

Standards & "I Can..." Statements - GRADE 5

ELA	Standard	"I Can..."	Academic Vocab
Reading: Literature			
	5.RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ➤ I can quote words used in the text to explain what is happening in the story. ➤ I can use words in the text to support my inferences. 	
	5.RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> ➤ I can figure out the theme of a story, drama, or poem using how characters respond to a problem or how the storyteller feels about the topic. ➤ I can summarize the story, drama, or poem using important details. 	
	5.RL.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none"> ➤ I can use details from the story to tell how characters, settings, or events are alike or different (compare-alike; contrast-different). 	
	5.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul style="list-style-type: none"> ➤ I can explain the meaning of words and phrases as they are used in text, including metaphors and similes. 	
	5.RL.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none"> ➤ I can explain how the order of chapters, scenes, or stanzas fit together to give the overall flow of the story. 	
	5.RL.6. Describe how a narrator's or speaker's point of view influences how events are described.	<ul style="list-style-type: none"> ➤ I can explain how the speaker's point of view affects how the events are described. 	
	5.RL.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text	<ul style="list-style-type: none"> ➤ I can explain how visual and multimedia elements help me understand the meaning, 	

(e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	tone, and beauty of a text.	
5.RL.8. (Not applicable to literature)		
5.RL.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	➤ I can tell how stories in the same genre are the same or different by the way they explain the same themes and topics.	
5.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	➤ I can read different kinds of literature at the fifth grade level independently and with understanding.	
Reading: Informational Text		
5.RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ➤ I can quote from a text when explaining what the text says. ➤ I can quote from a text when drawing inferences. 	
5.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"> ➤ I can determine what the main ideas of the text are. ➤ I can choose key details to support each main idea. ➤ I can use the main ideas and supporting details to summarize the text. 	
5.RI.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	➤ I can explain how two or more items or individuals are affected by or related to others.	
5.RI.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	➤ I can determine the meaning of words and phrases.	

5.RI.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	➤ I can describe the structure of information in a text.	
5.RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	➤ I can examine similarities and differences of the same event or topic from different points of view.	
5.RI.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	➤ I can use information from more than one source to find and answer or solve a problem quickly and correctly.	
5.RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none"> ➤ I can explain how the author uses reasons to support specific points in the text. ➤ I can explain which reasons support which points. 	
5.RI.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	➤ I can write or speak about a topic by combining information from two or more texts on the same topic.	
5.RI.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	➤ I can read and understand nonfictional text at the fifth grade level.	
Reading: Foundational Skills		
5.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words	<ul style="list-style-type: none"> ➤ I can use knowledge of letters and sounds to pronounce new words. ➤ I can use roots and affixes to pronounce new words. 	

in context and out of context.		
5.RF.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ➤ I can understand 5th grade level text. ➤ I can read accurately and with expression at a 5th grade level. ➤ I can read at an appropriate rate depending on the type of text. ➤ I can check for understanding and back up and reread when needed, correcting my mistakes. 	
Writing		
5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> ➤ I can write an opinion piece supported with reasons why. ➤ I can introduce a topic. ➤ I can state an opinion. ➤ I can provide reasons that are supported by facts and details. ➤ I can group related ideas together. ➤ I can connect opinions and reasons using words, phrases, and clauses (consequently, specifically). ➤ I can create paragraphs or graphic organizers. ➤ I can write a concluding statement that restates my opinion. 	
5.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and	<ul style="list-style-type: none"> ➤ I can introduce a topic clearly. ➤ I can group related ideas together. ➤ I can connect ideas using words, phrases, and clauses (in contrast and especially). ➤ I can include headings, illustrations and different media (videotape, newspaper articles, graphs, animations, interactive websites) to help the reader understand my topic more clearly. ➤ I can develop the topic by adding facts, 	

<p>clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section.</p>	<p>definitions, specific details, quotes or other examples about the topic.</p> <ul style="list-style-type: none"> ➤ I can use exact words and vocabulary about my topic. ➤ I can write a concluding statement or paragraph. 	
<p>5.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> ➤ I can introduce a story with an event that includes characters and setting. ➤ I can use dialogues and descriptions to show how characters react and respond. ➤ I can use transitional words and clauses to organize a sequence of events. ➤ I can use specific words and phrases and sensory details to explain events clearly. ➤ I can write a conclusion. 	
<p>5.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>	<ul style="list-style-type: none"> ➤ I can create many types of writing to fit the purpose and audience. 	
<p>5.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	<ul style="list-style-type: none"> ➤ With help from teachers and peers, I can use the writing process (planning, revising, editing, rewriting). ➤ With help from teachers and peers, I can use a graphic organizer or other strategy to plan my writing. ➤ With help from teachers and peers, I can use a variety of strategies to revise my writing to 	

	<p>make it better fit the purpose.</p> <ul style="list-style-type: none"> ➤ With help from teachers and peers, I can edit my writing for mechanics and grammar. ➤ With help from teachers and peers, I can rewrite my work, applying the appropriate changes. 	
5.W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<ul style="list-style-type: none"> ➤ With help, I can use technology to publish writing. ➤ With help, I can use technology to work with others. ➤ With help, I can type 2 pages at one sitting. 	
5.W.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> ➤ I can research a topic. ➤ I can use several resources in order to gain knowledge on a new topic. 	
5.W.8. I can use several resources in order to gain knowledge on a new topic.	<ul style="list-style-type: none"> ➤ I can find facts from books and computers. ➤ I can remember important details from experiences. ➤ I can write notes and organize facts in my own words (summarize and paraphrase). ➤ I can list my sources. 	
5.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	<ul style="list-style-type: none"> ➤ I can write about literature. ➤ I can use specific details to support my ideas or writing. ➤ I can write about informational text. ➤ I can compare and contrast characters, setting, or events in a writing piece. 	

<p>5.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ➤ I can write for different amounts of time and purposes. 	
<p>Speaking & Listening</p>		
<p>5.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> ➤ I can prepare for my discussions by reading and studying required material. ➤ I can share what I have read by talking about these subjects in class discussions. ➤ I can follow rules and do my job during discussions. ➤ I can present questions about a topic. ➤ I can respond to questions about a topic. ➤ I can add to and respond to the comments of others. ➤ I can review the main ideas we discussed. ➤ I can draw conclusions based on the information we discuss. 	
<p>5.SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> ➤ I can summarize texts read aloud or facts told through charts, graphs, pictures and words. 	
<p>5.SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> ➤ I can identify reasons and facts a speaker uses to prove his/her point. 	
<p>5.SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<ul style="list-style-type: none"> ➤ I can report on a topic or give an opinion. ➤ I can put my ideas in order. ➤ I can use facts and details to support the main idea or theme. ➤ I can speak clearly at a pace that is appropriate to the purpose. 	

5.SL.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> ➤ I can use multimedia (graphics and sound) in my presentation to make the main idea or theme more interesting. 	
5.SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> ➤ I can decide when to use formal and informal English. 	
5.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).	<ul style="list-style-type: none"> ➤ I can explain the reasons we use conjunctions, prepositions, and interjections in sentences. ➤ I can use the correct verb tense when writing or speaking. ➤ I can use the correct correlative conjunctions (ex.: either/or). ➤ I can find and correct inappropriate changes in verb tense. 	
5.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> ➤ I can use the comma to separate items in a series. ➤ I can use a comma to separate an opening phrase in a sentence. ➤ I can use a comma to set off the words "yes-no." ➤ I can use a comma to set off a direct address. ➤ I can indicate the title of work by underlining, using quotes, or using italics. ➤ I can spell words correctly and use references, as needed. 	
5.L.3. Use knowledge of language and its conventions	<ul style="list-style-type: none"> ➤ I can adjust my writing to make it clear and 	

<p>when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</p>	<p>interesting (revision process).</p> <ul style="list-style-type: none"> ➤ I can compare and contrast varieties of English (dialects, registers) used in stories, drama, and poems. 	
<p>5.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> ➤ I can determine the correct meaning of unknown and multiple-meaning words and phrases based on clues used in a text. ➤ I can use root words, prefixes, and suffixes to understand the meaning of words. ➤ I can select the appropriate reference tool to determine the meaning and pronunciation of words and phrases. 	
<p>5.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<ul style="list-style-type: none"> ➤ I can identify and explain the meaning of similes and metaphors in context. ➤ I can identify and explain the meaning of idioms, adages, and proverbs in text. ➤ I can determine the meaning of words using synonyms, antonyms, and homographs in context. 	
<p>5.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<ul style="list-style-type: none"> ➤ I can use fifth grade level vocabulary. ➤ I can use words and phrases that signal contrast and logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). 	

SOCIAL STUDIES	Standard	"I Can..."	Academic Vocab
Strand: History			
	5.H.1. Multiple-tier timelines can be used (application) to show (application/analysis) relationships among events and places.	➤ I can use multi-tier timelines to compare/contrast events and places.	
	5.H.2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed (comprehension) in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed (comprehension) unique governments, social structures, religions, technologies, and agricultural practices and products.	➤ I can describe the government, social structures, religions, technologies, and agricultural practices of Maya, Inca, Aztec, and Mississippian civilizations.	
	5.H.3. European exploration and colonization has lasting effects which can be used (analysis) to understand (comprehension) the Western Hemisphere today.	➤ I can understand how European exploration and colonization caused lasting effects on the Western Hemisphere.	
Strand: Geography			
	5.G.4. Globes and other geographic tools can be used to gather (application), process (analysis), and report (comprehension) information about people, places, and environments. Cartographers decide (comprehension) which information to include in maps.	<ul style="list-style-type: none"> ➤ I can use globes and other geographic tools to gather information. ➤ I can understand that cartographers decide which information to include on maps. 	
	5.G.5. Latitude and longitude can be used (application) to make observations (analysis) about location and generalizations (comprehension) about climate.	➤ I can analyze latitude and longitude to make predictions about the climate.	
	5.G.6. Regions can be determined (synthesis) using various criteria (e.g. landform, climate, population, cultural or economic)	➤ I can explain how regions are determined based on certain (specific) information.	
	5.G.7. Variations among physical environments within	➤ I can distinguish that physical environments	

the Western Hemisphere influence (analysis) human activities. Human activities also alter (analysis) the physical environment.	are influenced by human activities.	
5.G.8. American Indians developed (synthesis) unique cultures with many different ways of life. American Indian tribes and nations can be classified (analysis) into cultural groups based (analysis) on geographic and cultural similarities.	<ul style="list-style-type: none"> ➤ I can explain that American Indians developed unique cultures. ➤ I can classify American Indian tribes and nations. 	
5.G.9. Political, environmental, social, and economic factors cause (analysis) people, products, and ideas to move from place to place in the Western Hemisphere today.	<ul style="list-style-type: none"> ➤ I can show that various factors cause people to move in the Western Hemisphere today. 	
5.G.10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian, and African influences and interactions, as evidenced (synthesis/analysis) by artistic expression, language, religion, and food.	<ul style="list-style-type: none"> ➤ I can explain why the Western Hemisphere is culturally diverse due to American Indians, European, Asian, and African influences. 	
Strand: Government		
5.Gov.11. Individuals can better understand (comprehension) public issues by gathering (application) and interpreting (synthesis/evaluation) information from multiple sources. Data can be displayed (application) graphically to effectively and efficiently communicate (comprehension) information.	<ul style="list-style-type: none"> ➤ I can locate and understand information from several different sources that affect the community. ➤ I can use data to create different types of graphs to share information. 	
5.Gov.12. Democracies, dictatorships, and monarchies are categories for understanding (comprehension) the relationship between those in power or authority and citizens.	<ul style="list-style-type: none"> ➤ I can understand the relationship between authority and citizens in democracies, dictatorships, and monarchies. 	
Strand: Economics		

	5.E.13. Information displayed (application) in circle graphs can be used to show (application) relative proportions of segments of data to an entire body of data.	➤ I can use circle graphs to show the relationships of segments of data to an entire body of data.	
	5.E.14. The choices people make (analysis/evaluation) have both present and future consequences.	➤ I can understand that the choices people make have both present and future consequences.	
	5.E.15. The availability of productive resources (i.e. human resources, capital goods, and natural resources) promotes (synthesis) specialization that leads (synthesis) to trade.	➤ I can show how resources available in your area help you decide what products or services to produce. ➤ I can show how this specialization helps lead to trade among other regions.	
	5.E.16. The availability of productive resources and the division (synthesis/analysis) of labor impact (application/analysis) productive capability.	➤ I can explain how the number of products you make is related to the way jobs are divided among workers.	
	5.E.17. Regions and countries become (synthesis) interdependent when they specialize (synthesis) in what they produce (synthesis) best and then trade (application) with other regions to increase (synthesis) the amount and variety of goods and services available.	➤ 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 that amount and variety of goods and services.	
	5.E.18. Workers can improve (synthesis) their ability to earn (application) income by gaining (synthesis) new knowledge, skills, and experiences.	➤ I can explain how education and gaining new skills and experiences can help workers make more money.	

MATH	Standard	"I Can..."	Academic Vocab
	5.OA.A.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	<ul style="list-style-type: none"> ➤ I can evaluate expressions using the order of operations (including parenthesis (), brackets [], or braces { }. ➤ I can write expressions using the order of operations including parenthesis (), brackets, [], or braces { }. 	
	5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	<ul style="list-style-type: none"> ➤ I can write simple expressions that record calculations with numbers. ➤ I can interpret numerical expressions without evaluating them. 	
	5.OA.B.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	<ul style="list-style-type: none"> ➤ I can generate two numerical patterns using two given rules. ➤ I can form ordered pairs for corresponding terms. ➤ I can graph ordered pairs on a coordinate plane. ➤ I can explain the relationship between corresponding terms in the two numerical patterns. 	
	5.NBT.A.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	<ul style="list-style-type: none"> ➤ I can understand and explain the value of digits in a multi digit number. ➤ I can recognize the digit in one place represents 10 times as much as it represents in the place to its' right and 1/10 of what it represents in the place to its' left. 	
	5.NBT.A.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the	<ul style="list-style-type: none"> ➤ I can represent powers of 10 using whole number exponents ($10^3 = 10 \times 10 \times 10 = 1000$). ➤ I can explain patterns when multiplying a number by powers of 10. 	

<p>decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>	<ul style="list-style-type: none"> ➤ I can explain the movement of the decimal point when multiplying or dividing by powers of 10. 	
<p>5.NBT.A.3. Read, write, and compare decimals to thousandths.</p>	<ul style="list-style-type: none"> ➤ I can read and write decimals to thousandths in standard form. ➤ I can read and write decimals to thousandths in word form. ➤ I can read and write decimals to thousandths in expanded form. ➤ I can compare decimals to the thousandths using $>$, $=$, $<$ (greater than, less than, or equal to). 	
<p>4.NBT.A.4. Use place value understanding to round decimals to any place.</p>	<ul style="list-style-type: none"> ➤ I can round decimals. ➤ I can round decimals to any place. 	
<p>5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm.</p>	<ul style="list-style-type: none"> ➤ I can quickly multiply multi digit whole numbers. 	
<p>5.NBT.B.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<ul style="list-style-type: none"> ➤ I can divide four-digit dividends by two-digit divisors. ➤ I can use more than one strategy to illustrate and explain division problems. 	
<p>5.NBT.B.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<ul style="list-style-type: none"> ➤ I can add and subtract decimals to hundredths. ➤ I can multiply decimals to the hundredths. ➤ I can divide decimals to the hundredths. ➤ I can explain the reasoning used to solve decimal problems in written form. 	

<p>5.NF.A.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p>	<ul style="list-style-type: none"> ➤ I can find equivalent fractions. ➤ I can add and subtract fractions with unlike denominators using equivalent fractions. ➤ I can add and subtract mixed numbers with unlike denominators using equivalent fractions. 	
<p>5.NF.A.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<ul style="list-style-type: none"> ➤ I can solve word problems using addition and subtraction of fractions with like and unlike denominators referring to the same whole. ➤ I can use benchmark fractions and number sense of fractions to check for reasonableness of answers. 	
<p>5.NF.B.3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	<ul style="list-style-type: none"> ➤ I can interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). ➤ I can solve word problems involving division of whole numbers with quotients as fractions or mixed numbers. ➤ I can recognize the remainder as a fractional part of the problem. 	
<p>5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	<ul style="list-style-type: none"> ➤ I can multiply fractions. ➤ I can determine the sequence of operations when multiplying a fraction to a whole number. ➤ I can determine the sequence of operations when multiplying two fractions. ➤ I can multiply fractional side lengths to find the area of a rectangle. ➤ I can prove multiplying fractional side lengths to find the area is the same as tiling a rectangle with unit squares. ➤ I can model the area of rectangles with 	

	fractional side lengths with unit squares.	
5.NF.B.5. Interpret multiplication as scaling (resizing), by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication AND Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	<ul style="list-style-type: none"> ➤ I can explain the relationship between two multiplication problems that share a common factor ($1/4 \times 8$ and $1/4 \times 16$). ➤ I can compare the product of two factors without multiplying. Example: $2 \times ? = <1$ Answer must be less than $1/2$. ➤ I can explain why multiplying a fraction by one (which can be written as various fractions, ex. $2/2, 3/3$, etc.) results in an equivalent fraction. ➤ I can explain why multiplying a fraction by a fraction will result in a product smaller than the given number. 	
4.NF.B.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	<ul style="list-style-type: none"> ➤ I can solve real world problems involving multiplication of fractions and mixed numbers using models or equations. 	
4.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	<ul style="list-style-type: none"> ➤ I can represent division of a unit fraction by a non-zero whole number in a variety of ways. ➤ I can represent division of a whole number by a unit fraction in a variety of ways. ➤ I can represent division of a unit fraction by a non-zero whole number and a whole number by a unit fraction in a variety of ways to solve real world problems. 	
5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	<ul style="list-style-type: none"> ➤ I can convert units of measurement within the same measurement system. ➤ I can solve multi-step, real world problems that involve converting measurement units. 	

<p>5.MD.B.2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>	<ul style="list-style-type: none"> ➤ I can solve problems using line plots with halves, fourths, and eighths using any operation. ➤ I can make a line plot for measurements of fourths, halves, and eighths. 	
<p>5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p>	<ul style="list-style-type: none"> ➤ I can recognize that volume is measured as cubic units and is found by packing unit cubes in solid figures. 	
<p>5.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>	<ul style="list-style-type: none"> ➤ I can measure volume by counting, cubic cm, cubic in., cubic ft., and improvised units. 	
<p>5.MD.C.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p>	<ul style="list-style-type: none"> ➤ I can multiply the three dimensions in any order to calculate volume. ➤ I can identify that "B" is the base and can be determined by multiplying length times width. ➤ I can explain that multiplying length, width and height of a right rectangular prism is the same as determining the area of the base and multiplying by its height. ➤ I can pack the area of the base of a right rectangular prism and determine the height then multiply or use repeated addition to find the volume. ➤ I can find volume of right rectangular prisms to solve real world problems. ➤ I can add the volume of two right rectangular prisms to find the total volume. ➤ I can find the total volume of two right rectangular prisms to solve real world problems. 	
<p>5.G.A.1. Use a pair of perpendicular number lines,</p>	<ul style="list-style-type: none"> ➤ I can identify the x- and y-axis. 	

	called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	<ul style="list-style-type: none"> ➤ I can locate the origin on the coordinate system. ➤ I can identify coordinates of a point on a coordinate system. ➤ I can identify the x-coordinate as the distance to move right from the origin and the y coordinate as the distance to move up from the x-axis. 	
	5.G.A.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	<ul style="list-style-type: none"> ➤ I can represent real world and mathematical problems by graphing and interpreting coordinate points in the first quadrant. 	
	5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	<ul style="list-style-type: none"> ➤ I can recognize a two-dimensional shape is classified into a category and its subcategories. 	
	5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.	<ul style="list-style-type: none"> ➤ I can classify two-dimensional figures into categories and/or sub-categories based on their attributes. 	

SCIENCE	Standard	"I Can..."	Academic Vocab
	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.	<ul style="list-style-type: none"> ➤ I can prove that matter is made up of particles too small to be seen. 	
	5-PS1-2. Measure and graph quantities to provide	<ul style="list-style-type: none"> ➤ I can prove that the weight of matter stays the 	

evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	same even when I mix it, heat it, or cool it.	
5-PS1-3. Make observations and measurements to identify materials based on their properties.	➤ I can identify matter based on its properties.	
5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	➤ I can determine whether mixing substances gives me a new substance or remains the same.	
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.	➤ I can prove that the force of gravity pulls things down to Earth.	
5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	➤ I can prove that all food energy was once energy from the sun.	
5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.	➤ I can prove that plants get the materials they need from mostly air and water.	
5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	➤ I can describe the movement of matter between plants, animals, decomposers, and the environment.	
5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	➤ I can explain why the sun is brighter than other stars. ➤ I can explain why we only see certain stars at certain times of the year.	
5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	➤ I can explain why shadows are longer in winter than in summer. ➤ I can explain why we have day and night.	
5-ESS2-1. Develop a model using an example to	➤ I can explain how the geosphere,	

	describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	hydrosphere, atmosphere, and biosphere interact.	
	5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	➤ I can explain where all the freshwater is on Earth.	
	5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	➤ I can obtain information and come up with ideas about how to protect the Earth's resources and environment.	
	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	<ul style="list-style-type: none"> ➤ I can think up an engineering "problem" that needs to be fixed. ➤ I can list rules for possible solutions. 	
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	<ul style="list-style-type: none"> ➤ I can brainstorm solutions for an engineering "problem". ➤ I can compare ideas to find which ones best fit the situation. 	
	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	<ul style="list-style-type: none"> ➤ I can test different solutions for an engineering problem. ➤ I can tell you if an idea will work, fail, or just needs improvement. 	