

Joplin Schools
5th Grade Readiness Indicators

Goal 1: Joplin Schools will prepare every learner to be physically, socially, and intellectually ready to take on the challenges in the next level of learning.

Physical Readiness:

- Demonstrates mature patterns of locomotor skills in tasks, gymnastics, and dance.
- Runs for distance using a mature pattern.
- Transfers weight in gymnastics and dance environments.
- Throws underhand using a mature pattern with different sizes and types of objects.
- Throws overhand using a mature pattern with different sizes and types of objects.
- Catches a batted ball above the head, at chest or waist level, and along the ground.
- Combines hand dribbling with other skills.
- Kicks along the ground and in the area, and punts using mature patterns.
- Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.
- Strikes an object using a short-handed/long-handed implement, over a net, or against a wall in either a competitive or coop game.
- Combines manipulative skills and traveling for execution to a target
- Creates a jump rope routine using either short or long rope.
- Applies movement concepts of speed, endurance, and pacing for running.
- Applies simple offensive and defensive strategies in chasing and fleeing activities.
- Completes fitness assessments and identifies areas of needed remediation from personal test and identifies strategies for progress in those areas.
- Discusses the importance of hydration and hydration choices relative to physical activity.
- Examines the health benefits of food choices relative to physical activity.
- Ranks the enjoyment of participating in various activities.
- Describes and compares the positive social benefits gained from participating in a physical activity.

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Social Readiness:				
Follows Instructions				
Basic Skills	Communication	Collaboration	Critical Thinking	Creativity
<ul style="list-style-type: none"> <input type="checkbox"/> Look directly at the person <input type="checkbox"/> Say "Okay" <input type="checkbox"/> Do what you have been asked right away. <input type="checkbox"/> Check back. 	<ul style="list-style-type: none"> <input type="checkbox"/> Listens actively and attentively for details/information <input type="checkbox"/> Demonstrates interest in the speaker's message through verbal and nonverbal actions <input type="checkbox"/> Asks questions for comprehension and clarity <input type="checkbox"/> Retells in own words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow agreed upon norms for respectful discussions and decision making, set by the class. <input type="checkbox"/> Exhibits and accepts personal responsibility (safe behaviors, following rules, taking turns) <input type="checkbox"/> Takes turns in discussion with partners <input type="checkbox"/> Demonstrates interdependence within a group setting/project. <input type="checkbox"/> Works independently with others in partner environments <input type="checkbox"/> Consistently asks for feedback and accepts and shows appreciation for constructive feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts and implements specific corrective feedback from the teacher. <input type="checkbox"/> Provide feedback to peers using defined criteria for assignment/project <input type="checkbox"/> Predicts outcomes for following directions. <input type="checkbox"/> Continuously monitor behavior against defined criteria and adjust as needed. (PDSA) 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks out solutions to unknown from self and others before going to teacher <input type="checkbox"/> Contributes to co construction of success criteria for specific activity in class <input type="checkbox"/> Provides suggestions for revisions against success criteria to peer and praises others for their success in performance. <input type="checkbox"/> Interprets and infers based on information being given.
Greets Others				
Basic Skills	Communication	Collaboration	Critical Thinking	Creativity
<ul style="list-style-type: none"> <input type="checkbox"/> Look at person <input type="checkbox"/> Use a pleasant voice <input type="checkbox"/> Say "Hi" or "Hello" 	<ul style="list-style-type: none"> <input type="checkbox"/> Stand up if sitting down <input type="checkbox"/> Extend a hand <input type="checkbox"/> Smile <input type="checkbox"/> Asks others for personal information (What's Your Name?) <input type="checkbox"/> Clear Greeting ("It's Nice to See You) 	<ul style="list-style-type: none"> <input type="checkbox"/> Interacts with others (Would you like to join us? or Answers personal questions) <input type="checkbox"/> Asks others for personal information (What is your name?) <input type="checkbox"/> Confirms comprehension of question with non verbal acknowledgement (smiles, shakes head) 	<ul style="list-style-type: none"> <input type="checkbox"/> Can recognize when a peer is being left out and invites them to join the group. <input type="checkbox"/> Makes sound judgments and decisions <input type="checkbox"/> Articulates point of view <input type="checkbox"/> Differentiates greeting approach for different settings <input type="checkbox"/> Demonstrates awareness of hierarchy and use proper names in a group setting. <input type="checkbox"/> Continuously monitor behavior against defined criteria and 	<ul style="list-style-type: none"> <input type="checkbox"/> Knows personal information and can use it as a conversation starter. <input type="checkbox"/> Is beginning to use context of environment to start "small talk" (i.e. The weather is nice today or Did you rearrange our desks?) <input type="checkbox"/> Can move from small talk to appropriate talk with little transition time

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			adjust as needed. (PDSA)	
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Intellectual Readiness: English Language Arts

- Read with sufficient accuracy and fluency to support comprehension.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Determine the main idea of a text and explain how it is supported by key details, summarize the text.
- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast the point of view from which different stories are narrated including difference between first- and third- person narrations.
- Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths and traditional literature from different cultures.
- Read and comprehend literature, including stories, dramas, and poetry, at the appropriate grade level text complexity band, proficiently, with scaffolding as needed at the high end of the range.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Read and comprehend informational texts, including history/social studies, science, and technical texts, in the appropriate grade level text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Determine or clarify the meaning of unknown words and multiple meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to the appropriate grade level topic or subject area.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others ideas and expressing their own clearly.
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details, to support main ideas or themes, speaking clearly at an understandable pace.
- Write opinion pieces on topics or texts, supporting point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including previous grade levels.)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Intellectual Readiness: Mathematics	Mathematical Practices
<ul style="list-style-type: none"> <input type="checkbox"/> Fluently add and subtract multi-digit whole numbers using the standard algorithm. <input type="checkbox"/> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using questions, rectangular arrays, and/or area models. <input type="checkbox"/> Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. <input type="checkbox"/> Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. <input type="checkbox"/> Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols (<, >, =) and justify the conclusions. <input type="checkbox"/> Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. <input type="checkbox"/> Solve word problems involving multiplication of a fraction by a whole number. <input type="checkbox"/> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <, >, or = and justify the conclusions. <input type="checkbox"/> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. Including problems involving simple fractions or decimals, and problems 	<ul style="list-style-type: none"> <input type="checkbox"/> Make sense of problems and persevere in solving them. Make meaning of a problem and develop a plan for solving. <input type="checkbox"/> Use quantitative reasoning. Make sense of quantities and their relationships using different properties and operations. <input type="checkbox"/> Construct viable arguments and critique the reasoning of others. Communicate and defend reasoning using drawing and written expression. <input type="checkbox"/> Model with mathematics. Use tools such as diagrams, flowcharts, and formulas to simplify tasks. <input type="checkbox"/> Use appropriate tools strategically. Decide which tool will be the most helpful. <input type="checkbox"/> Attend to precision. Communicate precisely using clear definitions, calculate accurately and efficiently. <input type="checkbox"/> Look for and make use of structure. Look for patterns, see complicated things as being composed of single or several smaller objects. <input type="checkbox"/> Look for and express regularity in repeated reasoning. Identify calculations that repeat, look for general methods/shortcuts, maintain oversight of the process, while attending to details, continually evaluate reasonableness of results. <p><i>Mathematical practices will be taught as learning behaviors throughout all units and applied as developmentally appropriate for the grade level.</i></p>

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that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measure scale.

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.