

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 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.
- ⊙ I CAN explain how certain behaviors help organisms survive and reproduce in different environments.
- ⊙ I CAN identify changes in environmental conditions that can affect the survival of populations and entire species.
- ⊙ I CAN describe the roles of producers, consumers and decomposers within a local ecosystem.
- ⊙ I CAN describe the relationship between organisms in different food webs.
- ⊙ I CAN describe the importance of wetlands in an eco-

Social Studies

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

Applies Research Skills to Answer Content-Based Questions

- ⊙ I CAN identify and practice ethical and safe online behavior.

History, Civics and Government, Economics, Geography

Understands Concepts

- ⊙ 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.
- ⊙ I CAN identify the essential ideas of our American government defined by the Constitution.
- ⊙ I CAN analyze the arguments behind the Great Compromise, the 3/5 Compromise and the Bill of Rights.
- ⊙ I CAN describe the three branches of government and their checks and balances



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

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GRADE 5 TRIMESTER 3 STANDARDS-BASED REPORT CARD “I CAN” STATEMENTS

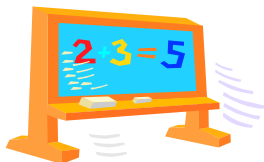


“I CAN” statements have been developed by teachers throughout the District to help students and parents understand which strategies and skills are taught and assessed at the end of each report card period. You may also refer to these “I Can” statements as the grade level targets (⊙). Each of the “I Can” 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—THIRD TRIMESTER “I CAN” STATEMENTS

MATHEMATICS

- Ⓢ I CAN add, subtract, multiply, and divide larger numbers.
- Ⓢ I CAN add, subtract, multiply and divide fractions.
- Ⓢ I CAN identify parts of coordinate plane.
- Ⓢ I CAN graph points on coordinate plane
- Ⓢ I CAN identify patterns with two rules and plots information on a coordinate plane.
- Ⓢ I CAN solve problems related to volume and correctly label responses.
- Ⓢ I CAN identify basic attributes of shapes.
- Ⓢ I CAN classify shapes based on the attributes.
- Ⓢ I CAN provide an adequate explanation of how shapes are classified.



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.
- Ⓢ I CAN use relationships between words (synonyms, antonyms, and homographs) to help me understand words.

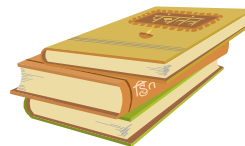
Reading Independently

- Ⓢ 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.

READING

Comprehension

- Ⓢ I CAN compare and contrast two or more characters, settings or events in a text.
- Ⓢ I CAN use specific details from the text to support analysis of literary elements.
- Ⓢ I CAN identify key ideas/concepts, individuals, events, etc., in a text.
- Ⓢ I CAN explain the relationship between two key ideas/concepts, individuals, events, etc. in text.
- Ⓢ I CAN use specific details from the text to support analysis of relationships in text.
- Ⓢ I CAN identify structures and features of literary texts including poems and dramas.
- Ⓢ I CAN explain how a particular part of the text is important to the whole or how it connects to other pieces of text.
- Ⓢ I CAN compare and contrast the structures of two texts.
- Ⓢ I CAN compare and contrast the point of view across multiple texts.
- Ⓢ I CAN include details from texts to support comparisons of two texts.
- Ⓢ I CAN find common information in several texts on the same topic.
- Ⓢ I CAN combine the common information to explain the topic or idea.
- Ⓢ I CAN compare and contrast theme across stories in same genre.



WRITING

Text Types and Purposes

- Ⓢ I CAN write an opinion piece to grade level standards.
- Ⓢ I CAN introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Ⓢ I CAN provide logically ordered reasons that are supported by facts and details.
- Ⓢ I CAN link opinions and reasons using words, phrases, and clauses.
- Ⓢ I CAN provide a concluding statement or section related to the opinion 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.

