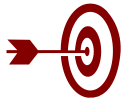


## WRITING (cont'd)

### **Vocabulary Acquisition and Use**

- ⊙ I CAN use a variety of strategies to read grade appropriate words and phrases I don't know.
- ⊙ I CAN use what the text says (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase.
- ⊙ I CAN use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means (e.g., photograph, photosynthesis).
- ⊙ I CAN use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation and meaning of key words and phrases.
- ⊙ I CAN analyze the meaning of figurative language.
- ⊙ I CAN use relationships between words (synonyms, antonyms, and homographs) to help me understand words.



Research tells us that when students know the expectations, they are more likely to achieve those goals.



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## Science

### **Inquiry and Design**

#### Uses Inquiry Based Processes

- ⊙ I CAN identify, explain and apply variables to a variety of science problems.
- ⊙ I CAN conduct simple controlled experiments to determine what variables affect the results of an investigation.
- ⊙ I CAN design and conduct simple controlled experiments.
- ⊙ I CAN appropriate tools to conduct scientific investigations.
- ⊙ I CAN draw scientific conclusions and support scientific claims by conducting investigations.

### **Biology, Chemistry, Physical Science, Earth and Space Science**

#### Understands Concepts

- ⊙ I CAN describe solar energy and how it provides for human needs.
- ⊙ I CAN describe how solar energy exists and can be transformed within a system.
- ⊙ I CAN explain how energy is transferred and conserved.

## Social Studies

### **Inquiry and Research**

#### Applies Research Skills to Answer Content-Based Questions

- ⊙ I CAN independently locate and select non-fiction and fiction texts.

(These "I CAN" targets are completed in partnership with the library curriculum.)

### **History, Civics and Government, Economics, Geography**

#### Understands Concepts

- ⊙ I CAN correctly define and use vocabulary that identifies and describes the Native Americans and their way of life.
- ⊙ I CAN identify facts about the Native Americans way of life.
- ⊙ I CAN apply the skill of cause and effect to understand why events occurred in the lives of the Native Americans.
- ⊙ I CAN correctly define and use vocabulary that identifies and describes the lives of early settlers in America.
- ⊙ I CAN compare and contrast the lives of early settlers and how they impacted the development of our country.



# GRADE 5 TRIMESTER 1 STANDARDS-BASED REPORT CARD "I CAN" STATEMENTS



"I CAN" statements have been developed by teachers throughout the District to help students and parents understand which strategies and skills are taught and assessed at the end of each report card period. You may also refer to these "I Can" statements as the grade level targets (⊙). Each of the "I Can" statements, or targets, correlates to descriptors found on your child's report card. To help you understand our standards-based report card and grade level targets, this brochure lists the cluster of the standards, the report card descriptor, and the "I Can" statements that correspond with the standards instructed each marking period. You will receive new targets for each marking period. If you have any questions about the "I Can" statements, please contact your child's teacher.

# FIFTH GRADE—TRIMESTER 1 “I CAN” STATEMENTS

## **MATHEMATICS**



- ☉ I CAN understand the place value system.
- ☉ I CAN order and compare decimals to the thousandths place.
- ☉ I CAN add and subtract multi-digit whole numbers and multi-digit numbers with decimals to hundredths.
- ☉ I CAN multiply and divide multi-digit whole numbers.
- ☉ I CAN write a numeric expression using parentheses, brackets, or braces.
- ☉ I CAN calculate the value of an expression.

## **READING**

### **Phonics and Word Recognition**

- ☉ I CAN use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I don't know.

### **Reading Independently**

- ☉ I CAN read fifth grade text with purpose and understanding.
- ☉ I CAN understand what I read by self-correcting and rereading as necessary.
- ☉ I CAN summarize the important elements of the plot.

### **Comprehension**

- ☉ I CAN ask and answer questions, quoting the text to show my understanding.
- ☉ I CAN draw conclusions and make inferences about the text.
- ☉ I CAN quote details and examples from a text to explain my thinking.
- ☉ I CAN determine a theme (moral, lesson, meaning, message, view or comment on life) of a story, drama or poem.
- ☉ I CAN use the text to find how the character's traits and actions determine the theme.
- ☉ I CAN summarize, sequentially, the main idea/events/ points from a story, drama or poem.
- ☉ I CAN figure out the meaning of an unusual word or phrase when I read by using context clues.
- ☉ I CAN determine the meaning of figurative language when used in text.
- ☉ I CAN identify the point of view from which a story is told.
- ☉ I CAN describe how the point of view influences how events are described.

## **Comprehension (Continued)**

- ☉ I CAN identify a shared theme across two texts.
- ☉ I CAN explain the similarities and differences in how a shared theme is developed in two texts.

## **WRITING**

### **Text Types and Purposes**

- ☉ I CAN write narrative texts.
- ☉ I CAN introduce the narrator/characters of my narrative.
- ☉ I CAN organize events in an order that makes sense in my narrative.
- ☉ I CAN use dialogue and descriptions to show the actions, thoughts, and feelings of my characters.
- ☉ I CAN use transitional words, phrases, and clauses to show passage of time in a narrative text.
- ☉ I CAN use sensory details to describe experiences and events precisely.
- ☉ I CAN write a conclusion to my narrative.
- ☉ I CAN write a focused and organized piece.
- ☉ I CAN apply knowledge of task, audience, purpose.



### **Production and Distribution of Writing**

- ☉ I CAN use the writing process to understand how to plan, revise, edit, and rewrite written work.
- ☉ I CAN produce and publish a written product.
- ☉ I CAN demonstrate keyboarding skills to publish a minimum of two pages.
- ☉ I CAN use the internet or technology to interact and collaborate with others.

## **Research to Build and Present Knowledge**

- ☉ I CAN document what I know about a topic from my experiences.
- ☉ I CAN summarize or paraphrase relevant information from print and digital sources in my notes and finished work.
- ☉ I CAN provide a list of sources I used to gather information.
- ☉ I CAN analyze, reflect, and research using literary or informational text.
- ☉ I CAN choose evidence from fifth-grade literary or informational texts to compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact).
- ☉ I CAN explain how an author uses reasons and evidence to support particular points in a text.
- ☉ I CAN identify which reasons and evidence support which points.

## **Range of Writing**

- ☉ I CAN write for varying lengths of time on a regular basis.
- ☉ I CAN write for a variety of reasons: subject-specific tasks, purposes and audiences.

## **Conventions of Standard English**

- ☉ I CAN use conventions to send a clear message to my reader.
- ☉ I CAN use the perfect verb tenses (e.g., I had walked, I have walked, I will have walked).
- ☉ I CAN use verb tense to convey various times, sequences, states, and conditions.
- ☉ I CAN use underlining, quotation marks, or italics to indicate titles of works.
- ☉ I CAN spell grade-appropriate words correctly.
- ☉ I CAN consult reference materials to check and correct my spelling.

