

Identified Indicators for CH-UH Report Card Grades 3 - 5

Reading

Phonemic Awareness, Word Recognition and Fluency

Grade Level 3

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| <p>1 Figuring out words by sounding out letters.</p> <p>3 Reading with ease with changes in tone, timing and expression to show understanding.</p> | <p>2 Using word families (e.g., -ite or -ate or -ould or -ight to sound out words).</p> |
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Acquisition of Vocabulary

Grade Level 3

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| <p>1 Determining the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.</p> <p>3 Using dictionaries, glossaries or technology to determine the meaning of words and how to pronounce them.</p> | <p>2 Using prefixes and suffixes, contractions, abbreviations and root words to determine what words mean.</p> <p>4 Applying the meaning of the terms synonyms and antonyms.</p> |
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Grade Level 4

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| <p>1 Determining the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.</p> <p>3 Identifying the meanings of prefixes and suffixes to determine the meanings of words.</p> | <p>2 Developing an understanding of new uses of words and their concepts such as similes, metaphors, synonyms, antonyms, homonyms.</p> <p>4 Using dictionaries, glossaries or technology to determine the meaning of words and how to pronounce them.</p> |
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Grade Level 5

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| <p>1 Identifying the connotation (the attitude and/or feelings associated with a word) and denotation (the literal meaning of a word) of new words.</p> <p>3 Understanding new uses of words such as similes and metaphors.</p> | <p>2 Defining the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.</p> <p>4 Determining the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p> |
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Reading Process - Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade Level 3

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| <p>1 Establishing a purpose for reading (personal interest, suggestions from others).</p> <p>3 Making predictions, inferences and conclusions regarding events and possible outcomes from information in text.</p> | <p>2 Summarizing texts, sequencing information accurately and include main ideas and details as appropriate using graphic organizers as way to demonstrate comprehension.</p> <p>4 Comparing (what is alike) and contrasting (what is different) between reading materials.</p> |
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Identified Indicators for CH-UH Report Card Grades 3 - 5

- 5 Answering literal, informational and evaluative questions to demonstrate comprehension of grade appropriate text.

Grade Level 4

- 1 Establishing a purpose for reading. (e.g. to find out, to interpret, to enjoy).
- 2 Predicting and supporting predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
- 3 Comparing and contrasting information.
- 4 Summarizing important information in texts to demonstrate comprehension.
- 5 Selecting, creating and using graphic organizers to interpret textual information.
- 6 Answering literal, informational and evaluative questions to demonstrate comprehension of grade appropriate text.

Grade Level 5

- 1 Answering literal (directly stated), inferential (indirectly stated and requiring more information) and evaluative (requiring the reader to come up with a response based on the reader's opinion) questions to show understanding about what has been read or
- 2 Summarizing text, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.
- 3 Using graphic organizers (lists, brainstorming, charts, webbing, etc.) to interpret reading material.
- 4 Predicting and supporting predictions with specific references to textual examples that may be in widely separated sections of text.
- 5 Making inferences based on implicit information in texts, and providing justifications for those inferences.

Reading Applications - Informational, Technical and Persuasive Text

Grade Level 3

- 1 Listing questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identifying answers.
- 2 Identify the main/central idea and supporting details of the reading material.
- 3 Drawing conclusions from information in maps, charts, diagrams and graphs.
- 4 Using the table of contents, index, captions and illustrations to locate information and comprehend texts.

Grade Level 4

- 1 Making inferences about the reading material based on the title page, table of contents and chapter headings.
- 2 Locating and summarizing important details about a topic within a reading selection.
- 3 Drawing distinctions between fact and opinion, cause and effect.
- 4 Understanding the meaning of main/central ideas and supporting details.
- 5 Drawing conclusions from information in maps, charts, diagrams and graphs.

Identified Indicators for CH-UH Report Card Grades 3 - 5

Grade Level 5

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| <p>1 Locating information using text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools.</p> <p>3 Summarizing main/central ideas and the details that support the main idea.</p> | <p>2 Identifying, distinguishing between and explaining examples of cause and effect in informational text.</p> <p>4 Analyzing and interpreting information found in maps, charts, tables, graphs and diagrams.</p> |
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Reading Applications - Literary Text

Grade Level 3

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| <p>1 Using details from the reading material to describe theme, main/central idea, characters and setting (time, location).</p> <p>3 Understanding what defines a fairy tale, folk tale, poetry, fiction and non-fiction.</p> | <p>2 Retelling the order in which things happen in a story.</p> <p>4 Describing ways the author tries to influence the readers feelings.</p> |
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Grade Level 4

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| <p>1 Identifying the major events of a plot sequence (order in which events occur), identifying the conflict (problem) and how it was resolved.</p> <p>3 Identifying the speaker and recognizing the difference between first and third-person narration.</p> <p>5 Identifying figurative language in literary works, including idioms, similes and metaphors.</p> | <p>2 Examining meaning as readers and understanding the point of view of others (e.g. characters, authors, narrators).</p> <p>4 Determining the theme and whether it is implied or stated directly.</p> |
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Grade Level 5

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| <p>1 Explaining how the thoughts, words and interactions of a character tell his or her motives.</p> <p>3 Explaining what defines different kinds of writing such as poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.</p> <p>5 Summarizing stated and implied themes.</p> | <p>2 Identifying the main incidents of a plot sequence and explaining how they influence future action.</p> <p>4 Identifying and explaining figurative language in reading material such as idioms, similes, metaphors, hyperboles and personification.</p> |
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Identified Indicators for CH-UH Report Card Grades 3 - 5

Writing

Writing Process

Grade Level 3

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| <p>1 Developing a purpose (e.g. to inform, to entertain) and audience for writing.</p> <p>3 Using organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.</p> <p>5 Rereading and revising own writing to make sure it is clear using prereading and reference material.</p> | <p>2 Developing a clear main idea for writing.</p> <p>4 Creating paragraphs with a topic sentence and supporting details using a variety of sentence patterns and structures.</p> |
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Grade Level 4

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| <p>1 Developing a purpose (e.g. to inform, to entertain) and audience for writing.</p> <p>3 Using organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.</p> <p>5 Creating paragraphs with a topic sentence and supporting details using a variety of sentence patterns and structures.</p> | <p>2 Developing a clear main idea for writing.</p> <p>4 Organizing writing with a beginning (introduction), middle (body) and end (closure).</p> <p>6 Rereading and revising own writing to make sure it is clear using prereading and reference material.</p> |
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Grade Level 5

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| <p>1 Using organizational strategies (e.g., rough outlines, diagrams, maps, webs, Venn diagrams and discussions with peers) to plan writing.</p> <p>3 Grouping related ideas into paragraphs, including topic sentences following paragraph form, and maintaining a consistent focus across paragraphs.</p> | <p>2 Organizing writing beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.</p> <p>4 Proofreading writing, editing to improve grammar, spelling, punctuation and capitalization and identifying and correcting fragments and run-ons.</p> |
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Writing Applications

Grade Level 3

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| <p>1 Writing narratives that put events in order and develop characters.</p> <p>3 Writing a responses and producing informal writing such as journals and poems after reading text such as a story or poem .</p> | <p>2 Writing a report that includes main idea and details from the reading.</p> <p>4 Writing letters such as thank you notes that include relevant information: the date, proper salutation, body, closing and signature.</p> |
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Grade Level 4

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| <p>1 Writing narratives that sequence events, including descriptive details and vivid language to develop plot, characters, and setting and to establish a point of view.</p> | <p>2 Writing responses to novels, stories and poems using the original text and prior knowledge.</p> |
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Identified Indicators for CH-UH Report Card Grades 3 - 5

- 3 Writing letters such as thank you notes that include all the proper parts: date, proper salutation, body, closing and signature.

Grade Level 5

- 1 Writing responses to text.
- 2 Writing with a purpose (narratives, informational essays and reports).
- 3 Writing letters that state a purpose, make a request or give a compliment. Use business letter format.

Writing Conventions

Grade Level 3

- 1 Writing legibly.
- 2 Using punctuation accurately.
- 3 Correctly spelling most words, even difficult words.
- 4 Applying grammar and usage indicators correctly, contributing to writing clarity and style.

Grade Level 4

- 1 Writing legibly.
- 2 Using punctuation accurately.
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Grade Level 5

- 1 Writing legibly.
- 2 Using punctuation accurately.
- 3 Correctly spelling most words, even difficult words.
- 4 Applying grammar and usage indicators correctly, contributing to writing clarity and style.

Research/Communication

Grade Level 3

- 1 Choosing a topic for research from a list of questions, assigned topic or personal area of interest.
- 2 Sorting relevant information into categories about the topic.
- 3 Delivering an information or persuasive presentation that demonstrates language appropriate to purpose and audience.

Grade Level 4

- 1 Identifying a topic and questions for research and developing a plan for gathering information.
- 2 Creating categories to sort and organize relevant information charts, tables or graphic organizers.
- 3 Using different ways of communicating such as oral (spoken), visual or written to present information.
- 4 Discussing the meaning of plagiarism and create a list of sources.

Grade Level 5

- 1 Choosing a topic for research that is either assigned or is one of personal interest, coming up with open-ended questions and developing a plan for gathering information.
- 2 Locating sources and collecting information from several sources such as school library, online databases and electronic resources.

Identified Indicators for CH-UH Report Card Grades 3 - 5

3 Defining plagiarism and acknowledging sources of information.

4 Using different ways of communicating such as oral (spoken), visual or written to present information.

Identified Indicators for CH-UH Report Card Grades 3 - 5

Mathematics

Numbers, Number Sense and Operations

Grade Level 3

- 1 Recognizing and providing a variety of equivalent forms of whole numbers.
- 2 Using mathematical language and symbols to compare numbers and to put them in order (e.g., less than, greater than, equal to, $<$, $>$, $=$).
- 3 Counting money and making change using coins and paper bills up to \$10.
- 4 Using place value concepts to represent numbers with numerals, words and models.
- 5 Using words, numerals and models to represent fractions (e.g., $1/4$ and one-fourth on a number line) and mixed numbers.
- 6 Comparing and ordering commonly used fractions.
- 7 Explaining and using relationships between addition, subtraction, multiplication and division.
- 8 Recalling or finding basic multiplication facts (through 10) and related division facts quickly and accurately.
- 9 Estimating the results and reasonableness of computations.
- 10 Adding and subtracting whole numbers with and without regrouping.
- 11 Multiplying and dividing two- and three-digit numbers by a single-digit number (e.g., $25 \div 5$).

Grade Level 4

- 1 Rounding numbers to a given place value such as to the nearest 100 or 1,000.
- 2 Using place value concepts to represent numbers with numerals, words and models through millions and decimals through thousandths.
- 3 Recognizing and writing numbers in both fraction and decimal forms, such as $5/10 = 0.5 =$ "five tenths."
- 4 Using models and points of reference to compare commonly used fractions.
- 5 Identifying and representing factors and multiples of whole numbers through 100, and classifying numbers as prime or composite.
- 6 Solving problems that involve counting money and making change using coins and dollar bills.
- 7 Demonstrating fluency in adding and subtracting whole numbers and in multiplying by 1- and 2 digit numbers and multiples of ten.
- 8 Estimating the results of computation involving whole numbers, fractions and decimals.
- 9 Adding and subtracting decimals and fractions with like denominators (e.g., $2/4 + 1/4$).
- 10 Solving addition, subtraction, multiplication and division (interpret the meaning of remainders) problems that have more than one step.
- 11 Using mental math strategies to make estimates and to check the accuracy of computations.

Identified Indicators for CH-UH Report Card Grades 3 - 5

Grade Level 5

- 1 Comparing, ordering and converting fractions, decimals and percents (e.g., $1/2 = .5 = 50\%$).
- 2 Rounding decimals to a given place value and round fractions to the nearest half.
- 3 Recognizing and identifying perfect squares and their roots (e.g., $64 = 8 \times 8$ and $25 = 5 \times 5$).
- 4 Using order of operations, including parentheses and exponents, to simplify problems.
- 5 Explaining and applying the need for fractions with common denominators to be added and subtracted.
- 6 Representing and comparing numbers less than 0 by extending the number line and using familiar applications (e.g., temperature, owing money).
- 7 Estimating the results of computations involving whole numbers, fractions and decimals using various strategies.

Measurement

Grade Level 3

- 1 Identifying, reading and selecting appropriate units for measuring length, volume, weight and temperature.
- 2 Measuring weight, length and capacity to the nearest $1/2$ or $1/4$ unit as appropriate.
- 3 Estimating perimeter, area and volume.
- 4 Telling time to the nearest minute and finding how much time has passed using a calendar or a clock.
- 5 Establishing personal reference to determine appropriate units of measurement (everyday objects).

Grade Level 4

- 1 Identifying and selecting appropriate units to measure perimeter, area and volume.
- 2 Relating the number of units to the size of units used to measure an object.
- 3 Converting measurement units such as inches to feet, kilograms to grams or quarts to gallons.
- 4 Describing perimeter as surrounding, area as filling a two-dimensional shape (such as a circle or a square), and volume as filling a three-dimensional object (such as a cylinder or cube).
- 5 Applying counting techniques for measuring perimeter, area and volume.

Grade Level 5

- 1 Using the appropriate units to measure and drawing angles and using common angles to estimate the angle measurement.
- 2 Knowing the difference between covering the faces (surface area) and filling the inside of (volume) three-dimensional objects.
- 3 Developing and applying formulas to find perimeter, area and volume.
- 4 Identifying paths between points on a grid or coordinate plane and comparing the lengths of the paths; e.g., shortest path, paths of equal length.

Geometry and Spatial Sense

Identified Indicators for CH-UH Report Card Grades 3 - 5

Grade Level 3

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| 1 | Describing the properties of two-dimensional shapes and three-dimensional objects. | 2 | Describing the size of angles with respect to right angles. |
| 3 | Finding locations on a grid such as a graph or a map. | 4 | Drawing lines of symmetry. |

Grade Level 4

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| 1 | Describing similarities and differences of two-dimensional shapes (e.g., squares, rectangles, parallelograms). | 2 | Identifying and defining triangles based on angle measures (equiangular, right, acute and obtuse triangles) and side lengths (isosceles, equilateral and scalene triangles). |
| 3 | Finding examples or models of points, lines and planes in everyday objects and in the environment. | 4 | Identifying intersecting, parallel and perpendicular lines. |
| 5 | Comparing the characteristics of three-dimensional objects (e.g., cones, cubes, cylinders). | 6 | Specifying locations and plotting ordered pairs on a coordinate plane. |
| 7 | Identifying, describing and using reflections (flips), rotations (turns) and translations (slides). | | |

Grade Level 5

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| 1 | Drawing circles, and identifying and determining relationships among the radius, diameter, center and circumference. | 2 | Labeling the vertex, rays and interior and exterior points of an angle. |
| 3 | Describing and using properties of congruent figures (having the same shape and size) to solve problems. | 4 | Predicting what three-dimensional object will result from folding a two-dimensional paper pattern/template, then confirming the prediction by folding it. |
| 5 | Extending understanding of coordinate system to include points whose x or y values may be negative numbers. | | |

Patterns, Functions and Algebra

Grade Level 3

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| 1 | Extending an arithmetic sequence with and without a calculator. | 2 | Using patterns to make predictions and solve problems. |
| 3 | Representing problem situations using equations (e.g., $5 + n = 7$) and inequalities (e.g., $m + 2 < 5$). | 4 | Writing and solving simple number sentences. |
| 5 | Using a table to record information and to look for patterns and make predictions. | 6 | Describing a quantitative (amount) change. |

Grade Level 4

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| 1 | Using words, tables and graphs to describe and answer questions involving patterns and other mathematical relationships. | 2 | Using models and words to describe, extend and make generalizations of patterns. |
| 3 | Representing problem situations using equations (e.g., $5 + n = 7$) and inequalities (e.g., $m + 2 < 5$). | 4 | Using numbers and symbols to represent problem situations. |

Identified Indicators for CH-UH Report Card Grades 3 - 5

5 Describing how a change in one number or variable affects a related value (e.g., as one value increases, the other decreases).

6 Constructing and using a table of values to solve problems.

Grade Level 5

1 Creating and understanding the meaning of equations and inequalities to represent mathematical situations.

3 Using variables when writing general rules for patterns.

5 Using calculators or computers to develop patterns and generalize (or simplify) them using tables or graphs.

2 Using materials, visuals, models, graphs and tables to draw conclusions and predict what will happen.

4 Describing how the rate of growth varies in time based on data in a table or graph.

Data Analysis and Probability

Grade Level 3

1 Reading and interpreting tables, charts, graphs and timelines as sources of information.

3 Transferring information from charts into graphs.

5 Creating and reading picture graphs where a symbol stands for more than one object and bar graphs with scales marked in multiples of 10.

2 Collecting data from an experiment such as recording a measurement (e.g., change of temperature every hour for 4 hours).

4 Finding the mode of a set of data.

6 Using pictures, diagrams and lists to solve problems involving possible arrangements (e.g., How many different combinations of shirts can be taken from 4 shirts?).

Grade Level 4

1 Comparing, evaluating and identifying appropriate ways to display the data.

3 Interpreting and constructing Venn diagrams to sort and describe data.

5 Using range, median and mode to make comparisons among sets of data.

7 Conducting a simple probability experiment and drawing conclusions about the likelihood of possible outcomes.

9 Describing the likelihood of simple events and chance situations.

2 Answering questions using information in tables, charts and graphs.

4 Comparing different charts, tables and graphs to evaluate how well each represents the data.

6 Describing the characteristics of a set of data based on a graphical representation, such as range of the data, clumps of data, and holes in the data.

8 Using pictures, diagrams and lists to solve problems involving possible arrangements (e.g., How many different combinations of shirts can be taken from 4 shirts?).

Identified Indicators for CH-UH Report Card Grades 3 - 5

Grade Level 5

- 1 Reading, constructing and interpreting increasingly complex displays of data such as double bar graphs, circle graphs and line graphs.
- 2 Deciding on the appropriate type of data to be collected to answer questions from the teacher or students; collecting and displaying the data and communicating what was found.
- 3 Changing or modifying original conclusions and be able to explain new interpretations (understandings) as more data is collected.
- 4 Listing and explaining all the possible outcomes in a given situation.
- 5 Telling the probability of events within a simple experiment such as three chances out of eight.
- 6 Using range, mean, median and mode, and explaining what each does and does not explain about a set of data.
- 7 Comparing what should happen with what did happen in a simple experiment.

Identified Indicators for CH-UH Report Card Grades 3 - 5

Science

Earth and Space Science

Grade Level 3

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| <p>1 Observing and investigating the properties of rocks.</p> | <p>2 Observing and investigating the properties of soil.</p> |
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Grade Level 4

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| <p>1 Understanding how to predict weather and the instruments used to do so.</p> <p>3 Describing evidence of changes on Earth's surface due to weathering, erosion, earthquakes, landslides, etc.</p> | <p>2 Identifying how water exists in the air in different forms and where they appear in the water cycle.</p> <p>4 Describing how wind, water and ice shape and reshape Earth's land surface by erosion/weathering and depositing them in other areas in the form of dunes, deltas, etc.</p> |
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Grade Level 5

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| <p>1 Explaining how night and day are caused by the Earth's rotation.</p> <p>3 Describing the characteristics of Earth and its orbit about the sun.</p> <p>5 Explaining how the supply of resources that cannot be reused in its current form can be extended by reducing, recycling and reusing what is used, but cannot be extended forever.</p> | <p>2 Explaining that Earth is one of several planets to orbit the sun, and that the moon orbits Earth.</p> <p>4 Explaining that stars are like the sun, some being smaller and some larger, but they are so far away that they look like points of light.</p> <p>6 Exploring ways Earth's renewable resources such as fresh water, air, wildlife and trees can be maintained.</p> |
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Life Science

Grade Level 3

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| <p>1 Comparing the life cycles of different animals.</p> <p>3 Classifying animals according to their characteristics.</p> <p>5 Describing how changes in an organism's habitat are sometimes beneficial and sometimes harmful.</p> | <p>2 Relating animal structures to the specific ways they survive.</p> <p>4 Observing evidence of fossil's environment and relate that to modern day organisms.</p> |
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Grade Level 4

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| <p>1 Comparing the life cycles of different plants.</p> <p>3 Classifying plants according to their characteristics.</p> <p>5 Describing how organisms interact with one another.</p> | <p>2 Relating plant structures to the specific ways they survive.</p> <p>4 Observing evidence of fossil's environment and relate that to modern day organisms.</p> |
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Identified Indicators for CH-UH Report Card Grades 3 - 5

Grade Level 5

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| <p>1 Investigating food chains, food webs and the transfer of energy within those systems.</p> | <p>2 Analyzing how all organisms, including humans, cause changes in ecosystems and how plants/animals adapt to these changes which can be good or bad.</p> |
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Physical Science

Grade Level 3

- 1 Describing an object's position, motion, and the forces that affect it.

Grade Level 4

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| <p>1 Identifying the characteristics of simple physical and chemical changes.</p> <p>3 Comparing ways the temperature of an object can be changed (e.g., rubbing and heating of metal).</p> | <p>2 Explaining that matter has different states (e.g., solid, liquid, gas) and that each state has specific physical properties.</p> |
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Grade Level 5

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| <p>1 Defining temperature as the measure of thermal energy and describing the way it is measured.</p> <p>3 Describing that an electrical current in a circuit can produce thermal energy, light, sound and/or magnetic forces.</p> <p>5 Summarizing observations of the transmission, reflection and bending of light.</p> | <p>2 Tracing how thermal energy can transfer from one object to another by conduction.</p> <p>4 Tracing how an electrical current travels by creating a simple electric circuit.</p> <p>6 Summarizing the observations of the transmission, reflection, changes in pitch and absorption of sound.</p> |
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Science and Technology

Grade Level 3

- 1 Using the scientific method to create a simple design to solve a problem.

Grade Level 4

- 1 Describing, illustrating and evaluating (assessing) the design process to solve a problem.

Grade Level 5

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| <p>1 Reviewing and revising a scientific design that already exists.</p> | <p>2 Explaining how the solution to one problem might create other problems.</p> |
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Scientific Inquiry

Grade Level 3

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| <p>1 Using the correct tools and safety procedures to measure and record length and weight in metric (meters) and English (yards) units.</p> <p>3 Reading and explaining simple tables and graphs produced by yourself and others.</p> | <p>2 Discussing observations and measurements made by other people.</p> <p>4 Recording and organizing observations (e.g., journals, charts, tables).</p> |
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Identified Indicators for CH-UH Report Card Grades 3 - 5

- 5 Communicating scientific findings to others through different ways such as pictures, written, spoken and recorded observations.

Grade Level 4

- 1 Using the correct tools and safety procedures to measure and record length, weight, volume, temperature and area in metric and English units.
- 2 Studying a series of events and/or simple daily or seasonal cycles and determine the patterns and what will most likely occur next.
- 3 Developing, designing and conducting safe, simple investigations or experiments to answer questions and describe how comparisons may not be fair if the conditions are not kept the same between experiments.
- 4 Writing instructions and communicating data in a way that allows others to understand and repeat an investigation or experiment.

Grade Level 5

- 1 Choosing and safely using the correct tools to collect data when conducting investigations and sharing findings with others (e.g., thermometers, timers, balances, scales, magnifiers).
- 2 Explaining/evaluating differences in observations and measurements made by other people.
- 3 Using evidence and observations to explain results of investigations.
- 4 Identifying how a variable affects a simple experiment.
- 5 Identifying the potential hazards and/or precautions involved in an investigation.

Scientific Ways of Knowing

Grade Level 3

- 1 Describing different kinds of investigations that scientists use depending on the questions they are trying to answer.
- 2 Keeping records of investigations and observations and not changing the records that are different from someone else's work.

Grade Level 4

- 1 Telling the difference between fact and opinion and explaining that scientists do not rely on claims or conclusions unless they are supported by observations that can be confirmed.
- 2 Recording the results and data from an investigation and making a reasonable explanation.
- 3 Explaining differences in an investigation using evidence or proof to support the findings.
- 4 Explaining why keeping records of observations and investigations is important.

Grade Level 5

- 1 Explaining why an experiment must be repeated by different people or at different times or places and show the same results before they are accepted.

Identified Indicators for CH-UH Report Card Grades 3 - 5

Social Studies

History

Grade Level 3

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| <p>1 Being able to measure time by years, decades and centuries.</p> <p>3 Describing changes in a community over time including physical and man-made features.</p> | <p>2 Putting local historical events on a timeline.</p> |
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Grade Level 4

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| <p>1 Making timelines to show the order of important events in Ohio history.</p> <p>3 Explaining how Ohio became a state, including the terms of the Northwest Ordinance.</p> | <p>2 Explaining the causes and effects of the frontier wars on American Indians in Ohio and the United States.</p> <p>4 Explaining how canals and railroads changed settlement patterns in Ohio and how they affected Ohio's economic and political status in the United States.</p> |
| <p>5 Explaining the importance of Ohio inventors.</p> | |

Grade Level 5

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| <p>1 Making timelines and identifying possible relationships between events.</p> <p>3 Explaining why European countries explored and colonized North America.</p> <p>5 Explaining how the United States became independent from Great Britain.</p> | <p>2 Explaining how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>4 Describing the lasting effects of the colonies built by the Spanish, French and English in North America.</p> <p>6 Explaining how settlement, industrialization and transportation affected the expansion of the United States.</p> |
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People in Societies

Grade Level 3

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| <p>1 Comparing some of the customs and traditions of different groups of people who have lived in the local community including religion, food, language and art.</p> | <p>2 Comparing the traditions of the local community with those of other communities in Ohio, the United States and countries of the world.</p> |
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Grade Level 4

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| <p>1 Describing the way of life of various groups who have settled in Ohio over time.</p> <p>3 Explaining the reasons people came to Ohio.</p> | <p>2 Describing the impact of the expansion of European settlements on American Indians in Ohio.</p> |
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Grade Level 5

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| <p>1 Comparing the traditions of groups of people living in North America.</p> <p>3 Describing the experiences of African-Americans under the institution of slavery.</p> | <p>2 Comparing life on Indian reservations today with the cultural traditions of American Indians before the reservation system.</p> |
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Identified Indicators for CH-UH Report Card Grades 3 - 5

- 4 Describing the waves of immigration to North America and where the people came from in each wave.

Geography

Grade Level 3

- 1 Using a compass rose and cardinal directions (north, south, east, west) to describe the location of places.
- 2 Reading maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.
- 3 Using a number/letter grid to locate physical and human features on a map.
- 4 Finding the equator, the Arctic Circle, the Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.
- 5 Identifying ways that physical traits of the environment such as bodies of water or climate affect and have been changed by the community.

Grade Level 4

- 1 Measuring the distance between places on a map.
- 2 Using cardinal (north, south, east, west) and intermediate (northeast, southwest, northwest, southeast) directions to describe the location of places.
- 3 Describing the location of Ohio compared to other states and countries.
- 4 Using maps to identify the location of places in Ohio.
- 5 Explaining how resources, transportation and location influenced the development of cities and industries in Ohio.

Grade Level 5

- 1 Using coordinates of latitude and longitude to determine the exact location of points in North America.
- 2 Using maps to identify the location of major physical and political features of North America.
- 3 Comparing the landforms, climates, population, culture and economic traits of places in North America.
- 4 Explaining how climate is influenced by the earth-sun relationship, landforms and vegetation.
- 5 Using maps to describe the patterns of renewable, nonrenewable and flow resources in North America.
- 6 Explaining how different environments affect human activities in North America.
- 7 Studying the positive and negative outcome of human changes to the environment.

Economics

Identified Indicators for CH-UH Report Card Grades 3 - 5

Grade Level 3

- 1 Understanding that consumers are people who purchase goods and services, and producers are people who make goods and services.
- 2 Being able to tell if an activity is consumption (purchasing goods) or production (making goods).
- 3 Explaining the advantages and disadvantages task specialization.
- 4 Identifying examples of economic competition in the local community.

Grade Level 4

- 2 Explaining how resources available in Ohio are used in producing goods and services which are traded for other goods and services.
- 3 Explaining how business people use natural resources, labor and equipment to produce goods and services, and that they attempt to make a profit by taking risks.
- 4 Explaining ways in which people and households obtain and use income.
- 5 Explaining why many jobs in Ohio create products that are sold in other countries and why products from other countries are sold in Ohio.

Grade Level 5

- 1 Explaining that people in all economies must answer the following fundamental questions of: What to produce? How to produce it? For whom to produce it?.
- 2 Explaining how education, specialization, capital goods and the division of labor affect the ability to produce goods and services.
- 3 Explaining the relationship between supply, demand and price in a market.
- 4 Explaining why competition among producers/sellers results in lower costs and prices, higher quality of a product and better customer service.
- 5 Explaining why competition among consumers/buyers results in higher product prices.

Government

Grade Level 3

- 1 Explaining the major functions of the government including: a) Promoting order and security; b) Making laws; c) Settling disputes (disagreements, arguments); d) Providing public services; e) Protecting the rights of individuals.
- 2 Explaining the structure (arrangement) of the local government and identifying local leaders such as the township trustees, county commissioners, city council members or the mayor.
- 3 Telling where the local government buildings are located and the functions or duties that are carried out there.
- 4 Identifying goods and services provided by the local government, why people need them and how they are funded (e.g., through taxes).

Grade Level 4

- 1 Explaining major responsibilities of each of the three branches of Ohio's government.
- 2 Explaining why elections are used to select leaders and decide issues.
- 3 Explaining the purpose of a democratic constitution.
- 4 Explaining that the Ohio Constitution tells how the state government should be organized and how it guarantees the rights of people.

Identified Indicators for CH-UH Report Card Grades 3 - 5

Grade Level 5

1 Explaining the traits of American democracy.

2 Explaining the importance of the Declaration of Independence and the United States Constitution.

Citizen Rights and Responsibilities

Grade Level 3

1 Describing ways that people make the community a better place to live.

2 Describing the responsibilities of citizenship.

Grade Level 4

1 Describing ways in which citizens can promote the common good and influence their government.

2 Explaining why personal and civic responsibilities are important.

Grade Level 5

1 Explaining the duties of upholding the U.S. Constitution.

2 Explaining the importance of the rights that are protected by the First Amendment.

Social Studies Skills and Methods

Grade Level 3

1 Collecting information, organizing it and using it to make decisions.

2 Getting information about local issues from different sources.

3 Identifying possible cause and effect relationships.

4 Reading and understanding pictographs, bar graphs and charts.

5 Using a problem-solving/decision-making process.

Grade Level 4

1 Getting information about state issues from different sources such as atlases, encyclopedias, dictionaries, newspapers and computers.

2 Locating information using a glossary and index.

3 Distinguishing between fact and opinion.

4 Reading and interpreting pictographs, bar graphs, line graphs and tables.

5 Using a problem-solving/decision-making process.

Grade Level 5

1 Getting information from a variety of print and electronic sources and judge its reliability.

2 Locating information in a variety of sources using key words, related articles and cross-references.

3 Reading information critically in order to identify the author, the author's perspective and the purpose.

4 Comparing points of agreement and disagreement among sources.

5 Organizing key ideas by taking notes that paraphrase or summarize.

6 Communicating research findings using line graphs and tables.

7 Using a problem-solving/decision-making process.