

# Grade 5

## INQUIRY AND DESIGN THINKING 1

### Connect

- 1 Generates a list of key words for a research-based project with guidance [1.1](#)
- 

### Wonder

- 2 Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry [1.2](#)
  - 3 Forms tentative thesis about main ideas with guidance [1.3](#)
  - 4 For science topics, forms hypothesis (“if. .then” statement) that can be “tested” through research or experiment/experience [1.4](#)
- 

### Investigate

- 5 Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/ creator/publisher [1.5](#)
  - 6 Selects and uses an appropriate print, video, or electronic source to answer questions [1.6](#)
  - 7 Uses navigation tools of pre-selected websites and databases to locate relevant information [1.7](#)
  - 8 Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view [1.8](#)
  - 9 Begins to analyze multiple points of view from multiple sources to determine similarities and differences [1.9](#)
  - 10 Uses a variety of strategies to determine important ideas (e.g., looking at ideas featured in introduction and conclusion, analyzing information highlighted in boxes or charts, paying attention to the topic of each paragraph, noting the amount of supporting details for the topic of each paragraph) [1.10](#)
  - 11 Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose [1.11](#)
- 

### Construct

- 12 With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer [1.12](#)
- 13 Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up [1.13](#)

---

### Express

- 14 Presents information clearly so that main points and supporting evidence are readily understood by audience 1.14
- 15 Modifies and revises own work based on feedback from teacher and peers 1.15
- 16 Provides a bibliography of all sources used according to model provided by teacher 1.16

---

### Reflect

- 17 Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry 1.17
- 18 Identifies own strengths and sets goals for improvement 1.18

---

### Design Thinking

- 19 Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis 1.19

---

## MULTIPLE LITERACIES 2

## 2 MULTIPLE LITERACIES 2

Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot 2.1

- 1 Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot 2.1

Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source 2.2

- 2 Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source 2.2

---

## SOCIAL AND CIVIC RESPONSIBILITY 3

## 3 SOCIAL AND CIVIC RESPONSIBILITY 3

Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and

- 1 Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives 3.1

**cultural perspectives 3.1**

---

**Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others 3.2**

**2 Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others 3.2**

**Actively solicits and listens with an open mind to the opinions and ideas of others 3.3**

**3 Actively solicits and listens with an open mind to the opinions and ideas of others 3.3**

**Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only 3.4**

**4 Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only 3.4**

**PERSONAL GROWTH AND AGENCY 4**

**4 PERSONAL GROWTH AND AGENCY 4**

**Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge 4.1**

**1 Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge 4.1**

**Sets reading and learning goals and perseveres to achieve those goals [self-management] 4.2**

**2 Sets reading and learning goals and perseveres to achieve those goals [self-management] 4.2**

**Reflects on own social and emotional strengths and challenges [self-awareness] 4.3**

**3 Reflects on own social and emotional strengths and challenges [self-awareness] 4.3**

**Exhibits effective skills in sharing knowledge gained through personal**

**4 Exhibits effective skills in sharing knowledge gained through personal and academic pursuits 4.4**

**and academic  
pursuits 4.4**