



Science

Inquiry and Design

Uses Inquiry Based Processes

- ⊙ I CAN identify, explain and apply variable 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 use 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 basic energy types and sources, and how energy can be changed from one form to another.
- ⊙ I CAN describe how energy exists in many forms and can be changed within a system.
- ⊙ I CAN explain and demonstrate how a lever and its parts work.
- ⊙ I CAN explain the different types of levers.
- ⊙ I CAN explain and demonstrate how a pulley works.
- ⊙ I CAN explain and demonstrate that the amount of work put into a system is equal to the work output of the system.
- ⊙ I CAN explain and demonstrate the relationship between force and motion.



Boyerstown Area School District

Michael Stoudt

Assistant to the Superintendent for Academics

911 Montgomery Avenue

Boyerstown, PA 19512

(610) 369-7403

mstoudt@boyerstownasd.org

Social Studies

Inquiry and Research *(Completed in partnership with the library curriculum.)*

Applies Research Skills to Answer Content-Based Questions

- ⊙ I CAN evaluate sources for credibility and currency.

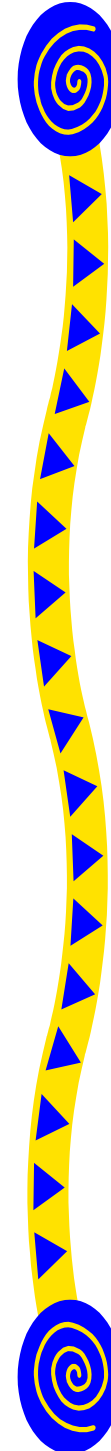
History, Civics and Government, Economics, Geography

Understands Concepts

- ⊙ I CAN describe why and how people left Europe to settle in North America.
- ⊙ I CAN identify the failures and successes of early settlers.
- ⊙ I CAN compare and contrast regions and people in the original 13 colonies.
- ⊙ I CAN explain how religions, culture, and economics influenced the establishment of the colonies.
- ⊙ I CAN explain William Penn's contributions to Pennsylvania's history.
- ⊙ I CAN identify people and groups who have influenced the development of colonial America and explain their contributions.
- ⊙ I CAN describe the unfair taxation, acts, oppression, and tyranny imposed by the king of England that led to colonial revolt.
- ⊙ I CAN explain conflicts and cooperation among groups in colonial America that impacted the history and development of the United States.



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



GRADE 5

SECOND TRIMESTER

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. The "I Can" statements also correspond with the standards instructed each marking period. If you have any questions about the "I Can" statements, please contact your child's teacher.

FIFTH GRADE—SECOND TRIMESTER “I CAN” STATEMENTS

MATHEMATICS

- Ⓞ I CAN multiply multi-digit whole numbers.
- Ⓞ I CAN divide multi-digit whole numbers.
- Ⓞ I CAN multiply and divide with decimals.
- Ⓞ I CAN write a numeric expression given the word form and including fractions.
- Ⓞ I CAN calculate the value of an expression with fractions.
- Ⓞ I CAN add fractions with unlike denominators.
- Ⓞ I CAN subtract fractions with unlike denominators.
- Ⓞ I CAN add and subtract mixed numbers with unlike denominators.
- Ⓞ I CAN multiply fractions with whole numbers.
- Ⓞ I CAN multiply fractions.
- Ⓞ I CAN divide with fractions and whole numbers.
- Ⓞ I CAN interpret information from a line plot.



READING

Phonics and Word Recognition

- Ⓞ I CAN use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I do not know.
- Ⓞ I CAN use a variety of strategies to read grade appropriate words and phrases I don't know.
- Ⓞ 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).

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 information in a text.

READING

Comprehension

- Ⓞ I CAN explain what the text says and draw inferences from the text.
- Ⓞ I CAN cite specific examples or statements that support thinking about the text.
- Ⓞ I CAN identify multiple main ideas.
- Ⓞ I CAN give specific details from across several parts of the text as support of the main ideas.
- Ⓞ I CAN explain how details support the main ideas.
- Ⓞ I CAN summarize important information in text.
- Ⓞ I CAN use context clues to help unlock the meaning of unknown words/phrases.
- Ⓞ I CAN identify overall structure or organization of text.
- Ⓞ I CAN provide evidence of the identified structure.
- Ⓞ I CAN identify the author's point of view in a text.
- Ⓞ I CAN gather information from multiple sources to answer a question.
- Ⓞ I CAN identify the author's main argument or point in a text.
- Ⓞ I CAN identify the reasons and evidence an author gives to support their main argument or point.



WRITING

Text Types and Purposes

- Ⓞ I CAN write an informational piece to grade level standards.
- Ⓞ I CAN introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- Ⓞ I CAN develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Ⓞ I CAN link ideas within and across categories of information using words, phrases, and clauses.
- Ⓞ I CAN use precise language and domain-specific vocabulary to inform about or explain the topic.
- Ⓞ I CAN provide a concluding statement or section related to the information or explanation presented.

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.

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 the correct punctuation.
- Ⓞ 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.

