

Grundy Center Elementary School  
**5<sup>th</sup> Grade Performance Expectations**

**Expectations** describe concepts, knowledge and/or skills that will be instructed and assessed at each grade level. Since a student's developmental level cannot be determined solely by grade level, individual students will be at varying stages in their development. Teachers will assess student performance and plan instructional tasks and experiences in order to maximize a student's progress towards the attainment of expectations.

**Language Arts/Communication**

**A fifth grader will**

- read appropriate material with fluency and accuracy at instructional to mastery level as assessed by one minute reading probes.
- utilize prior knowledge and context to draw conclusions, make predictions, ask questions, and support answers.
- summarize main ideas.
- read critically and apply higher order thinking skills (analyze, evaluate, synthesize).
- interpret how authors use plot, point of view, and theme to create meaning.
- follow written directions.

**A fifth grader will**

- utilize correct punctuation, capitalization, usage, and spelling.
- produce a variety of writing products (summary of events from a science experiment, review of a book, poem, stories, ads, business letters, etc.).

**A fifth grader will**

- maintain eye contact with the audience.
- express relevant ideas clearly.
- use voice effectively (volume, expression, enthusiasm, enunciation, and rate).

**A fifth grader will**

- maintain eye contact.
- formulate meaningful questions.
- recall information.
- integrate others' opinions.
- follow oral directions.

**A fifth grader will**

- utilize technology to find information.
- evaluate information and its usefulness
- record information by notetaking.
- utilize information to complete a written or oral presentation or project.
- paraphrase information gathered.
- credit sources.
- meet deadlines.

**A fifth grader will**

- spell assigned words with a minimum of 80% accuracy.
- assess misspellings in daily work.

**A fifth grader will**

- engage in silent sustained reading for at least 30 minutes daily.
- appraise reading material at an appropriate level per student's STAR test ZPD.
- select literature from different cultures and genres.
- develop vocabulary through a variety of strategies.
- demonstrate reading comprehension by achieving a minimum of 80% accuracy through AR testing.
- attain AR trimester reading goals.

**Math**

**A fifth grader will**

**Number and Number Sense**

- read and write to billions, in numeral or word form.
- order and compare using  $>$ ,  $<$ ,  $=$ .
- interpret whole numbers through billions in numerals and words.
- interpret decimals through thousandths.
- compare decimals to the thousandths place.
- utilize  $>$ ,  $<$ ,  $=$  to order and compare decimals to the thousandth place (and decimals to fractions).
- manipulate mixed numbers, improper fractions, and fractions with like and unlike denominators to solve problems.
- rename equivalent fractions using multiples and factors.
- calculate like and unlike fractions.

**Problem Solving**

- utilize problem solving strategies of compatible numbers, deductive reasoning, working backward, and identifying relevant and irrelevant information.

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**Number Operations**

- calculate with accuracy when adding, subtracting, multiplying (up to three digit multipliers), and dividing (up to two digit divisors) whole numbers and decimals.
- utilize the inverse relationship of multiplication and division to assess accuracy of computations.
- demonstrate a computation fluency of 70 accurate digits in two minutes as assessed on fifth grade math probes.
- calculate by rounding whole numbers up to the nearest million.
- calculate by rounding decimals to the nearest hundredth.
- utilize the terms product, divisor, dividend, and quotient.
- identify the numerator and denominator in fractions.

**Algebra**

- identify a variable letter or symbol that stands for one or more numbers.
- create number sentences with variables.
- solve number sentences with variables.

**Geometry**

- differentiate quadrilaterals: parallelograms, trapezoids, rhombuses from rectangles and squares.
- differentiate the basic characteristics of angles.
- differentiate characteristics of lines (e.g. parallel, perpendicular, intersecting).

**Measurement**

- compute millimeter...measure standard units of 1/4".
- compute perimeter and area.
- apply the appropriate metric and standard units to measure weight, length, time, and money.
- utilize appropriate basic standard units (e.g. inches, feet, yards, miles, or mm, cm, m, and km).

**Data**

- compile data in tables, charts, bar and pie graphs.
- evaluate information from graphs to make predictions and draw conclusions.
- organize data to predict (e.g. certain, uncertain, likely, unlikely, and chance).

**Science**

**A fifth grader will**

- utilize mealworms as laboratory animals.
- record the changes and stages during a mealworm's life.
- investigate what variables influence the length of the stages of the life cycle of a mealworm.
- generate an experiment to determine the characteristics of one of a mealworm's five senses.
- support observations and results through writing, speaking, and graphing.
- Investigate one insect and demonstrate the knowledge gained in a PowerPoint presentation.

**A fifth grader will**

- gain experience with the concepts of mixture and solution, concentration and saturation, chemical reaction, matter, atoms and molecules.
- apply an operational definition to determine the relative concentrations of solutions.
- use group problem-solving techniques to plan investigations.
- measure materials and results in the context of science.
- acquire vocabulary associated with chemistry and the periodic table.
- conduct investigations and build explanations through observations, communication, comparisons, organization, and analysis.

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- apply the appropriate steps to use and care for a microscope.
- demonstrate how to position and bring a slide into focus with a microscope.
- create dry slides of a variety of substances.
- record what is being seen through the microscope by making line drawings and applying the correct labels.
- create iodine stained slides to enhance the details.
- create slides with pond water.
- manipulate slides of live microscopic plants and animals.

**A fifth grader will**

- design and construct conceptual models and physical models.
- look for relationships between structure and function of materials and systems.
- organize and analyze data from investigations with physical objects and systems.
- learn there is often more than one way to solve a problem.
- communicate with peers in a collaborative and scientific manner.

**A fifth grader will**

- demonstrate inertia, potential energy, and kinetic energy.
- construct containers for eggs from a set of given materials to apply Newton's Laws of Motion.
- analyze the degree of success of the egg containers constructed.
- reconstruct the egg containers to improve efficiency.

**A fifth grader will**

- observe some of the functions and parts of the digestive, respiratory, circulatory, nervous, and integumentary systems (skin).
- simulate scabs, blisters, blood, mucus, and vomitous.
- explain the role of scabs, blisters, blood, mucus and vomitous to an individual's health.

- compare parts/functions of some human systems with the corresponding parts/functions of other mammals.

**Social Studies**

**A fifth grader will**

- describe a United States citizen each of us has certain rights and responsibilities (e.g., the right to vote, hold public office, respect the law, paying taxes, serving on juries).
- describe how our elected officials become our representatives.
- discuss how opinions and differences of our citizens, while our rights remain equal.
- produce formal analogous comparisons amid discussion and quizzes per our work with Daily Oral Analogies.
- organize current events from newspapers and the discussion and comprehension development derived from the use of Time for Kids magazine.

**A fifth grader will**

- compare maps with different scales.
- examine various map projections and understand their distortion.
- utilize coordinates of longitude and latitude to locate global locations.
- utilize using a road map to determine distance, follow or describe a route, plan a travel excursion, or locate cities with an atlas' index.
- discern the varied symbols on a statewide map.
- interpret and follow a metropolitan area map.
- construct personal maps by "thinking geographically" of their daily travels by representing their routine movements two-dimensionally.
- create their own physical and political maps related to the locale of course study, and learning the nuances of cartography.
- utilize the time zones of the world and the maps that delineate them to solve mathematical problems.
- debate and defend answers amid discussion and quizzes on Daily Oral Geography.

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**Music**

**A fifth grader will**

- be able to match pitch within a range of notes.
- sing with appropriate diction and expression.
- sing varied styles of music.
- chorally respond to the cues of a conductor.
- sing or play music in multiple parts.

**A fifth grader will**

- accurately read and clap rhythm patterns using quarter, eighth, half, whole, triplet, syncopated rhythms, and sixteenth notes.
- interpret basic signs and symbols written in choral and instrumental music.
- perform more complex independent instrumental parts.
- compose.

**A fifth grader will**

- respond to the mood of piece of music through movement and choreography.
- discuss the influence of other cultures and genres on the music we listen to today.
- judge various styles of music.
- determine the relationship between history, culture, and music.
- explore the use of music in the media.

**A fifth grader will**

- identify groups of performers (e.g. symphonic band, orchestra, chorus, solo, combos).
- evaluate and critique performances.
- set goals for class performances.
- demonstrate appropriate audience behavior.
- demonstrate appropriate performance behavior.

**Physical Education**

**Movement skills**

**A fifth grader will**

- use appropriate sequences and combination of movement patterns (Ex. locomotor, rhythmic, sports, and dance).
- create rhythm patterns and dances.

- use control in spatial and balance awareness in a variety of basic games.

**Manipulative Skills**

**A fifth grader will**

- use age-appropriate object control skills (e.g. catch, dribble, throw).
- use basic sport skills to participate in team games.

- use basic offensive and defensive strategies in game situations.

**Physical Fitness**

**A fifth grader will**

- use technology (heart monitors) to gauge appropriate activity level in class.
- use heart monitors to take home for self-remediation or enrichment purposes.
- determine physical fitness using technology.
- demonstrate in posture efficiency and cardiovascular activities daily in class.

**Art**

**Drawing**

**A fifth grader will**

- demonstrate how to take advantage of drawing tools and media to communicate ideas.
- illustrate how mediums can be added together to create added texture.
- name various artists who work with pencil, ink, colored pencil, oil pastel, and chalk.
- apply visual symbols to his or her own work.

**Painting**

**A fifth grader will know**

- create a personally symbolic and unique canvas painting.
- use the brush appropriately when painting.
- use the paints appropriately when painting on two and three dimensional forms.

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- demonstrate that mediums can be added together to create added texture.
- name various artist who work with watercolor, tempera, acrylics, and mixed media.

### **Ceramics**

#### **A fifth grader will**

- create larger sculptures out of clay.
- demonstrates basic or simple symbols and pattern within the surface of the clay.
- illustrate how creations in clay can be functional as well as for decoration.
- demonstrate basic skills of hand building.
- name artists who work with clay.

### **Mixed Media and Sculpture**

#### **A fifth grader will**

- create with recycled materials to create a three-dimensional work.
- name various artists who use materials to create sculptures.
- name artists who work with clay.

#### **A fifth grader will**

- apply media, techniques, and processes with sufficient skill, confidence, and sensitivity.
- illustrate how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- analyze the intentions in their own work.
- describe how there are various purposes for creating works of visual art.

### **Guidance**

#### **Self Acceptance**

##### **A fifth grader will**

- increase feeling word vocabulary.
- apply feelings to personal experience.

#### **Relationships**

##### **A fifth grader will**

- learn the components of active listening.

- be able to paraphrase/restate.
- translate different points of view.
- recognize different conflict resolution styles.
- develop skills to define problems and generate solutions.
- use "I Messages".

### **Educational Skills**

#### **A fifth grader will**

- demonstrate the importance of good listening.
- demonstrate good, as opposed to poor, listening behaviors.

### **Library / IMC Skills**

#### **A fifth grader will**

- order nonfiction books by call number.
- use 3 or more sources to complete a research assignment or project, including EBSCO from Iowa AEA Online.
- paste Clip Art to enhance a project.
- choose quality internet sources for research.
- use a header and footer.
- adjust page margins.
- center text.
- adjust font size and style to enhance document.
- cite sources used.

### **Health**

#### **A fifth grader will apply knowledge gained from concepts presented under the following topics**

- first aid
- central nervous system
- nutrition
- respiratory system and the damage done by smoking
- emotions
- physical development
- drugs – use, misuse, and abuse
- blood and HIV
- consumer safety
- bones and muscles

\* These topics all meet the requirements of the eight national standards for health education.