

Las escuelas de la ciudad de Homewood utilizan "objetivos de aprendizaje" contruidos por los maestros, escritos en un lenguaje amigable para los estudiantes, a fin de brindar más claridad sobre el objetivo de aprendizaje a los estudiantes y las familias. Los grados K-3 se enfocan en los objetivos de artes del lenguaje y matemáticas con objetivos de ciencias y estudios sociales a partir del grado 4.

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 calificaciones 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 calificaciones 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.

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 recopilar "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 utilizan

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 crear la mentalidad adecuada para la escuela cuando los estudiantes hagan la transición a las escuelas intermedias y secundarias.

OBJETIVOS DE APRENDIZAJE DE KINDERGARTEN

Artes del lenguaje

Proceso de lectura

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 palabras nuevas.

2. Utilizar habilidades fonéticas, reconocimiento de palabras y 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 de uso frecuente de kindergarten de manera precisa y automática.
 - d) Puedo distinguir entre palabras escritas de manera similar al identificar 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, contraportada y portada 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) n Puedo identificar similitudes y diferencias entre dos piezas de texto 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 sugerencias 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 usarlos 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 (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 guía y apoyo (caminar, marchar, pavonearse, brincar).
- f) Puedo identificar las conexiones de la vida real entre las palabras y su uso con orientación y apoyo. (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. Colaborar y comunicarse eficazmente dentro de un salón de clases de kindergarten.

- a) Puedo seguir las reglas para la discusión en el aula, 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 contestar 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 grupales con propósito y comprensión.
 - g) Puedo describir sustantivos y eventos familiares y proporcionar detalles adicionales con indicaciones y apoyo.
 - h) Puedo trabajar con mis compañeros 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 usar mayúsculas en 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.

matemático

Conteo y cardinalidad

1. Identificar, contar y representar números.

- a) Puedo contar hasta 100 de uno en uno.
- b) Puedo contar hasta 100 de diez en diez.
- c) Puedo contar hacia atrás del 10 al 0.
- d) Puedo escribir mis números del 0 al 20. del 0 al 20
- e) Puedo representar un número de objetos con un número escrito.
- f) Puedo reconocer los números del 0 al 20 en orden secuencial y no secuencial.
- g) Puedo identificar la cantidad de un conjunto dado de objetos de 0 a 20.
- h) Puedo contar hacia adelante comenzando desde un número dado.
- i) Puedo representar un número de varias formas.

2. Demuestre sentido numérico contando y comparando números.

- a) Puedo identificar que el nombre de un número va con un objeto al contar.
- 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 comparar y contar conjuntos de objetos usando términos de vocabulario (más que, menos que, más, menos, igual a).
- e) Puedo comparar dos números entre 1 y 10 como números escritos.
- f) Puedo trabajar con los números 11-19 para demostrar el valor posicional de las unidades y las decenas (13 es 10 y 3 unidades).

Operaciones y pensamiento algebraico

3. Demostrar los procesos de suma y resta necesarios para resolver problemas.

- a) Puedo resolver problemas de suma hasta el 10 usando objetos, dedos, dibujos y juegos de roles.
- b) Puedo resolver problemas de resta hasta 10 usando objetos, dedos, dibujos y juegos de roles.
- c) Puedo encontrar el número que hace 10 al sumar cualquier número del 1 al 9. ($2 + 8 = 10$)
- d) Puedo resolver problemas de palabras usando objetos o dibujos para representar el problema.
- e) Puedo sumar con fluidez hasta 5.
- f) Puedo restar con fluidez hasta 5.
- g) Puedo demostrar que dos números combinados es igual a un número mayor (componer números).
- h) Puedo demostrar que un número se puede dividir de más de una manera dentro de 10 en dos números más pequeños (descomponer números: $5 = 2 + 3$ y $5 = 4 + 1$).

Geometría

4. Identificar y describir formas.

- a) Puedo identificar formas bidimensionales independientemente de su orientación o tamaño (rectángulo, cuadrado, círculo, triángulo, hexágono).
- b) Puedo identificar figuras tridimensionales independientemente de su orientación o tamaño (esfera, cono, cilindro y cubo).
- c) Puedo analizar, comparar y describir formas bidimensionales y tridimensionales (número de lados, número de vértices, longitud de los lados).

- d) Puedo hacer una nueva forma a partir de múltiples formas más pequeñas
- e) Puedo dibujar formas bidimensionales: rectángulo, cuadrado, círculo, triángulo.
- f) Puedo construir formas usando diferentes materiales (palos, arcilla, geoplacas).

5. Describe las relaciones espaciales.

- a) Puedo usar palabras posicionales para describir la ubicación de un objeto (arriba, abajo, al lado, enfrente, detrás, al lado).
- b) Puedo colocar objetos según palabras de posición. (arriba, abajo, al lado, delante, detrás, al lado).

Medición y datos

6. Usar vocabulario para comparar la longitud o el peso de los objetos.

- a) Puedo usar vocabulario para comparar la longitud de objetos (más largo que, más corto que, tan alto como).
- b) Puedo usar vocabulario para comparar el peso de objetos (tan livianos como, más pesados que).

7. Clasifica objetos.

- a) Puedo clasificar y ordenar una colección de objetos en categorías determinadas.
- b) Puedo clasificar objetos identificando similitudes y diferencias entre los objetos.
- c) Puedo contar el número de objetos en cada categoría.
- d) Puedo ordenar las categorías por conteo.

OBJETIVOS DE APRENDIZAJE DEL PRIMER GRADO

Artes del lenguaje

Proceso de lectura

1. Demostrar 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 combinar 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 vocales largas y cortas en palabras habladas.

2. Aplicar habilidades fonéticas para decodificar palabras.

- a) Puedo leer palabras con 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 en 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 claves 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 con precisión y automáticamente.
 - 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, deslumbrante, ceño) 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 a la lectura

6. Reconocer y utilizar las 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 la historia al hacer varias conexiones de texto.
 - c) Puedo determinar la idea principal de un pasaje o historia.
 - d) Puedo identificar y describir personajes, escenario y eventos en una historia usando detalles e ilustraciones clave.
 - e) Puedo volver a contar historias incluyendo detalles clave y demostrar comprensión de su mensaje central o lección.
 - 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 un mismo tema.
 - d) Puedo usar encabezados, subtítulos, el índice, el glosario y tablas de contenido para ubicar información.
 - e) Puedo determinar si la información se proporciona mediante ilustraciones o texto.

Escritura y comunicación

9. Colaborar y comunicarse eficazmente dentro de un salón de clases de primer grado.

- a) Puedo participar en una variedad de discusiones colaborativas siguiendo las reglas acordadas. (p. ej., escuchar a los demás con atención, hablar uno a la vez)
- b) Puedo aprovechar las conversaciones respondiendo a los comentarios de los demás.
- c) Puedo hacer y responder preguntas sobre detalles clave en un texto o información presentada oralmente a través de los medios 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 utilizar dibujos y otras presentaciones 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 a las preguntas y sugerencias de mis 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 sueltas 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 fonéticamente palabras no aprendidas, basándose 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 frecuentes.

f) Puedo usar conjunciones frecuentes. (por ejemplo, y, pero, o, entonces, porque)

g) Puedo utilizar 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

1. Representar y resolver problemas de suma y resta.

a) Puedo usar sumas y restas dentro de una suma de 20 para resolver problemas de palabras con incógnitas en todas las posiciones mediante el uso de objetos, dibujos y ecuaciones.

b) Puedo resolver problemas verbales que usan tres números enteros dentro de una suma de 20 usando objetos, dibujos y ecuaciones.

2. Comprender y aplicar las propiedades de las operaciones y la relación entre suma y resta.

a) Puedo aplicar las propiedades de las operaciones como estrategias para sumar y restar (si se conoce $8 + 3 = 11$, entonces sé $3 + 8 = 11$; para sumar $2 + 6 + 4$, los dos últimos números se pueden sumar primero para hacer a 10, entonces $10 + 2 = 12$).

b) Puedo entender que puedo restar encontrando el sumando desconocido (para encontrar $10 - 8$, puedo usar el hecho de que 10 es 2 más que 8. Entonces, $10 - 8 = 2$).

3. Sumar y restar hasta 20.

a) Puedo sumar usando varias estrategias como contar para hacer decenas, crear equivalentes conocidos y usar hechos relacionados.

b) Puedo restar usando varias estrategias como contar hacia atrás, crear equivalentes conocidos y usar hechos relacionados.

c) Puedo sumar números con fluidez dentro de 10.

d) Puedo restar números con fluidez dentro de 10.

- e) Puedo entender el significado del signo igual y determinar si una ecuación es verdadera.
- f) Puedo determinar el número desconocido en una ecuación con tres números ($8 + ? = 11$, $5 = ? - 3$).

Números y operaciones en base diez

- 4. Contar y representar números hasta 120 de varias formas.
 - a) Puedo contar hasta 120 comenzando desde cualquier número.
 - b) Puedo leer números del 0 al 120.
 - c) Puedo escribir números del 0 al 120.
 - d) Puedo contar de cinco en cinco y de diez en diez.
 - e) Puedo identificar posiciones ordinales hasta la décima.
- 5. Demostrar comprensión del valor posicional.
 - a) Puedo demostrar que los dos dígitos de un número de dos dígitos son decenas y unidades. (Entiendo que 10 es un conjunto de 10 unidades y 11-19 están formadas por diez y unidades adicionales).
 - B) Puedo entender que los números 10, 20, 30, 40, 50, 60, 70, 80, 90 se refieren a uno, dos, tres, cuatro, cinco, seis, siete, ocho o nueve decenas (y 0 unidades).
 - c) Puedo comparar dos números de dos dígitos usando símbolos (<, > o =).
- 6. Usa el valor posicional y las propiedades de las operaciones para sumar y restar.
 - a) Puedo sumar hasta 100, incluso sumar un número de dos dígitos y un número de un dígito, y sumar un número de dos dígitos y un múltiplo de 10, utilizando modelos o estrategias basados en el valor posicional y relacionarlos con un método escrito. (Entendiendo que uno suma decenas y decenas, unidades y unidades; ya veces es necesario hacer una decena).
 - B) Puedo encontrar mentalmente diez más o diez menos que un número dado de dos dígitos sin contar.
 - c) Puedo restar múltiplos de 10 de 10-90 de múltiplos de 10 en el rango de 10-90 (diferencias positivas o cero) usando modelos, estrategias basadas en el valor posicional y relacionarlas con un método escrito.

Medición y datos

- 7. Mida longitudes indirectamente y utilizando unidades de medida no estándar.
 - a) Puedo ordenar tres objetos por longitud y comparar las longitudes de dos objetos indirectamente usando un tercer objeto.
 - b) Puedo expresar la longitud de un objeto como un número entero colocando múltiplos de un objeto de extremo a extremo sin espacios ni superposiciones.
- 8. Cuenta y escribe la hora.
 - a) Puedo decir y escribir la hora en horas usando relojes analógicos y digitales.
 - b) Puedo decir y escribir la hora en media hora usando relojes analógicos y digitales.
- 9. Representar e interpretar datos.

- a) Puedo representar e interpretar información con hasta tres categorías.
- b) Puedo hacer y responder preguntas sobre los datos, incluido el número total de categorías, cuántas en cada categoría y cuántas más o menos hay en cada categoría.

Geometría

- 10. Identificar y comparar formas y figuras según sus atributos.
 - a) Puedo distinguir entre propiedades que definen una forma (los triángulos están cerrados con tres lados) y propiedades que no definen una forma (los triángulos pueden ser de cualquier color o tamaño).
 - b) Puedo construir y dibujar formas bidimensionales (cuadradas) y tridimensionales (cubo) por sus atributos definitorios.
 - c) Puedo construir formas bidimensionales y tridimensionales para crear una nueva forma compuesta y luego usar esa forma para crear una nueva forma compuesta.
 - d) Puedo dividir círculos y rectángulos en dos y cuatro partes iguales.
 - e) Puedo describir las fracciones como mitades, cuartos y cuartos y usar las frases mitad de, cuarto de y cuarto de entendiendo que más partes iguales crean piezas más pequeñas.
 - f) Puedo describir el todo como dos mitades o cuatro cuartos.

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 al ritmo adecuado en un texto de nivel de grado.
 - b) Puedo utilizar los 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 deletreadas irregularmente apropiadas para el 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 (delgado y delgado).
- g) Puedo identificar las conexiones de la vida real entre las palabras y su uso (por ejemplo: describir alimentos jugosos o picantes).
- h) Puedo usar el significado de palabras para predecir el significado de palabras compuestas (por ejemplo: pajarera, faro, mosca doméstica).
- i) Puedo utilizar glosarios y diccionarios para principiantes, tanto impresos como digitales, para determinar o aclarar el significado de palabras y frases.

Lectura (comprensión y aplicación)

4. Comprender y aplicar la información recopilada del texto informativo de segundo grado.

- a) Puedo hacer y responder preguntas como quién, qué, dónde, cuándo, por qué y cómo demostrar comprensión de los detalles clave de un texto.
- b) Puedo localizar y utilizar varias funciones de texto (por ejemplo: títulos, negrita, glosario, índice, tabla de contenido, etc.).
- c) Puedo usar características gráficas específicas (por ejemplo: diagrama, mapa y gráfico) para obtener significado de un texto.
- d) Puedo identificar el tema principal y los detalles de apoyo de un texto de varios párrafos, incluido el enfoque de párrafos específicos dentro del texto.
- e) Puedo seleccionar y recopilar información de un texto apropiado para responder una pregunta.
- f) Puedo describir conexiones entre una serie de eventos históricos, ideas o conceptos científicos o procedimientos en un texto.

5. Comprender y conectarse con textos de ficción de segundo grado.

- a) Puedo hacer y responder preguntas como quién, qué, dónde, cuándo, por qué y cómo demostrar comprensión.
- b) Puedo analizar y describir cómo los personajes de una historia responden a los principales eventos y desafíos.
- c) Puedo describir la estructura general de una historia, incluida la descripción de cómo el principio introduce la historia y el final concluye la acción.
- d) Puedo usar la idea principal y los detalles de la historia para hacer inferencias.
- e) Puedo discutir los puntos de vista de los personajes o del autor.
- f) Puedo comparar y contrastar dos o más versiones de la misma historia (ej: historias de Cenicienta) de diferentes autores o de diferentes culturas.

- g) Puedo usar información obtenida de ilustraciones y palabras para demostrar comprensión de personajes, escenario y trama.

Literatura

6. Distinguir entre varios géneros de textos.

- a) Puedo describir características de cuentos populares, fábulas y cuentos de hadas.
- b) Puedo identificar y analizar varios tipos de poesía.
- c) Puedo distinguir entre varias formas de texto de ficción e informativo.
- d) Puedo volver a contar historias, incluidas fábulas y cuentos populares de diversas culturas, y determinar su mensaje central, lección o moraleja.
- e) Puedo describir cómo las palabras y frases (por ejemplo: ritmos regulares, aliteraciones, rimas, líneas repetidas) dan ritmo y significado a una historia, poema o canción.
- f) Puedo determinar el propósito del autor en un texto dado.

Escritura y comunicación

7. Escuchar y comunicarse eficazmente dentro de un salón de clases de segundo grado.

- a) Puedo participar en discusiones, incluso escuchar a los demás y hablar de uno en uno.
- b) Puedo basarme en las conversaciones de otros sobre un tema determinado vinculando comentarios y observaciones.
- c) Puedo hacer y responder preguntas para obtener una mejor comprensión.
- d) Puedo contar una historia o relatar una experiencia con hechos y detalles.
- e) Puedo hablar de manera audible usando oraciones coherentes.

8. Redacte un artículo de opinión bien estructurado.

- a) Puedo generar ideas usando métodos de preescritura (ej. organizadores gráficos, webs, escritura libre, etc.)
- b) Puedo expresar mi opinión.
- c) Puedo aportar razones que apoyen mi opinión.
- d) Puedo usar palabras de transición para conectar mi opinión y mis razones.
- e) Puedo escribir una oración de conclusión.
- f) Puedo desarrollar y fortalecer mi escritura a través de la revisión con la orientación y el apoyo de adultos y compañeros.
- g) Puedo corregir mi escritura mediante la edición con la orientación y el apoyo de adultos y compañeros.
- h) Puedo utilizar la tecnología para producir y publicar escritos, grabaciones y dibujos con orientación y apoyo.

9. Redacte una pieza narrativa.

- a) Puedo generar ideas usando métodos de preescritura (por ejemplo, organizadores gráficos, webs, escritura libre, etc.)
- b) Puedo enfocar mi escritura en un evento principal.

- c) Puedo componer un texto narrativo con un comienzo, un desarrollo y un final detallados.
- d) Puedo componer un texto narrativo usando personajes y escenario.
- e) Puedo incorporar frases descriptivas que incluyan detalles sensoriales, acciones y sentimientos.
- f) Puedo desarrollar y fortalecer mi escritura a través de la revisión con la orientación y el apoyo de adultos y compañeros.
- g) Puedo corregir mi escritura mediante la edición con la orientación y el apoyo de adultos y compañeros.
- h) Puedo utilizar la tecnología para producir y publicar escritos, grabaciones y dibujos con orientación y apoyo.

10. Redacte un párrafo expositivo o informativo bien estructurado.

- a) Puedo generar ideas utilizando métodos de preescritura (por ejemplo, organizadores gráficos, webs, escritura libre, etc.)
- b) Puedo escribir una oración temática.
- c) Puedo usar hechos y detalles de apoyo para mi tema.
- d) Puedo utilizar la investigación, cuando sea apropiado, para apoyar mi escritura.
- e) Puedo escribir una oración de conclusión.
- f) Puedo desarrollar y fortalecer mi escritura a través de la revisión con la orientación y el apoyo de adultos y compañeros.
- g) Puedo corregir mi escritura mediante la edición con la orientación y el apoyo de adultos y compañeros.
- h) Puedo utilizar la tecnología para producir y publicar escritos, grabaciones y dibujos con orientación y apoyo.
- i) Puedo participar en proyectos compartidos de investigación y escritura (por ejemplo: leer varios libros sobre un solo tema).

11. Implemente la puntuación y la mecánica correctas.

- a) Puedo imprimir palabras y oraciones con el espaciado y la formación correctos.
- b) I can identify and begin to form cursive upper and lowercase letters in isolation.
- c) I can utilize appropriate punctuation including end marks, commas, and apostrophes (contractions and possessives).
- 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 (ex: children, teeth, and fish).
- d) I can identify and use verbs, including the past tense of irregular verbs (ex: sat, hid, and swam).

- e) I can identify and use adjectives and adverbs.
- f) I can use pronouns, including reflexive pronouns (ex: myself, ourselves).

13. Apply spelling strategies in my writing.

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

Math

Numbers and Operations in Base Ten

1. Apply strategies with numbers and number patterns.

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

2. Demonstrate place value understanding of three-digit numbers.

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

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

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

Operations and Algebraic Thinking

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

- a) I can solve problems for the unknown number in all positions. ($12 + \underline{\quad} = 17$) ($\underline{\quad} - 5 = 10$) ($8 + 6 = \underline{\quad}$).
- 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 use mental strategies to add and subtract (doubles, doubles plus one, making ten, fact families, even and odd rules).
- b) I can add and subtract numbers within 20 fluently.

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

- a) I can use repeated addition to determine the number of objects in an array up to 5×5 .
- b) I can understand that multiplication is represented with repeated addition.
- c) I can use drawings and manipulatives to solve authentic basic multiplication problems.

Geometry

7. Identify the attributes of geometric shapes and figures.

- a) I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- b) I can describe properties of two-dimensional shapes and three-dimensional figures using their attributes such as angles, sides, and faces.
- c) I can partition a rectangle into rows and columns of the same size squares, and count to find the area.

8. Describe fractions as parts of a whole shape.

- a) I can distinguish between equal and unequal parts.
- b) I can describe a whole as two halves, three thirds, or four fourths.
- c) I can divide circles and rectangles into equal parts and describe their shares using the words halves, thirds, and fourths.
- d) I can recognize that one-half of an object is not always the same as one-half of a different object.

Measurement and Data

9. Measure and estimate familiar objects in standard units.

- a) I can determine length using inches, feet and yards.
- b) I can determine length using metric units, including centimeter and meter.
- c) I can measure an object using two different units of measurement.
- d) I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and tape.
- e) I can measure to determine how much longer one object is than another.
- f) I can estimate lengths using units of inches, feet, centimeters, and meters.
- g) I can add and subtract within 100 to solve problems involving length (using the same units) by using tools such as a ruler or a number line.

10. Measure and interpret concepts of time.

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

11. Apply knowledge of money.

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

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

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

THIRD GRADE LEARNING TARGETS

Language Arts

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 (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 (ex: similes, metaphors, and idioms).

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

- a) I can preview and predict to anticipate content.

- b) I can 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 round whole numbers to the nearest tens or hundreds place.
- b) I can use place value strategies to multiply 1-digit whole numbers by multiples of 10. (ex: 9×80 , 5×60).
- c) I can read and write numbers up to 10,000.
- d) I can identify the place value of each digit in a three-digit number.
- e) I can represent amounts of ten thousands, thousands, hundreds, tens, and ones.
- f) I can compare and order four-digit numbers using the symbols $<$, $>$, or $=$.

2. Use place value and properties to add and subtract.

- 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.
- c) I can add and subtract decimals to the hundredths place (including money).

Numbers and Operations-Fractions

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

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

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

4. Compare fractions by reasoning about their size.

- a) I can compare fractions with common numerators or denominators using the

symbols $<$, $>$, and $=$ and justify the conclusions using a visual fraction model ($\frac{1}{6} > \frac{1}{8}$; $\frac{1}{4} < \frac{3}{4}$).

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

Operations and Algebraic Thinking

5. Represent and solve problems involving multiplication and division.

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

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

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

7. Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- a) I can determine reasonableness of answers using number sense, context, or estimation strategies.
- b) I can solve one-step word problems involving the four operations.
- c) I can identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. (eg, 4 times a number is always even).

Measurement and Data

8. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- a) I can tell and write time to the nearest minute.
- b) I can measure elapsed time intervals in minutes.
- c) I can solve word problems involving addition and subtraction of time intervals in minutes.
- d) I can measure and estimate liquid volumes and masses of objects using standard units of measure (ex: grams, kilograms, and liters).
- e) I can solve one-step word problems involving masses and volumes given in the same units by using drawings to represent the problem.

9. Represent and interpret data.

- a) I can create a scaled picture graph and a scaled bar graph to represent data sets.
- b) I can interpret and compare data from various displays using a given scale.
- c) I can measure lengths using rulers marked with halves and fourths of an inch.
- d) I can show data by making a plot line with a scale marked to show whole numbers, halves, or quarters.

10. Understand concepts of area and perimeter and relate them to multiplication or to addition.

- a) I can recognize area as an attribute of plane figures using "a unit square".
- b) I can measure area by counting unit squares.
- c) I can find and model the area of a rectangle with whole number side lengths.
- d) I can show that the area with whole-number side lengths is the same as it would be multiplying length times width of a figure.
- e) I can solve real-world problems to determine the area of rectangular objects.
- f) I can find the perimeter of a plane figure.
- g) I can find the perimeter of a plane figure with an unknown side.
- h) I can recognize rectangles with the same perimeter and different areas or with the same area and different perimeter.
- i) I can find the area of a rectilinear figure by breaking the figure apart and finding the area of each piece.

Geometry

11. Reason with shapes and their attributes.

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

FOURTH GRADE LEARNING TARGETS

Language Arts

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 (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.

Matemáticas

Number and Operations in Base Ten

1. Evaluate numbers through the millions place.

- a) I can recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right.
- b) I can determine the place value of a multi-digit whole number to the hundred thousands place.
- c) I can compare and order multi-digit whole numbers through the hundred thousands based on the meaning of the digits in each place using $>$, $<$ & $=$.
- d) I can use place value understanding to round multi-digit whole numbers to any place.
- e) I can read and write multi-digit whole numbers using base ten numerals, word, expanded, and standard form.

2. Perform the four operations with multi-digit whole numbers using place value understanding.

- a) I can fluently add and subtract multi-digit whole numbers using the standard algorithm.
- b) I can recall from memory and demonstrate computational automaticity of multiplication facts through 12s.
- c) I can multiply a whole number up to four digits by a one-digit whole number using strategies based on place value and the properties of operations.
- d) I can multiply two two-digit numbers using strategies based on place value and the properties of operations.
- e) I can divide four-digit numbers by one-digit divisors using strategies based on place value and the properties of operations and/or the relationship between multiplication and division.
- f) I can illustrate and explain the calculations of multiplication by using equations, rectangular arrays, and/or area models.
- g) I can illustrate and explain the calculations of division by using equations, rectangular arrays, and/or area models.
- h) I can find the factors of whole numbers through 100.
- i) I can recognize that a whole number is a multiple of each of its factors.
- j) I can determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.
- k) I can determine whether a given whole number in the range of 1-100 is prime or composite.

Number and Operations-Fractions

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

3. Extend understanding of fraction equivalence and ordering.

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

4. Perform operations with fractions.

- a) I can add and subtract fractions by joining and separating parts referring to the same whole.
- b) I can decompose a fraction into a sum of fractions with the same denominator in more than one way and justify with a fractional model ($\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ or $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$).
- c) I can add and subtract fractions and mixed numbers with common denominators.

- d) I can solve word problems involving addition and subtraction of fractions with common denominators by using visual fraction models and equations to represent the problem.
- e) I can write a fraction as a product of a whole number and a unit fraction ($\frac{5}{4}$ as the product of $5 \times \frac{1}{4}$).
- f) I can write a product of a whole number and a fraction as a product of a whole number and a unit fraction ($3 \times \frac{2}{5}$ as $6 \times \frac{1}{5}$).
- g) I can multiply a fraction by a whole number.
- h) I can solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem.

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

- a) I can express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this technique to add two fractions with respective denominators 10 and 100.
- b) I can use decimal notation for fractions with denominators 10 or 100.
- c) I can compare two decimals to hundredths by reasoning about their size.
- d) I can recognize that comparisons are valid only when two decimals refer to the same whole.
- e) I can compare decimals using $>$, $<$, or $=$ and justify the comparison by using a visual model.

Operations and Algebraic Thinking

6. Use the four operations with whole numbers to solve problems.

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

Geometry

7. Construct lines and angles, and classify shapes and figures by properties of their lines and angles.

- a) I can draw points, lines, line segments, rays, perpendicular, and parallel lines.
- b) I can draw right, acute, obtuse, and straight angles.
- c) I can identify lines and angles in two-dimensional figures.
- d) I can classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.
- e) I can identify and draw lines of symmetry.

8. Understand concepts of angles and measure angles.

- a) I can recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.
- b) I can relate angles and their measurements to fractional parts of a circle.
- c) I can measure angles in whole-number degrees using a protractor.
- d) I can sketch angles of specified measure.
- e) I can recognize that the angle measure of the whole is the sum of the angle measures of the parts.
- f) I can solve addition and subtraction problems to find unknown angles on a diagram in real-world or mathematical problems.

Measurement and Data

9. Measure and convert units in a given measurement system.

- a) I can identify and recall relative sizes of measurement units (km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec) within one system of units.
- b) I can convert units within the same system from larger to smaller units and smaller to larger units using a two-column table.
- c) I can use the four operations to solve word problems involving measurement (distance, time, volume, mass, and money), including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
- d) I can represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- e) I can calculate area and perimeter by using the formulas for rectangles in real-world and mathematical problems.

10. Represent and interpret data.

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

Science

Energy

1. Investigate the transference of energy and waves in relation to sound, light, motion, electricity, and heat.

- a) I can explain the relationship between speed and energy of an object.
- b) I can investigate to determine changes in energy resulting from increases or decreases in speed that occur when objects collide.
- c) I can justify that heat can be produced and transferred in many ways (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 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 describe how renewable and nonrenewable resources can affect our environment.
- i) I can design, construct, and test a device that changes energy from one form to another.

Living Things

2. Examine the structures, systems, and processes that living things use to survive.
- a) I can examine evidence to support an argument that the internal and external structures of plants function to support survival, growth, behavior, and reproduction (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.

Earth Systems

3. Analyze patterns and properties of rocks and soils.
- a) I can construct explanations by citing evidence found in patterns of rock formations and fossils in rock layers to prove that Earth changes over time both slowly and rapidly.
 - b) I can carry out an investigation to examine properties of soils and soil types. (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.
 - 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. Determine the relationship of the five geographic regions of Alabama to the

movement of Alabama settlers during the nineteenth century.

- a) I can identify Alabama's natural resources.
- b) I can identify Alabama's five geographic regions.
- c) I can describe the human environments of Alabama as they relate to settlement during the nineteenth century (ie housing, roads, and places).
- d) I can explain the impact Alabama's climate has in the different geographic regions of the state.

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

- a) I can identify the location of European settlements and forts on early maps of Alabama (eg Fort Conde, Fort Toulouse, and Fort Mims).
- b) I can trace the routes of early explorers (ie DeSoto, Ponce de Leon).
- c) I can describe economic relationships between Native Americans and explorers.
- d) I can explain the reasons for conflicts between European and American Indians from 1519-1840.

3. Explain the social, political, and economic impact of the War of 1812 and the Creek War on Alabama.

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

4. Describe Alabama's entry into statehood and the establishment of its three branches of government.

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

5. Describe the lifestyles of plantation owners, slaves, and townspeople in the early nineteenth century.

- a) I can interpret the impact legal codes had on the early nineteenth century.
- b) I can describe the culture during the early nineteenth-century in Alabama. (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 (Black Belt, fertile river valleys).

6. Explain Alabama's economic and military role during the Civil War.

- a) I can explain reasons for Alabama's secession in the Union.

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

7. Analyze political and economic issues Alabama faced during Reconstruction.

- a) I can interpret the Thirteenth, Fourteenth, and Fifteenth Amendments of the Constitution of the United States.
- b) I can identify African Americans who had an impact on Alabama's Reconstruction.
- c) I can analyze the impact of military rule, the Freedmen's Bureau, and Alabama's re-admittance to the Union during Reconstruction.
- d) I can explain the role of sharecropping and tenant farming.
- e) I can identify major political parties in Alabama during Reconstruction.

8. Analyze the social and educational changes during the late nineteenth and early twentieth century.

- a) I can describe the implementation of Plessy versus Ferguson court decision, and birth of the NAACP.
- b) I can explain the Jim Crow Laws.
- c) I can identify Alabamians who made contributions in the fields of science, education, the arts, politics, and business.
- d) I can analyze the establishment of normal schools and colleges (Auburn, Tuskegee, Alabama State University, A&M, etc.).

9. Describe the impact of World War I on the citizens of Alabama.

- a) I can describe the impact of Alabama's military installations and training facilities during World War I.
- b) I can explain the migration of African Americans from Alabama to the North and West.
- c) I can identify World War I technologies, including airplanes, machine guns, and chemical warfare.
- d) I can recognize Alabama participants in World War I (167th Regiment of the Rainbow Division).
- e) I can understand the increased production of goods for World War I.

10. Explain the impact the 1920s and the Great Depression had on different socioeconomic groups in Alabama.

- a) I can obtain and communicate information explaining the 1920s era (employment opportunities, wages, overproduction, stock market crash) and the Great Depression (over-cropping, unemployment, poverty).
- b) I can explain how supply and demand impacted Alabama's economy during

the 1920s and the Great Depression.

11. Investigate to determine the economic and social impact World War II had on Alabamians.

- a) I can describe the entry of women into the workforce, job opportunities, rationing, military recruitment, the draft, and racial consciousness of WWII.
- b) I can recognize Alabama's key participants in WWII (Tuskegee Airmen, women in the military).
- c) I can justify the strategic placement of military bases in Alabama (Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base).

12. Analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama.

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

13. Identify events that have impacted Alabama since 1950.

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

FIFTH GRADE LEARNING TARGETS

Language Arts

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

Number and Operations in Base Ten

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

a) I can recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.

b) I can explain patterns in the number of zeros of the product when multiplying by powers of 10.

c) I can explain patterns in the placement of the decimal point when multiplying or dividing by powers of 10.

d) I can use whole-number exponents to denote powers of 10.

e) I can compare and order decimals based on meanings of the digits in each place using $<$, $>$, and $=$.

f) I can round decimals to any place.

g) I can read and write decimals in standard, expanded, and word form.

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

a) I can fluently multiply multi-digit whole numbers by two-digit whole numbers using the standard algorithm.

b) I can compute whole-number quotients with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.

c) I can illustrate and explain the calculations by using equations, rectangular arrays, and/or area models.

d) I can add, subtract, multiply, and divide decimals to the hundredths place and explain the strategies and reasoning used.

Number and Operations-Fractions

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

a) I can add and subtract fractions and mixed numbers with uncommon denominators by replacing given fractions with equivalent fractions.

- b) I can solve word problems involving addition and subtraction of fractions with common and uncommon denominators referring to the same whole.
- c) I can estimate using benchmark fractions and number sense to assess the reasonableness of answers.

4. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

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

Operations and Algebraic Thinking

5. Write and interpret numerical expressions.

- a) I can use parentheses, brackets, or braces in numerical expressions.
- b) I can evaluate numerical expressions using parentheses, brackets, or braces.
- c) I can write expressions that record calculations with numbers.
- d) I can interpret numerical expressions without evaluating them.

6. Generate and analyze patterns and relationships in order to interpret data.

- a) I can generate two numerical patterns using two given rules.
- b) I can identify relationships between corresponding terms.
- c) I can form ordered pairs consisting of corresponding terms from two patterns.
- d) I can construct the x-axis, construct the y-axis, and identify the origin within the first quadrant of the coordinate plane using two perpendicular lines.
- e) I can locate and graph ordered pairs on the coordinate plane in real-world situations.
- f) I can make a line plot to display a data set of measurements in fractions of a unit.
- g) I can use operations of fractions to solve problems involving information presented in line plots.

Geometry

7. Classify two-dimensional figures into categories based on their properties.

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

Measurement and Data

8. Convert units within a given measurement system.

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

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

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

Science

Matter

1. Investigate and examine matter through observations and measurement.

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

Earth Systems

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

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

Space and Gravity

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

- a) I can explain that the sun is brighter than other stars in the sky because it is closer to Earth.
- b) I can analyze data to show how the Earth's rotation, tilt, and revolution around the sun affects shadows, day and night, and seasons.
- c) I can construct an explanation that illustrates that the gravitational force exerted by Earth on objects is directed downward towards the center of Earth.
- d) I can design and construct a test to modify the speed of a falling object due to gravity.

Social Studies

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 describe the geographical region, natural resources, community organization, economy, and belief systems of the major Native American cultures in North America.

Exploration

3. Determine the economic and cultural impact of European exploration during the Age of Discovery upon Europeans and Native Americans.

- a) I can explain the significance of ocean currents, large forests, major rivers, and significant mountain ranges on exploration of North America.
- b) I can identify specific early European patrons, (eg King Ferdinand and Queen Isabella), explorers, and their country of origin, including early settlements in the New World, (eg St. Augustine, Quebec, Jamestown).
- c) I can trace the development and impact of the Columbian Exchange.

Colonization

4. Explain the early colonization of North America and reasons for settlement in specific areas.

- a) I can recognize how colonial development was influenced by the desire for religious freedom.
- b) I can distinguish between the geographical features, landforms, and differences in climate in the Northern, Middle, and Southern colonies.

- c) I can describe emerging colonial government, (eg Mayflower Compact).
- d) I can identify influential leaders in colonial society.
- e) I can describe colonial economic life and labor systems in the Americas.
- f) I can recognize centers of slave trade and the establishment of the Triangular Trade.

American Revolution

5. Examine the cause and effect of the American Revolution.

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

Constitution

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

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

Westward Expansion

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

- a) I can explain how the War of 1812, the Texas-Mexican War, and the Mexican-American War impacted westward expansion.
- b) I can analyze the role of Louisiana Purchase and explorations of Meriwether Lewis and William Clark.
- c) I can explain the purpose of the Monroe Doctrine.

- d) I can describe how the Indian Removal Act led to the expansion of the territory of the United States.
- e) I can identify Alabama's role in the expansion movement of the United States, including the Battle of Horseshoe Bend and the Trail of Tears.
- f) I can analyze the impact of closing the frontier on American Indians' way of life.
- g) I can identify major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics.
- h) I can identify the impact of technological developments on the United States' expansion.
- i) I can explain how the United States acquired Alaska and Hawaii.
- j) I can explain how the development of transcontinental railroads helped the United States achieve its Manifest Destiny.
- k) I can explain how the Spanish-American War led to the emergence of the United States as a world power.
- l) I can describe how the Gold Rush of 1849 led to the expansion of the territory of the United States.

Civil War

8. Examine the cause and effect of the Civil War.

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