

## Bienvenido a los objetivos de aprendizaje de las

escuelas de la ciudad de Homewood Las escuelas de la ciudad de Homewood utilizan "objetivos de aprendizaje" contruidos por los maestros, escritos en un lenguaje amigable para los estudiantes, para brindar más claridad sobre el objetivo de aprendizaje a los estudiantes y sus familias. Los grados K-2 se enfocan en los objetivos de artes del lenguaje y matemáticas con objetivos de ciencias y estudios sociales a partir del tercer grado.

Cada área de contenido tiene aproximadamente 12 "objetivos", que representan los objetivos de aprendizaje más esenciales en esa materia. Luego, cada objetivo tiene una serie de declaraciones de "Yo puedo", estándares más pequeños que se ajustan al objetivo, que representan los bloques de construcción graduales de ese objetivo. Cuando un estudiante PUEDE hacer constantemente todas las declaraciones de "Yo puedo", debería haber dominado el objetivo general.



El dominio del objetivo de aprendizaje es el objetivo de estudiantes y profesores. De hecho, el propósito del sistema de calificación basado en los estándares K-5 de Homewood es permitir a los estudiantes y padres la oportunidad de comprender más completamente dónde se encuentra el niño en el camino de un año hacia el dominio del objetivo de aprendizaje. El informe de calificación estándar sería un "2" (en el camino hacia el dominio), lo que significa que un estudiante está justo donde debería estar en ese momento del año. Un "1" significa que NO se prevé que un estudiante domine el objetivo al final del año, mientras que un "3" significa que el objetivo se ha dominado por completo. Los estudiantes pueden recibir un "2-" o un "2+" que les brinda a los padres una visión más continua de dónde se encuentra su hijo en relación con el dominio del objetivo. Este sistema de calificaciones se usa para lectura y matemáticas de K-5, así como para estudios sociales y ciencias de cuarto y quinto grado. Los estudiantes pueden recibir una "S" (satisfactorio), una "P" (progresando), una "R" (margen de mejora) o una "U" (insatisfactorio) para los especiales de K-5 y ciencias y estudios sociales de 1er a 3er grado. .

Los comportamientos en el aula (completar la tarea, prestar atención, etc.) ciertamente juegan un papel en el aprendizaje de un niño. Los maestros brindan a los padres comentarios sobre cada boleta de calificaciones con respecto a los comportamientos apropiados al nivel de grado. Los estudiantes reciben una "S"

(satisfactorio), una "P" (progresando), una "R" (margen de mejora) o una "U" (insatisfactorio) en los comportamientos informados. Separar los comportamientos del dominio del contenido proporciona a todos una comprensión clara de dónde se encuentran los estudiantes en ambos frentes.

En un sistema de calificación basado en estándares, los maestros trabajan para reunir "evidencia", en varias formas, para determinar dónde se encuentra un estudiante en el camino hacia el dominio. Esa evidencia podría ser una combinación de trabajo de los estudiantes (individual y / o en grupo), una prueba, un proyecto, trabajo de práctica, conversaciones con el maestro y más. Piense en un médico que realiza varias pruebas, examina al paciente, hace preguntas y luego aplica toda esa información para hacer un diagnóstico. Los maestros están utilizando su juicio profesional para ayudarlos a usted y a su hijo a comprender dónde se encuentra en el camino para dominar cada objetivo de aprendizaje. Las calificaciones basadas en estándares mantienen el enfoque de los informes de calificaciones en el aprendizaje de los estudiantes, lo que debería generar la mentalidad adecuada para la escuela cuando los estudiantes hagan la transición a la escuela intermedia y secundaria.

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## **OBJETIVOS DE APRENDIZAJE DE KINDERGARTEN** **artes del lenguaje**

### Proceso de lectura de

1. Demostrar conciencia fonológica.
  - a. Puedo reconocer y producir palabras que riman.
  - b. Puedo contar, mezclar y segmentar sílabas en una palabra.
  - c. Puedo identificar sonidos en las posiciones inicial, intermedia y final.
  - d. Puedo sustituir sonidos en las posiciones inicial, intermedia y final para formar palabras nuevas.
  - e. Puedo segmentar palabras oralmente.
  - f. Puedo combinar sonidos oralmente para formar nuevas palabras.
  
2. Utilice las habilidades fonéticas, el reconocimiento de palabras y la fluidez al leer.
  - a. Puedo decir los sonidos que hacen las consonantes.
  - b. Puedo identificar los sonidos de las vocales largas y cortas.
  - c. Puedo leer palabras reconocibles a primera vista de kindergarten de forma precisa y automática.
  - d. Puedo distinguir entre palabras escritas de manera similar identificando los sonidos de las letras que son diferentes.
  - e. Puedo aplicar las habilidades fonéticas de mi grado para decodificar palabras.
  
3. Demostrar habilidades fundamentales en lectura.
  - a. Puedo seguir palabras de izquierda a derecha, de arriba a abajo y página por página.
  - b. Puedo reconocer que las palabras habladas están representadas por escrito por secuencias de letras.
  - c. Puedo entender que las palabras están separadas por espacios al escribir.
  - d. Puedo identificar letras mayúsculas.
  - e. Puedo identificar letras minúsculas.
  - f. Puedo identificar la portada, la contraportada y la página del título de un libro.
  - g. Puedo identificar los trabajos del autor y el ilustrador con sugerencias y apoyo.

### Literatura y texto informativo

4. Leer texto de nivel de grado con propósito y comprensión.
  - a. Puedo hacer predicciones para determinar la idea principal y anticipar un final.
  - b. Puedo volver a contar historias sencillas identificando el principio, el medio, el final y los detalles clave con orientación y apoyo.
  - c. Puedo hacer y responder preguntas sobre detalles clave en un texto con indicaciones y apoyo.

- d. Puedo decir cuándo una historia es realidad y fantasía y reconocer tipos comunes de texto.
- e. Puedo identificar personajes, escenario y eventos importantes en una historia con indicaciones y apoyo.
- f. Puedo hacer y responder preguntas sobre palabras desconocidas en un texto.
- g. Puedo identificar similitudes y diferencias entre dos textos con indicaciones y apoyo (incluida la comparación de personajes, ideas y eventos).
- h. Puedo identificar el tema principal y volver a contar los detalles clave de un texto informativo con indicaciones y apoyo.
- i. Puedo describir cómo las ilustraciones se corresponden con el texto con indicaciones y apoyo.

### Vocabulario

- 5. Desarrollar el significado de las palabras leyendo, escuchando, escribiendo y hablando.
  - a. Puedo identificar nuevos significados para palabras conocidas que se usan en el contenido del jardín de infantes y usarlas correctamente.
  - b. Puedo usar prefijos y sufijos (-ed, -s, un-, -ful, -less) como una pista para descubrir palabras desconocidas.
  - c. Puedo poner palabras que van juntas en un grupo o categoría con orientación y apoyo (por ejemplo, formas, comida, etc.).
  - d. Puedo identificar antónimos de palabras comunes con orientación y apoyo.
  - e. Puedo identificar diferencias sutiles entre palabras con significados similares con orientación y apoyo (por ejemplo, caminar, marchar, pavonearse, brincar).
  - f. Puedo identificar las conexiones de la vida real entre las palabras y su uso con orientación y apoyo (por ejemplo, lugares en la escuela que son coloridos).
  - g. Puedo usar palabras de la lectura compartida al hablar con orientación y apoyo.

### Escritura y comunicación

- 6. Colabore y comuníquese de manera eficaz en un aula de jardín de infantes
  - a. Puedo seguir las reglas para la discusión en el salón de clases, incluyendo escuchar a los demás, turnarme y hablar sobre el tema.
  - b. Puedo participar y seguir una conversación a través de múltiples intercambios.
  - c. Puedo hacer o responder preguntas sobre detalles clave de un texto leído en voz alta o información presentada oralmente.
  - d. Puedo hacer y responder preguntas para aclarar algo que no se entiende.
  - e. Puedo hablar de manera audible y expresar mis pensamientos y

- sentimientos con claridad.
- f. Puedo participar activamente en actividades de lectura en grupo con propósito y comprensión.
  - g. Puedo describir sustantivos y eventos familiares y proporcionar detalles adicionales con incitación y apoyo.
  - h. Puedo trabajar con compañeros de clase para investigar un tema determinado y generar un producto.
  - i. Puedo recordar información de experiencias o recopilar información de fuentes proporcionadas para responder preguntas con orientación y apoyo.
7. Demuestre las técnicas adecuadas de escritura a mano.
- a. Puedo agarrar un lápiz.
  - b. Puedo trazar letras en el patrón correcto.
  - c. Puedo imprimir letras mayúsculas con la formación adecuada.
  - d. Puedo imprimir letras minúsculas con la formación adecuada.
  - e. Puedo formar e imprimir letras mayúsculas y minúsculas dentro de un espacio determinado.
8. Aplicar las habilidades lingüísticas al hablar y escribir.
- a. Puedo utilizar correctamente sustantivos, verbos y preposiciones que aparecen con frecuencia.
  - b. Puedo formar sustantivos en plural agregando / s / o / es /.
  - c. Puedo entender y usar palabras de preguntas (quién, qué, dónde, por qué, cuándo, cómo).
  - d. Puedo producir oraciones completas al hablar y escribir.
  - e. Puedo escribir con mayúscula la primera palabra de una oración.
  - f. Puedo poner en mayúscula el pronombre "yo" en mi escritura.
  - g. Puedo reconocer y nombrar la puntuación final.
  - h. Puedo identificar y usar la puntuación final correctamente en mi escritura.
  - i. Puedo escribir la (s) letra (s) de los sonidos de consonantes y vocales.
  - j. Puedo deletrear palabras como suenan usando mi conocimiento de las relaciones entre letras y sonidos.
9. Expresar significado a través de la escritura.
- a. Puedo usar palabras e imágenes para expresar mi opinión y explicar información.
  - b. Puedo usar palabras e imágenes para contar eventos e incluir eventos en un orden lógico.
  - c. Puedo agregar detalles para fortalecer mi escritura con orientación y apoyo.
  - d. Puedo usar dibujos u otros elementos visuales para proporcionar detalles adicionales en mi escritura.
  - e. Puedo usar una variedad de herramientas digitales para producir y publicar escritos con orientación y apoyo.

## matemáticos

### Fundamentos del conteo

1. Conocer los nombres de los números y la secuencia del conteo.
  - a. Puedo contar hacia adelante de 0 a 100 de uno en uno.
  - b. Puedo contar hacia adelante de 0 a 100 de diez en diez.
  - c. Puedo contar hacia atrás de 10 a 0 de uno en uno.
  - d. Puedo contar hacia adelante hasta 100 de uno en uno, comenzando con cualquier número entre 0 y 99.
  - e. Puedo escribir números del 0 al 20.
  - f. Puedo representar del 0 al 20 usando objetos concretos cuando se me da un número escrito del 0 al 20.
  
2. Conectar el conteo con la cardinalidad usando una variedad de objetos.
  - a. Puedo decir los nombres de los números en orden consecutivo al contar objetos.
  - b. Puedo usar el número final en mi secuencia de conteo para decir la cantidad que se cuenta.
  - c. Puedo contar objetos correctamente sin importar cómo estén ordenados.
  - d. Puedo explicar que a medida que cuento hacia adelante, cada número es uno más grande.
  - e. Puedo contar hasta 20 objetos concretos cuando están dispuestos en una línea, una matriz rectangular, un círculo y en una configuración dispersa.
  - f. Puedo dibujar el número de objetos que coinciden con un número dado del 0 al 20.
  
3. Comparar números en grupos que contienen hasta 10 objetos.
  - a. Puedo identificar si la cantidad de objetos en un grupo es mayor / mayor que, menor / menor que, o igual / igual que la cantidad de objetos en un grupo.
  - b. Puedo probar mi comparación de objetos mediante el uso de emparejar, contar u otras estrategias.
  - c. Puedo comparar dos números entre 0 y 10 presentados como números escritos.

### Operaciones y pensamiento algebraico

4. Demostrar los procesos de suma necesarios para resolver problemas.
  - a. Puedo entender la suma como *juntar* y *sumar*.
  - b. Puedo representar sumas hasta 10 con objetos concretos, subitizing, dibujos, juegos de roles, explicaciones verbales o ecuaciones.
  - c. Puedo identificar monedas de un centavo por su nombre y usarlas para la correspondencia uno a uno con la suma.

- d. Puedo resolver problemas verbales de suma usando objetos concretos o dibujos para representar el problema.
  - e. Puedo sumar con fluidez hasta 5.
  - f. Puedo encontrar el número que hace 10 al sumar cualquier número del 0 al 10, usando objetos o dibujos concretos y registrar la respuesta con un dibujo o una ecuación.
5. Demuestre los procesos de resta necesarios para resolver problemas.
- a. Puedo entender la resta como *desarmar y quitar*.
  - b. Puedo representar restas hasta el 10 con objetos concretos, restando, dibujos, juegos de roles, explicaciones verbales o ecuaciones.
  - c. Puedo identificar monedas de un centavo por su nombre y usarlas para la correspondencia uno a uno con la resta.
  - d. Puedo resolver problemas verbales de resta utilizando objetos o dibujos concretos para representar el problema.
  - e. Puedo restar con fluidez hasta 5.
  - f. Puedo demostrar que un número se puede dividir de más de una manera dentro de 10 en números más pequeños, usando objetos o dibujos concretos y registrar la respuesta con un dibujo o ecuación. (descomponer números)
6. Comprender patrones simples.
- a. Puedo duplicar y extender patrones simples usando objetos concretos, incluidos dos cubos o chips de diferentes colores.
  - b. Puedo duplicar y extender patrones simples con formas, colores, aplausos, etc., centrándome en lo que viene a continuación.
  - c. Puedo identificar uno más o uno menos en un patrón de crecimiento.

### Operaciones con números

7. Trabaja con los números del 11 al 19 para obtener bases para el valor posicional.
- a. Puedo componer números del 11 al 19 usando objetos concretos o dibujos para demostrar que entiendo que estos números se componen de decenas y unidades (por ejemplo, 13 es 10 y 3 unidades).
  - b. Puedo descomponer números del 11 al 19 usando objetos concretos o dibujos para demostrar que entiendo que estos números se componen de decenas y unidades (por ejemplo, 13 es 10 y 3 unidades).

### Medición

8. Describe y compara atributos medibles.
- a. Puedo identificar y describir atributos medibles (longitud, peso, altura) de un solo objeto usando vocabulario como largo / corto, pesado / ligero o alto / bajo.

- b. Puedo comparar directamente dos objetos con un atributo medible en común para ver qué objeto tiene "más" o "menos" del atributo y describir la diferencia. (p. ej., compare directamente las alturas de dos estantes y describa un estante como "más alto" o "más corto").

### Análisis de datos

- 9. Recopile y analice datos e interprete los resultados.
  - a. Puedo clasificar y ordenar objetos en categorías dadas de 10 o menos.
  - b. Puedo contar el número de objetos en cada categoría.
  - c. Puedo ordenar objetos por conteo.
  - d. Puedo categorizar datos en diagramas de Venn, pictografías y tablas de "sí-no" usando objetos, símbolos o imágenes reales. (limitado a dos categorías)

### Geometría

- 10. Identificar y describir formas.
  - a. Puedo describir objetos en el entorno usando nombres de formas.
  - b. Puedo describir las posiciones relativas de los objetos usando términos, como arriba, abajo, al lado, delante, detrás y al lado.
  - c. Puedo identificar formas bidimensionales por nombre (cuadrados, círculos, triángulos, rectángulos y hexágonos).
  - d. Puedo identificar formas tridimensionales por su nombre (cubos, conos, cilindros y esferas).
  
- 11. Analizar, comparar, crear y componer formas.
  - a. Puedo identificar la diferencia entre formas bidimensionales (acostado en un plano, "plano") y tridimensional ("sólido").
  - b. Puedo analizar, comparar y describir formas bidimensionales y tridimensionales independientemente de su orientación y tamaño (por ejemplo, número de lados y vértices o "esquinas").
  - c. Puedo modelar formas en el mundo construyéndolas con palos, arcilla u otros componentes.
  - d. Puedo modelar formas en el mundo dibujándolas. (rectángulo, cuadrado, círculo, triángulo)
  - a. Puedo usar formas simples para componer formas más grandes. (por ejemplo, une dos triángulos con los lados tocándose para formar un rectángulo).



## **OBJETIVOS DE APRENDIZAJE DEL PRIMER GRADO**

### **Artes del lenguaje**

#### Proceso de lectura

1. Demuestra conciencia fonológica.
  - a. Puedo identificar y aislar sonidos en las posiciones inicial, final y media de las palabras.
  - b. Puedo cambiar los sonidos individuales de las palabras para formar nuevas palabras.
  - c. Puedo mezclar oralmente sonidos en palabras.
  - d. Puedo segmentar palabras de una sola sílaba en sus sonidos individuales.
  - e. Puedo producir oralmente palabras que riman usando inicios y rimas.
  - f. Puedo distinguir entre los sonidos de las vocales largas y las cortas en las palabras habladas.
  
2. Aplicar habilidades fonéticas para decodificar palabras.
  - a. Puedo leer palabras de vocales cortas.
  - b. Puedo leer palabras de vocales largas.
  - c. Puedo leer palabras con combinaciones de consonantes (como cr, st) o dígrafos (th, ch, sh).
  - d. Puedo leer palabras con vocales controladas por r (er, ir, ur, ar o).
  - e. Puedo leer palabras compuestas.
  - f. Puedo combinar sonidos para leer palabras de varias sílabas.
  - g. Puedo leer palabras con terminaciones flexivas (como -s, -ed).
  - h. Puedo determinar el número de sílabas de una palabra sabiendo que cada sílaba debe tener una vocal.
  
3. Aplicar varias estrategias de lectura al leer un texto.
  - a. Puedo usar estrategias de decodificación para leer palabras desconocidas.
  - b. Puedo usar pistas ilustradas para leer palabras desconocidas.
  - c. Puedo usar claves de contexto para leer palabras desconocidas.
  - d. Puedo usar pistas gramaticales (concordancia entre sujeto y verbo; terminaciones flexivas) cuando leo.
  
4. Leer textos de primer grado con fluidez, propósito y comprensión.
  - a. Puedo leer en voz alta de una manera que reconozca la puntuación.
  - b. Puedo leer con precisión, ritmo apropiado y expresión apropiada en repetidas lecturas.
  - c. Puedo agrupar palabras en frases que tengan sentido.
  - d. Puedo leer palabras seleccionadas a la vista de forma precisa y automática.
  - e. Puedo leer cuentos, poemas u obras de teatro con la voz adecuada con indicaciones y apoyo.

- f. Puedo usar el contexto para autocorregir mis errores de lectura releendo cuando sea necesario.

### Vocabulario

5. Desarrollar el significado de las palabras leyendo, escuchando, escribiendo y hablando.
  - a. Puedo usar palabras nuevas de la lectura compartida o independiente al escribir y hablar.
  - b. Puedo reconocer el vocabulario específico cuando lo escucho o lo leo.
  - c. Puedo derivar el significado de palabras desconocidas y de múltiples significados a partir de claves de contexto dentro de oraciones y párrafos y al hacer y responder preguntas.
  - d. Puedo identificar palabras raíz comunes.
  - e. Puedo determinar el significado de una palabra usando el conocimiento de que los prefijos y sufijos cambian el significado de una palabra raíz.
  - f. Puedo clasificar palabras en categorías.
  - g. Puedo definir palabras por categorías y por uno o más atributos clave con orientación y apoyo (por ejemplo, un tigre es un gato grande con rayas).
  - h. Puedo distinguir entre matices de significado en verbos que difieren en forma (p. Ej., Mirada fija, fulgor, ceño fruncido) y adjetivos que difieren en intensidad con orientación y apoyo (p. Ej., Grande, enorme, gigantesco).
  - i. Puedo identificar las conexiones de la vida real entre las palabras y su uso con orientación y apoyo (por ejemplo, anotar lugares en casa que son acogedores).

### Aplicación de lectura

6. Reconocer y utilizar características básicas del texto en una variedad de materiales de lectura.
  - a. Puedo reconocer las características distintivas de la letra impresa (p. Ej., Primera palabra, mayúsculas, puntuación final).
  - b. Puedo identificar y utilizar partes de un libro, incluido el título, el autor y el ilustrador.
  - c. Puedo usar el orden alfabético hasta la primera letra para acceder a la información.
  - d. Puedo usar íconos y menús electrónicos para acceder a información usando herramientas digitales.
  - e. Puedo diferenciar entre ficción y texto informativo.

### Comprensión

7. Demostrar la capacidad de comprender y responder a lecturas compartidas y textos de primer grado leídos de forma independiente.

- a. Puedo usar estrategias de comprensión como predecir, cuestionar, inferir y sacar conclusiones.
  - b. Puedo comparar elementos y temas de historias al hacer varias conexiones de texto.
  - c. Puedo determinar la idea principal a partir de un pasaje o una historia.
  - d. Puedo identificar y describir personajes, escenarios y eventos en una historia usando ilustraciones y detalles clave.
  - e. Puedo volver a contar historias que incluyen detalles clave y demostrar comprensión de su mensaje o lección central.
  - f. Puedo usar pistas de texto e imágenes para describir ideas clave y hacer predicciones durante la lectura.
  - g. Puedo hacer y responder preguntas sobre detalles clave en un texto.
  - h. Puedo identificar el propósito del autor y quién cuenta la historia en varios puntos de un texto.
  - i. Puedo identificar palabras y frases que sugieren sentimientos o apelan a los sentidos.
8. Leer y comprender una variedad de textos informativos.
- a. Puedo leer y comprender textos informativos complejos con el apoyo del maestro.
  - b. Puedo identificar el tema principal de un texto informativo y volver a contar los detalles clave del texto.
  - c. Puedo comparar y contrastar textos sobre el mismo tema.
  - d. Puedo usar encabezados, leyendas, el índice, el glosario y la tabla de contenido para ubicar información.
  - e. Puedo determinar si la información se proporciona mediante ilustraciones o texto.

### Escritura y comunicación

9. Colabore y comuníquese de manera eficaz en un aula de primer grado.
- a. Puedo participar en una variedad de discusiones colaborativas siguiendo las reglas acordadas (por ejemplo, escuchar a los demás con cuidado, hablar uno a la vez).
  - b. Puedo aprovechar las conversaciones respondiendo a los comentarios de otros.
  - c. Puedo hacer y responder preguntas sobre detalles clave en un texto o información presentada oralmente a través de los medios de comunicación o de un orador.
  - d. Puedo hacer y responder preguntas para aclarar confusiones sobre textos o temas en discusión.
  - e. Puedo describir personas, lugares, cosas y eventos con detalles relevantes, expresando ideas y sentimientos con claridad.
  - f. Puedo trabajar con mis compañeros de clase para recopilar información y escribir sobre un tema.
  - g. Puedo usar dibujos y otras demostraciones visuales para aclarar mis ideas y sentimientos.

- h. Puedo usar la gramática del inglés estándar al hablar.
  - i. Puedo recordar información de experiencias o recopilar información de fuentes proporcionadas para responder una pregunta con la orientación y el apoyo de los adultos.
10. Escribe varias oraciones sobre un tema que comunique claramente un significado.
- a. Puedo escribir una pieza narrativa e incluir eventos en un orden lógico, usar palabras secuenciales y proporcionar un sentido apropiado de cierre.
  - b. Puedo escribir una pieza informativa o explicativa y apoyarla con algunos hechos y detalles y proporcionar un sentido apropiado de cierre.
  - c. Puedo recopilar información para responder preguntas y apoyar mi escritura con la guía del maestro.
  - d. Puedo responder preguntas y sugerencias de compañeros y agregar detalles para mejorar mi escritura con el apoyo del maestro.
  - e. Puedo escribir un poema sencillo sobre un tema.
  - f. Puedo escribir mi opinión y respaldarla con razones.
  - g. Puedo usar la tecnología para producir y publicar escritos y crear presentaciones visuales en colaboración con compañeros y orientación y apoyo del maestro.
11. Implementar habilidades lingüísticas específicas al escribir oraciones.
- a. Puedo usar la puntuación adecuada, incluidos puntos, signos de interrogación y signos de exclamación.
  - b. Puedo usar letras mayúsculas al comienzo de las oraciones, para el pronombre I, para las fechas y para los nombres propios.
  - c. Puedo usar comas en las fechas y separar palabras individuales en una serie.
  - d. Puedo usar la ortografía convencional para palabras con patrones ortográficos comunes y para palabras frecuentes reconocibles a la vista.
  - e. Puedo deletrear palabras no aprendidas fonéticamente, basándome en la conciencia fonémica y las convenciones ortográficas.
12. Demostrar dominio de las convenciones del inglés al hablar y escribir.
- a. Puedo usar sustantivos comunes, propios y posesivos.
  - b. Puedo usar pronombres personales posesivos e indefinidos (p. Ej., Yo, yo, mi, su, cualquiera, todo).
  - c. Puedo usar verbos para transmitir un sentido del pasado, presente y futuro. (p. ej., ayer caminé; hoy camino; mañana caminaré).
  - d. Puedo usar sustantivos en singular y plural con verbos coincidentes en oraciones básicas. (p. ej., salta; nosotros saltamos).
  - e. Puedo usar adjetivos que aparecen con frecuencia.

- f. Puedo usar conjunciones que ocurren con frecuencia (por ejemplo, y, pero, o, entonces, porque).
- g. Puedo usar determinantes (por ejemplo, artículos, demostrativos).
- h. Puedo usar preposiciones que ocurren con frecuencia (por ejemplo, durante, más allá, hacia).
- i. Puedo producir y expandir oraciones completas y compuestas. (declaraciones, comandos, preguntas y exclamaciones)
- j. Puedo formar e imprimir letras mayúsculas y minúsculas correctamente.

## **matemáticas**

### Operaciones y pensamiento algebraico operaciones de

1. Demostrar fluidez para sumar y restar dentro de 10.
  - a. Puedo demostrar fluidez en suma con sumas hasta 10 *contando*.
  - b. Puedo demostrar fluidez en las operaciones de suma con sumas hasta 10 al *hacer diez*.
  - c. Puedo demostrar fluidez en las operaciones de resta con diferencias hasta 10 al *hacer diez*.
  - d. Puedo demostrar fluidez con las operaciones de suma y resta con sumas o diferencias hasta 10 usando la relación entre suma y resta (por ejemplo,  $8 + 2 = 10$ , entonces  $10 - 8 = 2$ ).
  
2. Comprender y aplicar propiedades de operaciones para representar y resolver problemas que involucran sumas.
  - a. Puedo demostrar fluidez con sumas con sumas hasta 20 creando sumas equivalentes pero más fáciles o conocidas (por ejemplo, sumar  $6 + 7$  creando el equivalente conocido  $6 + 6 + 1 = 12 + 1 = 13$ ).
  - b. Puedo *sumar* cuando resuelvo un valor desconocido dentro de 20.
  - c. Puedo escribir suma ecuaciones de con un símbolo para el número desconocido para representar el problema.
  - d. Puedo resolver verbales de suma hasta problemas 20 usando objetos y dibujos concretos.
  - e. Puedo resolver problemas de palabras sumando tres números enteros (cuya suma sea menor o igual que 20) usando objetos concretos, dibujos o ecuaciones para representar el problema.
  - f. Puedo aplicar propiedades de operaciones como estrategias para agregar. (p. ej., si  $8 + 3 = 11$ , entonces  $3 + 8 = 11$ ; al sumar  $2 + 4 + 6$ , el segundo y tercer número se pueden sumar para formar una decena, por lo que  $2 + 4 + 6 = 2 + 10 = 12$ .)
  - g. Puedo demostrar que al sumar 0 a un número, el resultado es el mismo número.
  
3. Comprender y aplicar las propiedades de las operaciones para representar y resolver problemas de resta.
  - a. Puedo demostrar fluidez con las operaciones de resta con diferencias

- hasta 10 al descomponer un número que conduce a diez (por ejemplo,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ).
- b. Puedo *tomar de* cuando resuelvo un valor desconocido dentro de 20.
  - c. Puedo escribir ecuaciones de resta con un símbolo para el número desconocido para representar el problema.
  - d. Puedo resolver problemas verbales de resta hasta 20 usando objetos y dibujos concretos.
  - e. Puedo explicar la resta como un problema de suma desconocida. (por ejemplo, restar  $10 - 8$  encontrando el número que hace 10 cuando se suma a 8.  $8 + 2 = 10$ , entonces  $10 - 8 = 2$ .)
  - f. Puedo *juntar / desarmar* con un sumando desconocido para resolver problemas de palabras dentro de 20.
  - g. Puedo comparar cantidades con la diferencia desconocida, para encontrar cuántos más o cuántos menos objetos, al resolver problemas de palabras dentro de 20.
4. Demostrar comprensión de las ecuaciones de suma y resta.
- a. Puedo entender el significado del signo igual y determinar si una ecuación es verdadera.
  - b. Puedo determinar si las ecuaciones que involucran sumas y restas son verdaderas o falsas.
  - c. Puedo resolver el número entero desconocido en varias posiciones en una ecuación de suma o resta, relacionando tres números enteros que lo harían verdadero (por ejemplo,  $8 + ? = 11$ ,  $5 = ? - 3$  y  $6 + 6 = ?$ ).
5. Comprende patrones simples.
- a. Puedo reproducir, extender y crear patrones y secuencias de números usando una variedad de materiales.
  - b. Puedo repetir patrones usando objetos o números concretos para determinar qué sigue.
  - c. Puedo reconocer patrones de puntos visuales para subitizar a 10.
  - d. Puedo seguir aumentando o disminuyendo patrones (por ejemplo, sumar 10 o 1 a un número; restar 10 o 1 de un número).

#### Operaciones con números: Base diez

6. Cuenta y representa números hasta 120 de varias formas.
- a. Puedo relacionar el conteo con la suma y la resta.
  - b. Puedo extender la secuencia numérica de 0 a 120, contando hacia adelante o hacia atrás de uno en uno, comenzando desde cualquier número menor que 120.
  - c. Puedo leer números del 0 al 120.
  - d. Puedo escribir números del 0 al 120.
  - e. Puedo representar un número de objetos de 0 a 120 con un número escrito.
  - f. Puedo contar de cinco en cinco y de diez en diez hasta 120.

7. Demostrar comprensión del valor posicional.
  - a. Puedo explicar que los dos dígitos de un número de dos dígitos representan cantidades de decenas y unidades.
  - b. Puedo identificar un paquete de diez como un "diez".
  - c. Puedo identificar los números del 11 al 19 como compuestos de diez y uno, dos, tres, cuatro, cinco, seis, siete, ocho o nueve.
  - d. Puedo identificar los números 10, 20, 30, 40, 50, 60, 70, 80 y 90 como uno, dos, tres, cuatro, cinco, seis, siete, ocho o nueve decenas y cero unos.
  - e. Puedo comparar pares de números de dos dígitos basados en los valores de los dígitos de las decenas y las unidades, por escrito usando los símbolos  $>$ ,  $<$  o  $=$ .
  - f. Puedo comparar pares de números de dos dígitos basados en los valores de los dígitos de las decenas y las unidades, oralmente con las palabras "es mayor que", "es igual a" y "es menor que".
  
8. Usar la comprensión del valor posicional y las propiedades de las operaciones para sumar y restar usando un número de dos dígitos.
  - a. Puedo sumar un número de dos dígitos y un número de un dígito dentro de 100, usando modelos, dibujos y estrategias concretos basados en el valor posicional.
  - b. Puedo sumar un número de dos dígitos y un múltiplo de 10.
  - c. Puedo demostrar que al sumar números de dos dígitos, las decenas se suman a las decenas, las unidades se suman a las unidades y, a veces, es necesario componer una decena.
  - d. Puedo modelar la suma de un número de dos dígitos y un número de un dígito en un método escrito y explicar verbalmente el razonamiento o la estrategia utilizada.
  - e. Puedo explicar verbalmente el razonamiento utilizado para encontrar mentalmente 10 más o 10 menos, cuando se me da un número de dos dígitos.
  - f. Puedo restar múltiplos de 10 de múltiplos de 10 en el rango de 10 a 90, usando modelos concretos, dibujos, propiedades de operaciones y / o la relación entre suma y resta.
  - g. Puedo modelar la resta con múltiplos de 10 usando un método escrito y explicar el razonamiento usado.

### Medición

9. Describe y compara atributos medibles.
  - a. Puedo pedir tres objetos por longitud.
  - b. Puedo comparar las longitudes de dos objetos indirectamente usando un tercer objeto.
  - c. Puedo determinar la longitud de un objeto utilizando unidades no estándar sin espacios ni superposiciones, expresando la longitud del objeto con un número entero.

10. Trabaja con tiempo y dinero.

- a. Puedo decir y escribir la hora en horas usando un reloj analógico y digital.
- b. Puedo decir y escribir la hora en media hora usando un reloj analógico y digital.
- c. Puedo identificar centavos y monedas de diez centavos por nombre y valor.

Análisis de datos

11. Recopile y analice datos e interprete los resultados.

- a. Puedo organizar, representar e interpretar datos con hasta tres categorías.
- b. Puedo hacer y responder preguntas sobre el número total de puntos de datos en datos organizados.
- c. Puedo resumir datos en diagramas de Venn, pictografías y tablas de "sí-no" usando objetos reales, representaciones simbólicas o representaciones pictóricas.
- d. Puedo determinar "cuántos" en cada categoría utilizando hasta 3 categorías de datos.
- e. Puedo determinar "cuántos más" o "cuántos menos" hay en una categoría que en otra utilizando datos organizados en dos o tres categorías.

geometría

12. Razón de lacon las formas y sus atributos.

- a. Puedo construir y dibujar figuras bidimensionales definiendo sus atributos. (rectángulos, cuadrados, trapezoides, triángulos, semicírculos y cuartos de círculo)
- b. Puedo componer formas tridimensionales (cubos, prismas rectangulares rectos, conos, cilindros) para crear una forma compuesta y componer nuevas formas a partir de las formas compuestas .
- c. Puedo distinguir entre atributos definitorios y atributos no definitorios de formas bidimensionales y tridimensionales. (p. ej., los triángulos son cerrados y de tres lados, que son atributos definitorios; el color, la orientación y el tamaño son atributos no definitorios).
- d. Puedo dividir círculos y rectángulos en dos y cuatro partes iguales.
- e. Puedo describir las partes fraccionarias de círculos y rectángulos usando las palabras mitades, cuartos y cuartos, y las frases "mitad de", "cuarto de" y "cuarto de".
- f. Puedo describir "el todo" como dos mitades o cuatro cuartos de un círculo o un rectángulo que se divide en partes iguales.
- g. Puedo explicar que dividir en partes más iguales crea partes más pequeñas de círculos y rectángulos.



## **OBJETIVOS DE APRENDIZAJE DE SEGUNDO GRADO** **artes del lenguaje**

### Proceso de lectura de

1. Leer texto de segundo grado con fluidez, propósito y comprensión.
  - a. Puedo leer con precisión, automáticamente y a un ritmo adecuado en un texto de nivel de grado.
  - b. Puedo utilizar signos de puntuación para leer correctamente.
  - c. Puedo diferenciar mi voz para leer con la expresión adecuada.
  - d. Puedo usar frases apropiadas cuando leo.
  - e. Puedo usar claves de contexto para confirmar o autocorregir el reconocimiento y la comprensión de palabras.
  
2. Aplicar y ampliar estrategias fonéticas para decodificar palabras.
  - a. Puedo reconocer las vocales largas y cortas al leer palabras de una sílaba.
  - b. Puedo reconocer y leer patrones de vocales comunes en palabras de una y dos sílabas.
  - c. Puedo decodificar palabras de dos sílabas con vocales largas.
  - d. Puedo identificar y decodificar palabras con prefijos, sufijos, raíces de palabras, contracciones, abreviaturas y palabras compuestas comunes.
  - e. Puedo reconocer y leer palabras de ortografía irregular apropiadas para su grado (por ejemplo, sus, allí y están).

### Vocabulario

3. Desarrollar e inferir el significado de las palabras a través de la lectura, la escucha, la escritura y el habla.
  - a. Entiendo palabras de vocabulario específicas cuando las leo o las escucho.
  - b. Puedo incorporar vocabulario específico en mi expresión oral y escrita.
  - c. Puedo usar claves de contexto para inferir los múltiples significados de palabras desconocidas.
  - d. Puedo usar una palabra raíz conocida como una pista del significado de una palabra desconocida con la misma raíz.
  - e. Puedo determinar el significado de una nueva palabra cuando se agrega un prefijo conocido a una palabra conocida.
  - f. Puedo distinguir matices de significado entre verbos estrechamente relacionados (por ejemplo, lanzar y lanzar) y adjetivos (por ejemplo, delgado y delgado).
  - g. I can identify real-life connections between words and their use (eg, describe foods that are juicy or spicy).
  - h. I can use the meaning of words to predict the meaning of compound words (eg, 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 an understanding of key details in a text.
  - b. I can locate and use various text features (eg, headings, boldface, glossary, index, table of contents, etc.).
  - c. I can use specific graphic features (eg, 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.
  
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 (eg, 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.

### 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 (eg, regular beats, alliteration, rhymes, repeated lines) give rhythm and meaning to a story, poem, or song.

- f. I can determine the author's purpose in a given text.

### 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 (eg, 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 (eg, 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 (eg, 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 (eg, 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 (ie, contractions and possessives).
  - d. I can use capitalization appropriately including proper nouns.
  - e. 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 (eg, children, teeth, and fish).
  - d. I can identify and use verbs, including the past tense of irregular verbs (eg, sat, hid, and swam).
  - e. I can identify and use adjectives and adverbs.
  - f. I can use pronouns, including reflexive pronouns (eg, 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**

### Operations with Numbers: Base Ten

1. Demonstrate place value understanding to the thousandths place.

- a. I can explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
  - b. I can identify the value of each digit in a three digit number.
  - c. I can explain that a multiple of 100 can also be referred to as a bundle of ten tens or hundreds (eg, 700 is equal to 7 bundles of hundreds, or 70 bundles of tens).
  - d. I can read and write numbers to 1000 using base-ten numerals (standard form), number names (word form), and expanded form.
  - e. I can compare two three-digit numbers in writing using  $<$ ,  $>$ , or  $=$ .
  - f. I can use the phrases “is greater than”, “is equal to”, and “is less than” when comparing two three-digit numbers.
  - g. I can use concrete objects to determine whether a group of up to 20 objects is even or odd.
  - h. I can write an equation to express an even number as a sum of two equal addends.
2. Use place value understanding and properties of operations to add and subtract two and three-digit numbers.
- a. I can fluently solve two-digit addition and subtraction problems.
  - b. I can use a variety of strategies to add up to four two-digit numbers.
  - c. I can add and subtract within 1000 using concrete models or drawings and strategies based on place value and relate the strategies to a written method.
  - d. I can add and subtract within 1000 using properties of operations and/or the relationship between addition and subtraction, and explain the solution verbally.
  - e. I can explain that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.
  - f. I can explain how to compose and decompose the tens or hundreds place when adding or subtracting a three-digit number.
  - g. I can create a number line diagram using whole numbers to represent sums and differences within 100.

### Operations and Algebraic Thinking

3. Understand and extend simple patterns.
- a. I can subitize numbers within 20 (visual dot patterns).
  - b. I can reproduce, extend, create, and describe patterns and sequences using a variety of materials and strategies.
  - c. I can mentally continue growing or decreasing patterns by adding or subtracting 1, 10, or 100 to/from a number within 1000.
  - d. I can skip count by 2s, 5s, 10s, and 100s, from any number within 1000.
  - e. I can determine a rule to complete a pattern.
4. Represent and solve problems involving addition and subtraction.
- a. I can solve addition and subtraction problems for the unknown number

- in all positions (eg,  $12 + \underline{\quad} = 17$ ;  $\underline{\quad} - 5 = 10$ ;  $8 + 6 = \underline{\quad}$ ).
- 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 can apply correct symbols to number sentences (+, -, =).
5. Add and subtract within 20.
- a. I can state automatically all sums of two one-digit numbers.
  - b. I can fluently add and subtract within 20 using mental strategies such as counting on, making ten, using the relationship between addition and subtraction and creating equivalent but easier or known sums.
6. Work with equal groups of objects to gain foundations for multiplication.
- a. I can use concrete and pictorial representations to determine the total number of objects in a rectangular array with up to 5 rows and 5 columns (5x5).
  - b. I can explain multiplication as repeated addition.
  - c. I can write an equation using repeated addition to determine the number of objects in an array up to 5 x 5.

### Data Analysis

7. Collect and analyze data and interpret results.
- a. I can create a picture graph and bar graph to represent data with up to four categories.
  - b. I can analyze data from a graph to solve simple “put together,” “take apart,” and “compare” problems.
  - c. I can predict outcomes by analyzing data from Venn diagrams, pictographs, and “yes-no” charts.
  - d. I can create a line plot where the horizontal scale is marked off in whole-number units to show data collected through measuring the lengths of several objects to the nearest whole unit.

### Measurement

8. Measure and estimate lengths in standard units.
- a. I can determine length using customary units including inches, feet, and yards.
  - b. I can determine length using metric units, including centimeters and meters.
  - c. I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
  - d. I can measure objects with two different units, and describe how the two measurements relate to each other and the size of the unit chosen.
  - e. I can estimate lengths using the following standard units of measurement: inches, feet, centimeters, and meters.

- f. I can measure to determine how much longer one object is than another and express the length difference of the objects using standard units of length.
  - g. I can solve addition and subtraction word problems within 100, involving the same units of length, representing the problem with drawings and/or equations with a symbol for the unknown number.
9. Measure and interpret concepts of time.
- a. I can identify the first number as the hour, and the numbers after the colon as the minutes on a digital clock.
  - b. I can tell and write time from analog and digital clocks to the nearest five minutes, using am and pm
  - c. I can express an understanding of common terms including quarter past, half past, and quarter to when working with elapsed time.
10. Apply knowledge of money within one dollar.
- a. I can identify nickels and quarters by name and value.
  - b. I can find the value of a collection of quarters, dimes, nickels, and pennies.
  - c. I can solve problems by adding and subtracting money within one dollar, using the \$ and ¢ symbols correctly.
  - d. I can solve word problems by adding and subtracting within one dollar, using the \$ and ¢ symbols correctly.

## Geometry

11. Reason with shapes and their attributes.
- a. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
  - b. I can recognize and draw shapes having specified attributes (eg, a given number of angles or a given number of equal faces).
  - c. I can partition a rectangle into rows and columns of same-size squares and count to find the area.
12. Partition shapes into equal shares and describe the relationship to the whole.
- a. I can partition circles and rectangles in two, three, or four equal shares.
  - b. I can describe shapes cut into pieces by using terms such as halves, thirds, half of, or a third of.
  - c. I can explain that equal shares of identical wholes need not have the same shape.

## **THIRD GRADE LEARNING TARGETS**

### **Language Arts**

#### 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 monitor for text understanding, including re-reading, and adjusting speed of reading.
  
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 the 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 (eg, 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 (eg, 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 (eg, 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 distinguish main idea from details.
  - c. I can use vocabulary knowledge to enhance comprehension.
  - d. I can determine sequence of events.
  - e. I can recognize information by importance or sequence of events.
  - f. I can summarize passages to demonstrate understanding.
  - g. I can describe cause and effect.
  - h. I can distinguish my point of view from that of the author.
  - i. 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

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 (eg, 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 (eg, 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 (eg, childhood).
  - d. I can write and use regular and irregular verbs.
  - e. I can write and use simple verb tenses (eg, 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 letter formation, 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.
  - h. I can write and join cursive upper and lower case letters legibly with correct spacing and formation.

### Communication

14. Listen and communicate effectively within a third-grade classroom.
  - a. I can prepare for discussions by having read or studied required material.
  - b. I can follow agreed upon rules for discussions.

- c. I can ask questions, stay on topic, and link comments to the remarks of others during discussion.
- d. I can explain my own ideas and understanding in the context of the discussion.
- e. I can speak in complete sentences to share my thoughts and ideas.
- f. I can utilize digital storytelling to demonstrate fluid reading of stories or poems.

## **Math**

### Numbers and Operations in Base Ten

- 1. Demonstrate place value understanding of four digit numbers.
  - a. I can identify the nearest 10 or 100 when rounding whole numbers, using place-value understanding.
  - b. I can read and write numbers up to 10,000.
  - c. I can identify the place value of each digit in a four-digit number.
  - d. I can represent amounts of ten thousands, thousands, hundreds, tens, and ones.
- 2. Use various strategies and properties to add and subtract within 1000.
  - a. 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.
  - b. 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.

### Operations and Algebraic Thinking

- 3. Represent and solve problems involving multiplication and division.
  - a. I can use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100
  - b. I can state automatically all products of two one-digit numbers. (multiplication facts 0-9)
  - c. I can use concrete materials and pictorial models based on place value and properties of operations to find the product of a one-digit whole number by a multiple of 10.
  - d. I can illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group, and represent the problem as a written expression.
  - e. I can illustrate and interpret the quotient of two whole numbers as the number of objects in each group or the number of groups when the whole is divided into equal shares (eg,  $56 \div 8 = 7$ ; 56 objects separated evenly in groups of 8 equals 7 per group).

- f. I can represent multiplication and division word problems within 100 involving equal groups, arrays, bar models, and number lines, using models, drawings, and equations with a symbol for the unknown number.
4. Understand properties of multiplication and the relationship between multiplication and division to multiply and divide within 100.
    - a. I can develop and apply properties of operations and patterns as strategies to multiply and divide.
    - b. I can use the relationship between multiplication and division to represent division as an equation with an unknown factor (eg,  $32 \div 8 = \underline{\quad}$  by knowing  $8 \times \underline{\quad} = 32$ ).
    - c. I can determine the unknown whole number in a multiplication or a division equation (eg,  $8 \times n = 48$ ;  $5 = n \div 3$ ;  $6 \times 6 = ?$ ).
  5. Model and solve problems involving the four operations and explain patterns and arithmetic.
    - a. I can determine and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity.
    - b. I can determine the reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.
    - c. I can recognize and identify arithmetic patterns using properties of operations.

### Operations with Numbers: Fractions

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

6. Develop understanding of fractions as numbers.
  - a. I can demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned.
  - b. I can explain that a numerator greater than one indicates the number of unit pieces represented by the fraction.
  - c. I can interpret a fraction as a number on the number line.
  - d. I can locate or represent fractions on a number line diagram.
  - e. I can represent a unit fraction ( $\frac{1}{b}$ ) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts as specified by the denominator.
  - f. I can represent a fraction ( $\frac{a}{b}$ ) on a number line by marking of  $a$  lengths of size ( $\frac{1}{b}$ ) from zero.
7. Explain equivalence and compare fractions.
  - a. I can express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.

- b. I can recognize that fractions can only be compared when they refer to the same whole.
- c. I can compare fractions by reasoning about their size when using visual fraction models and number lines, and when comparing fractions with the same numerator or the same denominator.
- d. I can record fraction comparisons using  $<$ ,  $>$ , or  $=$  and justify my conclusions.

### Data Analysis

- 8. Represent and interpret data.
  - a. I can create a scaled picture graph and scaled bar graph to represent a given or collected set of data with several categories.
  - b. I can determine a simple probability from a context that includes a picture (eg, likelihood, or outcome/possible outcomes; 3 out of 5).
  - c. I can solve one- and two-step “how many more” or “how many less” problems using information presented in scaled graphs.
  - d. I can create a line plot, marked off in appropriate units, to display data generated after measuring lengths using rulers marked with halves and fourths of an inch.

### Measurement

- 9. Solve problems involving measurement and estimation of intervals of time, length, liquid volume, and mass 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 real-world and mathematical problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram.
  - d. I can use a ruler to measure lengths to the nearest  $\frac{1}{4}$ ,  $\frac{1}{2}$ , or whole inch.
  - e. I can estimate and measure liquid volumes and masses of objects using liters (L), grams (g), and kilograms (kg).
  - f. I can use the four operations to solve one-step word problems involving masses or volumes given in the same metric unit.
- 10. Understand concepts of area and relate to multiplication and addition.
  - a. I can find the area of a rectangle with whole number side lengths by tiling without gaps or overlays and counting unit squares.
  - b. I can count unit squares (square cm, square m, square in, square ft, and improvised or non-standard units) to determine area.
  - c. I can relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property.
  - d. I can decompose rectilinear figures into smaller rectangles to find the area, using concrete materials.

11. Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
  - a. I can construct rectangles with the same perimeter and different areas or the same area and different perimeters.
  - b. I can solve real-world problems involving the perimeter of polygons when given the side lengths.
  - c. I can solve real-world problems involving the perimeter of rectangles by finding an unknown side length.

### Geometry

12. Reason with shapes and their attributes.
  - a. I can recognize and describe polygons including triangles, quadrilaterals (rhombuses, rectangles, and squares), pentagons, hexagons, and octagons, based on the number of sides and the presence or absence of square corners.
  - b. I can draw examples of quadrilaterals that are and are not rhombuses, rectangles and squares.

## **Science**

### Forces and Interactions

1. Explore cause-and-effect relationships between forces of objects.
  - a. I can present an experiment graphically to determine the effects of balanced and unbalanced forces on the motion of an object using one variable at a time, including number, size, direction, speed, position, friction, or air resistance.
  - b. I can measure how an observed pattern of motion can be used to predict the future motion of an object graphically (eg, a child swinging in a swing, a model vehicle rolling down a ramp of varying heights).
  - c. I can determine cause-and-effect relationships of electric interactions between two objects not in contact with one another (eg, force on hair from an electrically charged balloon).
  - d. I can observe and manipulate objects to identify cause and effect relationships of electric or magnetic interactions between two objects not in contact with one another (eg, force between two permanent magnets or between an electromagnet and steel paper clips).
  - e. I can identify and create a simple design problem that can be solved by applying a scientific understanding of the forces between interacting magnets (eg, maglev system or a latch to keep a door shut). \*

### Living Things

2. Investigate the relationships between organisms and their environments.
  - a. I can describe organisms as living things, including their ability to use resources, grow, reproduce, and maintain stable internal conditions.

- b. I can create representations to explain life cycles of organisms other than humans, including birth, growth, reproduction, and death.
- c. I can describe patterns in data to show evidence that there are variations in traits in groups of similar organisms (eg, flower colors in pea plants, fur color and patterns in animal offspring).
- d. I can justify that traits can be influenced by the environment (eg, stunted growth in normally tall plants, due to insufficient water).
- e. I can interpret data from fossils to provide evidence of organisms and their environments from long ago.
- f. I can investigate how variations in characteristics of the same species may provide advantages in surviving, finding mates, and reproducing (eg, plants having larger thorns being less likely to be eaten by predators, animals having better camouflage coloration being more likely to survive and bear offspring).
- g. I can explain the likelihood of an organism's ability to survive when compared to the resources in a certain habitat, including formation of groups for survival, interdependence of organisms in habitats, and reliance on resources (eg, sunlight, shelter, instinct).
- h. I can critique solutions to a problem created by environmental changes and the impacts on plant and animal populations living in the environment (eg, replanting of sea oats in coastal areas due to destruction by hurricanes).

### Weather and Climate Systems

- 3. Investigate and examine weather conditions, climates, and design solutions for weather-related hazards.
  - a. I can organize data graphically and in tables to describe typical weather conditions expected during a particular season (eg, temperature, precipitation, wind direction).
  - b. I can collect information from a variety of sources to describe climates in different regions of the world.
  - c. I can evaluate a design solution (eg, flood barriers, wind resistant roofs, lightning rods) that reduces the impact of a weather-related hazard.

### **Social Studies**

- 1. Identify continents and features on maps and globes.
  - a. I can locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes.
  - b. I can locate the continents on a map or globe.
  - c. I can use cardinal and intermediate directions to locate an area in Alabama or the world.
  - d. I can use coordinates to locate points on a grid.
  - e. I can determine the distance between places on a map using a scale.
  - f. I can locate physical and local regions using labels, symbols, and



- legends on an Alabama or world map.
- g. I can describe the use of geospatial technologies (eg, Global Positioning Systems (GPS), geographic information system (GIS)).
  - h. I can interpret information on thematic maps (eg, population, vegetation, climate, irrigation).
  - i. I can describe vocabulary associated with maps and globes, including megalopolis, landlocked, border, and elevation.
  - j. I can identify major mountain ranges, oceans, rivers, and lakes throughout the world when looking at a map.
  - k. I can understand vocabulary associated with geographical features of Earth, including hill, plateau, valley, peninsula, island, isthmus, ice cap, and glacier.
2. Explain geographic links between Alabama and other states.
    - a. I can recognize how land regions, river systems, and interstate highways between Alabama and other states are connected (eg, Appalachian Mountains, Tennessee-Tombigbee Waterway, Interstate Highway 65).
    - b. I can locate the five geographic regions of Alabama.
    - c. I can locate state and national parks of Alabama on a map or globe.
  3. Interpret various primary sources for reconstructing the past.
    - a. I can compare maps of the present and maps of the past.
    - b. I can analyze primary documents, letters, diaries, maps and photographs to gain information about the past.
  4. Describe the relationship between humans and the environment.
    - a. I can analyze the ways in which the environment is affected by humans in Alabama and the world (eg, crop rotation, oil spills, landfills, reforestation, restocking of fish).
    - b. I can use vocabulary associated with human influence on the environment, including irrigation, aeration, urbanization, reforestation, erosion, and migration.
    - c. I can describe the relationship between locations of resources and patterns of population distribution (eg, availability of resources, such as trees, natural gas, and water supply).
    - d. I can identify ways to prepare for natural disasters (eg, constructing houses on stilts, buying earthquake and flood insurance, tornado shelters).
  5. Explain relationships between different populations.
    - a. I can compare trading patterns between different countries and regions.
    - b. I can differentiate between producers and consumers.
    - c. I can differentiate between imports and exports.
    - d. I can identify conflicts within and between geographic areas involving

- use of land, resource scarcity, political views, boundary disputes, and cultural differences.
- e. I can relate population dispersion to geographic, economic, and historic changes in Alabama and the world (eg, geographic - flood, economic - crop failure, historic - disease and war).
  - f. I can identify criteria used to define regions and boundaries (eg, school district lines, city boundaries, hemispheres, and regions within continents or countries).
  - g. I can identify examples of cooperation among governmental agencies within and between different geographic areas (eg, American Red Cross, World Health Organization).
  - h. I can locate areas of political conflict on maps and globes.
  - i. I can explain the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas.
6. Describe the relationship between locations of resources and patterns of population distribution.
- a. I can explain population dispersion to geographic, economic, and historic changes in Alabama and the world (eg, food, hurricane, crop failure, disease, war, migration).
  - b. I can locate major natural resources and deposits through the world on topographical maps.
  - c. I can compare mechanization of labor with the historical use of human labor for harvesting natural resources (eg, machinery versus human labor to mine coal and harvest cotton).
  - d. I can explain the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century
7. Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama.
- a. I can identify the difference between prehistoric and historic American Indian cultures, including prehistoric—Paleo-Indian, Archaic, Woodland, Mississippian, historic—Choctaw, Chickasaw, Cherokee, Creek.
  - b. I can distinguish between the governments and economics of prehistoric and historic American Indian cultures in Alabama.
  - c. I can identify the roles of archaeologists and paleontologists.
8. Recognize the functions of the United States government and representations of American values and beliefs.
- a. I can describe the process by which a bill becomes a law.
  - b. I can describe the functions of the Declaration of Independence and the Constitution of the United States.
  - c. I can explain the relationship between the federal government and state governments, including the three branches of government.

- d. I can define governmental systems, including democracy, monarchy, and dictatorship.
- e. I can demonstrate the significance of American symbols to American values, including the Statue of Liberty, the Statue of Lady Justice, the United States flag, and the National Anthem.

## **FOURTH GRADE LEARNING TARGETS**

### **Language Arts**

#### **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 keywords 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 five paragraph opinion pieces.
- a. I can introduce the topic and state my opinion in an introductory paragraph.
  - b. I can supply reasons to support my opinion.
  - c. I can use transition words.
  - d. I can restate my opinion in a conclusion paragraph.
  - 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 five paragraph 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 (eg, 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**

### Operations with Numbers: Base Ten

1. Evaluate place value understanding of multi-digit whole numbers up to one million.
  - a. I can read and write multi-digit whole numbers using standard form, word form, and expanded form.
  - b. I can use models and numerical reasoning to explain that in a multi-digit whole number, a digit in any place represents ten times what it represents in the place to the right.
  - c. I can determine the place value of a multi-digit whole number to the hundred thousands place.
  - d. I can use place value understanding to compare and order multi-digit numbers using  $<$ ,  $>$ , and  $=$  symbols.
  - e. I can use place value understanding to round multi-digit whole numbers to any place.
2. Use place value understanding and properties of operations to perform multi-digit addition and subtraction with whole numbers.
  - a. I can use place value strategies to fluently add multi-digit whole numbers.
  - b. I can use place value strategies to fluently subtract multi-digit whole numbers.
  - c. I can demonstrate an understanding of how place value connects to the standard algorithm when fluently adding multi-digit whole numbers.
  - d. I can demonstrate an understanding of how place value connects to the standard algorithm when fluently subtracting multi-digit whole numbers.
3. Use place value understanding and properties of operations to perform multi-digit multiplication and division with whole numbers.
  - a. I can recall from memory and demonstrate computation automaticity of multiplication facts through 12s.
  - b. I can interpret and write equations for multiplicative comparison.
  - c. I can find the product of two factors (a whole number up to four digits by a one-digit whole number), using strategies based on place value and the properties of operations.
  - d. I can find the product of two two-digit numbers using strategies based on place value and the properties of operations.
  - e. I can illustrate and explain the product of two factors using equations, rectangular arrays, and area models.



- f. I can find whole-number quotients and remainders when using a one-digit divisor and up to four-digit dividends using strategies based on place value, properties of operations, and/or the relationship between multiplication and division.
- g. I can illustrate or explain quotients using equations, rectangular arrays, and/or area models.

### Operations and Algebraic Thinking

- 4. Solve problems with whole numbers using the four operations, including multi-step problems.
  - a. I can solve word problems involving multiplicative comparison using drawings and write equations to represent the problem, using a symbol for the unknown number.
  - b. I can determine and justify solutions for multi-step word problems, including where remainders must be interpreted.
  - c. I can write equations to show solutions for multi-step word problems with a symbol for the unknown quantity.
  - d. I can determine if an answer is reasonable when solving a multi-step word problem, using mental computation and estimation strategies including rounding.
  - e. I can generate and analyze a number or shape pattern that follows a given rule.
- 5. Demonstrate understanding of factors and multiples.
  - a. I can find all factor pairs of whole numbers through 100.
  - b. I can recognize that a whole number is a multiple of each of its factors.
  - c. I can determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.
  - d. I can determine whether a given whole number in the range of 1-100 is prime or composite.

### Operations with Numbers: Fractions

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

- 6. Extend understanding of fraction equivalence and ordering.
  - a. I can use area and length fraction models to explain why equivalent fractions are equal taking into account how the number and size of the parts differ even though the two fractions are the same size.
  - b. I can apply principles of fraction equivalence to recognize and generate equivalent fractions (eg,  $a/b$  is equivalent to  $\frac{nxa}{nxb}$ ).
  - c. I can compare two fractions with different numerators and different denominators using concrete models and/or benchmarks (0,  $\frac{1}{2}$ , 1).
  - d. I can compare two fractions with different numerators and different denominators using common denominators, and/or common numerators.
  - e. I can record and justify comparisons of fractions using  $<$ ,  $>$ , or  $=$ .

- f. I can explain that comparisons are valid only when two fractions refer to the same whole.
  - g. I can order fractions and mixed numbers in order from least to greatest or greatest to least.
7. Perform operations with fractions and mixed numbers.
- a. I can model and justify decompositions of fractions as a sum of unit fractions and as a sum of fractions with the same denominator in more than one way using area models, length models, and equations.
  - b. I can build and explain addition and subtraction of fractions as joining or separating parts referring to the same whole.
  - c. I can add and subtract fractions and mixed numbers with like denominators using fraction equivalence, properties of operations, and the relationship between addition and subtraction.
  - d. I can solve word problems involving addition and subtraction of fractions and mixed numbers having like denominators, using drawings, visual fraction models, and equations to represent the problem.
8. Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.
- a. I can model and explain how a non-unit fraction can be represented by a whole number times the unit fraction (eg,  $9/8 = 9 \times 1/8$ ).
  - b. I can multiply a whole number times a fraction.
  - c. I can solve word problems involving multiplication of fractions by using visual fraction models and equations to represent the problem.
9. Understand decimal notation for fractions and compare decimal fractions.
- a. I can express, model, and explain the equivalence between fractions with denominators of 10 and 100.
  - b. I can use equivalent fractions to add and subtract fractions with denominators of 10 and 100.
  - c. I can use models and decimal notation to represent fractions with denominators of 10 and 100.
  - d. I can compare two decimals to the hundredths place (referring to the same whole), using visual models and reasoning, and justify my conclusions with an inequality using  $<$ ,  $>$ , or  $=$ .

### Data Analysis

10. Represent and interpret data.
- a. I can interpret data in graphs (picture graphs and bar graphs) to solve problems using numbers and operations.
  - b. I can construct a line plot to display a data set of measurements in fractions of a unit ( $1/2$ ,  $1/4$ ,  $1/8$ ).
  - c. I can solve problems involving addition and subtraction of fractions using information presented in line plots.

## Measurement

11. Solve problems involving measurement and conversions of measurements from a larger unit to a smaller unit. (Units are limited to: metric: km, m, cm, kg, g, L, mL; customary: lb, oz, ft., in., yds, miles; time: hr, min, sec.)
  - a. I can select and use an appropriate unit of measurement for a given attribute (length, mass/weight, liquid volume, time) within one system of units fluently.
  - b. I can express measurements of a larger unit in terms of a smaller unit to solve problems, including word problems.
  - c. I can record measurement equivalents in a two-column table.
  - d. I can use the four operations, including fractions and decimals, to solve measurement word problems with distance, intervals of time, liquid volume, mass/weight of objects, and money.
  - e. I can represent measurement quantities using diagrams such as number lines diagrams that feature a measurement scale.
  - f. I can calculate area and perimeter by using the formulas for rectangles in real-world and mathematical problems.

## Geometry

12. Understand concepts of angles and measure angles.
  - a. I can identify an angle as a geometric shape formed wherever two rays share a common endpoint.
  - b. I can measure angles in whole-number degrees using a protractor.
  - c. I can sketch angles of specified measure.
  - d. I can decompose an angle to demonstrate that the angle measure of the whole is the sum of the angle measures of the parts.
  - e. I can solve addition and subtraction problems on a diagram to find unknown angles in real-world or mathematical problems.
13. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
  - a. I can draw points, lines, line segments, rays, and perpendicular and parallel lines.
  - b. I can draw angles (right, acute, obtuse).
  - c. I can identify types of lines and angles in two-dimensional figures.
  - d. I can identify and 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 describe right triangles as a category and identify right triangles.
  - f. I can define and identify a line of symmetry for a two-dimensional figure.
  - g. I can draw lines of symmetry on a two-dimensional figure.

## Science

### Energy

1. Plan and carry out investigations of 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 (eg, 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 multiple solutions in which patterns are a way to transfer information (eg, 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 compile information to describe how the use of energy from renewable and nonrenewable resources can affect our environment (eg, constructing dams to harness energy, burning fossil fuels).
  - i. I can design, construct, and test a device that changes energy from one form to another (eg, electric circuits converting electrical energy into motion).

### 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 (eg, 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 (eg, 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 (eg, skunks lifting tails and spraying an odor when threatened, dogs moving ears when reacting to sound, snakes coiling or striking when sensing vibrations).

## 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 through both slow and rapid processes (eg., layer with marine fossils found below layer with land fossils, a canyon with different rock layers in the walls and a river in the bottom indicating that over time a river cut through the rock).
  - b. I can carry out an investigation to examine properties of soils and soil types (eg, 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 (eg, topographic maps of Earth's land and ocean floor; maps of locations of mountains, continental boundaries, volcanoes, and earthquakes).
  - 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 (eg, designing earthquake, tornado, or hurricane-resistant buildings; improving the monitoring of volcanic activity).

## **Alabama History - Social Studies**

1. Identify how climate and weather in our state impact population, economic development, and land use by studying thematic maps.
  - a. I can identify Alabama's natural resources.
  - b. I can analyze the characteristics of Alabama using physical and thematic maps.
  - c. I can identify Alabama's five geographic regions.
  - d. I can explain the impact Alabama's climate and weather has in the different geographic regions of the state.
  
2. Analyze the impact European explorers and settlers had on trade, health, and land expansion in Alabama.
  - a. I can identify the location, purpose, and importance of European settlements and forts on early maps of Alabama (eg, Fort Conde, Fort Toulouse, and Fort Mims).
  - b. I can trace the routes of early explorers to the New World (ie, DeSoto,

- Ponce de Leon, Vasco Nunez, de Balboa).
- c. I can explain the reasons for conflicts between European and American Indians from 1519-1840, including differences of belief regarding land ownership, religion, and culture.
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 (ie, William Weatherford, Andrew Jackson, Tecumseh, and Alexander McGillivray).
    - b. I can describe the significant battles of the War of 1812 that took place in Alabama and the Creek War (ie, the Battle of Burnt Corn Creek, Fort Mims, the Canoe Fight, and the Battle of Horseshoe Bend).
    - 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 the political and geographic reasons for changes in location of the state capital.
    - b. I can differentiate the roles of the three branches of government.
    - c. I can compare and contrast Alabama's constitutions.
    - d. I can identify the roles of major political figures involved in Alabama's statehood (ie, Andrew Jackson, William Wyatt Bibb, Thomas Bibb, Israel Pickens, William Rufus King, and John W. Walker).
  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 (ie, housing, education, religion, recreation).
    - c. I can determine the primary means of transportation.
    - d. I can identify major areas of agricultural production in Alabama (ie, Black Belt, and 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 (ie, sectionalism, slavery, states rights, and economic disagreements).

- b. I can identify Alabama's role in the organization of the Confederacy (ie, hosting secession convention, inauguration, first 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 for their impact on Alabama.
- a. I can describe the implementation of the Plessy versus Ferguson court decision, and birth of the NAACP.
  - b. I can explain the development and changing role of industry, trade and agriculture including the rise of Populism.
  - c. I can explain the Jim Crow Laws.
  - d. I can identify Alabamians who made contributions in the fields of science, education, the arts, politics, and business.
  - e. I can analyze the establishment of normal schools and land grant colleges (eg, Auburn, Tuskegee, Alabama State University, Alabama 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 including the 167<sup>th</sup> 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.
- I can obtain and communicate information explaining the 1920s era (eg, employment opportunities, availability of electricity, consumption of goods and services, wages, overproduction, stock market crash). and the Great Depression (over-cropping, unemployment, poverty).
  - 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.
- I can describe the entry of women into the workforce, job opportunities, rationing, military recruitment, the draft, and a rise in racial consciousness of WWII.
  - I can recognize Alabama's key participants in WWII (ie, Tuskegee Airmen, women in the military).
  - I can justify the strategic placement of military bases in Alabama (ie, 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.
- I can describe the major events of the modern Civil Rights Movement (ie, Montgomery Bus Boycott, 16th Street Baptist Church, Selma to Montgomery March, Freedom Riders).
  - I can associate and apply common terms from this era including discrimination, prejudice, segregation, integration, suffrage, and rights.
  - I can recognize influential people from the Civil Rights era, including MLK, Rosa Parks, George Wallace, Malcolm X, Thurgood Marshall, Hugo Black, and Ralph David Abernathy.
  - I can explain the benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Brown versus Board of Education Supreme Court case of 1954.
13. Identify events that have impacted Alabama since 1950.
- I can identify the Korean Conflict, the Cold War, Vietnam War, Persian Gulf, and the War on Terrorism.
  - I can describe how technological advancements brought change to Alabamians (ie, telephone, refrigerator, automobile, wireless internet, space technologies).
  - I can relate Alabama's economy to the influence of foreign-based industry, including the automobile.
  - I can determine the impact of population growth, cities, major road systems, demographics, and major resources



## **FIFTH GRADE LEARNING TARGETS**

### **Language Arts**

#### 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 multisyllabic 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 (eg, 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 (eg 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 informative or expository pieces.
  - a. I can introduce a topic clearly and group information logically.
  - 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 inform about or 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 keywords).
  - 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**

### Operations with Numbers: Base Ten

- 1. Understand the place value system, evaluating multi-digit whole numbers to the millions place and decimals to the thousandths place.
  - a. I can read and write decimals in standard, expanded, and word forms.

- b. I can use models and quantitative reasoning to explain that in a multi-digit number, including decimals, 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.
  - c. I can use whole-number exponents to denote powers of 10.
  - d. I can explain patterns in the number of zeros of the product when multiplying powers of 10.
  - e. I can explain patterns in the placement of the decimal point when multiplying or dividing by powers of 10.
  - f. I can compare and order decimals based on meanings of the digits in each place using  $<$ ,  $>$ , or  $=$ .
  - g. I can round decimals to the thousandths place by looking at the ten thousandths place.
2. Perform operations with multi-digit whole numbers and with decimals to the hundredths place.
- a. I can fluently multiply multi-digit whole numbers using the standard algorithm.
  - b. I can use strategies based on place value, properties of operations, and/or the relationship between multiplication and division to find whole-number quotients and remainders up to four-digit dividends and two-digit divisors.
  - c. I can illustrate and explain division calculations by using equations, rectangular arrays, and/or area models.
  - d. I can add, subtract, multiply, and divide decimals to the hundredths place using strategies based on place value, properties of operations, and/or the relationships between inverse operations.
  - e. I can connect the strategy used to solve any of the four operations to a written method and explain the reasoning used.
  - f. I can solve addition, subtraction, multiplication, & division problems with decimals to the hundredths place using concrete models and drawings.
  - g. I can solve addition, subtraction, multiplication, & division problems in a real-world context with decimals to the hundredths place.

### Operations with Numbers: Fractions

3. Use equivalent fractions as a strategy to add and subtract fractions.
- a. I can add or subtract fractions and mixed numbers with uncommon denominators by replacing given fractions with equivalent fractions.
  - b. I can model and solve real-world problems involving fractions with common and uncommon denominators referring to the same whole, (ie using visual fraction models or equations to represent the problem).
  - c. I can estimate using benchmark fractions and number sense to assess the reasonableness of answers.

4. Model and extend previous knowledge of multiplication strategies to find products involving fractions. (any combination of fractions, whole numbers, and/or mixed numbers)
  - a. I can model and solve problems using visual fraction models (area model, set model, or linear model), drawings, or equations, when multiplying a fraction or a whole number by a fraction.
  - b. I can create a story context for multiplication of a fraction by a whole number to interpret the product as parts of a partition of the whole number into [denominator] equal parts.
  - c. I can create a story context for multiplying a fraction times a fraction using a visual fraction model (area model, set model, or linear model).
  - d. I can model and solve real-world problems involving multiplication of fractions and mixed numbers using visual fraction models, drawings or equations to represent the problem.
  
5. Apply and extend previous knowledge of multiplication to find products involving fractions. (any combination of fractions, whole numbers, and/or mixed numbers)
  - a. I can multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
  - b. I can find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths to show that the area is the same as would be found by multiplying the side lengths.
  - c. 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.
  - d. I can explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.
  - e. I can explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
  
6. Model and extend previous knowledge of division strategies to find products involving fractions. (any combination of fractions, whole numbers, and/or mixed numbers)
  - a. I can use visual fraction models, drawings, or equations to solve division problems, including word problems, with two whole numbers leading to answers in the form of fractions or mixed numbers.
  - b. I can use visual fraction models, drawings, or equations to solve division problems, including word problems, with a whole number divided by a unit fraction and a unit fraction divided by a whole number.
  - c. I can create a story context for division of a unit fraction by a whole number and a whole number divided by a unit fraction using a visual fraction model to show the quotient.

- d. I can model and solve real-world problems involving division of unit fractions by whole numbers and division of whole numbers by unit fractions using visual fraction models, drawings, and equations to represent the problem.
7. Apply and extend previous knowledge of division to divide whole numbers and/or unit fractions where the quotient results in a fraction or mixed number.
- a. I can model and interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ).
  - b. I can divide whole numbers by unit fractions.
  - c. I can divide unit fractions by whole numbers.

### Operations & Algebraic Thinking

8. Write and interpret numerical expressions.
- a. I can evaluate and explain numerical expressions involving the four operations.
  - b. I can write simple numerical expressions involving multiple steps and operations.
  - c. I can apply and extend previous knowledge of the commutative, associative, and distributive properties to solve numerical expressions.
  - d. I can evaluate and explain numerical expressions involving parentheses, brackets, and braces.
  - e. I can write numerical expressions involving parentheses, brackets, and braces.

### Data Analysis

9. Analyze patterns and relationships.
- a. I can generate two numerical patterns using two given rules and complete an input/output table for the data.
  - b. I can identify apparent relationships between corresponding terms using data from an input/output table.
  - c. I can form ordered pairs from values in an input/output table.
  - d. I can graph ordered pairs from an input/output table on a coordinate plane.
  - e. I can graph points in the first quadrant of the coordinate plane.
  - f. I can interpret coordinate values of points to represent real-world and mathematical problems.
10. Represent and interpret data.
- a. I can construct a line plot to display a data set of measurements of a unit fraction ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ).
  - b. I can use the four operations to solve problems involving fractions from information presented in line plots (division: unit fractions and whole numbers only).

## Measurement

11. Convert like measurement units within a given system.
  - a. I can convert different sized standard measurement units within a given system.
  - b. I can use conversions to solve multi-step, real-world problems.
  
12. Understand concepts of volume and relate volume to multiplication and addition.
  - a. I can identify 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 demonstrate volume as  $n$  unit cubes by packing a solid figure without gaps or overlaps.
  - d. I can use the associative property of multiplication to show that volume of rectangular prisms can be determined by multiplying the three edge lengths (and use the formula  $V = l \times w \times h$ ) or by multiplying the height by the area of the base (and use the formula  $V = B \times h$ ).
  - e. I can apply and extend the volume formulas for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths.
  - f. I can find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volume of the two parts.
  - g. I can solve real-world and mathematical problems using volume.

## Geometry

13. Classify two dimensional figures into categories based on their properties.
  - a. I can classify triangles according to the side length and angle measure.
  - b. I can explain that figures in different categories (eg, rhombi, rectangles, and others) may share attributes (eg, having four sides), and that the shared attributes can define a larger category (eg, quadrilaterals).
  - c. I can classify quadrilaterals in a hierarchy based on properties.

## **Science**

### 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 (eg, adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, evaporating salt water).
  - b. I can provide mathematical evidence to show the weight of matter stays the same despite a reaction (eg, new substance forming due to dissolving or mixing) or change (eg, phase change).



- c. I can examine matter to identify materials (eg, powders, metals, minerals, liquids) based on their properties (eg, color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility).
- d. I can investigate whether the mixing of two or more substances (eg, vinegar and baking soda) results in a physical or chemical change.
- 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 defend the position that plants receive their food through photosynthesis, primarily using water and air, and create a model to illustrate that process.
  - b. I can create and interpret a model to represent the flow of energy and transfer of matter in a food web; ie, Energy transferred in a food web is used for body repair, growth, motion, and maintenance of body warmth of different organisms.
  - c. I can illustrate the transfer of matter among producers; consumers, including scavengers and decomposers; and the environment.
  - d. I can develop a model to explain how any two spheres (atmosphere, geosphere, hydrosphere, and biosphere) interact and support life (eg, influences on landform shapes, ecosystem, and or climate).
  - e. I can construct a graphical representation of the distribution of freshwater and saltwater on Earth.
  - f. I can collect and organize scientific ideas that can be used to protect Earth's natural resources and its environments (eg, utilizing no-till farming to improve soil fertility, regulating emissions from factories and automobiles to reduce air pollution, recycling to reduce overuse of landfill areas).
  - g. 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 and graph 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 conduct a test to modify the speed of a falling object due to gravity.

## **Social Studies**

### 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 (eg, Mobile, New Orleans, New York, Boston, Savannah).

### Native Americans

2. Distinguish differences among major Native American cultures in North America.
  - a. I can identify the cause and effects of early migration and settlement in North America.
  - b. I can locate American Indian nations on a map, according to the geographic region.
  - c. 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, prevailing winds, major rivers, and significant mountain ranges on exploration of North America.
  - b. I can identify specific early European patrons, (eg, King Ferdinand and Queen Isabella), explorers (eg, Christopher Columbus, Ponce de Leon, Hernando de Soto), and their country of origin.
  - c. I can identify significant early European settlements in the New World.
  - d. I can trace the development and impact of the Columbian Exchange and map the route.

### 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 (eg, Massachusetts, Connecticut, Rhode Island, Pennsylvania, and Maryland).
  - 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 (eg, Mayflower Compact, town meetings, representative government, rule of law).

- 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 in the western hemisphere 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 including the 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 by the 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 (ie, 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 of the American Revolution including Lexington and Concord, Bunker Hill, Saratoga, and Yorktown, and locate the battle sites on a map.
  - 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 (ie, 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 (eg, Federalist and Anti-Federalist).
  - 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 for its impact on the role of president in a republic.

### 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 Alabama's role in the expansion movement of the United States, including the Battle of Horseshoe Bend and the Trail of Tears.
  - e. I can describe how the Indian Removal Act and the Gold Rush of 1849 led to the expansion of the territory of the United States.
  - f. I can identify the impact of technological developments on the United States' expansion (eg, steamboat, steam locomotive, telegraph, barbed wire).
8. Describe social and economic influences that contributed to expansion in the United States.
- a. I can identify major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics.
  - b. I can explain how the United States acquired Alaska and Hawaii.
  - c. I can explain how the development of transcontinental railroads helped the United States achieve its Manifest Destiny.
  - d. I can analyze the impact of closing the frontier on American Indians' way of life.
  - e. I can explain how the Spanish-American War led to the emergence of the United States as a world power.

### Civil War

9. 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 (eg, Montgomery as 1st capital of the Confederacy; Winston County's opposition to Alabama's secession).
  - e. I can locate map sites important to the Civil War (eg, Mason-Dixon Line, Fort Sumter, Appomattox, Gettysburg, Confederate states, Union states).
  - f. I can explain the events that led to the conclusion of the Civil War.

10. Summarize the successes and failures of the Reconstruction Era.
  - a. I can analyze the impact of Reconstruction for its effect on education and social institutions in the United States (eg, Horace Mann and education reform, Freedmen's Bureau, establishment of segregated schools, African American churches).
  - b. 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.
  - c. I can explain the black codes and Jim Crow laws.
  - d. I can describe post-Civil War land distribution, including tenant farming and sharecropping.