



Homewood City Schools

Academics • Service • Community



What is Expected in Grades K – 5

Edgewood

Hall-Kent

Shdades Cahaba

Welcome to Homewood City Schools' Learning Targets

Homewood City Schools utilizes teacher-constructed “learning targets,” written in student-friendly language, in order to bring more clarity of the learning objective to students and families. Grades K-3 have language arts & math targets while Grades 4-5 add science and social studies targets.

Each content area has approximately 12 “targets,” representing the most essential learning objectives in that subject. Each target then has a number of “I can” statements - smaller standards that fit under the target - which represent the gradual building blocks of that target. When a student CAN consistently do all of the “I can” statements, they should have mastered the overall target.



Mastery of the learning targets is the goal for students and teachers. In fact, the purpose of Homewood’s K-5 standards-based grading system is to allow students and parents the opportunity to more fully understand where their students are on the year-long road to mastery of their learning targets. The standard grade report would be a “2” (projected to master the target by the end of the year) meaning that a student is right where he or she should be at that point in the year. A “1” means that a student is NOT projected to master the target by the end of the year while a “3” means the target has been fully mastered. Students may receive a “2-” or a “2+” which provides the parents with more of a continuum-view of where their child is in relation to target mastery.

Classroom behaviors (completing homework, paying attention, etc.) certainly play a role in a child’s learning. Teachers provide parents with feedback on each report card regarding grade-level-appropriate behaviors. Students receive an “E” (excelling), an “S” (satisfactory), or a “U” (unsatisfactory) in those reported behaviors. Separating behaviors from content mastery provides everyone with a clear understanding of where students are on both fronts.

In a standards-based grading system, teachers work to gather “evidence,” in various forms, to determine where a student is on the road to mastery. That evidence could be some combination of student work (individual and/or group), a test, a project,

practice-work, conversations with the teacher, and more. Think of a doctor who runs various tests, examines the patient, asks questions, and then applies all of that information in order to make a diagnosis. Teachers are utilizing their professional judgment in order to help you and your child understand where he/she is on the road to mastering each learning target. Standards-based grading keeps the focus of grade reporting on student learning, which should build the appropriate mindset for school when students transition to middle and high schools.

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KINDERGARTEN LEARNING TARGETS

Language Arts Learning Targets

Reading Process

1. Demonstrate phonological awareness.
 - a) I can recognize and produce rhyming words.
 - b) I can count, blend and segment syllables in a word.
 - c) I can identify sounds in the beginning, middle and ending positions.
 - d) I can substitute sounds in the beginning, middle, and ending positions to make new words.
 - e) I can segment words orally.
 - f) I can blend sounds orally to make new words.

2. Utilize phonics skills, word recognition and fluency when reading.
 - a) I can say the sounds that consonants make.
 - b) I can identify the long and short vowel sounds.
 - c) I can read kindergarten sight words accurately and automatically.
 - d) I can distinguish between similarly spelled words by identifying the sounds of the letters that are different.
 - e) I can apply grade-level phonics skills to decode words.

3. Demonstrate foundational skills in reading.
 - a) I can follow words from left to right, top to bottom and page by page.
 - b) I can recognize that spoken words are represented in writing by sequences of letters.
 - c) I can understand that words are separated by spaces in writing.
 - d) I can identify uppercase letters.
 - e) I can identify lowercase letters.
 - f) I can identify the front cover, back cover and title page of a book.
 - g) I can identify the jobs of the author and illustrator with prompting and support.

Literature and Informational Text

4. Read grade level text with purpose and understanding.
 - a) I can make predictions to determine main idea and anticipate an ending.
 - b) I can retell simple stories identifying the beginning, middle, end and key details with guidance and support.
 - c) I can ask and answer questions about key details in a text with prompting and support.
 - d) I can tell when a story is reality and fantasy and recognize common types of text.
 - e) I can identify characters, setting and major events in a story with prompting and support.
 - f) I can ask and answer questions about unknown words in a text.
 - g) I can identify similarities and differences between two pieces of text with prompting and support (including comparing characters, ideas and events).
 - h) I can identify the main topic and retell key details of an informational text with prompting and support.
 - i) I can describe how the illustrations correspond with the text with prompting and support.

Vocabulary

5. Develop word meaning through reading, listening, writing, and speaking.

- a) I can identify new meanings for familiar words used in kindergarten content and use them correctly.
- b) I can use prefixes and suffixes (-ed, -s, un-, -ful, -less) as a clue to figure out unknown words.
- c) I can put words that go together in a group or category with guidance and support (shapes, food, etc.).
- d) I can identify antonyms of common words with guidance and support.
- e) I can identify subtle differences between words with similar meanings with guidance and support (walk, march, strut, prance).
- f) I can identify real life connections between words and their use with guidance and support. (places at school that are colorful)
- g) I can use words from shared reading in speaking with guidance and support.

Writing and Communication

6. Collaborate and communicate effectively within a kindergarten classroom.

- a) I can follow the rules for classroom discussion including listening to others, taking turns and talking about the topic.
- b) I can participate in and follow a conversation through multiple exchanges.
- c) I can ask or answer questions about key details of text read aloud or information presented orally.
- d) I can ask and answer questions in order to clarify something that is not understood.
- e) I can speak audibly and express my thoughts and feelings clearly.
- f) I can actively engage in group reading activities with purpose and understanding.
- g) I can describe familiar nouns and events and with prompting and support provide additional details.
- h) I can work with classmates to research a given topic and generate a product.
- i) I can recall information from experiences or gather information from provided sources to answer questions with guidance and support.

7. Demonstrate proper handwriting techniques.

- a) I can properly grip a pencil.
- b) I can trace letters in the correct pattern.
- c) I can print an uppercase letter.
- d) I can print a lowercase letter.
- e. I can form and print uppercase and lowercase letters within the correct space.

8. Apply language skills when speaking and writing.

- a) I can use frequently occurring nouns, verbs and prepositions correctly.
- b) I can form plural nouns by adding /s/ or /es/.
- c) I can understand and use question words (who, what, where, why, when, how).
- d) I can produce complete sentences in speaking and writing.
- e) I can capitalize the first word in a sentence and the pronoun I in my writing.
- f) I can recognize and name end punctuation.
- g) I can identify and use end punctuation correctly in my writing.

- h) I can write the letter(s) for consonant and vowel sounds.
 - i) I can spell words like they sound using my knowledge of letter-sound relationships.
9. Express meaning through writing.
- a) I can use words and pictures to express my opinion and explain information.
 - b) I can use words and pictures to tell about events and include events in a logical order.
 - c) I can add details to strengthen my writing with guidance and support.
 - d) I can use drawings or other visuals to provide additional detail in my writing.
 - e) I can use a variety of digital tools to produce and publish writing with guidance and support.

Math Learning Targets

Counting and Cardinality

1. Identify, count, and represent numbers.
- a) I can count to 100 by ones.
 - b) I can count to 100 by tens.
 - c) I can count backwards from 10 to 0.
 - d) I can write my numbers from 0 to 20.
 - e) I can represent a number of objects with a written numeral 0-20.
 - f) I can recognize numbers 0-20 in sequential and non-sequential order.
 - g) I can identify the quantity of a given set of objects from 0 to 20.
 - h) I can count forward starting from a given number.
 - i) I can represent a number in multiple ways.
2. Demonstrate number sense by counting and comparing numbers.
- a) I can identify that one number name goes with one object when counting.
 - b) I can use the final number in my counting sequence to tell the quantity being counted.
 - c) I can count objects correctly no matter how they are arranged.
 - d) I can compare and count sets of objects using vocabulary terms (more than, less than, most, least, equal to).
 - e) I can compare two numbers between 1 and 10 as written numerals.
 - f) I can work with numbers 11-19 to demonstrate place value for ones and tens place (13 is 10 and 3 ones).

Operations and Algebraic Thinking

3. Demonstrate addition and subtraction processes needed to solve problems.
- a) I can solve addition problems up to 10 using objects, fingers, drawings, and role play.
 - b) I can solve subtraction problems within 10 using objects, fingers, drawings, and role play.
 - c) I can find the number that makes 10 when adding any number 1-9. ($2+8=10$)
 - d) I can solve word problems by using objects or drawings to represent the problem.
 - e) I can fluently add up to 5.
 - f) I can fluently subtract within 5.
 - g) I can demonstrate that two numbers combined is equal to a larger number (compose numbers).
 - h) I can demonstrate that one number can be broken down in more than one way within 10 into two smaller numbers (decompose numbers: $5=2+3$ and $5=4+1$).

Geometry

4. Identify and describe shapes.

- a) I can identify two-dimensional shapes regardless of their orientation or size (rectangle, square, circle, triangle).
- b) I can identify three-dimensional figures regardless of their orientation or size (sphere, cone, cylinder, and cube).
- c) I can analyze, compare and describe two and three dimensional shapes (number of sides, number of vertices, side length).
- d) I can make a new shape from multiple smaller shapes
- e) I can draw two-dimensional shapes: rectangle, square, circle, triangle, hexagon.
- f) I can build shapes using different materials (sticks, clay, geoboards).

5. Describe spatial relationships.

- a) I can use positional words to describe the location of an object (above, below, beside, in front of, behind, next to).
- b) I can place objects according to positional words. (above, below, beside, in front of, behind, next to).

Measurement and Data

6. Use vocabulary to compare length or weight of objects.

- a) I can use vocabulary to compare the length of objects (longer than, shorter than, as tall as).
- b) I can use vocabulary to compare weight of objects (as light as, heavier than).

7. Classify objects.

- a) I can classify objects into given categories.
- b) I can identify similarities and differences between objects.
- c) I can sort a collection of items.

FIRST GRADE LEARNING TARGETS

Language Arts Learning Targets

Reading Process

1. Demonstrate phonological awareness.
 - a) I can identify and isolate sounds in the initial, final and medial positions of words.
 - b) I can change individual sounds in words to make new words.
 - c) I can orally blend sounds in words.
 - d) I can segment single-syllable words into their individual sounds.
 - e) I can orally produce rhyming words using onsets and rhymes.
 - f) I can distinguish between long vowel and short vowel sounds in spoken words.

2. Apply phonics skills to decode words.
 - a) I can read short vowel words.
 - b) I can read long vowel words.
 - c) I can read words with consonant blends (like cr, st) or digraphs (th, ch, sh).
 - d) I can read words with r-controlled vowels (er, ir, ur, ar, or).
 - e) I can read compound words.
 - f) I can blend sounds to read multisyllabic words.
 - g) I can read words with inflectional endings (like -s, -ed).
 - h) I can determine the number of syllables in a word knowing that each syllable must have a vowel.

3. Apply various reading strategies when reading text.
 - a) I can use decoding strategies to read unknown words.
 - b) I can use picture clues to read unknown words.
 - c) I can use context clues to read unknown words.
 - d) I can use grammar clues (subject/verb agreement; inflectional endings) when reading.

4. Read first-grade text fluently with purpose and understanding.
 - a) I can read aloud in a manner that acknowledges punctuation.
 - b) I can read with accuracy, appropriate rate, and appropriate expression on repeated rereading.
 - c) I can group words into phrases that make sense.
 - d) I can read selected sight words accurately and automatically.
 - e) I can use context to self-correct my reading errors rereading when necessary.

Vocabulary

5. Develop word meaning through reading, listening, writing, and speaking.
 - a) I can use new words from shared or independent reading in writing and speaking.
 - b) I can recognize targeted vocabulary when heard or read.
 - c) I can derive word meaning of unknown and multiple meaning words from context clues within sentences and paragraphs and by asking and answering questions.
 - d) I can identify common root words.

- e) I can determine the meaning of a word using knowledge that prefixes and suffixes change the meaning of a root word.
- f) I can sort words into categories.
- g) I can define words by categories and by one or more key attributes with guidance and support (e.g. a tiger is a large cat with stripes).
- h) I can distinguish between shades of meaning in verbs differing in manner (e.g. stare, glare, scowl) and adjectives differing in intensity with guidance and support (e.g. large, huge, gigantic).
- i) I can identify real-life connections between words and their use with guidance and support (e.g., note places at home that are cozy).

Reading Application

6. Recognize and use basic features of text in a variety of reading materials.

- a) I can recognize the distinguishing features of print (e.g., first word, capitalization, ending punctuation).
- b) I can identify and use parts of a book including title, author, and illustrator.
- c) I can use headings, captions, the index, the glossary, and tables of content to locate information.
- d) I can use alphabetical order to the first letter to access information.
- e) I can determine if information is provided by illustrations or text.
- f) I can use icons and electronic menus to access information using digital tools.

Comprehension

7. Demonstrate the ability to understand and respond to shared readings and first grade text read independently.

- a) I can use comprehension strategies such as predicting, questioning, inferring, and drawing conclusions.
- b) I can compare story elements and themes in making various text connections.
- c) I can determine the main idea from a passage or story.
- d) I can retell stories including key details and demonstrate understanding of their central message or lesson.
- e) I can use text and picture clues to describe key ideas and make predictions during reading.
- f) I can ask and answer questions about key details in a text.
- g) I can identify the author's purpose and who is telling the story at various points in a text.
- h) I can identify words and phrases that suggest feelings or appeal to the senses.
- i) I can read and comprehend complex informational texts with teacher support.
- j) I can identify the main topic of an informational text and retell key details from the text.

Literature and Informational Texts

8. Read and understand a variety of texts.

- a) I can identify and describe characters, setting, and events in a story using key details and illustrations.
- b) I can differentiate between fiction and informational text.
- c) I can compare and contrast texts on the same topic.
- d) I can read stories, poems or plays with appropriate voice with prompting and support.

Writing and Communication

9. Collaborate and communicate effectively within a first-grade classroom.

- a) I can participate in a range of collaborative discussions following agreed upon rules (e.g., listening to others with care, speaking one at a time).
- b) I can build on conversations by responding to comments by others.
- c) I can ask and answer questions about key details in a text or information presented orally through media, or from a speaker.
- d) I can ask and answer questions to clear up confusion about texts or topics under discussion.
- e) I can describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- f) I can work with classmates to gather information and produce writing about a topic.
- g) I can use drawings and other visual displays to clarify my ideas and feelings.
- h) I can use Standard English grammar when speaking.
- i) I can recall information from experiences or gather information from provided sources to answer a question with guidance and support from adults.

10. Write multiple sentences about a topic which clearly communicates meaning.

- a) I can write a narrative piece and include events in a logical order, use sequential words, and provide an appropriate sense of closure.
- b) I can write an informative piece or explanatory piece and support it with some facts and details and provide an appropriate sense of closure.
- c) I can gather information to answer questions and support my writing with teacher guidance.
- d) I can respond to questions and suggestions from peers and add details to improve my writing with teacher support.
- e) I can write a simple poem about a topic.
- f) I can write my opinion and support it with reasons.
- g) I can use technology to produce and publish writing and create visual displays in collaboration with peers and with teacher guidance and support.

11. Implement targeted language skills in writing sentences.

- a) I can use appropriate punctuation including periods, question marks, and exclamation marks.
- b) I can use capital letters at the beginning of sentences, for the pronoun I, for dates, and for proper nouns.
- c) I can use commas in dates and to separate single words in a series.
- d) I can use conventional spelling for words with common spelling patterns and for frequently occurring sight words.
- e) I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

12. Demonstrate command of conventions of English when speaking and writing.

- a) I can use common, proper, and possessive nouns.
- b) I can use personal possessive and indefinite pronouns (e.g., I, me, my, their; anyone, everything).
- c) I can use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked; Today I walk; Tomorrow I will walk).

- d) I can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- e) I can use frequently occurring adjectives.
- f) I can use frequently occurring conjunctions (e.g., and, but, or, so, because).
- g) I can use determiners (e.g., articles, demonstratives).
- h) I can use frequently occurring prepositions (e.g., during, beyond, toward).
- i) I can produce and expand complete and compound sentences. (statements, commands, questions, and exclamations)
- j) I can form and print uppercase and lowercase letters correctly.

Math Learning Targets

Operations and Algebraic Thinking

1. Represent and solve problems involving addition and subtraction.

- a) I can use addition and subtraction within a sum of 20 to solve word problems with unknowns in all positions by using objects, drawings and equations.
- b) I can solve word problems that use three whole numbers within a sum of 20 by using objects, drawings and equations.

2. Understand and apply properties of operations and the relationship between addition and subtraction.

- a) I can apply properties of operations as strategies to add and subtract (If $8+3=11$ is known then I know $3+8=11$; to add $2+6+4$, the last two numbers can be added first to make a 10, so $10+2=12$).
- b) I can understand that I can subtract by finding the unknown addend (To find $10-8$, I can use the fact that 10 is 2 more than 8
So, $10-8=2$).

3. Add and subtract within 20.

- a) I can add by using various strategies such as counting on making tens, creating known equivalents and using related facts.
- b) I can subtract by using various strategies such as counting back, creating known equivalents and using related facts.
- c) I can fluently add numbers within 10.
- d) I can fluently subtract numbers within 10.
- e) I can understand the meaning of the equal sign and determine if an equation is true.
- f) I can determine the unknown number in an equation with three numbers ($8+?=11$, $5=?-3$).

Numbers and Operations in Base Ten

4. Count and represent numbers up to 120 in various ways.

- a) I can count to 120 starting from any number.
- b) I can read numbers from 0-120.
- c) I can write numbers from 0-120.
- d) I can skip count by 5's and 10's.
- e) I can identify ordinal positions through 10th.

5. Demonstrate an understanding of place value.

a) I can show that the two digits of a two-digit number are tens and ones. (Understand that 10 is a bundle of 10 ones and 11-19 are made of a ten and additional ones.)

b) I can understand the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

c) I can compare two two-digit numbers using symbols (<,>=).

6. Use place value and properties of operations to add and subtract.

a) I can add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or strategies based on place value and relate to a written method. (Understanding that one adds tens and tens, ones and ones; and it is sometimes necessary to make a ten.)

b) I can mentally find ten more or ten less than a given two-digit number without counting.

c) I can subtract multiples of 10 from 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences) using models, strategies based on place value and relate to a written method.

Measurement and Data

7. Measure lengths indirectly and by using non-standard units of measurement.

a) I can order three objects by length and compare the lengths of two objects indirectly by using a third object.

b) I can express the length of an object as a whole number by laying multiples of an object end to end with no gaps or overlaps.

8. Tell and write time.

a) I can tell and write time in hours using analog and digital clocks.

b) I can tell and write time in half hours using analog and digital clocks.

9. Represent and interpret data.

a) I can represent and interpret information with up to three categories.

b) I can ask and answer questions about the data including the total number of categories, how many in each category, and how many more or less are in each category.

Geometry

10. Identify and compare shapes and figures according to their attributes.

a) I can distinguish between properties that define a shape (triangles are closed with three sides) and properties that do not define a shape (triangles can be any color or size).

b) I can build and draw two-dimensional (square) and three dimensional (cube) shapes by their defining attributes.

c) I can build two-dimensional and three-dimensional shapes to create a new composite shape then use that shape to create a new composite shape.

d) I can divide circles and rectangles into two and four equal shares.

e) I can describe the fractions as halves, fourths and quarters and use the phrases half of, fourth of, and quarter of with an understanding that more equal shares create smaller pieces.

f) I can describe the whole as two-halves or four-fourths

SECOND GRADE LEARNING TARGETS

Language Arts Learning Targets

Reading Process

1. Read second-grade text fluently with purpose and understanding.
 - a) I can read accurately, automatically, and at an appropriate rate on a grade level text.
 - b) I can utilize punctuation marks to read appropriately.
 - c) I can differentiate my voice to read with appropriate expression.
 - d) I can use appropriate phrasing when I read.
 - e) I can use context clues to confirm or self-correct word recognition and understanding.

2. Apply and extend phonics strategies to decode words.
 - a) I can recognize long and short vowels when reading one-syllable words.
 - b) I can recognize and read common vowel patterns in one and two syllable words.
 - c) I can decode two-syllable words with long vowels.
 - d) I can identify and decode words with common prefixes, suffixes, root words, contractions, abbreviations and compound words.
 - e) I can recognize and read grade-appropriate irregularly spelled words (ex: their, there, and they're).

Vocabulary

3. Develop and infer word meaning through reading, listening, writing and speaking.
 - a) I understand targeted vocabulary words when I read or hear them.
 - b) I can incorporate targeted vocabulary in my speaking and writing.
 - c) I can use context clues to infer the multiple meanings of unknown words.
 - d) I can use a known root word as a clue to the meaning of an unknown word with the same root.
 - e) I can determine the meaning of a new word when a known
 - f) I can distinguish shades of meaning among closely related verbs (ex: throw and hurl) and adjectives (slender and thin).
 - g) I can identify real-life connections between words and their use (ex: describe foods that are juicy or spicy).
 - h) I can use the meaning of words to predict the meaning of compound words (ex: birdhouse, lighthouse, housefly).
 - i) I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Reading (Comprehension and Application)

4. Understand and apply information gathered from second grade informational text.
 - a) I can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - b) I can locate and use various text features (ex: headings, boldface, glossary, index, table of contents, etc.).
 - c) I can use specific graphic features (ex: diagram, map, and chart) to gain meaning from a text.

- d) I can identify the main topic and supporting details of a multi-paragraph text, including the focus of specific paragraphs within the text.
- e) I can select and gather information from an appropriate text to answer a question.
- f) I can describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.
- g) I can describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.
- h) I can determine the author's purpose in a given text.

5. Understand and connect to second-grade fictional text.

- a) I can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding.
- b) I can analyze and describe how characters in a story respond to major events and challenges.
- c) I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- d) I can use main idea and story details to make inferences.
- e) I can discuss the points of view of the characters or author.
- f) I can compare and contrast two or more versions of the same story (ex: Cinderella stories) by different authors or from different cultures.
- g) I can use information gained from illustrations and words to demonstrate understanding of characters, setting, and plot.
- h) I can determine the author's purpose in a given text.

Literature

6. Distinguish between various genres of texts.

- a) I can describe characteristics of folktales, fables, and fairy tales.
- b) I can identify and analyze various types of poetry.
- c) I can distinguish between various forms of fictional and informational text.
- d) I can retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- e) I can describe how words and phrases (ex: regular beats, alliteration, rhymes, repeated lines) give rhythm and meaning to a story, poem, or song.

Writing and Communication

7. Listen and communicate effectively within a second grade classroom.

- a) I can participate in discussions, including listening to others and speaking one at a time.
- b) I can build on others' conversations on a given topic by linking comments and remarks.
- c) I can ask and answer questions in order to gain a better understanding.
- d) I can tell a story or recount an experience with facts and details.
- e) I can speak audibly using coherent sentences.

8. Compose a well-structured opinion piece.

- a) I can generate ideas by using prewriting methods, ex. graphic organizers, webs, free writing, etc.
- b) I can state my opinion.

- c) I can supply reasons that support my opinion.
- d) I can use transition words to connect my opinion and reasons.
- e) I can write a conclusion sentence.
- f) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
- g) I can correct my writing through editing with guidance and support from adults and peers.
- h) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

9. Compose a narrative piece.

- a) I can generate ideas by using prewriting methods, ex. graphic organizers, webs, free writing, etc.
- b) I can focus my writing around one main event.
- c) I can compose a narrative text with a detailed beginning, middle, and end.
- d) I can compose a narrative text using characters and setting.
- e) I can incorporate descriptive phrases that include sensory details, actions, and feelings.
- f) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
- g) I can correct my writing through editing with guidance and support from adults and peers.
- h) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

10. Compose a well-structured expository or informative paragraph.

- a) I can generate ideas by using prewriting methods, ex. graphic organizers, webs, free writing, etc.
- b) I can write a topic sentence.
- c) I can use facts and supporting details for my topic.
- d) I can use research, when appropriate, to support my writing.
- e) I can write a conclusion sentence.
- f) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
- g) I can correct my writing through editing with guidance and support from adults and peers.
- h) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.
- i) I can participate in shared research and writing projects (ex: read a number of books on a single topic).

11. Implement correct punctuation and mechanics.

- a) I can print words and sentences with correct spacing and formation.
- b) I can identify and begin to form cursive upper and lowercase letters in isolation.
- c) I can utilize appropriate punctuation including end marks, commas, and apostrophes (contractions and possessives).
- c) I can use capitalization appropriately including proper nouns.
- d) I can use paragraph structure including indentation.

12. Distinguish between the various parts of speech.

- a) I can identify and produce the four types of sentences including statements, questions, commands, and exclamations.
- b) I can identify the subject and predicate of a sentence.
- c) I can identify and use various types of singular and plural nouns, including irregular plural nouns (ex: children, teeth, and fish).
- d) I can identify and use verbs, including the past tense of irregular verbs (ex: sat, hid, and swam).
- e) I can identify and use adjectives and adverbs.
- f) I can use pronouns, including reflexive pronouns (ex: myself, ourselves).

13. Apply spelling strategies in my writing.

- a) I can spell sight words correctly in isolation.
- b) I can phonetically spell words correctly in isolation.
- c) I can spell sight words correctly in my writing.
- d) I can phonetically spell words correctly in my writing.
- e) I can use reference materials, including beginning dictionaries, as needed to correct and check spelling.

Math Learning Targets

Numbers and Operations in Base Ten

1. Apply strategies with numbers and number patterns.

- a) I can count forward in multiples from a given number (skip counting by 2's, 5's, 10's, and 100's within 1,000).
- b) I can identify a number that is 10 more, 10 less, 100 more, and 100 less than a given number (mentally add and subtract 10 and 100).
- c) I can determine whether a group of objects (up to 1,000) are even or odd by pairing objects/counting by twos.

2. Demonstrate place value understanding of three digit numbers.

- a) I can read and write numbers to 1000 using numerals, number names, and expanded form.
- b) I can identify the place value of each digit in a three digit number.
- c) I can represent amounts of hundreds, tens, and ones (100 can be thought of as a bundle of ten tens).
- d) I can compare three digit numbers using the symbols $<$, $>$, and $=$.

3. Use place value and properties of operations to add and subtract.

- a) I can fluently solve three-digit addition and subtraction problems using multiple strategies. (place value, concrete objects, number line, mental calculations, and properties of operations)
- b) I can add up to 4 two-digit numbers.
- c) I can use estimation to determine if an answer is reasonable.

Operations and Algebraic Thinking

4. Write and interpret numerical expressions and equations with addition and subtraction.

a) I can solve problems for the unknown number in all positions.

$$(12 + _ = 17) (_ - 5 = 10) (8 + 6 = _)$$

b) I can use addition and subtraction within 100 to solve one-and-two step word problems with unknown numbers in all positions using equations, drawings, and other strategies.

c) I apply correct symbols to number sentences (+, -, =).

5. Add and Subtract within 20.

a) I can use mental strategies to add and subtract (doubles, doubles plus one, making ten, fact families, even and odd rules).

b) I can add and subtract numbers within 20 fluently.

6. Work with equal groups of objects to gain foundations for multiplication

a) I can use repeated addition to determine the number of objects in an array up to 5×5 .

b) I can understand that multiplication is represented with repeated addition.

c) I can use drawings and manipulatives to solve authentic basic multiplication problems.

Geometry

7. Identify the attributes of geometric shapes and figures.

a) I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

b) I can describe properties of two-dimensional shapes and three dimensional figures using their attributes such as angles, sides, and faces.

c) I can partition a rectangle into rows and columns of the same size squares, and count to find the area.

8. Describe fractions as parts of a whole shape.

a) I can distinguish between equal and unequal parts.

b) I can describe a whole as two halves, three thirds, or four fourths.

c) I can divide circles and rectangles into equal parts and describe their shares using the words halves, thirds, and fourths.

d) I can recognize that one-half of an object is not always the same as one-half of a different object.

Measurement and Data

9. Measure and estimate familiar objects in standard units.

a) I can determine length using inches, feet and yards.

b) I can determine length using metric units, including centimeter and meter.

c) I can measure an object using two different units of measurement.

d) I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and tape.

e) I can measure to determine how much longer one object is than another.

f) I can estimate lengths using units of inches, feet, centimeters, and meters.

g) I can add and subtract within 100 to solve problems involving length (using same units) by using tools such as a ruler or a number line.

10. Measure and interpret concepts of time.

- a) I can tell and write time on digital and analog clocks to the nearest five minutes using a.m. and p.m.
- b) I can identify the first number as the hour, and the numbers after the colon as the minutes on a digital clock.
- c) I can describe time using the phrase “half-past”.

11. Apply knowledge of money.

- a) I can identify a penny, nickel, dime, and quarter and name its value.
- b) I can determine the value of a set of coins and bills up to \$2.00.
- c) I can apply symbols, including the dollar (\$), cent (¢), and decimal point (·).
- d) I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

12. Describe, interpret, and make predictions using graphs, tables, and diagrams.

- a) I can draw a picture graph, line plot and a bar graph to represent data set with up to four categories.
- b) I can interpret data from graphs up to four categories.
- c) I can solve addition and subtraction problems using information presented in a graph or diagram.

THIRD GRADE LEARNING TARGETS

Language Arts Learning Targets

Reading Process

1. Read third-grade text fluently with purpose and understanding.
 - a) I can use punctuation marks to adjust the speed and tone of my reading.
 - b) I can group words into phrases that make sense.
 - c) I can read with expression.
 - d) I can distinguish between fluent and non-fluent reading.
 - e) I can demonstrate characteristics of fluent readers.

2. Use advanced phonetic patterns to decode.
 - a) I can apply knowledge of digraphs.
 - b) I can classify words with similar sounds of diphthongs.
 - c) I can apply single consonant sounds in a variety of single and multi-syllable words.
 - d) I can apply knowledge of two and three letter consonant blends.
 - e) I can discriminate between long and short vowel sounds using consonant/vowel patterns.
 - f) I can identify root words when prefixes and suffixes have been added.
 - g) I can correctly read and understand root words when prefixes and suffixes have been added.

Vocabulary

3. Communicate an understanding of vocabulary based on a variety of strategies.
 - a) I can recognize, use, and replace synonyms and antonyms correctly within text.
 - b) I can determine the correct definition of multiple meaning words in written or oral context.
 - c) I can utilize context clues to infer meaning of an unknown word.
 - d) I can analyze compound words to determine meaning.
 - e) I can use the knowledge of prefixes and suffixes to determine word meanings.
 - f) I can develop vocabulary knowledge to enhance comprehension.
 - g) I can use targeted vocabulary in speaking and writing.
 - h) I can distinguish shades of meaning among certain words.

Reading (Comprehension & Application)

4. Utilize text features to gain meaning from text and guide interpretation of non-fiction texts.
 - a) I can locate and use headings, subheadings, boldface, and italics.
 - b) I can locate and use glossary, index, and table of contents.
 - c) I can select the correct text feature for specific purposes.
 - d) I can read and interpret meaning from maps, charts, and tables.
 - e) I can utilize captions, photographs, sidebars, and illustrations.

5. Utilize retrieval skills needed to research a topic.
 - a) I can formulate questions based on a topic.
 - b) I can distinguish between important and unimportant information.
 - c) I can select and use dictionaries, atlases, almanacs, and thesauruses to gain relevant information.

d) I can select and use technology resources, news, and feature articles to gain relevant information.

e) I can alphabetize.

f) I can take brief notes on sources and sort evidence into provided categories.

6. Use a wide range of strategies to comprehend third-grade fictional reading materials.

a) I can determine main idea and supporting details to make inferences.

b) I can examine the plot of a story (sequence, problem, solution).

c) I can identify character traits, motivation, or behavior to explain how their actions contribute to the sequence of events.

d) I can summarize passages to demonstrate understanding.

e) I can ask and answer questions to demonstrate understanding of a text using text evidence.

f) I can distinguish my point of view from that of the narrator, characters, or author.

g) I can explain how illustrations support the text (create mood, establish setting).

h) I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

i) I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (ex: similes, metaphors, and idioms).

7. Use a wide range of strategies and skills to comprehend third-grade informational and functional text (nonfiction).

a) I can preview and predict to anticipate content.

b) I can monitor for text understanding, including re-reading, and adjusting speed of reading.

c) I can distinguish main idea from details.

d) I can use vocabulary knowledge to enhance comprehension.

e) I can determine sequence of events.

f) I can recognize information by importance or sequence of events.

g) I can summarize passages to demonstrate understanding.

h) I can describe cause and effect.

i) I can distinguish my point of view from that of the author.

j) I can read and comprehend history, social studies, science, and technical texts.

Literature

8. Compare a variety of genres according to their characteristics.

a) I can evaluate text to determine genre based on characteristics.

b) I can identify the distinguishing features of literary and informational text: everyday print materials, poetry, drama, and fantasy (fables, myths, folktales, and fairy tales).

c) I can compare fictional characters and events to real-life experiences.

d) I can compare and contrast key details presented in two texts on the same topic.

e) I can interpret the author's purpose in a given text.

f) I can retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.

Writing and Communication

9. Organize and compose multi-paragraph opinion pieces.

- a) I can organize my thoughts using prewriting and/or drafting.
- b) I can write opinion pieces on topics or texts, supporting a point of view with reasons.
- c) I can introduce the topic or text, state an opinion, and organize my reasons.
- d) I can use linking, or transitional, words and phrases (e.g., because, therefore, since, for example) to connect my opinions and reasons.
- e) I can provide a concluding sentence.
- f) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
- g) I can correct my writing through editing with guidance and support from adults and peers.
- h) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

10. Organize and compose multi-paragraph narrative pieces.

- a) I can create a situation and introduce a narrator, characters, or both and organize an event sequence that unfolds naturally.
- b) I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c) I can use transition words.
- d) I can provide a sense of closure to my writing.
- e) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
- f) I can correct my writing through editing with guidance and support from adults and peers.
- g) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

11. Organize and compose multi-paragraph expository pieces.

- a) I can organize my thoughts using prewriting and/or drafting ideas.
- b) I can write an introductory topic sentence.
- c) I can develop the topic with facts, definitions, and details.
- d) I can use linking words (e.g., also, another, and, more, but) to connect ideas within categories of information.
- e) I can provide a concluding statement.
- f) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
- g) I can correct my writing through editing with guidance and support from adults and peers.
- h) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

Grammar

12. Identify parts of speech.

- a) I can identify and use nouns, pronouns, verbs, and adjectives.
- b) I can use regular and irregular plural nouns.
- c) I can use abstract nouns (e.g., childhood).

- d) I can write and use regular and irregular verbs.
- e) I can write and use simple verb tenses (e.g., I walked; I walk; I will walk).
- f) I can recognize and use correct subject-verb agreement.
- g) I can recognize and use correct use of pronoun-antecedent agreement.
- h) I can identify sentence fragments and run-on sentences.
- i) I can create simple, compound, and complex sentences.

Mechanics

13. Implement correct punctuation, capitalization, and spelling when writing.
- a) I can capitalize appropriate words in titles and proper nouns.
 - b) I can apply commas to separate items in a series, in a physical address, in a date, and before the conjunction in a compound sentence.
 - c) I can apply correct end-mark punctuation.
 - d) I can use apostrophes with contractions and possessives.
 - e) I can underline or italicize book titles.
 - f) I can use and spell high frequency and studied words correctly.
 - g) I can apply spelling strategies in my writing.

Communication

14. Listen and communicate effectively within a third-grade classroom.
- a) I can write and join cursive upper and lower case letters legibly with correct spacing and formation.
 - b) I can prepare for discussions by having read or studied required material.
 - c) I can follow agreed upon rules for discussions.
 - d) I can ask questions, stay on topic, and link comments to the remarks of others during discussion.
 - e) I can explain my own ideas and understanding in the context of the discussion.
 - f) I can speak in complete sentences to share my thoughts and ideas.
 - g) I can utilize digital storytelling to demonstrate fluid reading of stories or poems.

Math Learning Targets

Numbers and Operations in Base Ten

1. Use place value and properties to add and subtract.
- a) I can round whole numbers to the nearest tens or hundreds place.
 - b) I can add within 4-digit numbers using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
 - c) I can subtract within 4-digit numbers using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
 - d) I can add and subtract decimals to the hundredths place (including money).
 - e) I can multiply 1-digit whole numbers by multiples of 10 using strategies based on place value (ex: 9×80 , 5×60).

Numbers and Operations-Fractions

(Expectations limited to fractions with denominators 2, 3, 4, 6, & 8)

2. Describe fractions as parts of a whole with multiple representations.

- a) I can recognize different interpretations of fractions, points on a number line, numbers that lie between two consecutive whole numbers, and lengths of segments on a ruler.
- b) I can locate, on a number line, proper fractions with common denominators 2 through 10.

3. Compare fractions by reasoning about their size.

- a) I can compare fractions with common numerators or denominators using the symbols $<$, $>$, and $=$ and justify the conclusions using a visual fraction model ($\frac{1}{6} > \frac{1}{8}$; $\frac{1}{4} < \frac{3}{4}$).
- b) I can understand two fractions as equivalent if they are the same size, or the same point on a number line.
- c) I can recognize and generate simple equivalent fractions ($\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$) and explain why the fractions are equivalent (by using a visual fraction model).
- d) I can express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (ex: $3 = \frac{3}{1}$; $\frac{6}{1} = 6$; $\frac{4}{4} = 1$).

Operations and Algebraic Thinking

4. Represent and solve problems involving multiplication and division.

- a) I can interpret multiplication products as the total number of objects within set groups of equal numbers ($5 \times 7 = 5$ groups of 7 objects each).
- b) I can interpret division quotients as the number of objects in each share when objects are separated equally ($56 \div 8 = 7$; 56 objects separated evenly in groups of 8 equals 7 per group).
- c) I can solve word problems using multiplication and division in situations involving equal groups, arrays, and measurement quantities.
- d) I can determine the unknown whole number in a multiplication or division equation (ex. $8 \times \square = 48$; $5 = \square \div 3$; and $6 \times 6 = \square$).
- e) I can recall from memory and demonstrate computational fluency of multiplication facts through the 10s facts.

5. Understand properties of multiplication and the relationship between multiplication and division.

- a) I can apply the commutative property of multiplication to find products (ex. $6 \times 4 = 24$, therefore $4 \times 6 = 24$).
- b) I can apply the associative property of multiplication to solve problems with 3 factors (ex. $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$).
- c) I can apply the distributive property of multiplication by multiplying a number by a group of numbers added together or multiply each separately then add them. (ex. 5×6 is $5 \times (2+4) = (5 \times 2) + (5 \times 4) = 10 + 20 = 30$)
- d) I can understand division as an unknown factor problem. (ex. $32 \div 8$ by knowing $8 \times \square = 32$)
- e) I can fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. (knowing $8 \times 5 = 40$, you know $40 \div 8 = 5$)

6. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- a) I can solve two-step word problems using the four operations and represent these problems using equations with a letter standing for the unknown quantity.
 - b) I can identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations (e.g., 4 times a number is always even).

Measurement and Data

7. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- a) I can tell and write time to the nearest minute.
 - b) I can measure elapsed time intervals in minutes.
 - c) I can solve word problems involving addition and subtraction of time intervals in minutes.
 - d) I can measure and estimate liquid volumes and masses of objects using standard units of measure (ex: grams, kilograms, and liters).
 - e) I can solve one-step word problems involving masses and volumes given in the same units by using drawings to represent the problem.
8. Represent and interpret data.
- a) I can create a scaled picture graph and a scaled bar graph to represent data sets.
 - b) I can interpret and compare data from various displays using a given scale.
 - c) I can measure lengths using rulers marked with halves and fourths of an inch.
 - d) I can show data by making a plot line with a scale marked to show whole numbers, halves, or quarters.
9. Understand concepts of area and perimeter and relate them to multiplication or to addition.
- a) I can recognize area as an attribute of plane figures using “a unit square”.
 - b) I can measure area by counting unit squares.
 - c) I can find and model the area of a rectangle with whole number side lengths.
 - d) I can show that the area with whole-number side lengths is the same as it would be multiplying length times width of a figure.
 - e) I can solve real-world problems to determine the area of rectangular objects.
 - f) I can find the perimeter of a plane figure.
 - g) I can find the perimeter of a plane figure with an unknown side.
 - h) I can recognize rectangles with the same perimeter and different areas or with the same area and different perimeter.
 - i) I can find the area of a rectilinear figure by breaking the figure apart and finding the area of each piece.

Geometry

10. Reason with shapes and their attributes.
- a) I can categorize shapes according to their similar characteristics (rhombus, rectangle, and square are examples of quadrilaterals).
 - b) I can draw examples of non-quadrilaterals.
 - c) I can divide shapes into parts with equal areas.
 - d) I can express area of each part of the whole as a fraction.

FOURTH GRADE LEARNING TARGETS

Language Arts Learning Targets

Reading Process

1. Read fourth-grade text with sufficient accuracy and fluency to support comprehension.
 - a) I can read fourth-grade text with accuracy, purpose and understanding.
 - b) I can read fourth-grade level prose and poetry with accuracy, appropriate rate, and expression.
 - c) I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2. Apply word study skills to read multisyllabic words and compound words.
 - a) I can recognize letter, spelling, and syllable patterns.
 - b) I can identify and interpret parts of words including root words, prefixes, suffixes, and compound words.
 - c) I can read multi-syllable words by breaking them apart into chunks.

Reading Comprehension & Application

3. Apply comprehension strategies to interpret informational texts.
 - a) I can select and use appropriate resources (dictionaries, thesauruses, glossaries, etc.), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - b) I can use and interpret text features, including headings, subheadings, captions, graphics, and bolded and italicized words, for understanding.
 - c) I can distinguish between the main idea and supporting details.
 - d) I can self-monitor understanding of text (rereading, reading ahead, questioning, etc.).
 - e) I can interpret the overall structure of ideas, concepts, events, or information in a text or a part of a text.
 - f) I can compare and contrast firsthand and secondhand accounts of the same events.
 - g) I can refer to details and examples from a text when making conclusions and drawing inferences.
 - h) I can integrate information from two texts on the same topic in order to speak or write about the subject knowledgeably.
 - i) I can summarize informational texts.
 - j) I can explain how an author uses reasons and evidence to support particular points in a text. (author's purpose)

4. Apply comprehension strategies to interpret fictional texts.
 - a) I can distinguish between the main idea and supporting details.
 - b) I can self-monitor understanding of text (rereading, reading ahead, questioning, etc.).
 - c) I can interpret figurative language (similes, metaphors, idioms, adages, and proverbs).
 - d) I can interpret analogies.
 - e) I can interpret the overall structure of ideas, concepts, events, or information in a text or a part of a text.
 - f) I can compare and contrast firsthand and secondhand accounts of the same events.

- g) I can refer to details and examples from a text when making conclusions and drawing inferences.
- h) I can integrate information from two texts on the same topic in order to speak or write about the subject knowledgeably.
- i) I can summarize fictional texts.

5. Identify literary elements and analyze the interaction between plot and characters.

- a) I can analyze the sequence of events in depth.
- b) I can identify and explain the conflict and resolution of a story.
- c) I can explain the relationship between cause and effect.
- d) I can analyze character development, character traits, and motivations.
- e) I can compare and contrast points of view including the differences between first and third person narratives.
- f) I can identify setting and explain its relevance.
- g) I can explain how an author uses reasons and evidence to support particular points in a text. (author's purpose)
- h) I can determine the theme of a story, drama or poem from details in the text.

6. Distinguish features of a variety of literary genres

- a) I can distinguish between a variety of genres (realistic, fantasy, biography, historical fiction, myths, poetry, etc.)
- b) I can explain major differences among poems, drama, and prose, and refer to the structural elements of poems and drama.
- c) I can identify regional and cultural differences which are reflected in multicultural texts.
- d) I can compare and contrast the different perspectives of similar themes, topics and sequence of events.

Writing and Communication

7. Listen and communicate effectively within a fourth-grade classroom.

- a) I can engage in meaningful conversations about texts by reviewing key ideas and asking clarification questions.
- b) I can explain how the words in a text and illustrations help the reader to visualize the elements of a story.
- c) I can carry out assigned roles in a variety of collaborative discussions.
- d) I can incorporate technology into a presentation to enhance its meaning.
- e) I can identify the reasons and evidence a speaker provides to support a particular point.
- f) I can differentiate between contexts that call for formal and informal discourse.
- g) I can prepare for discussions by having read or studied required material.
- h) I can explain my own ideas and understanding in the context of the discussion.

8. Organize and compose opinion pieces

- a) I can introduce the topic and state my opinion.
- b) I can supply reasons to support my opinion.
- c) I can use transition words.
- d) I can restate my opinion in a conclusion.

- e) I can develop and strengthen my writing through planning, revising, and editing with guidance and support from peers and adults.
- f) I can use technology to produce, publish, and share writing with some guidance and support from adults.

9. Organize and compose narrative pieces.

- a) I can introduce characters, narrators, and situations.
- b) I can use transitions to connect the sequence of events.
- c) I can use dialogue and sensory details to enhance the plot of the story.
- d) I can use concrete words, strong verbs, and descriptive phrases.
- e) I can develop characters and setting in my narrative text.
- f) I can compose a narrative text with a main event.
- g) I can provide a conclusion that follows from the narrated experiences or events.
- h) I can develop and strengthen my writing through planning, revising, and editing with guidance and support from peers and adults.
- i) I can use technology to produce, publish, and share writing with some guidance and support from adults.

10. Organize and compose expository pieces.

- a) I can write an introductory paragraph.
- b) I can examine a topic and clearly convey information in three paragraphs.
- c) I can develop the topic with facts, concrete details, quotations, and other information and examples.
- d) I can use transition words.
- e) I can use precise language and content-specific vocabulary to explain the topic.
- f) I can provide a concluding paragraph.
- g) I can develop and strengthen my writing through planning, revising, and editing with guidance and support from peers and adults.
- h) I can use technology to produce, publish, and share writing with some guidance and support from adults.

Mechanics & Grammar

11. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a) I can use commas in a compound sentence.
- b) I can apply correct punctuation in a direct quotation.
- c) I can avoid using sentence fragments and run-on sentences
- d) I can use correct capitalization.
- e) I can spell fourth grade words effectively in writing, consulting references as needed.

12. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a) I can use correct subject-verb agreement in a sentence.
- b) I can form and use prepositional phrases.
- c) I can correctly use frequently confused words (there, their, and they're).

- d) I can use relative pronouns and relative adverbs.
- e) I can form and use the progressive verb tenses.
- f) I can use modal auxiliaries to convey various conditions.
- g) I can order adjectives within sentences according to conventional patterns.

Vocabulary

13. Apply newly acquired vocabulary in writing and oral communications.
- a) I can infer the meaning of a word when given a synonym and/ or antonym.
 - b) I can analyze context clues to construct meaning of unknown and multiple meaning words.
 - c) I can use prefixes, suffixes, and root words including Greek and Latin roots to determine the meanings of words.
 - d) I can define and incorporate vocabulary into everyday communications.
 - e) I can acquire and use content-specific words and phrases.

Research

14. Utilize skills needed to research a topic.
- a) I can conduct research projects that build knowledge through investigation of different aspects of a topic.
 - b) I can recall relevant information from experiences or gather relevant information from print and digital sources.
 - c) I can prioritize information, take notes, and provide a list of sources.
 - d) I can draw evidence from texts to support analysis, reflection, and research.

Math Learning Targets

Number and Operations in Base Ten

1. Evaluate numbers through the millions place.
- a) I can recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right.
 - b) I can determine the place value of a multi-digit whole number to the hundred thousands place.
 - c) I can compare and order multi-digit whole numbers through the hundred thousands based on the meaning of the digits in each place using $>$, $<$ and $=$.
 - d) I can use place value understanding to round multi-digit whole numbers to any place.
 - e) I can read and write multi-digit whole numbers using base ten numerals, word, expanded, and standard form.
2. Perform the four operations with multi-digit whole numbers using place value understanding.
- a) I can fluently add and subtract multi-digit whole numbers using the standard algorithm.
 - b) I can multiply a whole number up to four digits by a one-digit whole number using strategies based on place value and the properties of operations.
 - c) I can multiply two two-digit numbers using strategies based on place value and the properties of operations.
 - d) I can divide four-digit numbers by one-digit divisors using strategies based on place value and the properties of operations and/or the relationship between multiplication and division.

- e) I can illustrate and explain the calculations of multiplication by using equations, rectangular arrays, and/or area models.
- f) I can illustrate and explain the calculations of division by using equations, rectangular arrays, and/or area models.
- g) I can find the factors of whole numbers through 100.
- h) I can recognize that a whole number is a multiple of each of its factors.
- i) I can determine whether a given whole number in the range of 1-100 is a multiple of a given one digit number.
- j) I can determine whether a given whole number in the range of 1-100 is prime or composite.

Number and Operations-Fractions

(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100)

3. Extend understanding of fraction equivalence and ordering.

- a) I can explain why equivalent fractions are equal by using visual fraction models including number lines, with attention to how the number and size of the parts differ even though the two fractions are the same size.
- b) I can recognize and generate equivalent fractions.
- c) I can compare two fractions with different numerators and different denominators by creating a common denominator or comparing to a benchmark fraction like $\frac{1}{2}$.
- d) I can recognize that comparisons are valid only when two fractions refer to the same whole.
- e) I can compare fractions using $>$, $<$, or $=$ and justify the comparison.

4. Perform operations with fractions.

- a) I can add and subtract fractions by joining and separating parts referring to the same whole.
- b) I can decompose a fraction into a sum of fractions with the same denominator in more than one way and justify with a fractional model $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ or $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$.
- c) I can add and subtract fractions and mixed numbers with common denominators.
- d) I can solve word problems involving addition and subtraction of fractions with common denominators by using visual fraction models and equations to represent the problem.
- e) I can write a fraction as a product of a whole number and a unit fraction ($\frac{5}{4}$ as the product of $5 \times \frac{1}{4}$).
- f) I can write a product of a whole number and a fraction as a product of a whole number and a unit fraction ($3 \times \frac{2}{5}$ as $6 \times \frac{1}{5}$).
- g) I can multiply a fraction by a whole number.
- h) I can solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem.

5. Understand decimal notation for fractions and compare decimal fractions.

- a) I can express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this technique to add two fractions with respective denominators 10 and 100.
- b) I can use decimal notation for fractions with denominators 10 or

100.

- c) I can compare two decimals to hundredths by reasoning about their size.
- d) I can recognize that comparisons are valid only when two decimals refer to the same whole.
- e) I can compare decimals using $>$, $<$, or $=$ and justify the comparison by using a visual model.

Operations and Algebraic Thinking

6. Use the four operations with whole numbers to solve problems.
- a) I can interpret a multiplication equation as a comparison.
 - b) I can represent verbal statements as multiplication equations.
 - c) I can multiply or divide to solve word problems by using drawings and equations.
 - d) I can interpret the remainder in a division word problem.
 - e) I can solve multi-step word problems using the four operations.
 - f) I can represent an unknown quantity in word problems with a variable.
 - g) I can assess the reasonableness of answers using mental computation and estimation.
 - h) I can generate a number or shape pattern that follows a given rule and identify other features of the pattern.

Geometry

7. Construct lines and angles, and classify shapes and figures by properties of their lines and angles.
- a) I can draw points, lines, line segments, rays, perpendicular, and parallel lines.
 - b) I can draw right, acute, obtuse, and straight angles.
 - c) I can identify lines and angles in two-dimensional figures.
 - d) I can classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.
 - e) I can identify and draw lines of symmetry.
8. Understand concepts of angle and measure angles.
- a) I can recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.
 - b) I can relate angles and their measurements to fractional parts of a circle.
 - c) I can measure angles in whole-number degrees using a protractor.
 - d) I can sketch angles of specified measure.
 - e) I can recognize that the angle measure of the whole is the sum of the angle measures of the parts.
 - f) I can solve addition and subtraction problems to find unknown angles on a diagram in real-world or mathematical problems.

Measurement and Data

9. Measure and convert units in a given measurement system.
- a) I can identify and recall relative sizes of measurement units (km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec) within one system of units.
 - b) I can convert units within the same system from larger to smaller units and smaller to larger units using a two column table.

- c) I can use the four operations to solve word problems involving measurement (distance, time, volume, mass, and money), including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
- d) I can represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- e) I can calculate area and perimeter by using the formulas for rectangles in real-world and mathematical problems.

10. Represent and interpret data.

- a) I can make a line plot to display a data set of measurements in fractions of a unit.
- b) I can solve problems involving addition and subtraction of fractions by using information presented in line plots.

Science Learning Targets

Energy

1. Investigate the transference of energy and waves in relation to sound, light, motion, electricity, and heat.
 - a) I can explain the relationship between speed and energy of an object.
 - b) I can investigate to determine changes in energy resulting from increases or decreases in speed that occur when objects collide.
 - c) I can justify that heat can be produced and transferred in many ways. (e.g. friction, conduction, convection, and radiation).
 - d) I can develop a model of waves to describe patterns in terms of amplitude and wavelength to prove that waves can cause objects to move.*
 - e) I can create and use models to show patterns are a way to transfer information. (e.g. binary coding, Morse code, drumming, coding)
 - f) I can demonstrate the flow of an electric circuit.
 - g) I can construct a model to explain that an object can be seen when light reflected from its surface enters the eye.
 - h) I can describe how renewable and nonrenewable resources can affect our environment.
 - i) I can design, construct, and test a device that changes energy from one form to another.*

Living Things

2. Examine the structures, systems, and processes that living things use to survive.
 - a) I can examine evidence to support an argument that the internal and external structures of plants function to support survival, growth, behavior, and reproduction. (e.g. thorns, leaves, stems, roots, colored petals, xylem, phloem)
 - b) I can examine evidence to support an argument that the internal and external structures of animals function to support survival, growth, behavior, and reproduction. (e.g heart, stomach, lung, brain, skin)
 - c) I can obtain and communicate information explaining that humans have systems that interact with one another for digestion, respiration, circulation, excretion, movement, control, coordination, (skeletal, muscular, and nervous) and protection from disease.

d) I can investigate different ways animals receive information through the senses, process that information, and respond to it in different ways.

Earth Systems

3. Analyze patterns and properties of rocks and soils.

a) I can construct explanations by citing evidence found in patterns of rock formations and fossils in rock layers to prove that Earth changes over time both slowly and rapidly.

b) I can carry out an investigation to examine properties of soils and soil types. (e.g. color, texture, capacity to retain water, ability to support plant growth)

4. Evaluate and analyze data to determine the effects of weathering, erosion, and natural disasters.

a) I can describe patterns of Earth's features on land and the ocean floor using data from maps.

b) I can explore information to support the claim that landforms are the result of a combination of constructive (volcanic eruptions and sediment deposition) and destructive (erosion and weathering) forces.

c) I can analyze and interpret data to determine the effects of weathering and rate of erosion by water, ice, wind, and vegetation (using one single form of weathering or erosion at a time.)

d) I can formulate and evaluate solutions to limit the effects of natural Earth processes on humans (e.g. designing earthquake, tornado, or hurricane-resistant buildings; improving the monitoring of volcanic activity).

Alabama History - Social Studies Learning Targets

Learning Targets

1. Determine the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the nineteenth century.

a) I can identify Alabama's natural resources.

b) I can identify Alabama's five geographic regions.

c) I can describe the human environments of Alabama as they relate to settlement during the nineteenth century (i.e. housing, roads, and places).

d) I can explain the impact Alabama's climate has in the different geographic regions of the state.

2. Analyze the impact of the European explorers and settlers on Alabama.

a) I can identify the location of European settlements and forts on early maps of Alabama (e.g. Fort Conde, Fort Toulouse, and Fort Mims).

b) I can trace the routes of early explorers. (i.e. DeSoto, Ponce de Leon)

c) I can describe economic relationships between Native Americans and explorers.

d) I can explain the reasons for conflicts between European and American Indians from 1519-1840.

3. Explain the social, political, and economic impact of the War of 1812 and the Creek War on Alabama.
 - a) I can explain the significant leaders of the Creek War.
 - b) I can describe the significant battles of the War of 1812 and the Creek War.
 - c) I can determine the impact made by the forced relocation of the American Indians by Andrew Jackson.
 - d) I can describe the adoption of European culture by the American Indians.
 - e) I can explain the economic impact of the acquisition of tribal land in Alabama after the War of 1812.
 - f) I can explain the impact the Trail of Tears had on the lives, rights, and territories of Alabama American Indians.

4. Describe Alabama's entry into statehood and the establishment of its three branches of government.
 - a) I can explain reasons for changes in location of the state capital.
 - b) I can describe the three branches of government and constitutions.
 - c) I can identify major political figures involved in Alabama's statehood (Andrew Jackson, William Wyatt Bibb, Thomas Bibb, William Rufus King).

5. Describe the lifestyles of plantation owners, slaves, and townspeople in the early nineteenth century.
 - a) I can interpret the impact legal codes had on the early nineteenth century.
 - b) I can describe the culture during the early nineteenth-century in Alabama (i.e housing, education, religion, recreation).
 - c) I can determine the primary means of transportation.
 - d) I can identify major areas of agricultural production in Alabama (Black Belt, fertile river valleys).

6. Explain Alabama's economic and military role during the Civil War.
 - a) I can explain reasons for Alabama's secession in the Union.
 - b) I can identify Alabama's role in the organization of the Confederacy. (hosting secession convention, inauguration ceremony, capital of the Confederacy)
 - c) I can interpret the Articles of the Confederation and the Gettysburg Address.
 - d) I can recognize military leaders from Alabama.
 - e) I can compare the roles of women on the homefront as well as the battlefield.
 - f) I can identify the provision of military supplies through the Port of Mobile and Selma.
 - g) I can recognize the impact the Civil War had on Alabama's economic structure, transportation infrastructure, and citizens.

7. Analyze political and economic issues Alabama faced during Reconstruction.
 - a) I can interpret the Thirteenth, Fourteenth, and Fifteenth Amendments of the Constitution of the United States.

- b) I can identify African Americans who had an impact on Alabama’s Reconstruction.
 - c) I can analyze the impact of military rule, the Freedmen’s Bureau, and Alabama’s re-admittance to the Union during Reconstruction.
 - d) I can explain the role of sharecropping and tenant farming.
 - e) I can identify major political parties in Alabama during Reconstruction.
8. Analyze the social and educational changes during the late nineteenth and early twentieth century.
- a) I can describe the implementation of Plessy versus Ferguson, “separate but not equal” court decision, and birth of the NAACP.
 - b) I can explain the Jim Crow Laws.
 - c) I can identify Alabamians who made contributions in the fields of science, education, the arts, politics, and business.
 - d) I can analyze the establishment of normal schools and colleges (Auburn, Tuskegee, Alabama State University, A&M, etc.).
9. Describe the impact of World War I on the citizens of Alabama.
- a) I can describe the impact of Alabama’s military installations and training facilities during World War I.
 - b) I can explain the migration of African Americans from Alabama to the North and West.
 - c) I can identify World War I technologies, including airplanes, machine guns, and chemical warfare.
 - d) I can recognize Alabama participants in World War I (167th Regiment of the Rainbow Division).
 - e) I can understand the increased production of goods for World War I.
10. Explain the impact the 1920s and the Great Depression had on different socioeconomic groups in Alabama.
- a) I can obtain and communicate information explaining the 1920s era (employment opportunities, wages, overproduction, stock market crash) and the Great Depression (over-cropping, unemployment, poverty).
 - b) I can explain how supply and demand impacted Alabama’s economy during the 1920s and the Great Depression.
11. Investigate to determine the economic and social impact World War II had on Alabamians.
- a) I can describe the entry of women into the workforce, job opportunities, rationing, military recruitment, the draft, and racial consciousness of WWII.
 - b) I can recognize Alabama’s key participants in WWII (Tuskegee Airmen, women in the military).
 - c) I can justify the strategic placement of military bases in Alabama (Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base).
12. Analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama.

- a) I can describe the major events of the modern Civil Rights Movement (Montgomery Bus Boycott, 16th Street Baptist Church, Selma to Montgomery March, Freedom Riders).
- b) I can associate and apply common terms from this era (discrimination, prejudice, segregation, integration, suffrage, and rights).
- c) I can recognize influential people from the Civil Rights era (MLK, Rosa Parks, George Wallace, Malcolm X).
- d) I can explain the benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and Brown versus Board of Education Supreme Court case of 1954.

13. Identify events that have impacted Alabama since 1950.

- a) I can identify the Korean Conflict, the Cold War, Vietnam War, Persian Gulf, and the War on Terrorism.
- b) I can describe how technological advancements brought change to Alabamians (telephone, refrigerator, automobile, wireless internet, space technologies).
- c) I can relate Alabama's economy to the influence of foreign-based industry.
- d) I can determine the impact of population growth, cities, major road systems, demographics, and major resources.

FIFTH GRADE LEARNING TARGETS

Language Arts Learning Targets

Reading Process

1. Read fifth-grade text with sufficient accuracy and fluency to support comprehension.
 - a) I can read fifth-grade text with accuracy, purpose, and understanding.
 - b) I can use appropriate intonation and expression when reading prose and poetry orally.
 - c) I can read text accurately, self-correcting and re-reading as necessary.
 - d) I can apply grade-level phonics to read accurately unfamiliar multi-syllabic words in context and out of context.

Reading Comprehension & Application

2. Apply comprehension strategies to interpret informational texts.
 - a) I can read and comprehend informational text, including history/social studies, science, and technical texts.
 - b) I can compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts.
 - c) I can determine two or more main ideas and explain how they are supported by key details.
 - d) I can integrate information from two texts on the same topic in order to write or speak about the subject.
 - e) I can utilize or quote text explicitly and when drawing inferences.
 - f) I can explain the relationships between two or more individuals, events, ideas, or concepts.
 - g) I can compare and contrast a first-hand and second-hand account of the same event.
 - h) I can use multiple print or digital sources to answer questions or solve problems.
 - i) I can explain how an author uses evidence to support each point in a text and identify which reasons and evidence support specific points.

3. Apply comprehension strategies to interpret different types of literature.
 - a) I can read and comprehend literature, including stories, dramas, and poetry.
 - b) I can infer a character's motives based on his or her thoughts, words, and actions.
 - c) I can explain how the main actions of a plot sequence in a story, drama, or poem influence the future.
 - d) I can explain how the narrator's or speaker's point of view affects the text.
 - e) I can determine the theme of a text.
 - f) I can interpret the meaning of a text based on prior knowledge and experiences.
 - g) I can determine the author's stated and implied purpose.
 - h) I can extend meaning by comparing and contrasting characters, settings, or events.
 - i) I can draw conclusions about story elements.
 - j) I can utilize or quote text explicitly and when drawing inferences.
 - k) I can compare and contrast the varieties of English (e.g. dialects) used in stories, dramas, or poems.
 - l) I can compare and contrast stories in the same genre with similar themes and topics.

Writing and Communication

4. Listen and communicate effectively within a fifth-grade classroom.

- a) I can make connections between text and a visual or oral presentation of the text.
- b) I can carry out assigned roles in a variety of collaborative discussions.
- c) I can incorporate technology into a presentation to enhance its meaning.
- d) I can summarize the reasons and evidence a speaker provides to support a particular point.
- e) I can differentiate between contexts that call for formal and informal language.
- f) I can report on a topic sequencing ideas logically using relevant details.
- g) I can speak clearly at an understandable pace.
- h) I can contribute to the discussion by posing and responding to questions.
- i) I can review key ideas and draw conclusions from information and knowledge gained from a discussion.
- j) I can come to a discussion prepared having read or studied required material about a topic.
- k) I can retell or describe key ideas and details from a text read aloud or information presented orally or through other media.

5. Organize and compose five paragraph opinion pieces.

- a) I can introduce the topic and state my opinion.
- b) I can provide logically ordered reasons that are supported by facts and details.
- c) I can use transition words.
- d) I can provide a concluding statement related to my opinion.
- e) I can develop and strengthen my writing through planning, revising, editing, rewriting with guidance and support from peers and adults.
- f) I can write for purpose with a sense of audience.
- g) I can use technology to produce, publish, and share writing with some guidance and support from adults.

6. Organize and compose narrative pieces.

- a) I can introduce characters, narrators, and situations.
- b) I can structure and clarify my thoughts with appropriate transitions.
- c) I can use rich and precise vocabulary including strong verbs and figurative language.
- d) I can use dialogue, sensory details, and pacing to develop experiences and events.
- e) I can write for purpose with a sense of audience.
- f) I can provide a conclusion that follows from the narrated experiences or events.
- g) I can develop and strengthen my writing through planning, revising, editing, rewriting with guidance and support from peers and adults.
- h) I can use technology to produce, publish, and share writing with some guidance and support from adults.

7. Organize and compose five paragraph expository pieces.

- a) I can introduce a topic clearly.
- b) I can develop the topic with facts, concrete details, quotations, and other information and examples
- c) I can use transition words.

- d) I can use precise language and content-specific vocabulary to explain the topic.
- e) I can provide a concluding paragraph.
- f) I can develop and strengthen my writing through planning, revising, editing, rewriting with guidance and support from peers and adults.
- g) I can write for purpose with a sense of audience.
- h) I can use technology to produce, publish, and share writing with some guidance and support from adults.

Mechanics & Grammar

8. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a) I can use punctuation to separate items in a series.
- b) I can use a comma to separate an introductory element from the rest of the sentence.
- c) I can use a comma to set off the words yes and no, to set off a tag question, and to indicate direct address.
- d) I can use underlining, quotation marks, or italics to indicate titles of works.
- e) I can spell fifth-grade words correctly, consulting references as needed.

9. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a) I can explain the function of conjunctions, prepositions, and interjections.
- b) I can form and use the perfect verb tenses.
- c) I can use verb tense to convey various times, sequences, states, and conditions.
- d) I can recognize and correct inappropriate shifts in verb tenses.
- e) I can apply correlative conjunctions.
- f) I can expand, combine, and reduce sentences for meaning, reader or listener interest, and style.
- g) I can produce complete sentences recognizing and correcting inappropriate fragments and run-ons.
- h) I can compose and speak in complete sentences using subject-verb agreement.

Vocabulary

10. Use a variety of resources and strategies to determine meanings of words.

- a) I can utilize context clues to determine the meaning of a word or phrase.
- b) I can use grade-appropriate Greek and Latin roots.
- c) I can consult reference materials (dictionaries, thesauruses, glossaries, and digital resources to determine and clarify the precise meaning of key words).
- d) I can define the meanings of synonyms, antonyms, and homonyms.
- e) I can define and use grade-appropriate vocabulary.
- f) I can determine the meaning of content-specific words and phrases.
- g) I can interpret figurative language, including similes and metaphors, in context.
- h) I can recognize and explain the meaning of common idioms, adages, and proverbs.

Research

11. Utilize skills needed to research a topic.

- a) I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- b) I can recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information, and provide a list of sources.
- c) I can draw evidence from fictional and informational texts to support analysis, reflection, and research.

Math Learning Targets

Number and Operations in Base Ten

1. Understand the place value system, evaluating multi-digit whole numbers and decimals to the thousandths place.

- a) I can recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
- b) I can explain patterns in the number of zeros of the product when multiplying by powers of 10.
- c) I can explain patterns in the placement of the decimal point when multiplying or dividing by powers of 10.
- d) I can use whole-number exponents to denote powers of 10.
- e) I can compare and order decimals based on meanings of the digits in each place using $<$, $>$, and $=$.
- f) I can round decimals to any place.
- g) I can read and write decimals in standard, expanded, and word form.

2. Perform operations with multi-digit whole numbers and with decimals to the hundredths place.

- a) I can fluently multiply multi-digit whole numbers by two-digit whole numbers using the standard algorithm.
- b) I can compute whole-number quotients with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
- c) I can illustrate and explain the calculations by using equations, rectangular arrays, and/or area models.
- d) I can add, subtract, multiply, and divide decimals to the hundredths place and explain the strategies and reasoning used.

Number and Operations-Fractions

3. Use equivalent fractions as a strategy to add and subtract fractions.

- a) I can add and subtract fractions and mixed numbers with uncommon denominators by replacing given fractions with equivalent fractions.
- b) I can solve word problems involving addition and subtraction of fractions with common and uncommon denominators referring to the same whole.
- c) I can estimate using benchmark fractions and number sense to assess the reasonableness of answers.

4. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- a) I can interpret a fraction as division of the numerator by the denominator.
 - b) I can solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
 - c) I can multiply a fraction or a whole number by a fraction using visual fraction models or equations.
 - d) I can use unit squares to find the area of a rectangle with fractional side lengths and prove that it is the same as multiplying the side lengths ($A = l \times w$).
 - e) I can interpret multiplication as scaling by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - f) I can explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.
 - g) I can explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
 - h) I can solve real-world problems involving multiplication of fractions and mixed numbers.
 - i) I can divide unit fractions by whole numbers and whole numbers by unit fractions.
 - j) I can solve real-world problems involving division of unit fractions by whole numbers and division of whole numbers by unit fractions.

Operations and Algebraic Thinking

5. Write and interpret numerical expressions.
- a) I can use parentheses, brackets, or braces in numerical expressions.
 - b) I can evaluate numerical expressions using parentheses, brackets, or braces.
 - c) I can write expressions that record calculations with numbers.
 - d) I can interpret numerical expressions without evaluating them.
6. Generate and analyze patterns and relationships in order to interpret data.
- a) I can generate two numerical patterns using two given rules.
 - b) I can identify relationships between corresponding terms.
 - c) I can form ordered pairs consisting of corresponding terms from two patterns.
 - d) I can construct the x-axis, construct the y-axis, and identify the origin within the first quadrant of the coordinate plane using two perpendicular lines.
 - e) I can locate and graph ordered pairs on the coordinate plane in real-world situations.
 - f) I can make a line plot to display a data set of measurements in fractions of a unit.
 - g) I can use operations of fractions to solve problems involving information presented in line plots.

Geometry

7. Classify two-dimensional figures into categories based on their properties.
- a) I can understand that figures in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category. (e.g., quadrilaterals)
 - b) I can classify two-dimensional figures in a hierarchy based on properties. (sides, angles, faces, and vertices)

Measurement and Data

8. Convert units within a given measurement system.

- a) I can convert different-sized measurement units within a given system.
- b) I can use conversions to solve multi-step, real-world problems.

9. Use concepts of volume to relate volume to multiplication and addition.

- a) I can recognize volume as an attribute of solid figures.
- b) I can measure the volume of a rectangular prism by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- c) I can calculate the volume of a rectangular prism by using the formula (length x width x height).
- d) I can recognize volume as additive.
- e) I can solve real-world and mathematical problems involving volume.

Science Learning Targets

Matter

1. Investigate and examine matter through observations and measurement.

- a) I can prove that matter is made of particles too small to be seen.
- b) I can provide mathematical evidence to show the weight of matter stays the same despite a reaction.
- c) I can examine matter to identify materials based on their properties.
- d) I can investigate whether the mixing of two or more substances results in a new substance.
- e) I can observe and explain how the density of an object affects whether the object sinks or floats.

Earth Systems

2. Investigate and examine how living and nonliving things interact within Earth's systems.

- a) I can construct and defend a position to explain how plants use photosynthesis for growth.
- b) I can create and interpret a model to represent the flow of energy and transfer of matter in a food web.
- c) I can model how any two spheres interact and support life.
- d) I can construct a graphical representation of distribution of water on Earth.
- e) I can collect and organize scientific ideas that can be used to protect Earth's natural resources and its environments.
- f) I can design solutions, test, and revise a process for cleaning a polluted environment.

Space and Gravity

3. Investigate and examine how factors affect the motion of objects within our solar system.

- a) I can explain that the sun is brighter than other stars in the sky because it is closer to Earth.
- b) I can analyze data to show how the Earth's rotation, tilt, and revolution around the sun affects shadows, day and night, and seasons.

- c) I can construct an explanation that illustrates that the gravitational force exerted by Earth on objects is directed downward towards the center of Earth.
- d) I can design and construct a test to modify the speed of a falling object due to gravity.

Social Studies Learning Targets

Geography

- 1. Understand the impact that America's geography had on the development, settlement, and expansion of the country.
 - a) I can locate on a map all 50 states and capitals.
 - b) I can identify natural harbors in North America. (e.g. Mobile, New Orleans, New York, Boston, Savannah)

Native Americans

- 2. Distinguish differences among major Native American cultures in North America.
 - a) I can identify cause and effects of early migration and settlement in North America.
 - b) I can describe the geographical region, natural resources, community organization, economy, and belief systems of the major Native American cultures in North America.

Exploration

- 3. Determine the economic and cultural impact of European exploration during the Age of Discovery upon Europeans and Native Americans.
 - a) I can explain the significance of ocean currents, large forests, major rivers, and significant mountain ranges on exploration of North America.
 - b) I can identify specific early European patrons, (e.g. King Ferdinand and Queen Isabella), explorers, and their country of origin, including early settlements in the New World, (e.g. St. Augustine, Quebec, Jamestown).
 - c) I can trace the development and impact of the Columbian Exchange.

Colonization

- 4. Explain the early colonization of North America and reasons for settlement in specific areas.
 - a) I can recognize how colonial development was influenced by the desire for religious freedom.
 - b) I can distinguish between the geographical features, landforms, and differences in climate in the Northern, Middle, and Southern colonies.
 - c) I can describe emerging colonial government. (e.g. Mayflower Compact).
 - d) I can identify influential leaders in colonial society.
 - e) I can describe colonial economic life and labor systems in the Americas.
 - f) I can recognize centers of slave trade and the establishment of the Triangular Trade.

American Revolution

- 5. Examine the cause and effect of the American Revolution.
 - a) I can determine how these events led to the American Revolution: French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

- b) I can describe efforts to mobilize support for the American Revolution (Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress).
- c) I can explain the contributions of leaders during the American Revolution (Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon, and supporters from other countries).
- d) I can describe the principles of the Declaration of Independence.
- e) I can identify the major battles and locate the battle sites of the American Revolution (Lexington and Concord, Bunker Hill, Saratoga, and Yorktown).
- f) I can explain the contributions of ordinary citizens, including African Americans and women to the American Revolution.
- g) I can recognize reasons for colonial victory in the American Revolution.
- h) I can explain the effect of the Treaty of Paris of 1783 on the development of the United States.

Constitution

6. Explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.

- a) I can outline the Articles of Confederation and events leading to the Constitutional Convention (Shay's Rebellion, Compromises).
- b) I can describe major ideas, concepts, and limitations of the Constitution of the United States including the three branches of government.
- c) I can identify factions in favor of and opposed to ratification of the Constitution of the United States.
- d) I can identify main principles in the Bill of Rights.
- e) I can analyze the election of George Washington as president of the United States.

Westward Expansion

7. Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States.

- a) I can explain how the War of 1812, the Texas-Mexican War, and the Mexican-American War impacted westward expansion.
- b) I can analyze the role of Louisiana Purchase and explorations of Meriwether Lewis and William Clark.
- c) I can explain the purpose of the Monroe Doctrine.
- d) I can describe how the Indian Removal Act led to the expansion of the territory of the United States.
- e) I can identify Alabama's role in the expansion movement of the United States, including the Battle of Horseshoe Bend and the Trail of Tears.
- f) I can analyze the impact of closing the frontier on American Indians' way of life.
- g) I can identify major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics.
- h) I can identify the impact of technological developments on the United States' expansion.
- i) I can explain how the United States acquired Alaska and Hawaii.
- j) I can explain how the development of transcontinental railroads helped the United States achieve its Manifest Destiny.

- k) I can explain how the Spanish-American War led to the emergence of the United States as a world power.
- l) I can describe how the Gold Rush of 1849 led to the expansion of the territory of the United States.

Civil War

- 8. Examine the cause and effect of the Civil War.
 - a) I can describe the importance of these issues and events in causing the Civil War: States' Rights, slavery, the Missouri Compromise, Nat Turner's Insurrection, the Compromise of 1850, the Dred Scott decision, John Brown's rebellion, the election of 1860.
 - b) I can recognize key Northern and Southern personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, William Tecumseh Sherman, and Joseph Wheeler.
 - c) I can describe social, economic, and political conditions that affected citizens during the Civil War.
 - d) I can identify Alabama's role in the Civil War.
 - e) I can locate map sites important to the Civil War.
 - f) I can explain the events that led to the conclusion of the Civil War.
 - g) I can analyze the impact of Reconstruction for its effect on education and social institutions in the United States (Horace Mann and education reform, Freedmen's Bureau, establishment of segregated schools, African American churches).
 - h) I can evaluate the extension of citizenship rights to African Americans included in the 13th, 14th, and 15th Amendments to the Constitution of the United States.
 - i) I can explain the black codes and Jim Crow laws.
 - j) I can describe post-Civil War land distribution, including tenant farming and sharecropping.