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 areas
- develops and 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,
- capitalizes, & 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

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 1/2 & 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
   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