Westerville City Schools

Academic Content Standards

I Can Statements

☑

GRADE 5

Language Arts

Acquisition of Vocabulary

☐ 1. I can define words using context clues and authors' definitions.

☐ 2. I can use context clues to find the meanings of synonyms, antonyms, homophones, homonyms, and homographs.

☐ 3. I can understand the connotation (feeling) and denotation (actual meaning) on new words.

☐ 4. I can use figures of speech, such as similes and metaphors.

☐ 5. I can use word origins to learn the meanings of unknown words.

☐ 6. I can use prefixes, suffixes, and roots of words to understand the meanings.

☐ 7. I can recognize the meanings of abbreviations.

☐ 8. I can use dictionaries, thesauruses, glossaries, textual features (footnotes, sidebars, etc.) and technology to define and pronounce new words.

Reading Process: Concepts of Print, Comprehension Strategies and Self Monitoring Strategies

☐ 1. I can use purposes of reading for seeking new information, understanding, interpreting, enjoying and solving problems.

☐ 2. I can use specific references to predict and support predictions.

☐ 3. I can compare texts critically.

☐ 4. I can summarize written information, recognize that there may be more than one main idea, and identify supporting details.

☐ 5. I can make and justify inferences (draw conclusions) in written text.

☐ 6. I can select, create, and use graphic organizers to understand written text.

☐ 7. I can read written text for different purposes such as enjoyment, gaining information, and performing a task.

☐ 8. I can skim, scan, read on, or summarize to understand what I read.

☐ 9. I can question and search for answers to understand written text.

☐ 10. I can choose my own reading materials based on my likes and dislikes and from the recommendations of others.

☐ 11. I can read independently for enjoyment or for a specific purpose.

Reading Applications: Informational, Technical and Persuasive Text

☐ 1. I can use chapter titles, headings and subheadings, indexes, tables of content and search engines on the Internet to locate information.

☐ 2. I can understand cause and effect in written text.

☐ 3. I can compare details about a topic using a variety of sources such as books, magazines, newspapers, and online.

☐ 4. I can summarize the main ideas and supporting details in written text.

☐ 5. I can analyze information in maps, charts, tables, graphs and diagrams.

☐ 6. I can follow directions to sequence, complete, and revise steps in written text.

☐ 7. I can tell the difference between fact and opinion.

☐ 8. I can tell the difference between important (relevant) and confusing, (irrelevant) information.

☐ 9. I can determine an author's purpose for writing (explain, entertain, inform).

Reading Applications: Literary Text

☐ 1. I can explain how the thoughts, words and interactions of a character tell his or her motives.

☐ 2. I can explain how the setting (time, location) influences the selection.

☐ 3. I can identify the main actions of a plot sequence and explain how they influence the future.

☐ 4. I can identify the speaker and explain how point of view affects the text.

☐ 5. I can summarize themes.

☐ 6. I can identify and explain different kinds of writing such as poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.

☐ 7. I can explain why an author chose certain words to suggest moods and to appeal to the senses.

☐ 8. I can identify and explain figurative language in written text such as idioms, similes, metaphors, hyperbolas and personification (people-like characteristics).

Writing Processes

☐ 1. I can create writing ideas by talking to others and by using printed material and keep a record of writing ideas.

☐ 2. I can interview, survey and read background information when necessary.

☐ 3. I can state and develop a clear main idea for writing.

☐ 4. I can develop a purpose (to inform, to entertain, etc.) and audience for writing.

☐ 5. I can use strategies like rough outlines, brainstorming and lists to plan writing.

☐ 6. I can organize writing, with an introduction, a body, and a conclusion.

☐ 7. I can use a variety of sentence structures such as simple, compound, and complex sentences.

☐ 8. I can maintain a consistent focus in paragraphs using topic sentences and supporting details.

☐ 9. I can change the style of writing for the reader and/or purpose.

☐ 10. I can use technology to word process written text.

☐ 11. I can proofread and edit writing using a variety of methods.

☐ 12. I can add and delete information to elaborate a topic.

☐ 13. I can rearrange words, sentences and paragraphs to clarify meaning.

☐ 14. I can use resources and reference materials (dictionaries and thesauruses).

☐ 15. I can identify and correct fragments and run-on sentences.

☐ 16. I can use rubrics, checklists and feedback to judge how well something has been written.

☐ 17. I can share my writing with others by using techniques such as electronic resources and graphics.

Writing Applications

☐ 1. I can write narratives with a consistent point of view, sensory details and dialogue that will develop characters and setting.

☐ 2. I can write responses to novels, stories or poems to show understanding by using examples and evidence from the reading material.

Language Arts

☐ 3. I can write letters that state a purpose, make a request, or give a compliment and use business letter format.

☐ 4. I can write informational essays or reports, including research that has a clear introduction, body and conclusion including facts and important details to show important ideas.

☐ 5. I can write informally such as messages, journals, poems and notes.

Writing Conventions

☐ 1. I can spell high-frequency words correctly.

☐ 2. I can spell contractions correctly.

☐ 3. I can spell roots, suffixes and prefixes correctly.

☐ 4. I can use commas, end marks, apostrophes and quotation marks correctly.

☐ 5. I can use correct capitalization.

☐ 6a. I can use parts of speech.

☐ 6b. I can use nouns, pronouns and adjectives.

☐ 7. I can use prepositions and prepositional phrases.

☐ 8. I can use verbs and adverbs.

☐ 9a. I can use nominative case pronouns (I, she, he, it, we, they, who).

☐ 9b. I can use objective case pronouns (me, her, him, us, them, whom).

☐ 10. I can use indefinite (it, they, you) and relative pronouns (who, whom).

☐ 11. I can use conjunctions and interjections.

Research

☐ 1. I can choose a topic for research that is either assigned or is one of personal interest, come up with open-ended questions and develop a plan for gathering information.

☐ 2. I can find (locate) sources and collect information from several sources such as school library catalogs and the Internet.

☐ 3. I can find important information and paraphrase what I find in an organized way such as notes, outlines, charts, tables or graphic organizers.

☐ 4. I can compare and contrast information and choose information that support main ideas.

☐ 5. I can define plagiarism and cite sources of information (bibliography).

☐ 6. I can use different ways of communicating such as oral (spoken), visual, or written to present information.

Communication: Oral and Visual

☐ 1. I can show active listening skills such as asking questions or making eye contact.

☐ 2. I can understand the main idea and draw conclusions from presentations.

☐ 3. I can identify the speaker's purpose in presentations.

☐ 4. I can discuss how facts and opinions are used to shape the opinions of listeners and viewers.

☐ 5. I can speak correct English and select appropriate language for a purpose and an audience.

☐ 6. I can use clear diction (speech) and tone (sound), and change the volume and tempo (speed) to stress ideas.

Language Arts

Language Arts

☐ 7. I can change my words according to the situation, setting and audience.

☐ 8. I can give informational presentation that:

☐ a. Is in sequential order;

☐ b. Supports the main idea;

☐ c. Is organized with a clear introduction, body and conclusion;

☐ d. Uses visual materials (diagrams, charts, illustrations, etc.);

☐ e. Uses several resources and includes a bibliography.

☐ 9. I can give personal presentations that include relevant information and descriptive details.

☐ 10. I can give persuasive presentations that:

☐ a. Establishes a clear position;

☐ b. Includes information to support a position and to address listener concerns;

☐ c. Follows an organized plan (cause - effect, compare - contrast, problem - solution).

Mathematics

Number, Number Sense and Operations

☐ 1. I can use models to show ratios:

☐ a. I can understand part-to-part;

☐ b. I can understand part-to-whole;

☐ c. I can understand percent as part to-whole.

☐ 2. I can use forms of one to show equivalent fractions.

☐ 3. I can recognize and make equivalent (equal, =) fractions, decimals, and percents.

☐ 4. I can round decimals to any place value, and I can round any fractions to the nearest half.

☐ 5. I can recognize perfect squares, and I can name their roots.

☐ 6. I can write and compare numbers less than zero by making a number line and apply this to real world applications.

☐ 7. I can use the different properties of math to solve problems:

☐ a. I can use the commutative property of addition: $2+3=5$; $3+2=5$; of multiplication $4x7=28$; $7x4=28$;

☐ b. I can use the distributive property: $3(4+5)=(3x4)+(3x5)$;

☐ c. I can use the identity properties of zero and one;

☐ d. I can use inverse elements.

☐ 8. I can show how operations are related and use them to solve problems.

☐ 9. I can use order of operations to solve problems.

☐ 10. I can explain why fractions need a common denominator to add and subtract fractions.

☐ 11. I can explain how to use place value correctly when adding and subtracting decimals.

☐ 12. I can use models to add and subtract common fractions with like and unlike denominators and decimals.

☐ 13. I can estimate answers of computations involving whole numbers, fractions, and decimals.

Measurement

☐ 1. I can measure angles using the correct units.

☐ 2. I can use a grid or coordinate graph and compare the lengths of paths.

☐ 3. I can find surface area and volume of three dimensional objects and explain the difference.

☐ 4. I can explain the differences between linear units, square units, and cubic units.

☐ 5. I can convert numbers within measurement systems: 4 quarts = 1 gallon; 1000mL = 1 L.

☐ 6. I can use formulas to find perimeter and area of triangles, rectangles and parallelograms and volume of rectangular prisms.

☐ 7. I can use a tool to measure and draw angles, and use benchmark angles to measure the angles.

Geometry and Spatial Sense

☐ 1. I can draw circles and identify and determine relationships using the radius, diameter, center and circumference.   For example, radius is half the diameter, the ratio of the circumference of a circle to its diameter is the approximation of pi.

☐ 2. I can use everyday language to describe line, segment, ray, angle, skew, parallel and perpendicular.

☐ 3. I can identify and label vertex, rays, interior and exterior angles.

☐ 4. I can understand and use properties of congruent (same size, same shape) figures to solve problems.

☐ 5. I can use models to find the sum of the interior angles of triangles and quadrilaterals.

☐ 6. I can use coordinates (ordered pairs) to find points whose value may be negative numbers.

☐ 7. I can understand that the measure of an angle is determined by the degree of the angle not the length of its sides.

Patterns, Functions, and Algebra

☐ 1. I can find and explain a general rule for a pattern using tables, graphs, and symbols.

☐ 2. I can use calculators or computers to make patterns and simplify them using tables and graphs.

☐ 3. I can use x and y (variables) to make and to describe patterns and other relationships.

☐ 4. I can interpret the meanings of equations and inequalities.
  ☐ a. equations - mathematical expressions that are equal, like $y = 5x$;

  ☐ b. inequalities - mathematical expressions that are unequal, like $7 > 3$.

☐ 5. I can use materials, visuals, models, graphs and tables to draw conclusions and predict.

☐ 6. I can describe how the quantitative (amount) change in a variable affects the value of a related (similar) variable.

Data Analysis and Probability

☐ 1. I can read, make, and interpret frequency tables, circle graphs and line graphs.

☐ 2. I can choose and make the right kind of graph to display a type of data.

☐ 3. I can read and interpret complex data such as double bar graphs.

☐ 4. I can decide which data to collect to answer questions and clearly communicate findings to an audience. (teacher, students)

☐ 5. I can change my conclusions as I collect and interpret more data.

☐ 6. I can find and use the range, the mean, the median and the mode, and explain what each does and does not explain about the data.

☐ 7. I can list and explain all possible answers (outcomes) in a given problem or experiment.

☐ 8. I can identify the probability of an event such as three chances out of eight.

Mathematics

Math

☐ 9. I can use zero, one, and ratios (fractions between zero and one) to show the probability of outcomes for an event such as tossing a coin.

☐ 10. I can compare what should happen (theoretical/expected results) with what did happen (experimental/ actual results) in a simple experiment. For example: tossing a coin, the theoretical probability is ½.

☐ 11. I can make predictions based on experimental and theoretical probabilities.

Science

Earth & Space

☐ 1. I can describe how night and day are caused by the Earth's rotation.

☐ 2. I can explain:

☐ a. The Earth is one of several planets to orbit the sun;

☐ c. The moon orbits the Earth.

☐ 3. I can describe the characteristics of the Earth and its orbit.

☐ 4. I can explain how the stars are like the sun but farther away.

☐ 5. I can explain how non-renewable resources:

☐ a. Can be extended through reducing, reusing and recycling;

☐ b. Cannot be extended forever.

☐ 6. I can explain the ways that the Earth's renewable resources can be preserved.

Life Science

☐ 1. I can describe how producers use photosynthesis to transfer energy.

☐ 2. I can explain how food for almost all animals can be traced back to plants.

☐ 3. I can trace the energy flow of food webs and food chains.

☐ 4 a. I can identify why different kinds of life can only live in ecosystems where their needs (like water, food, etc) can be met.

☐ 4 b. I can explain why the Earth has different ecosystems and how they support different kinds of life.

☐ 5. I can describe how an organism's behavior (like what it eats, how many there are, etc) depends on its ecosystem.

☐ 6 a. I can describe how all life, including humans, causes changes in ecosystems.

☐ 6 b. I can explain how these changes can be good, bad, or neutral.

Physical

☐ 1 a. I can define temperature as the measurement of thermal energy.

☐ 1 b. I can describe how temperature is measured.

☐ 2. I can trace the conduction of thermal energy from one object to another.

☐ 3. I can describe how electrical current can produce heat, light, sound, or magnetism.

☐ 4. I can explain how electrical current travels through a circuit.

☐ 5 a. I can explain how light travels.

☐ 5 b. I can describe reflection and refraction (bending) of light.

☐ 6. I can summarize how sound is sent, reflected, and absorbed.

☐ 7. I can explain how the pitch of sound changes with the rate of vibration.

Science

Science & Technology

☐ 1. I can describe positive and negative impacts of human activity and technology on the environment.

☐ 2. I can solve a problem by revising a design.

☐ 3. I can explain how fixing one problem may create another.

Scientific Inquiry

☐ 1. I can select and safely use tools (thermometers, microscopes, etc.) to collect data and share with others.

☐ 2. I can describe the reasons for differences in observations and data from other people.

☐ 3. I can use evidence and observation to explain the results of an investigation.

☐ 4. I can identify the variables in an experiment.

☐ 5. I can identify the dangers in an experiment.

☐ 6. I can explain why results of an experiment can sometimes be different.

Scientific Ways of Knowing

☐ 1. I can summarize how ideas change as we find out new things.

☐ 2. I can describe, explain and model new findings.

☐ 3. I can explain why experiments must be repeated to accept the results.

☐ 4. I can identify how scientists use different experiments to answer different questions. (observations, data collection, controlled experiments)

☐ 5. I can keep records clearly so they can be understood later.

☐ 6. I can identify scientific work that people complete. (all ages, backgrounds and groups)

Social Studies

History

☐ 1. I can create time lines and identify relationships between events.

☐ 2. I can explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.

☐ 3. I can explain why European countries explored and colonized North America.

☐ 4. I can describe the lasting effects of European colonization in North America including cultural patterns such as language, food, traditions, and architecture .

☐ 5. I can explain how the United States became independent from Great Britain.

☐ 6. I can explain the impact of settlement, industrialization and transportation on the expansion of the United States.

People in Societies

☐ 1. I can compare the cultural practices and products of groups in North America including:

  ☐ a. Artistic expression;

  ☐ b. Religious groups;

  ☐ c. Language;

☐ d. Food;

☐ e. Clothing;

☐ f. Shelter.

☐ 2. I can compare life on Indian reservations today with the traditions of American Indians before the reservation system.

☐ 3. I can describe the experiences of African-Americans under slavery.

☐ 4. I can describe the waves of immigration to North America and the areas from which people came.

☐ 5. I can compare reasons for immigration to North America to the reality that immigrants experienced when they arrived.

Geography

☐ 1. I can use coordinates of latitude and longitude to determine the exact location of places in North America.

☐ 2. I can use maps to identify the location of:

☐ a. The three largest countries of North America;

☐ b. The 50 states of the United States;

☐ c. The Rocky and Appalachian mountains;

☐ d. The Mississippi, Rio Grande, and St. Lawrence rivers;

☐ e. The Great Lakes.

☐ 3. I can describe and compare the landforms, climates, population, culture and economic characteristics of places in North America.

☐ 4. I can explain how climate is influenced by:

☐ a. Earth-sun relationships;

☐ b. Landforms;

☐ c. Vegetation.

☐ 5. I can look at patterns on maps and explain how physical and human characteristics can be used to define regions in North America.

☐ 6. I can use distribution maps to describe the patterns of renewable and nonrenewable resources in North America including:

☐ a. Forests;

☐ b. Fertile soil;

☐ c. Oil;

☐ d. Coal;

☐ e. Running water.

☐ 7. I can analyze reasons for conflict and cooperation among regions of North America including:

☐ a. Trade;

☐ b. Environmental issues;

☐ c. Immigration.

☐ 8. I can explain how the characteristics of different environments affect human activities in North America.

Social Studies

☐ 9. I can I can analyze the positive and negative consequences of human changes to the environment including:

    ☐ a. Great Lakes navigation;

    ☐ b. Highway systems;

    ☐ c. Irrigation;

    ☐ d. Mining.

    ☐ e. Introduction of new species.

☐ 10. I can use or make maps of colonization and exploration to explain European influence in North America.

Economics

☐ 1. I can compare different methods for passing out scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing, and lottery.

☐ 2. I can explain that people in all economies must answer the questions of what to produce, how to produce, and for whom to produce.

☐ 3. I can explain how education, specialization, capital goods and the division of labor affect how goods are made.

☐ 4. I can explain how regions in North America become dependent upon each other when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services.

☐ 5. I can explain the general relationship between supply, demand, and price.

☐ 6. I can explain why competition among producers and sellers results in lower costs and prices, higher quality, and better customer service.

☐ 7. I can explain why competition among buyers results in higher prices.

Government

☐ 1. I can explain responsibilities of each of the three branches of the U.S. government:

    ☐ a. The legislative branch, headed by Congress, passes laws:

    ☐ b. The executive branch, headed by the president, carries out and enforces the laws made by Congress;

    ☐ c. The judicial branch, headed by the Supreme Court, interprets and applies the law.

☐ 2. Explain characteristics of American democracy including:

    ☐ a. The people are the source of the government's power;

    ☐ b. All citizens have the right and responsibility to vote and influence the decisions of the government;

    ☐ a. The government is run directly by the people or through elected representatives;

    ☐ d. The powers of government are limited by law;

    ☐ e. Basic rights of individuals are guaranteed by the Constitution.

☐ 3. I can explain the significance of the Declaration of Independence and the U.S. Constitution.

Citizen Rights and Responsibilities

☐ 1. I can explain how an individual acquires U.S. citizenship:

    ☐ a. Birth;

    ☐ b. Naturalization.

Social Studies

Social Studies

☐ 2. I can explain the duties of upholding the U.S. Constitution including:

  ☐ a. Obeying laws;

  ☐ b. Paying taxes;

  ☐ c. Serving on juries;

  ☐ d. Registering for the military.

☐ 3. I can explain the meaning of the rights that are protected by the First Amendment including:
  ☐ a. Freedom of religion;

  ☐ b. Freedom of speech;

  ☐ c. Freedom of the press;

  ☐ d. Right of petition and assembly.

Social Studies Skills and Methods

☐ 1. I can obtain information from written and computer sources and analyze its trustworthiness including:

  ☐ a. Correctness of facts;

  ☐ b. Qualifications of the source.

☐ 2. I can locate information in sources using key words, related articles and cross-references.

☐ 3. I can tell the difference between primary and secondary resources.

☐ 4. I can read information for details to find the author, the author's perspective and the purpose.

☐ 5. I can compare sources of information, and how they sometimes agree and disagree on information.

☐ 6. I can draw inferences from important information.

☐ 7. I can take notes and summarize key ideas.

☐ 8. I can use line graphs and tables to share research findings.

☐ 9. I can problem solving or decision-making processes which include:

  ☐ a. Identifying a problem;

  ☐ b. Gathering information;

  ☐ c. Listing and considering options;

  ☐ d. Considering both the advantages and disadvantages of an option;

  ☐ e. Choosing and implementing a solution;

  ☐ f. Developing criteria to judge its effectiveness;

  ☐ g. Evaluating the effectiveness of the solution.