

Elmer Wood

5th Grade "I Can" Statements for California Common Core State Standards

Strand: Reading Standards for Literature	
Key Ideas and Details	
I can quote accurately from a text when talking about what the text says explicitly.	
I can quote accurately from a text when making inferences about the text.	
I can determine the theme of a text based on the details in the text.	
I can tell how characters respond to challenges in the text.	
I can explain how the speaker in a poem reflects on the topic.	
I can summarize a text.	
I can draw on specific details in the text to compare and contrast two different characters.	
I can draw on specific details in the text to compare and contrast two different settings.	
I can draw on specific details in the text to compare and contrast two different series of events (i.e. plots).	
Craft and Structure	
I can tell what words/phrases mean in a text.	
I can determine the meaning of figurative language (e.g. simile and metaphor).	
I can explain how chapters, scenes, or stanzas fit together to provide the overall structure of a story, drama, or poem.	
I can determine who is telling the story (e.g. narrator or speaker).	
I can describe how they feel about what they're writing about.	
I can describe how the narrator's or speaker's point of view influences the events in the text.	
I can analyze how visual and multimedia elements contribute to the meaning of a text.	
I can analyze how visual and multimedia elements contribute to the tone of a text.	
I can analyze how visual and multimedia elements contribute to the beauty of a text.	
I can compare and contrast stories in the same genre on their approach to similar themes and topics.	
Range of Reading and Level of Text Complexity	
I can read fifth grade stories, drama, and poetry.	
Strand: Reading Standards for Informational Text	
Key Ideas and Details	
I can quote accurately from a text when talking about what the text says explicitly.	
I can quote accurately from a text when making inferences about the text.	
I can determine two or more main ideas of a text based on the details in the text.	
I can summarize a text.	
I can explain the relationships/interactions between individuals, events, ideas, or concepts based on information from a historical, scientific, or technical text.	
Craft and Structure	
I can figure out the meaning of academic words in a text.	
I can figure out the meaning of subject-specific words in a text.	
I can compare and contrast text structure of two or more texts (e.g. chronology, comparison, cause/effect, problem/solution).	
I can analyze multiple accounts of the same event or topic.	

I can note similarities and differences in the points of view they represent.	
Integration of Knowledge and Ideas	
I can draw on information from a variety of print or digital sources to locate an answer to a question or solve a problem quickly.	
I can explain how the author uses reasons and evidence to support their points in a text.	
I can explain which reasons and evidence support which points in a text.	
I can integrate information from several texts on the same topic.	
I can use that information to write or speak about the topic knowledgeably.	
Range of Reading and Level of Text Complexity	
I can read fifth grade informational texts.	
Strand: Reading Standards: Foundational Skills	
Phonics and Word Recognition	
I can decode multisyllabic words, in context and out of context.	
Fluency	
I can read fifth grade text.	
I can understand what I read.	
I can explain why I read different kinds of texts.	
I can read with accuracy.	
I can read with appropriate rate.	
I can read with expression.	
I can use context to help me confirm/self-correct word recognition when I read.	
I can use context to help me confirm/self-correct my understanding when I read.	
I can reread the text when necessary.	
Strand: Writing	
Text Types and Purposes	
I can write an opinion piece about a topic/text that supports a point of view with reasons and information.	
<ul style="list-style-type: none"> I can introduce a topic/text. 	
<ul style="list-style-type: none"> I can state my opinion about a topic/text. 	
<ul style="list-style-type: none"> I can create an organizational structure that groups related ideas. 	
<ul style="list-style-type: none"> I can provide logically ordered reasons that are supported by facts and details. 	
<ul style="list-style-type: none"> I can use linking words, phrases, and clauses to connect my opinion and reasons. 	
<ul style="list-style-type: none"> I can write a conclusion to my opinion. 	
I can write an informative text that examines a topic and conveys ideas clearly.	
<ul style="list-style-type: none"> I can introduce and write about an informational topic. 	
<ul style="list-style-type: none"> I can provide a general observation and focus. 	
<ul style="list-style-type: none"> I can group related information logically in paragraphs or sections. 	
<ul style="list-style-type: none"> I can include formatting/illustrations/multimedia that aid in comprehension. 	
<ul style="list-style-type: none"> I can include facts, definitions, concrete details, quotations or other information or examples about the topic. 	
<ul style="list-style-type: none"> I can use linking words, phrases, and clauses to connect ideas within categories. 	
<ul style="list-style-type: none"> I can use precise language and domain-specific vocabulary when writing about the topic. 	
<ul style="list-style-type: none"> I can provide a concluding (statement/section) to my informative piece. 	
I can write a real/imagined narrative that includes effective technique, descriptive details and a clear sequence of events.	
<ul style="list-style-type: none"> I can establish a situation in my narrative writing. 	
<ul style="list-style-type: none"> I can introduce the narrator and/or characters in my narrative writing. 	
<ul style="list-style-type: none"> I can tell the events of the story in a natural, logical sequence. 	

<ul style="list-style-type: none"> I can include dialogue to develop experiences and events or show the responses of characters to situations. 	
<ul style="list-style-type: none"> I can include description to develop experiences and events or show the responses of characters to situations. 	
<ul style="list-style-type: none"> I can include pacing to develop experiences and events or show the responses of characters to situations. 	
<ul style="list-style-type: none"> I can use transitional words, phrases, and clauses to manage the sequence of events. 	
<ul style="list-style-type: none"> I can use concrete words/phrases and sensory details to precisely convey experiences and events. 	
<ul style="list-style-type: none"> I can write an ending to my story. 	

Production and Distribution of Writing	
I can produce clear and coherent writing, including multi-paragraph texts.	
I can use a structure appropriate for the writing task, purpose, and audience.	
I can plan my writing with help from my peers and my teacher.	
I can revise my writing with help from my peers and my teacher.	
I can edit my writing with help from my peers and my teacher.	
I can try a new approach with my writing with help from my peers and my teacher.	
I can use digital tools to produce my writing.	
I can use digital tools to publish my writing.	
I can use digital tools to collaborate with others about my writing.	
I can use keyboarding skills to type a minimum of two pages in a single sitting.	
Research to Build and Present Knowledge	
I can use several sources to research information about different aspects of a topic.	
I can remember information from my own experiences to answer a question.	
I can gather information from print and digital sources to answer a question.	
I can take notes about a topic from information from print and digital sources.	
I can summarize information about a topic in my notes and finished work.	
I can paraphrase information about a topic in my notes and finished work.	
I can provide a list of sources.	
I can cite textual evidence (literary or informational) to support my analysis, reflection, and research.	
Range of Writing	
I can write over a longer period of time.	
I can write on demand.	
Strand: Speaking and Listening	
Comprehension and Collaboration	
I can participate in whole class discussions.	
I can participate in a small-group discussion.	
I can participate in a one-on-one discussion.	
I can prepare for discussions by reading or studying required material.	
I can follow class conversation norms (e.g. taking turns listening and speaking).	
I can carry out an assigned role.	
I can pose and respond to questions about the topic to help me understand it.	
I can make comments that add to the discussion or link to others' ideas about the topic.	
I can review key ideas expressed in the discussion.	
I can draw conclusions based on the information shared or knowledge gained in the discussion.	
I can summarize a written text read aloud or presented in diverse media.	
I can summarize the points a speaker or media source makes.	
I can explain how each claim is supported by reasons and evidence.	
I can identify any logical fallacies.	

I can analyze any logical fallacies.	
Presentation of Knowledge and Ideas	
I can report on a topic/text or present an opinion speech.	
I can speak so my classmates and teacher can hear and understand me.	
I can plan an opinion speech.	
I can give an opinion speech.	
I can state a claim in my opinion speech.	
I can logically sequence my evidence to support my claim.	
I can use transition words effectively to link opinions and evidence.	
I can provide a concluding statement to my opinion speech.	
I can memorize a poem or section of a speech or historical document.	

I can recite a poem/section of a speech/historical document.	
I can recite a poem/section of a speech/historical document with appropriate rate.	
I can recite a poem/section of a speech/historical document with appropriate expression.	
I can recite a poem/section of a speech/historical document with appropriate gestures.	
I can include multimedia components and visual displays to enhance my presentation.	
I can adapt my speech to use formal English when appropriate to task and situation.	

Strand: Language

Conventions

I can write fluidly and legibly in cursive or joined italics (4th grade).

I can explain the function of conjunctions in general and in a particular sentence.	
I can explain the function of prepositions in general and in a particular sentence.	
I can explain the function of interjections in general and in a particular sentence.	
I can form and use the perfect verb tenses in my writing.	
I can form and use the perfect verb tenses in my speaking.	
I can use verb tenses to convey times/sequences/states/conditions in my writing.	
I can use verb tenses to convey times/sequences/states/conditions in my speaking.	
I can recognize and correct inappropriate shifts in verb tense in my writing.	
I can recognize and correct inappropriate shifts in verb tense in my speaking.	
I can use correlative conjunctions (e.g. <i>either/or, neither/nor</i>) in my writing.	
I can use correlative conjunctions (e.g. <i>either/or, neither/nor</i>) in my speaking.	
I can use correct capitalization.	
I can use punctuation to separate items in a series.	
I can use a comma to separate an introductory element from the rest of the sentence.	
I can use a comma to set off the words yes and no (e.g. <i>Yes, thank you.</i>)	
I can use a comma to set off a tag question from the rest of the sentence (e.g. <i>It's true, isn't it?</i>)	
I can use a comma to indicate a direct address (e.g. <i>Is that you, Steve?</i>)	
I can use underlining, quotation marks, or italics to indicate titles of works.	
I can correctly spell grade-appropriate words.	
I can use reference materials, as needed, to check and correct my spelling.	
I can use sentence variety to create meaning, interest, and style in my writing.	
I can use sentence variety to create meaning, interest, and style in my speaking.	
I can compare and contrast the varieties of English (e.g. dialects, registers) used in stories dramas or poems.	

Vocabulary

I can use clues in a sentence to help me figure out the meaning of a word or phrase.	
I can use my knowledge of common Greek and Latin affixes and roots to help me figure out what a word means.	
I can use print or digital reference materials to figure out what a word means.	

I can use print or digital reference materials to find the pronunciation of a word.	
I can use print or digital reference materials to identify alternate word choices in <i>all content areas</i> .	
I can explain the meaning of simple similes and metaphors in context.	
I can recognize and explain the meaning of common idioms, adages, and proverbs.	
I can show my understanding of words by relating them to synonyms and antonyms.	
I can learn 5 th grade academic words and phrases.	
I can learn 5 th grade domain-specific words and phrases.	
I can use my new words in my writing.	
I can use my new words in my speaking.	