Fifth Grade

FIFTH GRADE LEVEL EXIT CRITERIA

LANGUAGE ARTS EXIT EXPECTATIONS
Ability Standards (Apply the following to each content outcome.)
1. Apply abilities in language arts.
a. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify, summarize).
b. Communications (present, persuade, collaborate, explain, recommend).
c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
d. The quality process (plan, draft, analyze, & revise when producing products).
2. Be able to read, write, speak, & listen for many purposes.
a. Be able to read & enjoy literature (prose, poetry).
b. Be able to use mass media (newspaper, magazines, radio, television, movies, Internet, CD-ROM).
c. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, defend a position, create a model, & explain a process).
d. Be able to produce personal writing (narrative, memoir), literary writing (short story, poem, script), & transactive writing (letter, articles, etc.) & persuasive writing.
e. Possess technical skills:
1. read/write/present: instructions, table, chart, thank-you letter, letter of request, letter of response, inquiry,
proposal, lab report, checklist, research report, summary, persuasive pieces (editorials, articles, speeches,
letters)
2. Technology: word processing database, desktop publishing, Internet, AV production

Content Standards

LANGUAGE ARTS

READING
____**select & read a variety of materials for enjoyment**
Reading Comprehension
____identify key elements of literature (plot, mood, setting)
____name details of a setting
____recognizes author's purpose of writing
____summarizes plots
____distinguishes between cause & effect
____identifies similarities & differences
____draws justified inferences from text
____able to scan a reading selection to obtain the main idea & specific details
____responds to (summarize, states main idea, stories, narratives, & non-fiction
____able to determine the order of events in a paragraph
Word Recognition
____reads fluently words that should be instantly recognized & understood
____uses words that are spelled the same but have different meanings
____uses context clues, phonics, structure, & dictionary skills to unlock unfamiliar words

Reading Skills
____capable of reading in all subject area
____develops & increased reading rate
____uses sources of information
____utilizes table of contents & indexes
____open response with rubric

WRITING
____**uses proper spelling, punctuation, &**

capitalization
____uses proper paragraph format in multiparagraph
essays
____uses legible cursive writing
____independently uses a pre-writing, revising,
proofreading & publishing process
Writing Pieces
____write a letter
____write a opinion piece
____write a short story/poem/script/play
____write a narrative piece
____write an informative/explanatory piece
____on demand writing
____uses only complete sentences in

self edits for mechanics, spelling, usage,

capitalization, & punctuation
____rewrites enhancing the writing for style,
paragraphing, word choice, & clarity
____writes fully developed paragraphs
____stories have a beginning, middle & end
____stories include setting, characters, plot,
conclusions
____spells accurately in written work
____keep a journal

MATHEMATICS EXIT EXPECTATIONS

Ability Standards (Apply the following to each content outcome.)
1. Develop abilities in math.
a. Higher think (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
b. Communications (present, persuade, collaborate, explain, recommend).
c. Goal setting/attainment (brainstorm, envision, research, plan, organize, complete the task).
d. The quality process (plan, draft, analyze, & revise when producing products).
e. Use appropriate mathematical vocabulary.
2. Be able to apply math knowledge & skills to a variety of purposes.
a. Be able to solve complex problems with whole numbers using the five-step method (read problem, properly label, select operations, estimate
solution, apply operations) & explain process.
b. Be able to conduct research (locate, observe/gather, present, analyze, conclude).
c. Be able to use graphs, charts, tables, calculators, & computers to solve multi-step problems (safely, effectively, efficiently, accurately).

d. Possess technical skill (These technical skills may be used in math classes but are not part of the math curriculum):
-read/write/present: instructions, table chart, letter of request, letter of response, proposal, lab report, research report, summary
-technology: word processing, spreadsheets, database, Internet, AV production
e. Be able to use mental math strategies for computation & estimation.

MATH
Numbers & Counting
____count, read, write, & order numbers 0-1,000,000,000
____order & compare numbers to 100,000,000
____read, write, & compare decimals through the ten-thousandths
____understand place value to nine digits
____maintain the memory of the multiplication & division facts
____write expanded form of a number
____add 3 five digit numbers with regrouping
____subtract using 4 digit numerals with regrouping
____determine least common multiples
Operations
____estimate sum, differences, & products of whole numbers & decimals by rounding
____multiply using two & three digit numbers
____divide using two digit numbers
____add/subtract fractions with like denominators
____find equivalent fractions
____put fractions in lowest terms
____add, subtract decimals to the hundredths
____multiply decimals
____round numbers through the nearest thousand
____solve simple equations using variables
Concepts
____understand the basic functions on a calculator
____compare & order fractions & mixed numbers using <, >, or =, not =
____compare & order decimals using <,>,or =, not =
____writing equations
____find & write rules for number patterns
Time
____recognize, read, & write one minute intervals on a clock
Money
____add & subtract money amounts using $0.00 notation through $100.00
____make change through $10.00
____read & write using $0.00 through $10,000.00
Measurement
____make, read, & explain graphs, tables &

charts
____know metric prefixes (kilo, centi, milli) & values
____measure length, width, area & volume in standard & metric
____demonstrate an understanding of range, mean, median, & mode
____identify the number of faces, edges, & vertices of a geometric shape
____measure ½ & ¼ inch units
____calculate area & perimeter of triangles & rectangles

Geometry

____identify & measure acute, obtuse, & right angles
____identify two & three dimensional geometric shapes & classify geometric shapes by attribute
____use a protractor to draw & measure angles to the nearest degree
____use a compass to construct a circle
____measure the parts of a circle

Probability

____understand counting techniques
____understand how sample size affects Outcome

SCIENCE EXIT EXPECTATIONS

Abilities Standards (Apply the following to each content outcome).
3. Develop abilities in science.
a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
b. Communicates (present, persuade, collaborate, explain, recommend).
c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
d. The quality process (plan, draft, analyze, & revise when producing products).
4. Be able to apply science knowledge & skills to a variety of purposes.
a. Be able to solve problems using the scientific method (research , hypothesis, experimentation, findings, conclusions).
b. Be able to conduct research (field research, library research, experimentation).
c. Be able to use scientific equipment appropriately (safely, effectively, efficiently, accurately).
d. Know how to preserve the earth (reuse, reduce, recycle, refuse).
e. Possess technical skills
i. Read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report,
research report, summary.
ii. Technology: word processing, database, Internet, AV production
f. Examine the role of science in explaining & predicting natural events (floods, earthquakes, volcanoes)
g. Demonstrate the role science plays in everyday life & explore careers in science.

SCIENCE/HEALTH

Life Science/Animal Kingdom

____know the characteristics of the five classes of invertebrates
____recognize that animals adapt to their environment

____describe a food chain or food web

Physical Science

____know that energy is consumed when it changes from one form to another

____identify that heat can be transferred in 3 different ways

____recognize that the sun is the primary source of energy on Earth

____give examples of renewable & nonrenewable resources

____know the parts of an atom (neutron, proton, electron)

Earth & Space

____know the cause & effect relationship between the sun's rays & the Earth

____know that weather conditions are associated with fronts

____know that weather conditions give rise to & are present during severe storms

____describe a water cycle

____design & conduct different kinds of scientific investigations to answer scientific questions

____open response with rubric

SOCIAL STUDIES EXIT EXPECTATIONS

Abilities Standards (Apply the following to each content outcome).

1. Develop abilities in social studies.

a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).

b. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).

c. The quality process (plan, draft, analyze, & revise when producing products).

2. Be able to apply social studies knowledge & skills to a variety to purpose.

a. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, support a position, create a model & explain a process).

b. Be able to relate social studies to your life.

-view life from other perspectives & others' point of view

-understand that human needs are met through interaction in & among social groups (family, school, teams).

-understand key forces (inventions, discoveries, people, events, moments) which have shaped our world

-explain the causes & effects key forces have on you, the present, the future

-use the past & present (other cultures & other places) to solve problems & make decisions

-relate current events to your life (know sources related to current events, be able to talk about current events)

c. Possess technical skills

-read/write/present instructions, table, chart, time lines, thank you letter, letter of request, letter of response inquiry, proposal, lab report, checklist, research report, summary, persuasive pieces (editorials, articles, speeches, letters).

-technology word processing, database, Internet, AV production

SOCIAL STUDIES

Geography

____relate features of a globe to Earth's geographic regions
____know how latitude & longitude d is used to locate places & separate time zones
____differentiate the major landforms & bodies of water on the Earth
____interpret information on a map using a scale, compass, & key
____compare characteristics of maps to their uses.
____identify characteristics of major regions of the United States

History

____recognize important events in the early history of North America
____explore important figures & events in the colonization of the United States
____identify factors affecting the settlement of New England & the Middle Colonies
____recognize figures & events of the pre-Revolutionary period
____identify major reasons & events of the Revolutionary War
____recognize developments in American government

Civics

____analyze the contents of the Declaration of Independence, Bill of Rights, & U.S. Constitution
____identify contents of the Articles of Confederation
____identify branches of the federal government as set forth by the Constitution
____understand how the democratic process can be used to affect change

Economics

____understand changes in the economic system of the United States over time
____recognize the impact of economic factors on decisions made by individuals, businesses, & government in the United States
____understand the basic components of the economic system in the United States

Culture

____know current & past cultures of the U.S.
____know what life was like for people when key influences on U.S. history occurred
____know about the culture of Native Americans
____compare how individuals & different cultural groups contributed to the development & expansion of the U.S.
____understand the contributions of women & minorities to the development of the U.S.

Patterns of Change

____be able to describe the key influences of U.S. history from the perspectives in which they occurred
____be able to place key influences on U.S. history upon a timetable

ARTS & HUMANITIES

PHYSICAL EDUCATION/DANCE

Dance Elements

____demonstrate the ability to perform a dance alone, with a partner, & in a small group using the three elements of movement
(space, time, force)
____create a dance using the elements of dance
____describe how locomotor (walk, run, hop, jump, leap, skip, slide, gallop) & nonlocomotor (bend, stretch, twist, swing) movements
are used to create simple dances

Personal Wellness

____explain the relationship of exercise to fitness & wellness
____explain concepts of muscular strength & endurance, flexibility, & cardiorespiratory endurance
____perform stretching, strengthening, & cardiorespiratory exercises

Psychomotor Skills

____improve competency & consistency in performing locomotor (walk, run, hop) & nonlocomotor (push, pull, twist, turn, curl,
stretch, balance) skills in games & sports
____demonstrate movement concepts as they are used in various games & activities (space, awareness, effort, relationship that occurs

between objects & individuals)
____exhibit motor skills with fundamental locomotor movement (walk, run, hop) in the performance of games & sports
____create & perform a dance as a member of a small or large group

Lifetime Activities

____refine practice techniques to achieve consistency for a variety of physical activities
____demonstrate sportsmanship (complying with rules, responding appropriately) in games & sports activities
____investigate the benefits of participation in leisure, recreational, & competitive physical activity

VISUAL ARTS

____open response with rubric
____express ideas, images, or patterns utilizing elements of art (line, shape, color, form, texture, space, value) & principles of design
(balance, emphasis, pattern)
____analyze how elements of art & principles of design are used in a variety of art works
____use a variety of media & art processes to produce two & three dimensional works of art
____create products that demonstrate forms of art from diverse cultures