

# The North Carolina 5th Grade Science E.O.G.

"A mind stretched to a new idea never goes  
back to its original dimensions."  
Oliver Wendell Holmes

# GOALS

## % By Goal

Goal 1 Plants/Animals: 28%

Goal 2 Landforms: 22%

Goal 3 Weather/Climate: 22%

Goal 4 Force /Motion: 28%

## % By Thinking Skills

Lower level: 55% of questions

Higher Level: 45% of questions

92 questions 130 minutes

# Science Inquiry Skills

- This diagram shows \_\_\_\_\_. What most likely can be concluded from the diagram?
- This diagram represents \_\_\_\_\_. What will most likely happen if \_\_\_\_\_?
- This data table represents \_\_\_\_\_. What most likely can be concluded from the data? Which statement best supports the data? What most likely would happen if \_\_\_\_\_?
- Which graph best illustrates the relationship between \_\_\_\_\_?
- Scientists collected data on \_\_\_\_\_ and the data is represented on this graph. Which statement best describes the data? What most likely would happen if \_\_\_\_\_?
- Which device is best used to \_\_\_\_\_?
- This diagram represents some of the stages/ steps of \_\_\_\_\_. What most likely will complete the stages/ steps of shown in the diagram?
- Which diagram best represents the relationship between \_\_\_\_\_ and \_\_\_\_\_?
- Given the following scenario describing an observation, which hypothesis best predicts \_\_\_\_\_?
- Which technology/ device is best used to \_\_\_\_\_?
- Why is \_\_\_\_\_ better used than \_\_\_\_\_ for studying/ investigating \_\_\_\_\_?
- Scientists want to build an instrument to measure \_\_\_\_\_. What would they most need to consider before building the instrument?

# Question Stems and Thinking Skills

## **Knowledge**

- Tell, list, describe, relate, locate, find, state, name

## **Organizing**

- Explain, interpret, outline, discuss, distinguish, predict, restate, translate, compare, describe

## **Applying**

- Solve, show, use, illustrate, construct, complete, examine, classify

# Question Stems

## **Analyzing**

- Analyze, distinguish, examine, compare, contrast, investigate, categorize, identify, explain, separate, advertise

## **Generating & Integrating**

- Create, invent, compose, predict, plan, construct, design, imagine, propose, devise, formulate

## **Evaluating**

- Judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritize, determine

# Preparing

What are we doing at Barnette Elementary to prepare your child?

- Science Lab weekly
- Classroom activities weekly
- Classroom lessons daily
- Study Island
- Test Preparation/vocabulary
- How can family and friends help😊

# How parents can help

- Encourage your child to ask questions about things he or she doesn't understand
- Work with your child on his or her homework
- Communicate with your child's teacher(s)
- Encourage your child to make a commitment to do well in school and set goals Discuss your child's academic performance with him or her – how he or she is doing in school
- Make a connection and have a discussion about science in every day life!