Welcome to Homewood City Schools' Learning Targets

Homewood City Schools utilizes teacher-constructed "learning targets," written in student-friendly language, in order to bring more clarity of the learning objective to students and families. Grades K-2 focus on language arts & math targets with science and social studies targets beginning in grade 3.

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

Mastery of the learning target is the goal for students and teachers. In fact, the purpose of Homewood's K-5 standards-based grading system is to allow students and parents the opportunity to more fully understand where the child is on the year-long road to mastery of the learning target. The standard grade report would be a "2" (on the road to mastery) meaning that a student is right where he or she should be at that point in the year. A "1" means that a student is NOT projected to master the target by the end of the year while a "3" means the target has been fully mastered. Students may receive a "2-" or a "2+" which provides the parents with more of a continuum-view of where their child is in relation to target mastery. This grading system is used for K-5 Reading and Math, as well as fourth and fifth grade social studies and science. Students may receive an "**S**" (satisfactory), a "**P**" (progressing), an **"R"** (room for improvement) or a "**U**" (unsatisfactory) for K-5 specials and 1st-3rd grade science and social studies.

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

In a standards-based grading system, teachers work to gather "evidence," in various forms, to determine where a student is on the road to mastery. That evidence could be some combination of student work (individual and/or group), a test, a project, practice-work, conversations with the teacher, and more. Think of a doctor who runs various tests, examines the patient, asks questions, and then applies all of that information in order to make a diagnosis. Teachers are utilizing their professional judgment in order to help you and your child understand where he/she is on the road to mastering each learning target. Standards-based grading keeps the focus of grade reporting on student learning, which should build the appropriate mindset for school when students transition to middle and high schools.

FIRST GRADE LEARNING TARGETS
Language Arts

Reading Process

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

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

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

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

Vocabulary

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

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

Reading Application

6. Recognize and use basic features of text in a variety of reading materials.
   a. I can recognize the distinguishing features of print (e.g., first word, capitalization, ending punctuation).
   b. I can identify and use parts of a book including title, author, and illustrator.
   c. I can use alphabetical order to the first letter to access information.
   d. I can use icons and electronic menus to access information using digital tools.
   e. I can differentiate between fiction and informational text.

Comprehension

7. Demonstrate the ability to understand and respond to shared readings and first grade text read independently.
   a. I can use comprehension strategies such as predicting, questioning, inferring, and drawing conclusions.
   b. I can compare story elements and themes in making various text connections.
   c. I can determine the main idea from a passage or story.
   d. I can identify and describe characters, setting, and events in a story using key details and illustrations.
   e. I can retell stories including key details and demonstrate understanding of their central message or lesson.
   f. I can use text and picture clues to describe key ideas and make predictions during reading.
   g. I can ask and answer questions about key details in a text.
   h. I can identify the author's purpose and who is telling the story at various points in a text.
   i. I can identify words and phrases that suggest feelings or appeal to the senses.

8. Read and understand a variety of informational texts.
   a. I can read and comprehend complex informational texts with teacher support.
   b. I can identify the main topic of an informational text and retell key details from the text.
   c. I can compare and contrast texts on the same topic.
   d. I can use headings, captions, the index, the glossary, and table of contents to locate information.
   e. I can determine if information is provided by illustrations or text.

Writing and Communication

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

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

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

12. Demonstrate command of conventions of English when speaking and writing.
    a. I can use common, proper, and possessive nouns.

b. I can use personal possessive and indefinite pronouns (e.g., I, me, my, their; anyone, everything).
c. I can use verbs to convey a sense of past, present, and future. (e.g., Yesterday I walked; Today I walk; Tomorrow I will walk.)
d. I can use singular and plural nouns with matching verbs in basic sentences. (e.g., He hops; We hop.)
e. I can use frequently occurring adjectives.
f. I can use frequently occurring conjunctions (e.g., and, but, or, so, because).
g. I can use determiners (e.g., articles, demonstratives).
h. I can use frequently occurring prepositions (e.g., during, beyond, toward).
i. I can produce and expand complete and compound sentences. (statements, commands, questions, and exclamations)
j. I can form and print uppercase and lowercase letters correctly.

Math

Operations and Algebraic Thinking

1. Demonstrate fluency for addition and subtraction within 10.
   a. I can demonstrate fluency with addition facts with sums to 10 by *counting on*.
   b. I can demonstrate fluency with addition facts with sums to 10 by *making ten*.
   c. I can demonstrate fluency with subtraction facts with differences to 10 by *making ten*.
   d. I can demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction (e.g., 8 + 2 = 10, so 10 - 8 = 2).

2. Understand and apply properties of operations to represent and solve problems involving addition.
   a. I can demonstrate fluency with addition facts with sums to 20 by creating equivalent but easier or known sums (e.g., Adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
   b. I can *add to* when solving for an unknown value within 20.
   c. I can write addition equations with a symbol for the unknown number to represent the problem.
   d. I can solve addition word problems within 20 by using concrete objects and drawings.
   e. I can solve word problems by adding three whole numbers (whose sum is less than or equal to 20) by using concrete objects, drawings, or equations to represent the problem.
   f. I can apply properties of operations as strategies to add. (e.g., If 8+3=11, then 3+8=11; When adding 2+4+6, the second and third numbers can be added to make a ten, so 2+4+6 = 2+10 = 12.)
   g. I can prove that when adding 0 to a number, the result is the same number.

3. Understand and apply properties of operations to represent and solve problems involving subtraction.
   a. I can demonstrate fluency with subtraction facts with differences to 10 by decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9).

b. I can *take from* when solving for an unknown value within 20.
c. I can write subtraction equations with a symbol for the unknown number to represent the problem.
d. I can solve subtraction word problems within 20 by using concrete objects and drawings.
e. I can explain subtraction as an unknown-addend problem. (e.g., Subtracting 10 - 8 by finding the number that makes 10 when added to 8. 8+2=10, so 10 - 8 = 2.)
f. I can *put together/take apart* with an unknown-addend to solve word problems within 20.
g. I can compare quantities with the difference unknown, to find how many more or how many fewer objects, when solving word problems within 20.

4. Demonstrate an understanding of addition and subtraction equations.
   a. I can understand the meaning of the equal sign and determine if an equation is true.
   b. I can determine whether equations involving addition and subtraction are true or false.
   c. I can solve for the unknown whole number in various positions in an addition or subtraction equation, relating three whole numbers that would make it true (e.g., 8 + ? = 11, 5 = ? - 3, and 6 + 6 = ?).

5. Understand simple patterns.
   a. I can reproduce, extend, and create patterns and sequences of numbers using a variety of materials.
   b. I can repeat patterns using concrete objects or numbers to determine what comes next.
   c. I can recognize visual dot patterns to subitize to 10.
   d. I can continue growing or decreasing patterns(e.g., adding 10 or 1 to a number; subtracting 10 or 1 from a number).

<u>Operations with Numbers: Base Ten</u>

6. Count and represent numbers up to 120 in various ways.
   a. I can relate counting to addition and subtraction.
   b. I can extend the number sequence from 0 to 120, counting forward or backward by ones, starting from any number less than 120.
   c. I can read numerals from 0 to 120.
   d. I can write numerals from 0 to 120.
   e. I can represent a number of objects from 0 to 120 with a written numeral.
   f. I can skip count by 5s and 10s to 120.

7. Demonstrate an understanding of place value.
   a. I can explain that the two digits of a two-digit number represent amounts of tens and ones.
   b. I can identify a bundle of ten ones as a "ten".
   c. I can identify the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
   d. I can identify the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as one, two, three, four, five, six, seven, eight, or nine tens and zero ones.
   e. I can compare pairs of two-digit numbers based on the values of the tens and ones digits, in writing using the symbols >, <, or =.

f. I can compare pairs of two-digit numbers based on the values of the tens and ones digits, orally with the words "is greater than", "is equal to", and "is less than".

8. Use place value understanding and properties of operations to add and subtract using a two-digit number.
   a. I can add a two-digit number and a one-digit number within 100, using concrete models, drawings and strategies based on place value.
   b. I can add a two-digit number and a multiple of 10.
   c. I can demonstrate that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose a ten.
   d. I can model the addition of a two-digit number and a one-digit number in a written method and verbally explain the reasoning or strategy used.
   e. I can verbally explain the reasoning used to mentally find 10 more or 10 less than, when given a two-digit number.
   f. I can subtract multiples of 10 from multiples of 10 in the range 10 to 90, using concrete models, drawings, properties of operations, and/or the relationship between addition and subtraction.
   g. I can model subtraction with multiples of 10 using a written method and explain the reasoning used.

Measurement

9. Describe and compare measurable attributes.
   a. I can order three objects by length.
   b. I can compare the lengths of two objects indirectly by using a third object.
   c. I can determine the length of an object using non-standard units with no gaps or overlaps, expressing the length of the object with a whole number.

10. Work with time and money.
    a. I can tell and write time in hours using a digital and an analog clock.
    b. I can tell and write time in half-hours using a digital and an analog clock.
    c. I can identify pennies and dimes by name and value.

Data Analysis

11. Collect and analyze data and interpret the results.
    a. I can organize, represent, and interpret data with up to three categories.
    b. I can ask and answer questions about the total number of data points in organized data.
    c. I can summarize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations.
    d. I can determine "how many" in each category using up to 3 categories of data.
    e. I can determine "how many more" or " how many less" are in one category than in another using data organized into two or three categories.

Geometry

12. Reason with shapes and their attributes.
    a. I can build and draw two-dimensional figures by defining their attributes. (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles)
    b. I can compose three-dimensional shapes (cubes, right rectangular prisms, cones, cylinders) to create a composite shape, and compose new shapes from the composite shapes.
    c. I can distinguish between defining attributes and non-defining attributes of two-dimensional and three-dimensional shapes. (e.g., Triangles are closed and three-sided, which are defining attributes; color, orientation, and size are non-defining attributes.)
    d. I can divide circles and rectangles into two and four equal shares.
    e. I can describe the fractional parts of circles and rectangles using the words halves, fourths and quarters, and the phrases "half of", "fourth of", and "quarter of".
    f. I can describe "the whole" as two-halves or four-fourths of a circle or a rectangle that is divided into equal shares.
    g. I can explain that breaking apart into more equal shares creates smaller shares of circles and rectangles.