

I Can Statements

5th Grade ELA

Updated May 2020

In speech and written form, apply standard English grammar to explain and use parts of speech

I can use and explain the function of nouns, adjectives, prepositions, conjunctions, interjections, pronouns, verbs, and adverbs.

Students will develop grade appropriate writing.

I can select a genre appropriate for conveying the purpose to an intended audience.

I can formulate questions related to the topic.

I can access prior knowledge or building background knowledge related to the top.

I can use a prewriting strategy.

Students will strengthen grade appropriate writing.

I can reread, revise, and edit drafts with assistance to develop and strengthen writing by revising.

- main idea
- sequence (ideas)
- focus
- organizational structure
- details/facts (from multiple sources, when appropriate)
- word choice (related to the topic)
- sentence structure
- transitions
- audience and purpose
- voice

I can reread, revise, and edit drafts with assistance to edit for language conventions.

Students will produce clear and coherent grade appropriate writing in which the development and organization are appropriate to task, purpose, and organization (for example, opinion, information/explanatory, narrative, and research writing)

I can choose an appropriate organizational structure and build on one main idea to create a multiple paragraph text appropriate to the genre.

I can establish and support a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.

I can categorize, organize, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure.

I can restate the overall main idea in the concluding statement.

I can address an appropriate audience, organization, and purpose.

The student will write opinion pieces on grade appropriate topics or texts supporting a point of view with reasons and information

I can 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.

I can provide logically ordered reasons that are supported by facts and details.

I can link opinion and reasons using words, phrases, and clauses (for example, consequently, specifically).

I can provide a concluding statement or section related to the opinion presented.

The student will write grade-appropriate informative/explanatory texts to examine a topic and convey ideas and information clearly.

I can Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustration, and multimedia when useful to aiding comprehension.

I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

I can link ideas within and across categories of information using words, phrases, and clauses (for example, in contrast, especially).

I can use precise language and domain-specific vocabulary to inform about or explain the topics.

I can provide a concluding statement or section related to the information or explanation presented.

The student will write grade-appropriate narratives and poems to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences

I can establish a setting, situation/topic and introduce a narrator and/or characters.

I can use narrative techniques, such as dialogue, motivation, and descriptions.

I can organize an event sequence that unfolds naturally to establish a beginning/middle/ end.

I can use a variety of transitions to manage the sequence of events.

I can use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.

The student will conduct short grade-appropriate research projects that use several sources to build knowledge through investigation of different aspects of a topic.

I can generate a list of subject appropriate topics

I can formulate and refine an open-ended research question.

I can follow guidelines for collecting and recording information.

I can select relevant resources, literary and informational.

I can assess relevance, accuracy, and reliability of information in print and digital sources.

I can convert graphic/visual data into written notes.

I can differentiate between paraphrasing and plagiarism when using ideas of others.

I can present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria.

I can record bibliographic information from sources according to a standard format.

The students will use technology, including the internet, to:

I can use technology (including the Internet),with assistance from adults/peers, to produce and publish writing.

With the assistance from adults/peers, I can demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting.

(Power Standard) Students will develop and apply effective listening skills and strategies in formal and informal settings when listening for a purpose or for entertainment.

I can follow agreed upon rules for listening and fulfilling discussion rules independently.

I can pose and respond to specific questions to clarify, or follow up on information, and make comments that contribute to the discussion to link to the remarks of others.

I can follow, restate, and give multi- step instructions from or to others in collaborative groups, according to classroom expectations.

I can listen for the speaker's message and summarize the main points based on evidence.

I can evaluate and modify my own active listening skills.

(Power Standard) Students will speak clearly and to the point, using conventions of language when presenting individually or with a group.

I can summarize points made by others before presenting my own ideas, according to classroom expectations.

I can provide and evaluate evidence to support my opinion.

I can use efficient presentation skills with available resources using a variety of media.

I can plan an appropriate presentation based on the audience.

I can employ appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint.

(Power Standard) Students will expand, combine, and reduce grade-appropriate sentences

I can use a comma before a coordinating conjunction when writing compound sentences.

I can use a comma to separate an introductory clause in a complex sentence

I can produce a variety of complex sentences in writing.

I can use a comma to set off the words yes and no.

In written form students will use apostrophes to show possession.

I can use apostrophes in singular nouns to show possession.

I can write apostrophes in regular plural nouns to show possession.

(Power Standard) Students will communicate and apply conventions of pronouns, adverbs, and verbs when speaking and writing.

I can use pronouns consistently across a text.

I can use and correct verb tenses.

I can use relative pronouns and relative adverbs.

(Power Standard) Students will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing and typing titles of works

I can use italics when keyboarding titles of books, magazines, and newspapers.

I can use underlining when writing titles of books, magazines, and newspapers.

I can use quotation marks when writing titles of stories, songs, poems, articles.

I can write legibly.