

Learning Objectives

For Grade Five



Directions:

Check 1st box for Mastered

Check 2nd box for Understands

Check 3rd box for Starting to Learn

Leave blank for not yet introduced

Language Arts

LISTENING

The following apply to activities in which the student must listen; e.g., stories read to him, oral instructions, television programs:

- 5.01 Determine appropriate/inappropriate use of rate, volume, and inflection in an oral presentation
- 5.02 Describe personal thoughts and feelings inspired by listening to literary or musical selections
- 5.03 Differentiate among types of listening and adapt the appropriate listening to the situation
- 5.04 Recognize inferences and understand the implied meanings
- 5.05 Identify the main events that form the plot

ORAL LANGUAGE

- 5.06 Give precise directions to or from a specific location
- 5.07 Prepare and present an informal report
- 5.08 Practice articulate speech
- 5.09 Use variation in rate and inflection
- 5.10 Use speech in a variety of activities; e.g., choral-speaking, puppetry, discussions, skits
- 5.11 Give a presentation from memory
- 5.12 Make a short presentation aimed at changing the audience's point of view
- 5.13 Demonstrate a given human emotion through role-playing

READING

- 5.14 Infer from context the meaning of words after suffixes and prefixes have been added
- 5.15 Recognize that shifting the accent of a word affects the pronunciation and the meaning; e.g., *con'tent*, *con·tent'*
- 5.16 Use context clues to interpret unfamiliar expressions or to determine meanings of specialized vocabulary; e.g., from an occupation, a field of science
- 5.17 Use context clues to determine the meaning of words that are spelled and pronounced the same: a huge *bear*, *bear* the pain
- 5.18 Use context clues to determine the pronunciation and meaning of words that are spelled the same but pronounced differently: the *wound* is painful, the clock was *wound*
- 5.19 Read orally with good expression, pronunciation, enunciation, and rhythm
- 5.20 Understand that dialects may be regional, social, or situational
- 5.21 Restate the main idea of a paragraph in reading material
- 5.22 Recognize literary devices such as exaggeration or figurative language

- 5.23 Build vocabulary through reading
- 5.24 Recognize plot, character, theme, setting

LITERATURE

- 5.25 Recognize the author's use of language, style, perspective
- 5.26 Recognize that what is viewed, heard, or read affects one's self-concept and relationship with others
- 5.27 Read poetry to create word pictures

LIBRARY/STUDY

- 5.28 Pick out key words or thoughts to make notes
- 5.29 Organize materials into logical groups for study; e.g., animals
- 5.30 Use *author, title, and/or subject* to locate specific books in the library indexing (cataloging) system
- 5.31 Explain the arrangement of books in each category
- 5.32 Determine the type of book
- 5.33 Use headings, charts and graphs, indices in research
- 5.34 Selecting and use reference materials such as an atlas, encyclopedia, thesaurus, dictionary, glossary, and *internet research*
- 5.35 Use a study strategy to aid in comprehension and retention of content material
- 5.36 Select appropriate word meaning from among meanings in dictionary
- 5.37 Use written information to perform tasks

THINKING

- 5.38 Recall important facts in a selection
- 5.39 Formulate conclusions and generalizations from given information
- 5.40 Distinguish between fantasy and reality
- 5.41 Recognize cause-effect relationships
- 5.42 Identify and react to mood of a selection
- 5.43 Analyze, interpret, and synthesize what is read
- 5.44 Make predictions based on what is read
- 5.45 Recommend reading to others
- 5.46 Identify the purpose of text

Uses the following strategy to solve problems:

- 5.47 a. Identify problem
- 5.47 b. Formulate possible solution
- 5.47 c. Use facts to evaluate possible solution
- 5.47 d. Select best possible solution
- 5.47 e. Determine if chosen solution is workable



COMPOSITION AND CREATIVE WRITING

- 5.48 Use a thesaurus to vary writing vocabulary
- 5.49 Identify a topic sentence at the beginning of a paragraph
- 5.50 Write a topic sentence and at least two supporting sentences to form a paragraph
- 5.51 Vary sentences—long, short, different beginnings, etc.
- 5.52 Revise sentences for cadence and flow
- 5.53 Write stories using dialogue and/or surprise endings
- 5.54 Write a poem describing an experience
- 5.55 Use descriptions that appeal to the senses
- 5.56 Identify and use different types of outlining; e.g., webbing, clustering, formal
- 5.57 Identify and use parts of friendly and business letters
- 5.58 Address an envelope correctly
- 5.59 Write multi-paragraph reports and stories with reasonable organization
- 5.60 Critique own work for usage, capitalization, spelling, and punctuation errors at grade level
- 5.61 Choose precise words, metaphors, and figures of speech appropriately

CAPITALIZATION/PUNCTUATION

- 5.62 Capitalize and underline (italicize on computer) book titles
- 5.63 Capitalize historical periods and events
- 5.64 Capitalize groups of people—nationalities, races
- 5.65 Use the colon after the greeting of a business letter
- 5.66 Use commas to set off the words *well*, *no*, *yes*, and *oh* when used at the beginning of sentences
- 5.67 Use commas to separate two related sentences joined by a conjunction

GRAMMAR AND USAGE

- 5.68 Recognize the relationship between nouns and modifiers
- 5.69 Know and use plurals of irregular nouns; e.g., *child—children*
- 5.70 Know singular and plural pronouns
- 5.71 Differentiate between/use personal and possessive pronouns
- 5.72 Recognize and use plural and singular verbs with plural and singular nouns and pronouns
- 5.73 Know and use two-word verb phrases
- 5.74 Recognize and use auxiliary verbs
- 5.75 Know that adjectives are modifiers of nouns
- 5.76 Know how to use comparative adjectives
- 5.77 Recognize descriptive and restrictive adjectives
- 5.78 Differentiate between adverbs and adjectives



- 5.79 Know that adverbs describe how, when, and where
- 5.80 Recognize adverbs ending in *ly*
- 5.81 Change adjectives to adverbial forms; e.g., *nice—nicely*
- 5.82 Recognize and use antonyms
- 5.83 Recognize and use synonyms
- 5.84 Recognize and use homographs
- 5.85 Understand the use of double negatives
- 5.86 Recognize and use sentences containing compound subjects
- 5.87 Know that two related sentences can be combined using coordinate conjunctions (*and, but, or, nor, for, and yet*)

SPELLING/PENMANSHIP

- 5.88 Self-evaluate handwriting for legibility and improvement
- 5.89 Increase spelling vocabulary
- 5.90 Use resources to edit spelling; e.g., dictionary, spell checker

Math

STORY PROBLEM SOLVING

- 5.01 Use strategy learned in Grade 4.

NUMBER SYSTEMS, OPERATIONS, AND ARITHMETIC

- 5.02 Estimate to determine the reasonableness of answers
- 5.03 Check answers using the inverse operation
- 5.04 Round numbers to nearest 1,000
- 5.05 Know place value through ten digits
- 5.06 Write the numeral for a given number-word
- 5.07 Add three numbers having at least three digits with regrouping; e.g., $109 + 391 + 168 = \square$
- 5.08 Subtract four-digit subtrahend from five-digit minuend with regrouping; e.g., $10,000 - 8,995 = \square$
- 5.09 Divide and multiply using multiple-digit numbers as multipliers and divisors (with and without remainders in division)
- 5.10 Write equivalent fractions for a given fraction; e.g., **1/4**: $2/8, 4/16, 8/32$
- 5.11 Write a mixed number for any fraction with a numerator larger than the denominator; e.g., $10/4 = 2 \frac{1}{2}$
- 5.12 Find the lowest common denominator for two given fractions with different denominators; e.g., 12 for $1/4$ and $1/3$
- 5.13 Reduce fractions to simplest form



- 5.14 Add, subtract, multiply, and divide fractions (no regrouping)
- 5.15 Find the sum or difference for two given mixed numbers without regrouping
- 5.16 Find the product of any two proper fractions
- 5.17 Understand decimals
- 5.18 Read and write decimals to tenths and hundredths
- 5.19 Indicate place value in numbers up to two decimal places
- 5.20 Use decimals in all operations to the hundredth's place
- 5.21 Know the meaning of *percentage* and its symbol (%)
- 5.22 Write negative numbers using minus symbol (-3)
- 5.23 Know/use the symbol for angle (\angle)
- 5.24 Read and write Roman numerals up to *C* (100)
- 5.25 Use the four basic operations in mental computation that includes two-digit numbers; e.g., $15 \times 3 - 5 \div 10 + 15 = \square$

MEASUREMENT, TIME, AND MONEY

- 5.26 Know capacity measurements and relationship of *pints, quarts, gallons, milliliters, and liters*
- 5.27 Know time measurements from seconds to years
- 5.28 Understand time differences related to time zones
- 5.29 Make linear measurements (no conversions)
- 5.30 Solve problems involving money using all four basic operations
- 5.31 Know relationship between Fahrenheit and Celsius temperature scales

GEOMETRY

- 5.32 Know *arc, centers, and semicircles*
- 5.33 Recognize simple *polygons, cones, pyramids, and prisms*
- 5.34 Know the meaning of congruent and incongruent figures
- 5.35 Use alphabet letters to name points, segments, and angles

STATISTICS, GRAPHING, AND PROBABILITY

- 5.36 Construct and interpret line graphs
- 5.37 Know beginning probability
- 5.38 Write a fraction to describe a specific outcome from among possible outcomes (e.g., the fraction for tossing a penny 10 times and getting 5 heads is $5/20$ or $1/4$)
- 5.39 Compute averages



Science/Health

SCIENCE

- 5.01 Distinguish between vertebrates and invertebrates
- 5.02 Understand the process and use of classification
- 5.03 Discuss weather in terms of *temperature, moisture, wind velocity, and clouds*
- 5.04 Identify cloud and weather formations
- 5.05 Recognize sources of weather information; e.g., meteorologist, weather satellites, newspaper, TV
- 5.06 Understand seasonal variations
- 5.07 Explain how a compass works
- 5.08 Name the forms of energy and how they affect our ability to work
- 5.09 Describe nature and behavior of electricity
- 5.10 Know how electrical energy is harnessed and used
- 5.11 Understand the need of conservation of natural resources: soil, land, water, air
- 5.12 Describe and give examples of rocks
- 5.13 Identify minerals and fossil fuels that are mined or quarried
- 5.14 Know properties of water and air
- 5.15 Describe cells
- 5.16 Describe atoms
- 5.17 Distinguish molds and bacteria
- 5.18 Relate contributions of major historical people in science being studied

HEALTH AND SAFETY

- 5.19 Know community health resources
- 5.20 Know how local water is supplied and cared for
- 5.21 Know how sewage is disposed of
- 5.22 Describe the growing skeletal structure's changing needs
- 5.23 Describe the circulatory system
- 5.24 Describe the excretory system
- 5.25 Contrast good nutrition/diet and the abuse of food (overeating or undereating)
- 5.26 Define/explain the need for protein, carbohydrates, minerals, vitamins
- 5.27 Recognize germ-bearing insects and pests and how to react to them



History and Geography

History/Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- 5.01 Describe Old World backgrounds
- 5.02 Place major events in U.S. history from exploration to today on time line
- 5.03 Recognize U.S. presidents and historical heroes
- 5.04 Know natural resources of the U.S.
- 5.05 Relate history and culture of Latin America and the U.S.
- 5.06 Relate history and culture of Canada and the U.S.
- 5.07 Describe contributions of history-making people of North/South America
- 5.08 Note geographical regions of North/South America
- 5.09 Note climate and topographical differences in regions of North/South America
- 5.10 Recognize important current events

MAPS

- 5.11 Line up a map with a directional compass and use in simple situations
- 5.12 Recognize and explain elevation lines on a topographical map
- 5.13 Chart a hike on a topographical map
- 5.14 Define basic geography terms: *topography, climate, natural resources, region, population*
- 5.15 Know the terms *latitude* and *longitude*, how to use them, and see they are the same on all maps
- 5.16 Locate time zones in the United States on map/globe
- 5.17 Locate Central America, its countries and capitals, on map/globe
- 5.18 Locate South America, its countries and capitals, on map/globe
- 5.19 Locate islands in the Caribbean, their countries and capitals, on map/globe
- 5.20 Locate Canada, its provinces and their capitals, on map/globe

Please provide a brief summary of what your child has worked on throughout the year in these areas:

Art:

Music:

Occupational Education (life or job skills):

Extracurricular Activities and Field Trips:

Did your child use a specific curriculum or curriculums? If so, please provide those titles.

I will also need: Child's full name, Parent's names, Child's date of birth