

# GRADE LEVEL INDICATORS WRITTEN IN STUDENT LANGUAGE

## English Language Arts: 5<sup>th</sup> Grade

### Acquisition of Vocabulary

#### I can:

- find out the meanings of unknown words by using a variety of word clues.
- use word clues to determine the meaning of words that sound alike.
- use word clues to determine the meaning of words that have the same meaning.
- tell the difference between the meaning of words and words that indicate a particular idea.
- identify the meaning of terms such as synonym, antonym, homophone and homograph.
- identify and use words that compare two things that are different.
- identify words or terms that show an unusual relationship.
- tell where words came from.
- identify and use word beginnings and endings and root words.
- explain the meaning of abbreviations.
- find out how to say unknown words by using dictionaries, glossaries, footnotes and side bars.
- use electronic dictionaries, computers and story elements to understand a selection.

### Reading Processes: Print Concepts and Comprehension and Self-Monitoring Strategies

#### I can:

- predict what will happen before I read a story.
- organize my work so that it can be easily understood.
- correct my own work.

### Reading Applications: Informational, Technical and Persuasive Text

#### I can:

- use chapter titles, headings, table of contents and other parts of a book to get information about a story.
- tell the cause of an action and how it affects the outcome of the story or event.
- locate information from different sources such as dictionaries, atlases, indexes and newspapers.
- locate the main idea in a story.
- read and understand information found in maps, charts, tables, graphs and diagrams.
- list events in the order that they happened in a story.
- tell the difference between a fact and opinion.
- tell the difference between important and unimportant information.
- explain the author's reason for writing a selection.

### Reading Applications: Literary Text

#### I can:

- explain the character's thoughts, words and actions.
- explain where a story takes place.
- list the order in which the main events happen in a story.
- explain who is telling the story and how that affects the story.
- understand what is said and not said in a selection.
- tell the difference between poetry, drama, books, fiction and non-fiction.
- understand how the author uses words to describe how characters feel.
- identify idioms, similes, hyperbole, metaphors and personification.

### **Writing Processes: Prewriting**

**I can:**

- develop writing ideas from talking with others and from other written materials.
- use information gathered from interviews and surveys.
- state the main idea in papers I write.
- state the reason for writing, and tell for whom the writing is intended.
- use outlines, diagrams, maps and webs to organize writing.

### **Writing Processes: Drafting, Revising and Editing**

**I can:**

- organize writing so that it has a beginning, middle and end.
- use different kinds of sentences to write a story or narrative.
- group ideas into paragraphs with a topic and details.
- use words that help the reader understand what is written.
- use the computer to write selections.
- read and correct my written work.
- rewrite information to help the reader understand the main idea of a selection.
- write sentences and paragraphs that make the meaning clear.
- use correct grammar, spelling, punctuation and capitalization.
- check written work to make sure that each sentence is a complete sentence.
- use a checklist or discussion to judge whether a selection is well written.

### **Writing Processes: Publishing**

**I can:**

- write a paper than can be shared with others.

### **Writing Applications**

**I can:**

- write a story that tells what the author thinks.
- write a story that tells where the story takes place.
- use quotation marks to indicate what the characters said.
- write an answer to novels, stories and poems.
- tell what is happening in a story.
- write invitations, thank you letters and business letters.
- write reports that include a beginning, middle and end.
- write journals, notes and poems.

### **Writing Conventions**

**I can:**

- correctly spell contractions, root words, and word beginnings and endings.
- correctly use commas, periods, apostrophes and quotation marks.
- use correct capitalization.
- correctly use connecting words (and, or).
- use words that name a person, place, thing or action in written selections.
- use sentences with a subject and predicate.

## **Research**

### **I can:**

- gather information about a topic.
- use many sources to gather information.
- report important information that has been gathered from many sources.
- compare and contrast information from many sources that support the main idea.
- explain why it is wrong to use someone else's work as my own.
- tell where information was gathered.
- present information in many ways.
- list important information about a topic or question.
- make charts, tables and diagrams to explain information.

## **Oral and Visual Communication**

### **I can:**

- show listening skills by asking, looking at the speaker and answering questions.
- state the topic and details that tell the purpose of a presentation.
- tell the speaker is talking to an audience.
- tell the difference between the speaker's opinions and facts.
- use correct language and speak clearly with the correct volume.
- give an oral presentation that shows I understand the order that events happen.
- put information in order so there is a beginning, middle and end.
- use visual materials, such as diagrams, pictures and charts, to explain information.
- use many sources of information and tell where they came from.
- deliver formal, informal and persuasive presentations that describe my position on a topic.
- follow an orderly flow of events, and include evidence that supports the topic.
- include important personal experiences in the presentation.
- use correct grammar.

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### Mathematics: 5<sup>th</sup> Grade

#### Number Sense and Operations

##### I can:

- use models to show ratios as part-to-part and part-to-whole and percents as part-to-whole.
- use various fractions equal to one to make equivalent fractions.
- identify and make equal forms of fractions, decimals and percents.
- round decimals to a given place value.
- round fractions to the nearest half.
- recognize perfect squares and identify their roots.
- simplify and compute using commutative, associative, distributive, identity and inverse properties.
- solve problems by using relationships between operations.
- simplify numerical expressions using operation order including parentheses.
- explain why fractions need common denominators.
- explain how place value is related to addition and subtraction of decimals.
- use models, points of reference and equivalent forms to add and subtract decimals and commonly-used fractions with like and unlike-denominators.
- estimate the results of computing numbers, fractions and decimals.

#### Measurement

##### I can:

- identify and select appropriate units to measure angles such as degrees.
- identify paths between points on a grid as shortest path or equal path.
- demonstrate and describe the differences between covering the faces and filling the interior of 3-D objects.
- demonstrate the differences among linear, square and cubic units.
- make conversions within the same measurement system while computing.
- develop formulas for perimeter and area of triangles, rectangles and parallelograms.
- develop formulas for the volume of rectangular prisms.
- use common angles to estimate the measure of an angle.
- use a tool to measure and draw angles.

#### Geometry and Spatial Sense

##### I can:

- draw circles and explain the relationships among radius, diameter, center and circumference.
- describe line, segment, ray, angle, skew, parallel and perpendicular.
- label the parts of an angle.
- solve problems by describing and using properties of congruent figures.
- use models to determine the sum of the interior angles of a figure.
- extend graphing to include negative numbers on a coordinate grid.
- understand that an angle is measured by degrees, not by length of side.
- predict the 3-D object, when given its two-dimensional net.

## **Patterns, Functions and Algebra**

### **I can:**

- show a rule for a pattern using a physical model, words, a table or graph.
- use calculators and computers to develop patterns and generalize them in tables and graphs.
- use variables in describing patterns.
- create and explain the meaning of equations representing problem situations.
- model problems using a variety of physical materials and representations.
- explain how changes affect values of variables.

## **Data Analysis and Probability**

### **I can:**

- read, construct and interpret tables and graphs.
- select and use the correct graph to display data appropriately.
- read and interpret complex displays of data.
- determine what data to collect to answer questions, display and tell what it means.
- change conclusions and propose new interpretations or predictions as additional data is collected.
- use range, mean, median and mode.
- list and explain all possible outcomes in a given situation.
- identify the probability of events within a simple experiment.
- use 0 and 1 to represent the probability of an outcome.
- compare what should happen and what does happen in an experiment.
- make predictions based on probability.

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### Science: 5<sup>th</sup> Grade

#### Earth Science

##### I can:

- explain how the Earth's spinning relates to night and day.
- explain that the Earth and moon orbit the sun.
- describe the characteristics of the Earth and of its orbit around the sun.
- identify that the sun is a medium-size star and that most stars are so far away from Earth that they appear as points of light.
- explain that non-renewable resources are limited and should be used carefully by reducing, reusing and recycling or its supply will be gone.
- investigate ways Earth's renewable resources can be maintained.

#### Life Science

##### I can:

- explain the role of green plants that make their own food and the process of using light to make chemical energy.
- tell how almost all kinds of animals' food can be treated to plants.
- diagram simple food chains and webs.
- explain how ecosystems differ and will support different types of organisms. Organisms can only survive in ecosystems that meet their needs.
- explain how organisms' behavior depends on the other organisms present, the availability of food and resources and the changing physical characteristics of the ecosystem.
- explain how different organisms cause good and bad changes in their ecosystem.

#### Physical Science

##### I can:

- define temperature as the measure of thermal energy and tell how it is measured.
- show how thermal energy transfers to objects after coming in contact.
- describe that electrical current in a circuit can create thermal energy, light, sound and /or magnetic forces.
- show how electrical current travels by creating an electric circuit that will light a bulb.
- explore and summarize observations of the transfer, bending and reflection of light.
- summarize observations of the transfer, reflection and absorption of sound.
- tell how changing the rate of vibration can vary the pitch of a sound.

#### Scientific and Technology

##### I can:

- explore the aspects of what humans and technology do to the environment.
- change a plan I used to solve a problem based on feedback from other students.
- explain how the solution to one problem can create other problems.

## **Scientific Inquiry**

### **I can:**

- select and safely use appropriate / best tools to collect data during an investigation and communicate my findings to others.
- evaluate various observations and measurements and give reasons for differences.
- use evidence and observations to explain and describe an investigation's results.
- identify one or two variables in a simple investigation.
- identify possible safety concerns in an investigation.
- explain why an experiment's results are sometimes different.

## **Scientific Ways of Knowing**

### **I can:**

- tell how conclusions and ideas change as new knowledge is gained.
- create descriptions, explanations and models to support my findings.
- explain why an experiment must be repeated by different people or at different times or places and show consistent results before it is accepted.
- identify how scientists use different types of investigations depending on the questions.
- keep accurate records of investigations and observations.
- identify a variety of scientific and technological work that all people can do.

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**Social Studies: 5<sup>th</sup> Grade**

**History**

**I can:**

- create time lines and identify possible relationships between events.
- explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.
- explain why European countries explored and colonized North America.
- describe the effects of Spanish, French and English colonization in North America.
- summarize and explain how the U.S. became independent from Great Britain.
- explain the impact of settlement, industrialization and transportation on U.S. expansion.

**People in Societies**

**I can:**

- compare cultural practices and products of different groups in North America.
- compare Indian reservations today with traditions before the reservation system.
- describe the experiences of African-Americans under slavery.
- describe the waves of immigration to North America and the areas people come from.
- compare reasons for North American immigration with what immigrants experienced upon arrival.

**Geography**

**I can:**

- use latitude and longitude to determine the absolute location of points in N. America.
- use maps to identify the location of the three largest countries of N. America; the 50 U.S. states; the Rocky and Appalachian mountains; the Mississippi, Rio Grande and St. Lawrence rivers; and the Great Lakes.
- describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.
- explain how earth-sun relationships, landforms and vegetation influence climate.
- explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in N. America.
- use maps to describe the patterns of renewable, nonrenewable and flow resources in N. America.
- analyze reasons from conflict and cooperation among regions of N. America including trade, environmental issues and immigration.
- explain how physical environments affect human activities in N. America.
- analyze the consequences of human changes to the physical environment.
- use / construct colonization and exploration maps to explain European influence in N. America.

## **Economics**

### **I can:**

- compare allocation methods for scarce goods and services such as prices, command, first-come / first-served, sharing equality, rationing, and lottery.
- identify the factors of production.
- analyze and explain how individuals must answer questions of what to produce, how to produce and for whom to produce.
- analyze and explain how education, specialization, capital goods and division of labor affect productive capacity.
- explain how regions in N. America become interdependent when they specialize in production and trade with other regions and countries to increase the amount and variety of goods and services.
- explain the relationship between supply, demand and price in a competitive market.
- analyze and explain why competition among producers / sellers results in lower costs and prices, higher product quality and better customer service.
- explain why competition among consumers / buyers results in higher product prices.

## **Government**

### **I can:**

- explain the major responsibilities of Ohio's three branches of government.
- identify the characteristics of American democracy found in political activity.
- explain the significance of the Declaration of Independence and the U.S. Constitution.

## **Citizenship Rights and Responsibilities**

### **I can:**

- explain how an individual acquires U.S. citizenship by birth or naturalization.
- explain the obligations of upholding the U.S. Constitution.
- explain the significance of the rights protected by the First Amendment.
- identify the characteristics of American democracy through political activity.

## **Social Studies Skills and Methods**

### **I can:**

- obtain information from a variety of print and electronic sources and analyze reliability including accuracy of facts and credentials of the source.
- locate information various sources using key words, related articles and cross-references.
- differentiate between primary and secondary sources.
- read information to identify the author, perspective and purpose.
- compare points of agreement and disagreement among sources.
- form an opinion from relevant information.
- organize key ideas by taking notes that paraphrase or summarize.
- communicate research findings using line graphs and tables.
- use a problem-solving / decision-making process that identifies a problem, gathers information, lists and considers advantages and disadvantages of options, determines solutions and develops criteria for judging and evaluating its effectiveness.