Parents are encouraged to contact their students’ teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have a choice whether to do a project-based learning experience from our CCISD 5th grade Math Explorers resources and remain at a 3.0 or pursue the 6th grade skills listed as the 4.0 yearly target.

Level 4.0 extends the area and volume work to include fraction and decimal lengths. In order to achieve a 4.0, students must master this work, not simply attempt these types of problems.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Represent and Solve Perimeter, Area, and Volume and Classify 2-dimensional figures Introduced: 3rd 9 weeks
4.0			Solve for area and volume with fraction and decimal lengths
 3.0	4 th	5.4H 5.6B 5.5A	- Solve for the perimeter of any given polygon with whole number, fraction, or decimal lengths - Solve for the area of any given rectangle with whole number lengths - Solve for the area of composite figures formed by rectangles with whole number lengths - Solve for the volume of rectangular prisms with whole number lengths - Classify 2-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties Proficiency in 5 of the 5 skills listed above
2.5			Proficiency in 4 of the 5 skills listed on the 3.0 target
2.0			Proficiency in 3 of the 5 skills listed on the 3.0 target
1.5			Proficiency in 2 of the 5 skills listed on the 3.0 target
1.0			Proficiency in 1 of the 5 skills listed on the 3.0 target
0.5			With help, a partial understanding of the 1.0 content

Science

Physical Properties of Matter

In the 1st nine weeks, your fifth grader will continue building their understanding of matter. They will learn that matter can be measured, changed, and used in various ways. Hands-on experiences will help them grasp physical properties like mass, magnetism, relative density, physical state (solid, liquid, gas), volume, solubility in water, and the ability to conduct or insulate thermal and electric energy.

Your child will also explore mixtures, understanding that they are combinations of two or more substances that can be separated while maintaining their physical properties. They will investigate different methods to separate mixtures based on these properties.

Additionally, your child will learn that substances in solutions undergo physical changes but are not lost. For example, they will understand that salt in water is still present even if not visible and can be separated through evaporation. Hands-on investigations will help solidify these concepts, making them more tangible and understandable.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Matter and Energy Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	1 st	5.6A 5.6B 5.6C	Proficient understanding that matter has measurable physical properties that determine how matter is identified, classified, changed, and used by: ☐ Comparing and contrasting matter based on measurable, testable, and observable physical properties and communicate findings. ☐ Collecting data to demonstrate and explain how some mixtures maintain their physical properties when combined. ☐ Collecting data to demonstrate and explain the properties of solutions before and after they are combined. ☐ Demonstrating and using data to explain how matter is conserved in solutions.
2.0			Proficiency in 3 out of 4 skills listed at the 3.0 target
1.5			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Force, Motion, and Energy

In the 2nd nine weeks, your fifth grader will investigate forces, learning that forces have both strength and direction. When forces on an object are balanced, the object remains unchanged, but unequal forces cause changes in speed or direction. They will understand that energy is present in moving objects, sound, light, and heat, and must be transferred to move an object. Through simple experimental investigations, they will test the effects of force by changing one variable to see its impact and establish cause-and-effect relationships.

Next, your child will study electrical circuits, understanding that electrical energy transforms into motion, sound, heat, or light, and that a complete circuit requires an energy source, receiver, and a closed pathway. Your child will demonstrate energy transformations in circuits and understand the requirements for a functioning circuit.

Finally, your child will investigate how light interacts with various objects. They will learn that light transfers energy as it travels and can be absorbed, reflected, refracted, or pass through objects. Hands-on experiences will help them grasp these abstract concepts as they demonstrate and explain how light travels and interacts with different materials. These activities will build a strong foundation in understanding forces, energy, and light.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Force, Motion, and Energy Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	2 nd	5.7A 5.7B 5.8B 5.8C	Proficient understanding that the nature of forces and the patterns of their interactions by: ☐ Investigating and collecting data to explain how equal and unequal forces cause patterns of motion and transfer of energy. ☐ Designing, carrying out, and analyzing a simple investigation to test the effect of forces on objects. Proficient understanding that energy is everywhere and can be observed in cycles, patterns, and systems. ☐ Creating a diagram that models and explains a functioning circuit and how electrical energy can be transformed into motion, light, sound, or thermal energy. ☐ Creating visuals to demonstrate and explain how light energy travels in a straight line and is reflected, refracted, or absorbed.
2.0			Proficiency in 3 out of 4 skills listed at the 3.0 target
1.5			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Earth and Space

In the 3rd nine weeks, your child will engage in hands-on investigations to explore how natural patterns and processes shape our world and sky. Their learning will focus on the Sun, Earth, and Moon system, the formation of rocks and fossil fuels, and how landforms are created over time. Students will build models and analyze visuals to understand how Earth's rotation on its axis causes the 24-hour day/night cycle. They'll discover how this movement makes the Sun appear to move across the sky and how it affects the length and direction of shadows throughout the day.

Students will explore how weathering, erosion, deposition, compaction, and cementation work together to form sedimentary rocks over long periods of time. They'll also learn that fossil fuels like coal and oil form from the remains of once-living organisms buried and compressed in layers of rock. Your child will use models to understand and describe these processes as slow, powerful forces that shape Earth's geology. Through observation and modeling, students will investigate how wind, water, and ice break down and move Earth materials, resulting in the formation of landforms like canyons, deltas, and sand dunes. They'll learn how weathering (breaking down rock), erosion (moving rock), and deposition (dropping sediments) continuously shape our planet's surface.

Finally, students will create diagrams to show how the Sun and ocean work together to power the water cycle—driving evaporation, condensation, and precipitation. They'll discover how this process affects weather conditions and helps explain why certain regions experience different weather patterns.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Earth and Space Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	3 rd	5.9A 5.10A 5.10B 5.10C	Proficient understanding that there are patterns among the Sun, Earth, and Moon system and their effects by: ☐ Creating models to demonstrate Earth's rotation on its axis. ☐ Analyzing diagrams to explain how Earth's rotation causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadows. Proficient understanding that there are recognizable patterns and processes on Earth by: ☐ Creating a diagram to demonstrate and explain how the Sun and the ocean interact in the water cycle and affect weather. ☐ Using models to describe and draw conclusions about the processes of sedimentary rock and fossil fuel formation. ☐ Using models to identify how changes to Earth's surface by wind, water, or ice result in the formation of landforms.
2.5			Proficiency in 4 out of 5 skills listed at the 3.0 target
2.0			Proficiency in 3 out of 5 skills listed at the 3.0 target
1.5			Proficiency in 2 out of 5 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 5 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Living Organisms

In the 4th nine weeks, your child will explore how living things survive and thrive within ecosystems by examining the relationships between organisms and their environment. Students will observe how organisms interact with both biotic factors (like plants, animals, and bacteria) and abiotic factors (like sunlight, water, air, and soil) in healthy ecosystems. They'll learn how these interactions support survival and create balance in nature.

Students will study the structures and behaviors of different organisms—like fins for swimming or thick fur for warmth—and explore how these features help organisms adapt and survive in their specific environments. They'll compare different species to understand how similar life processes occur in different ways.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Organisms and Environments Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	4 th	5.12A 5.13A	Proficient understanding that there are patterns, cycles, systems, and relationships within environments by: ☐ Observing and describing how organisms survive by interacting with biotic and abiotic factors in healthy ecosystems. Proficient understanding that organisms undergo similar life processes and have structures and behaviors that help them survive within their environment by: ☐ Identifying and comparing the structures and functions of different organisms. ☐ Analyzing the structures and functions of different species to identify how organisms survive in their environment.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Social Studies

Colonial America

Fifth grade students began the school year with the study of the regions in the United States and the people who settled there. Students will explore the geographic and economic factors that caused people to adapt to and modify their environment. Students will explain the role physical and human geographic features (i.e., dependency on slavery, growing seasons, fertile soil, and access to water) played a role in creating economic differences among the colonial regions: New England, Middle, and Southern colonies. Students will explore the reasons for and key people in the European exploration and colonization of North America, beginning in 1565 with the founding of St. Augustine. Finally, students will understand and be able to compare the systems of government formed by early colonists.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Colonial America Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target
3.0 	1 st	5.6A 5.8A 5.1A 5.13A	Proficient understanding of the place and regions in the United States by: ☐ Describing political and economic regions in the United States that result from patterns of human activity. Proficient understanding of how people adapt to and modify their environment by: ☐ Describing how and why people have adapted to and modified their environment in the United States. Proficient understanding of the reasons for and the role of key people in the European colonization of North America by: ☐ Explaining when, where, and why groups of people explored, colonized, and settled in the United States. Proficient understanding of the organization of governments in colonial America by: ☐ Comparing the systems of governments of early European colonists including representative government and monarchy.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target.
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target

American Revolution and Government

In the 2nd 9 weeks, fifth grade students will begin their study of the birth of the United States. Students will analyze and understand how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. Students will identify key individuals during the American Revolution, including Commander in Chief of the colonial army George Washington, and key battles such as Lexington and Concord to begin the war and Yorktown to end the war. Finally, students will understand and can explain the purpose, key elements, and importance of founding documents, including the Declaration of Independence and the Constitution, including the Bill of Rights.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: American Revolution and Government Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target
3.0 	2 nd	5.2A 5.2C 5.14B 5.19A	Proficient understanding of how conflict between the American colonies and Great Britain led to the formation of the United States by: ☐ Analyzing the causes and effects of events prior to and during the American Revolution ☐ Summarizing the results of the American Revolution, including the establishment of the United States Proficient understanding of the important ideas within the founding documents of America by: ☐ Explaining the purposes of the U.S. Constitution as identified in the Preamble. ☐ Describing the fundamental rights guaranteed in the Bill of Rights
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target.
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target

Westward Expansion and Reconstruction

In the 3rd 9 weeks, fifth grade students will begin their study of the expansion and reconstruction of America. Students will understand the political, economic, and social changes that occurred in the United States during the 19th century. Students will explore how the United States utilized the Manifest Destiny to expand in size (i.e., the Louisiana Purchase of 1803, etc.). Students will analyze how expansion and reconstruction of the United States challenged the lifestyles of the people who lived there, including the American Indians, African American, and Asian/European immigrants. Finally, students will analyze and explain the significant events and impacts of U.S. territorial expansion from different points of view.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Westward Expansion and Reconstruction Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target
3.0 	3 rd	5.4B 5.4C 5.4D 5.4E	Proficient understanding of political, economic, and social changes that occurred in the 19 th century by: ☐ Identifying and explaining how changes resulting from the Industrial Revolution led to conflict among sections of the United States. ☐ Identifying significant events and concepts associated with U.S. territorial expansion. ☐ Explaining the central role of the expansion of slavery in causing sectionalism, disagreement, over states' rights, and the Civil War. ☐ Explaining the effects of the Civil War, including Reconstruction and the 13 th , 14 th , and 15 th amendments to the Constitution.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target.
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target

The United States – 20th Century and Beyond

In the 4th 9 weeks, fifth grade students will complete their study of United States history by exploring the issues and events of the 20th and 21st century, including industrialization, the Roaring 20s, the Great Depression, the World Wars, the civil rights movement, and the War on Terrorism following the September 11 terrorist attacks.

Students will discuss the significance of the tensions, both in the United States and abroad, and its affect on the American people, both past and present. Students will learn about key historical figures and events over the span of the two centuries that shaped our nation including the bombing of Pearl Harbor, The Vietnam War, Brown v Board of Education, significant presidential elections, the Iraq War, and the Homeland Security Act.

Students will explain how industrialization and innovation impacted where people lived, the kind of work they performed, and the role of the U.S. in the world. Students will explore and explain why industrialization was important to the development of the free enterprises system in the United States.

Students will explore the discoveries and technological advances from inventors and scientists such as Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong. By the end of the 9 weeks, we will ensure that students can explain how discoveries, innovations, and technical industries have impacted the lives of people in the United States.

Finally, students will explore the importance of the participation of citizens in the democratic process at the local, state, and national level. Students will discover their rights and duties as citizens and explain why it is essential to the continued development of our nation.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: The United States - 20 th Century and Beyond Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target
3.0 	4 th	5.5A 5.10B 5.22B 5.17A	Proficient understanding of important issues, events, and individuals in the United States during the 20 th and 21 st centuries by: ☐ Explain the significance of issues and events of the 20 th century, such as industrialization, the world wars, and the civil rights movement. Proficient understanding of the development, characteristics, and benefits of the free enterprise system in the United States by: ☐ Describing how the free enterprise systems work in the United States Proficient understanding of the impact of science and technology on society in the United States by: ☐ Identifying how scientific discoveries, technological innovations, and the rapid growth of technology industries have benefited individuals and advanced the economic development of the United States. Proficient understanding of the importance of individual participation in the democratic process at the local, state, and national levels by: ☐ Explaining why individuals have a duty to participate in civic affairs at the local, state, and national levels.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target.
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target

Music

Identify, reproduce, create, and perform rhythmic and melodic patterns, while exploring new musical ideas.

Fifth grade students will build on their knowledge of rhythmic and melodic patterns through activities such as, but not limited to, speech, song, movement, instruments and play. Students that meet grade level standards will learn to identify, reproduce, create, and perform syncopated rhythmic patterns, the extended pentatonic scale (S, L, D R M S L D'), and the diatonic scale. The use of appropriate technique and music terminology will be emphasized throughout the year.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Identify, reproduce, create, and perform rhythmic and melodic patterns, while exploring new musical ideas.
4.0			Demonstrate musicality beyond grade level.
3.0 	3 rd /4 th	5.2 A 5.2 B 5.3 E 5.4 A 5.4 B 5.4 C 5.6 B	Create and perform rhythmic and melodic patterns such as syncopated rhythmic patterns, the extended pentatonic scale (S, L, D R M S L D'), and the diatonic scale independently and in a group.
2.0	2nd		Identify and reproduce rhythmic and melodic patterns such as syncopated rhythmic patterns, the extended pentatonic scale (S, L, D R M S L D'), and the diatonic scale independently and in a group, with guidance.
1.0	1st		Create and perform rhythmic and melodic patterns such as eighth/sixteenth note combinations, the extended pentatonic scale (S, L, D R M S L D'), and the diatonic scale independently and in a group.

Art

Create works and communicate ideas that investigate the role of art in a global society

Fifth grade students will investigate the role of art and the artists in a global society. Students who meet grade level standards will be expected to apply their observational skills, interpret emotional qualities in a work of art, and use various methods of self-assessment to improve their work. By the end of the year, students will draw upon their own culture and cultures around the world to develop meaningful ideas and will apply knowledge of the elements and principles of art (line, shape, color, texture, form, space, emphasis, pattern, rhythm, variety, balance, proportion, and unity) to create original compositions.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Create works and communicate ideas that investigate the role of art in a global society Introduced: 1 st Nine Weeks
4.0			Demonstrate artistry beyond grade level standard
3.0 	3 rd /4 th	5.1A-C 5.2A-C 5.3A-D 5.4A-C	Communicate meaningful artistic ideas explored through collaboration, investigation and observation consistently Creatively incorporate elements and principles of art consistently
2.0	2nd		Communicate meaningful artistic ideas explored through collaboration, investigation and observation most of the time Creatively incorporate elements and principles of art most of the time
1.0	1st		Communicate meaningful artistic ideas explored through collaboration, investigation and observation some of the time Creatively incorporate elements and principles of art some of the time Demonstrate quality craftsmanship consistently

Wellness

Improve accuracy in manipulative skills in dynamic game-like situations and demonstrate positive self-management

Fifth grade students will improve accuracy in manipulative skills in dynamic game –like situations and continue to demonstrate positive self-management. While working on self-management when learning the rules and procedures of the Physical Education classroom, students will maintain their own personal space in both large and small group settings. Fifth grade students that master the grade level expectation of improving accuracy in manipulative skills in dynamic game-like situations will be able to perform the 6th grade TEKS of Physical Education.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Improve accuracy in manipulative skills in dynamic game-like situations and demonstrate positive self-management
4.0		6.1 A-K 6.2 A-C 6.6 A-B 6.7 A-F	Improve accuracy in manipulative skills in dynamic game-like situations beyond grade level Demonstrate positive self-management beyond grade level
3.0 	3 rd /4 th	5.1 A-L 5.2 A-C 5.3 A-B 5.5 A-C 5.6 A-D 5.7 A-C	Improve accuracy in manipulative skills in dynamic game-like situations independently Demonstrate positive self-management independently
2.0	2nd		Improve accuracy in manipulative skills in dynamic game-like situations with minimal support Demonstrate positive self-management with minimal support
1.0	1st		Improve accuracy in manipulative skills in dynamic game-like situations with support Demonstrate positive self-management with support

Theatre

Create dramatic performances collaboratively

Fifth grade students will analyze scripts and characters to perform collaboratively, demonstrating a logical connection of events and describing their characters, relationships, and surroundings in detail. Students will portray a character using dialogue and expressive movement appropriately. Students will continue to develop artistic discipline by fully developing creative ideas executed over longer periods of time.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Create dramatic performances collaboratively
4.0			Demonstrate theatricality beyond grade level standard
3.0 	3 rd /4 th	5.1 A-G 5.2 A-E 5.3 A-D 5.4 A-C 5.5 A	Collaboratively perform a scripted story, portraying a character using memorized dialogue, with direction Demonstrate thoughtful response to feedback and direction
2.0	2nd		Create and perform literary stories collaboratively with self-control Research theatre and theatrical artists to inform a performance
1.0	1st		Create and perform simple stories collaboratively Utilize rehearsal time and resources appropriately