

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 \neq

___compare & order decimals using $<$, $>$, or $=$, not \neq

___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 $\frac{1}{2}$ & $\frac{1}{4}$ 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 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