

# Identified Indicators for CH-UH Report Card Grade 5

## Reading

### Acquisition of Vocabulary

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

### Reading Process - Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

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| 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

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| 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. | 2 | Identifying, distinguishing between and explaining examples of cause and effect in informational text. |
| 3 | Summarizing main/central ideas and the details that support the main idea.  | 4 | Analyzing and interpreting information found in maps, charts, tables, graphs and diagrams.             |

### Reading Applications - Literary Text

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

## Writing

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## Writing Process

- 1 Using organizational strategies (e.g., rough outlines, diagrams, maps, webs, Venn diagrams and discussions with peers) to plan writing.
- 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.
- 3 Grouping related ideas into paragraphs, including topic sentences following paragraph form, and maintaining a consistent focus across paragraphs.
- 4 Proofreading writing, editing to improve grammar, spelling, punctuation and capitalization and identifying and correcting fragments and run-ons.

## Writing Applications

- 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

- 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

- 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.
- 3 Defining plagiarism and acknowledging sources of information.
- 4 Using different ways of communicating such as oral (spoken), visual or written to present information.

# Mathematics

## Numbers, Number Sense and Operations

- 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.

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## Measurement

- 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

- 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

- 1 Creating and understanding the meaning of equations and inequalities to represent mathematical situations.
- 2 Using materials, visuals, models, graphs and tables to draw conclusions and predict what will happen.
- 3 Using variables when writing general rules for patterns.
- 4 Describing how the rate of growth varies in time based on data in a table or graph.
- 5 Using calculators or computers to develop patterns and generalize (or simplify) them using tables or graphs.

## Data Analysis and Probability

- 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.

## Science

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## Earth and Space Science

- 1 Explaining how night and day are caused by the Earth's rotation.
- 2 Explaining that Earth is one of several planets to orbit the sun, and that the moon orbits Earth.
- 3 Describing the characteristics of Earth and its orbit about the sun.
- 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.
- 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.
- 6 Exploring ways Earth's renewable resources such as fresh water, air, wildlife and trees can be maintained.

## Life Science

- 1 Investigating food chains, food webs and the transfer of energy within those systems.
- 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.

## Physical Science

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

## Science and Technology

- 1 Reviewing and revising a scientific design that already exists.
- 2 Explaining how the solution to one problem might create other problems.

## Scientific Inquiry

- 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

- 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.

## Social Studies

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## History

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

## People in Societies

- 1 Comparing the traditions of groups of people living in North America.
- 2 Comparing life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
- 3 Describing the experiences of African-Americans under the institution of slavery.
- 4 Describing the waves of immigration to North America and where the people came from in each wave.

## Geography

- 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

- 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.

# Identified Indicators for CH-UH Report Card Grade 5

## Government

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| 1 Explaining the traits of American democracy. | 2 Explaining the importance of the Declaration of Independence and the United States Constitution. |
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## Citizen Rights and Responsibilities

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| 1 Explaining the duties of upholding the U.S. Constitution. | 2 Explaining the importance of the rights that are protected by the First Amendment. |
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## Social Studies Skills and Methods

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| 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.  |  |