

Mathematics ISAT-Alt Extended Content Objective #1 Grades 3, 4 & 5

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Mathematics Obj. 1	<p><u>3 M 1.2.1 A</u> Use objects, pictures, or symbolic systems to solve addition or subtraction.</p> <p><u>3 M 1.2.5 A</u> Use concrete objects, symbolic systems and/or calculator to solve addition and subtraction problems.</p>	The student solves addition and/or subtraction problems in fact families up to 10.	Using a visual representation, the student adds to and/or takes away from manipulatives, up to five. (e.g. The teacher puts out three milk cartons and two more and asks, "How many are there all together?")	The student adds/or and takes away up to three using manipulatives (e.g. adds one marble to two marbles into three compartments of an egg carton) with or without a calculator.	Using manipulatives and an array (egg carton) student demonstrates counting on using, 1:1 correspondence to at least three.
Grade 4: Mathematics Obj. 1	<p><u>4 M 1.2.2 A</u> Add and subtract whole numbers, with or without the use of manipulatives.</p> <p><u>4 M 1.2.6 A</u> Choose concrete objects or symbolic systems to solve addition and subtraction problems.</p>	The student solves addition and/or subtraction problems in fact families up to 15.	Using a visual representation, the student adds to and/or takes away from manipulatives, up to ten. (e.g. The teacher presents three milk cartons and two more and asks, "How many are there all together?")	The student adds and/or takes away up to five using manipulatives (e.g. two marbles to three marbles into five compartments of an egg carton) with or without a calculator.	Using manipulatives and an array (egg carton) student demonstrates counting on using, 1:1 correspondence to at least five.
Grade 5: Mathematics Obj. 2	<p><u>5 M 1.2.6 A</u> Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.</p>	The student solves addition and/or subtraction problems in fact families up to 20.	Using a visual representation, the student adds to and/or takes away from manipulatives, up to fifteen (e.g. The teacher presents three milk cartons and two more and asks, "How many are there all together?")	The student adds/or and takes away up to ten using manipulatives (e.g. two marbles added to three marbles into five compartments of an egg carton) with or without a calculator.	Using manipulatives and an array (egg carton) student demonstrates counting on using, 1:1 correspondence to at least eight.

**Mathematics ISAT-Alt Extended Content Objective #2
Grades 3, 4 & 5**

More Complex -----> Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Mathematics Obj. 2	<u>3.M.2.1.1 A</u> Use appropriate tools or non-standard units to measure length or temperature.	The student uses an appropriate standard or non-standard tool to make a measurement and record the data. (e.g. to the nearest whole unit)	Given two or more measurement tools the student picks the appropriate tools for two activities. (e.g. clock, thermometer)	Given two measurement tools, the student matches one tool to its corresponding activity. (e.g. clock, thermometer)	Given two sets of two different tools, pictures or photographs of tools to measure length and temperature, the student sorts them. (e.g. clock, thermometer)
Grade 4: Mathematics Obj. 2	<u>4. M.2.1.1 A</u> Identify the standard tools to make formal measurements of length, time, temperature, and weight.	The student uses an appropriate tool to make a measurement and record the data. (e.g. to the nearest whole unit)	Given more than three measurement tools the student picks the appropriate tool for three activities. (e.g. scale, clock, thermometer)	Given three different measurement tools, the student matches two tools to their corresponding activities. (e.g. scale, clock, thermometer)	Given two sets of three different tools, pictures or photographs of tools to measure length, temperature, time or weight the student sorts them. (e.g. scale, clock, thermometer)
Grade 5: Mathematics Obj. 2	<u>5.M.2.1.1 A</u> Select the appropriate units and tools to make formal measurements of length, time, temperature, volume and weight.	The student uses an appropriate tool to make a measurement and record the data. (e.g. to the nearest whole unit)	Given more than four measurement tools, the student picks the appropriate tool for the activity. (e.g. scale, clock, thermometer, measuring cup or spoons)	Given four different measurement tools, the student matches three tools to their corresponding activities. (e.g. scale, clock, thermometer, measuring cup or spoons)	Given two sets of four different tools, pictures or photographs of tools to measure length, temperature, time, weight, the student sorts them. (e.g. scale, clock, thermometer, measuring cup or spoons)

Mathematics ISAT-Alt Extended Content Objective #3
Grades 3, 4 & 5

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Mathematics Obj. 3	3.M.3.1.4 A Compare objects or pictures using the vocabulary or symbols for (<,>, =) to express relationships with quantity.	Given two groups of manipulatives, containing 2-3 each, the student differentiates, greater than, less than or equal to, with vocabulary or symbols.	Given a group of manipulatives the student creates a group (2-3) that has more in it, less in it, or is equal to it.	The student demonstrates understanding of the concepts "Which has more in it?" and "Which has less in it?" (up to 3 manipulatives in each group)	The student demonstrates understanding of the concept of a big and a small quantity (up to 3 manipulatives in each of two groups) by indicating which group is small and which group is big.
Grade 4: Mathematics Obj. 3	4.M.3.1.4 A Compare objects or pictures using the vocabulary or symbols for (<,>, =) to express relationships with quantity.	Given two groups of manipulatives, containing 3-4 each, the student differentiates, greater than, less than or equal to, with vocabulary or symbols.	Given a group of manipulatives the student creates a group (containing 3-4) that has more in it, less in it, or is equal to it.	The student demonstrates understanding of the concepts of "Which has more in it?" and "Which has less in it?" (up to 4 manipulatives in each group)	The student demonstrates understanding of the concept of a big and a small quantity (up to 4 manipulatives in each group) by indicating which group is small and which group is big.
Grade 5: Mathematics Obj. 3	5.M.3.1.4 A Compare objects or pictures using the vocabulary or symbols for (<,>, =) to express relationships.	Given two groups of manipulatives, containing 5-10 each, the student differentiates, greater than, less than or equal to, with vocabulary or symbols.	Given a group of manipulatives the student creates groups (5-10 each), that has more in it, less in it, or is equal to it.	The student demonstrates understanding of the concepts "Which has more in it?" and "Which has less in it?" (up to 10 manipulatives in each group)	The student demonstrates understanding of the concept of a big and a small quantity (up to 10 manipulatives in each group) by indicating which group is small and which group is big.

**Mathematics ISAT-Alt Extended Content Objective #4
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	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Mathematics Obj. 4	<u>3.M.4.1.1 A</u> Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.	Given three, two dimensional shapes, the student describes at least two attributes for each shape.	The student matches labels and two dimensional shapes including a circle, a square, or a triangle.	The student matches two dimensional picture cards, by geometric shape, a circle, square, or triangle.	Given two sets of three dimensional shapes, students distinguish the difference by sorting.
Grade 4: Mathematics Obj. 4	<u>4.M.4.1.1 A</u> Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.	Given sets of intersecting, perpendicular and parallel lines, students sort and label the lines as parallel, perpendicular or intersecting, and identify real world objects or pictures of types of lines. (e.g. sidewalks, desks, railroads, street intersections, hallways)	Given sets of intersecting and parallel lines students will sort and label the lines as parallel or intersecting.	Given sets of intersecting and parallel lines students will label the lines as crossing or not crossing.	Given two sets of three dimensional intersecting and parallel lines, students distinguish the difference by sorting as crossing or not crossing.
Grade 5: Mathematics Obj. 4	<u>5.M.4.1.1 A</u> Identify a polygon and develop vocabulary to describe the attributes.	Given a selection of real-world pictures or objects containing representations of polygons students label cylinders, spheres, and cubes in the pictures or objects.	Given examples of polygons, students sort, by three-dimensional geometric shape, real world pictures of objects representing cylinders, spheres and cubes	Given examples of polygons and non-polygons, students discriminate by matching polygons to polygons and non-polygons to non-polygons.	Given two sets of three dimensional open and closed figures, students discriminate by sorting the figures as open as open or closed.

**Mathematics ISAT-Alt Extended Content Objective #5
Grades 3, 4 & 5**

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Mathematics Obj. 5	<u>3. M.5.2.1 A</u> Organize and display data in bar graphs or circle graphs in order to answer a question.	The student labels two categories of data by name and number on an already created graph and answers at least two simple questions pertaining to the graph.	The student creates a two dimensional simple graph from two types of sorted objects, using simple materials. (e.g. sticky notes, checkers, tiles, popsicle sticks)	Using two types of manipulatives the student will display two categories of data on a simple graph.	The student sorts manipulatives into two categories.
Grade 4: Mathematics Obj. 5	<u>4. M.5.2.1 A</u> Organize data in a table or chart to answer a question.	The student labels three categories of data by name and number on an already created graph and answers at least three simple questions pertaining to the graph.	The student creates a two dimensional simple graph from three types of sorted manipulatives, using simple materials. (e.g., sticky notes, checkers, tiles, popsicle sticks)	Using three categories of manipulatives the student will display three types of data on a simple graph.	The student sorts manipulatives into three categories.
Grade 5: Mathematics Obj. 5	<u>5. M.5.2.1 A</u> Organize and display data in tables, bar graphs, and circle or line graphs using title, labels, and reasonable scales.	The student labels four categories of data by name and number on an already created graph and answers at least four simple questions pertaining to the graph.	The student creates a simple graph from four types of sorted manipulatives, using simple materials. (e.g., sticky notes, checkers, tiles, popsicle sticks)	Using four types of manipulatives The student will display four categories of data on a simple graph.	The student sorts manipulatives into four categories.

Reading ISAT-Alt Extended Content Objective #1
Grades 3, 4 & 5

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Reading Obj. 1	<u>3.LA.1.4.1 A</u> Identify word patterns and/or word families.	The student sounds out a CVC word.	The student sounds out or indicates the beginning or ending consonant sound of a CVC word.	Given the sounds of five consonants, the student selects the consonant, or the student sounds out five consonants.	Given two 2 or 3 dimensional symbols/objects representing a letter of the alphabet, (a consonant and a punctuation mark), the student selects the letter of the alphabet.
Grade 4: Reading Obj. 1	<u>4.LA.1.4.1 A</u> Identify word parts as letters and syllables, i.e. prefix, word families, root word, suffix.	The student reads word families following the CVC pattern (rat, cat, bat).	The student sounds out a CVC word.	The student sounds out consonants and short vowels, or given the sound, the student selects consonants (ten) and short vowels.	Given two 2 or 3 dimensional symbols/objects representing a letter of the alphabet, (a vowel and a punctuation mark), the student selects the letter of the alphabet.
Grade 5: Reading Obj. 1	<u>5.LA.1.4.1 A</u> Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix.	The student reads word families with long vowels, CVCE words (cake, bake, take).	The student reads word families following the CVC pattern.	The student sounds out all consonants, short vowels and long vowels, or given the sound, the student selects the consonant and short or long vowels.	The student distinguishes between consonants and vowels by sorting.

**Reading ISAT-Alt Extended Content Objective #2
Grades 3, 4 & 5**

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Reading Obj. 2	<u>3.LA.1.7.1 A</u> Recognizes automatically between 20 to 50 age- appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).	The student reads or identifies 21 or more high frequency words (either individually or in a passage).	The student reads or identifies 11-20 high frequency words.	The student reads or identifies 6-10 high frequency words.	The student reads or identifies 1-5 high frequency words.
Grade 4: Reading Obj. 2	<u>4.LA.1.7.1 A</u> Read simplified, grade 4 appropriate text.	The student reads grade four appropriate text of three to five simple sentences.	The student reads or identifies 21 or more high frequency words (either individually or in a passage).	The student reads or identifies 11-20 high frequency words.	The student reads or identifies 1-10 high frequency words.
Grade 5: Reading Obj. 2	<u>5.LA.1.7.1 A</u> Read simplified, grade 5 appropriate text.	The student reads grade five appropriate text of three to five simple sentences.	The student reads or identifies 41 or more high frequency words (either individually or in a passage).	The student reads or identifies 16-40 high frequency words (either individually or in a passage).	The student reads or identifies 1-15 high frequency words.

**Reading ISAT-Alt Extended Content Objective #3
Grades 3, 4 & 5**

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Reading Obj. 3	<u>3.LA.1.8.4 A</u> Use dictionary materials to develop concepts and vocabulary.	With a picture dictionary and a letter line, the student finds the guideword that begins with a letter (e.g. c) through multiple trials.	The student places the first five letters (a,b,c,d,e) of the alphabet in order or indicates which of the letters comes first, next, last etc.	Using a letter line, the student matches three consonants to their place in the alphabet.	The student discriminates the letter from a choice of a letter and an object.
Grade 4: Reading Obj. 3	<u>4.LA.1.8.4 A</u> Use dictionary materials to develop concepts and vocabulary.	The student finds a place in the dictionary when the section is specified.	With a picture dictionary and a letter line, the student finds the guideword that begins with a letter (e.g. c) through multiple trials.	Using a letter line, the student matches all of the letters of the alphabet to their places in the alphabet.	The student discriminates the letter from the choice of a letter and a picture.
Grade 5: Reading Obj. 3	<u>5.LA.1.8.4 A</u> Use reference materials to develop vocabulary and meaning of words, e.g. dictionary or thesaurus.	The student finds a simple two or three letter word in the dictionary.	The student finds a place in the dictionary when the section is specified.	With a picture dictionary and a letter line, the student finds the guideword that begins with a letter (e.g. letter c) through multiple trials.	Given a representation of a letter, the student picks the matching letter from a choice of two letters.

**Reading ISAT-Alt Extended Content Objective #4
Grades 3, 4 & 5**

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Reading Obj. 4	<u>3. LA.2.1.1 A</u> Identify the purpose of different kinds of text.	The student identifies whether a reading is fiction or nonfiction, realistic or fantasy.	The student identifies what the story is about.	The student attends (follows along) to text being read.	Presented with a book and another object, the student identifies the book.
Grade 4: Reading Obj. 4	<u>4. LA.2.1.1 A</u> Identify the purpose of different kinds of texts.	The student listens to a fiction reading and, given two choices, correctly identifies the genre. (e.g. poetry fairy tale)	The student identifies whether a reading is fiction or nonfiction, realistic or fantasy.	The student identifies what the story is about (plot) and one other feature. (e.g. character, setting)	The student holds and opens a book correctly. (May use a switch operated electronic page turner.)
Grade 5: Reading Obj. 4	<u>5. LA.2.1.1 A</u> Identify the purpose of different kinds of text.	The student listens to a nonfiction reading and, given two choices, correctly identifies the genre. (e.g. newspaper, textbook)	The student listens to a fiction reading and, given two choices, correctly identifies the genre. (e.g. poetry, fairy tale)	The student identifies what the story is about (the plot) and two other features (e.g. character, setting)	The student holds the book correctly and demonstrates turning a page. (May use a switch operated electronic page turner.)

**Reading ISAT-Alt Extended Content Objective #5
Grades 3, 4 & 5**

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Reading Obj. 5	<u>3. LA.2.1.2 A</u> Connects the information and events in texts to self.	The student describes what happened first and last (beginning and end) in a story.	The student answers yes/no to who, what, when, or where questions about a story.	The student correctly sequences three (beginning, middle, end) pictures or objects of parts of the story.	Given a picture or object representing something the student does every day (e.g. brush teeth, eat lunch), the student correctly selects one activity done during the day.
Grade 4: Reading Obj. 5	<u>4. LA.2.1.2 A</u> Connects cause and effect relationships in text.	The student describes what happened first and next (beginning, middle) in a story.	The student answers yes/no to who, what, when, and where questions about a story.	The student correctly sequences four (beginning, two in the middle, end) pictures or objects of parts of the story.	Given a picture or object representing something the student does every day, the student correctly selects two or three activities done during the day.
Grade 5: Reading Obj. 5	<u>5. LA.2.1.3 A</u> Connects the cause and effect relationship.	The student retells the events of a simple (three to five sentences) story.	The student describes what happened first, next, and last (beginning, middle, and end) in a story.	The student correctly sequences five (beginning, three in the middle, end) pictures or objects of parts of the story.	Given a picture or object representing something the student does every day, the student sequences three daily activities.

Language Usage ISAT-Alt Extended Content Objective #1 Grades 3, 4 & 5

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Language Obj. 1	<p><u>3 LA 3.1.1 A</u> Participate in generating ideas using prewriting strategies.</p> <p><u>3 LA 3.1.2 A</u> Participate in identifying the main idea.</p> <p><u>3 LA 3.1.3 A</u> Use strategies for planning and organizing writing.</p> <p><u>3 LA 3.2.1 A</u> Use ideas generated in prewriting to write a draft.</p> <p><u>3 LA 4.1.1 A</u> Write and/or share narratives based on personal experience.</p>	The student identifies the character (me) and the character's activity (playing baseball) in his/her own story.	The student dictates a narrative of his/her own daily activities to a teacher to enter into a writer's notebook.	With use of pictures and a graphic organizer, the student selects one character and one activity for one setting.	Given picture cards or objects, the student selects a topic that interests him/her for use in his/her own story.
Grade 4: Language Obj. 1	<p><u>4 LA 3.1.1 A</u> Participate in generating ideas using prewriting strategies.</p> <p><u>4 LA 3.1.2 A</u> Participate in identifying the main idea.</p> <p><u>4 LA 3.1.3 A</u> Use strategies for planning and organizing writing.</p> <p><u>4 LA 3.2.1 A</u> Use ideas generated in prewriting to write a draft.</p> <p><u>4 LA 4.1.1 A</u> Write and/or share narratives based on personal experience.</p>	The student identifies the character, the character's activity, and the place and time for his/her own story.	The student identifies the character (me) and the character's activity (playing baseball) in his/her own story.	The student dictates a narrative of his/her own daily activities to a teacher to enter into a writer's notebook.	Given picture cards or objects, the student selects a topic that interests him/her then selects a main character for his/her own story.

<p style="text-align: center;">Grade 5: Language Obj. 1</p>	<p><u>5 LA 3.1.1 A</u> Generate ideas using simple, prewriting strategies.</p> <p><u>5 LA 3.1.2 A</u> Participate in identifying the main idea appropriate to the type of writing.</p> <p><u>5 LA 3.1.3 A</u> Use strategies for planning and organizing writing.</p> <p><u>5 LA 3.2.1 A</u> Use ideas generated in prewriting to write a draft.</p> <p><u>5 LA 3.2.2 A</u> Produce a draft with a main idea and supporting details.</p> <p><u>5 LA 4.1.1 A</u> Write a short narrative that includes a specific action, setting, and/or character(s).</p>	<p>The student writes at least 2-3 sentences about the character, the activity, the setting including place, and time in his/her own story.</p>	<p>The student identifies the character, the character's activity, and the setting including place and time for his/her own story.</p>	<p>The student identifies the character (me) and the character's activity (e.g. playing baseball) in his/her own story.</p>	<p>Given picture cards or objects, the student selects a topic that interests him/her then selects a main character and a setting for a story.</p>
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**Language Usage ISAT-Alt Extended Content Objective #2
Grades 3, 4 &5**

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Language Obj. 2	<p><u>3 LA 5.1.1 A</u> Write fluently and legibly.</p> <p><u>3 LA 5.4.1</u> Demonstrate use of capitalization skills.</p>	The student writes, or produces electronically, his/her first and last name legibly with appropriate upper and lower case letters.	The student writes, or produces electronically; his/her first and last name legibly, independent of the case of the letters.	Given the alphabet, the student identifies or selects the letters of his/her first name.	Using a writing tool, the student makes, or produces using AT, a mark on the page.
Grade 4: Language Obj. 2	<p><u>4 LA 5.1.1 A</u> Write fluently and legibly.</p> <p><u>4 LA 5.4.1</u> Demonstrate use of capitalization skills.</p>	The student writes, or produces electronically, all letters, either upper or lower case, of the alphabet legibly.	The student writes, or produces electronically, his/her first and last names legibly, with appropriate upper and lower case letters.	The student writes, or produces electronically, his/her first and last name legibly, independent of the case of the letters.	Using a writing tool, the student traces, or produces using AT, a vertical and/or a horizontal line on the page.
Grade 5: Language Obj. 2	<p><u>5 LA 5.1.1 A</u> Write fluently and legibly.</p> <p><u>5 LA 5.4.1</u> Demonstrate use of capitalization skills.</p>	The student writes, or produces electronically, all letters, lower and upper case, of the alphabet legibly and in order.	The student writes, or produces electronically, all letters, lower or upper case, of the alphabet legibly.	The student writes, or produces electronically, his/her first and last name legibly with appropriate upper and lower case letters.	Using a writing tool, the student traces, or produces using AT, intersecting lines (e.g., X, T) on the page.

**Language Usage ISAT-Alt Extended Content Objective #3
Grades 3, 4 &5**

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Language Obj. 3	<u>3 LA 5.3.1 A</u> Use pictures, words, or symbols to express a complete thought.	Using printed word cards or by writing, or producing electronically, the student generates a simple sentence with a noun and verb to express a thought. (e.g. John plays ball.)	The student uses a picture with a corresponding written word, or a printed word card to express a thought or to answer a question.	The student chooses a picture or a symbol to express a thought or to answer a question.	The student chooses an object or picture to express a thought or to answer a question.
Grade 4: language Obj. 3	<u>4 LA 5.3.1 A</u> Use pictures, words, or symbols to express a complete thought. <u>4 LA 5.3.2 A</u> Identify: future verb tenses, adjectives, personal pronouns.	The student writes, or produces electronically, a simple sentence that includes detail and/or an adjective in addition to the noun and verb.	The student uses a picture card with the corresponding written word on it, or a printed word card to generate a simple sentence to express a thought or to answer a question.	The student makes a choice between three objects or picture cards with the corresponding written words on them to express a thought or to answer a question.	The student makes a choice between two objects or pictures to express a thought or to answer a question.
Grade 5: Language Obj. 3	<u>5 LA 5.3.1 A</u> Use pictures, words, or symbols to express a complete thought. <u>5 LA 5.3.2 A</u> Identify: future verb tenses, adjectives, personal pronouns.	The student distinguishes between a statement and a question by writing, or producing electronically, two sentences.	The student writes, or produces electronically, a simple sentence that includes detail and/or an adjective.	The student uses a picture card with the corresponding written word, or a printed word card to generate a simple sentence to express a thought or to answer a question.	The student makes a choice between three or more objects, pictures or words to express a thought or to answer a question.

Science ISAT-Alt Extended Content Objectives Grade 5

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 5: Science Obj. 1	<p><u>5.NS.1.2.1 A</u> Use observations of a system and data to make a prediction.</p> <p>Note: System definition; weather, solar, ecosystem, circulatory etc.</p>	The student records data on a simple graph related to observations, over time (e.g. of a system) and makes a prediction based upon the information recorded on the graph.	The student records data related to an observation (e.g. of a system) over a period of time and presents the information on a simple graph.	The student selects two representations (e.g. object, photo, picture or icon) that correspond to two actual observations of a system.	The student selects a representation of a system (e.g. object, photo, picture or icon) that corresponds to an actual observation of a system.
Grade 5: Science Obj. 2	<p><u>5.PS.2.1.2 A</u> Describe the physical differences among solids, liquids, and gases.</p>	The student demonstrates an understanding of the characteristics that distinguish a solid, a liquid, and a gas.	The student groups by matching or sorting three different sets of items based on whether they are a solid, a liquid, or a gas.	The student discriminates by matching or sorting two different sets of items based on whether they are a solid, a liquid, or a gas.	The student groups by sorting two different sets of items based upon whether they are a solid, a liquid or a gas.
Grade 5: Science Obj. 3	<p><u>5.B.3.3.2 A</u> Understand traits that are passed from parents to offspring.</p>	The student identifies observable traits that are passed from human or animal parent to human or animal offspring. (e.g. hair or fur color, eye color, and or physical traits)	The student matches or sorts pictures or photographs of human or animal offspring to the appropriate parent.	The student discriminates between two or more picture cards that show an adult and its offspring. (e.g. human adult & baby or animal adult & baby)	The student sorts representations that correspond to traits of humans or animals (e.g. object, photo, picture, sound or icon) .
Grade 5: Science Obj. 4	<p><u>5.ES.4.1.1 A</u> Identify how the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift) are connected.</p>	The student presents a type of erosion and explains what has happened over time (water erosion, wind erosion).	The student identifies different types of erosion and what physically happens to the earth over time.	The student indicates the correctness of a sequence of interactions between the earth, oceans and atmosphere.	The student sorts two sets of objects and or picture cards that represent the two types of erosion. (e.g. water erosion and wind erosion)

Grade 5: Science Obj. 5	<p><u>5.T.5.2.1 A</u> <u>Demonstrate how science and technology are part of a student's life.</u></p>	<p>The student demonstrates an understanding of the differences between renewable and non-renewable resources.</p>	<p>The student identifies objects according to their composition. (e.g. renewable resources such as wood products, & paper products, and non-renewable resources such as plastic and glass)</p>	<p>The student matches objects or pictures of objects and word cards based on their composition. (e.g. wood, plastic, glass)</p>	<p>The student sorts objects, photos/pictures of items based on their composition (e.g. wood, plastic, glass)</p>
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