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.

THIRD GRADE LEARNING TARGETS
Language Arts

<u>Reading Process</u>
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. 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.

<u>Vocabulary</u>
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.

<u>Reading (Comprehension & Application)</u>
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 (e.g., create mood, establish setting).
   h. I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
   i. I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., 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 (e.g., because, therefore, since, for example) to connect my opinions and reasons.
    e. I can provide a concluding sentence.
    f. I can develop and strengthen my writing through revision with guidance and support from adults and peers.
    g. I can correct my writing through editing with guidance and support from adults and peers.
    h. I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

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

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

Grammar

12. Identify parts of speech.
    a. I can identify and use nouns, pronouns, verbs, and adjectives.
    b. I can use regular and irregular plural nouns.
    c. I can use abstract nouns (e.g., childhood).
    d. I can write and use regular and irregular verbs.
    e. I can write and use simple verb tenses (e.g., I walked; I walk; I will walk).

f. I can recognize and use correct subject-verb agreement.
g. I can recognize and use correct use of pronoun-antecedent agreement.
h. I can identify sentence fragments and run-on sentences.
i. I can create simple, compound, and complex sentences.

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

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

Math

Numbers and Operations in Base Ten
1. Demonstrate place value understanding of four digit numbers.
   a. I can identify the nearest 10 or 100 when rounding whole numbers, using place-value understanding.
   b. I can read and write numbers up to 10,000.
   c. I can identify the place value of each digit in a four-digit number.
   d. I can represent amounts of ten thousands, thousands, hundreds, tens, and ones.

2. Use various strategies and properties to add and subtract within 1000.
   a. I can add within 4-digit numbers using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
   b. I can subtract within 4-digit numbers using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

<u>Operations and Algebraic Thinking</u>
3. Represent and solve problems involving multiplication and division.
   a. I can use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100
   b. I can state automatically all products of two one-digit numbers. (multiplication facts 0-9)
   c. I can use concrete materials and pictorial models based on place value and properties of operations to find the product of a one-digit whole number by a multiple of 10.
   d. I can illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group, and represent the problem as a written expression.
   e. I can illustrate and interpret the quotient of two whole numbers as the number of objects in each group or the number of groups when the whole is divided into equal shares (e.g., 56 ÷ 8 = 7; 56 objects separated evenly in groups of 8 equals 7 per group).
   f. I can represent multiplication and division word problems within 100 involving equal groups, arrays, bar models, and number lines, using models, drawings, and equations with a symbol for the unknown number.

4. Understand properties of multiplication and the relationship between multiplication and division to multiply and divide within 100.
   a. I can develop and apply properties of operations and patterns as strategies to multiply and divide.
   b. I can use the relationship between multiplication and division to represent division as an equation with an unknown factor (e.g., 32 ÷ 8 = ___ by knowing 8 x ___ = 32).
   c. I can determine the unknown whole number in a multiplication or a division equation (e.g., 8 x ___ = 48; 5 = ___ ÷ 3; 6 x 6 = ?).

5. Model and solve problems involving the four operations and explain patterns and arithmetic.
   a. I can determine and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity.
   b. I can determine the reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.
   c. I can recognize and identify arithmetic patterns using properties of operations.

<u>Operations with Numbers: Fractions</u>
(Expectations limited to fractions with denominators 2, 3, 4, 6, & 8)
6. Develop understanding of fractions as numbers.
   a. I can demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned.
   b. I can explain that a numerator greater than one indicates the number of unit pieces represented by the fraction.
   c. I can interpret a fraction as a number on the number line.
   d. I can locate or represent fractions on a number line diagram.

e. I can represent a unit fraction ($\frac{1}{}$) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into   equal parts as specified by the denominator.

f. I can represent a fraction ($\frac{}{}$) on a number line by marking of   lengths of size ($\frac{1}{}$) from zero.

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

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

Measurement
   9. Solve problems involving measurement and estimation of intervals of time, length, liquid volume, and mass of objects.
      a. I can tell and write time to the nearest minute.
      b. I can measure elapsed time intervals in minutes.
      c. I can solve real-world and mathematical problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram.
      d. I can use a ruler to measure lengths to the nearest ¼, ½, or whole inch.
      e. I can estimate and measure liquid volumes and masses of objects using liters (L), grams (g), and kilograms (kg).
      f. I can use the four operations to solve one-step word problems involving masses or volumes given in the same metric unit.

   10. Understand concepts of area and relate to multiplication and addition.
      a. I can find the area of a rectangle with whole number side lengths by tiling without gaps or overlays and counting unit squares.
      b. I can count unit squares (square cm, square m, square in, square ft, and improvised or non-standard units) to determine area.
      c. I can relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property.

      d. I can decompose rectilinear figures into smaller rectangles to find the area, using concrete materials.

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

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

Science

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

Living Things
  2. Investigate the relationships between organisms and their environments.
      a. I can describe organisms as living things, including their ability to use resources, grow, reproduce, and maintain stable internal conditions.
      b. I can create representations to explain life cycles of organisms other than humans, including birth, growth, reproduction, and death.
      c. I can describe patterns in data to show evidence that there are variations in traits in groups of similar organisms (e.g., flower colors in pea plants, fur color and patterns in animal offspring).

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

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

Social Studies

1. Identify continents and features on maps and globes.
   a. I can locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes.
   b. I can locate the continents on a map or globe.
   c. I can use cardinal and intermediate directions to locate an area in Alabama or the world.
   d. I can use coordinates to locate points on a grid.
   e. I can determine the distance between places on a map using a scale.
   f. I can locate physical and local regions using labels, symbols, and legends on an Alabama or world map.
   g. I can describe the use of geospatial technologies (e.g., Global Positioning Systems (GPS), geographic information system (GIS)).
   h. I can interpret information on thematic maps (e.g., population, vegetation, climate, irrigation).
   i. I can describe vocabulary associated with maps and globes, including megalopolis, landlocked, border, and elevation.
   j. I can identify major mountain ranges, oceans, rivers, and lakes throughout the world when looking at a map.
   k. I can understand vocabulary associated with geographical features of Earth, including hill, plateau, valley, peninsula, island, isthmus, ice cap, and glacier.

2. Explain geographic links between Alabama and other states.
   a. I can recognize how land regions, river systems, and interstate highways between Alabama and other states are connected (e.g., Appalachian Mountains, Tennessee-Tombigbee Waterway, Interstate Highway 65).
   b. I can locate the five geographic regions of Alabama.
   c. I can locate state and national parks of Alabama on a map or globe.

3. Interpret various primary sources for reconstructing the past.
   a. I can compare maps of the present and maps of the past.
   b. I can analyze primary documents, letters, diaries, maps and photographs to gain information about the past.

4. Describe the relationship between humans and the environment.
   a. I can analyze the ways in which the environment is affected by humans in Alabama and the world (e.g., crop rotation, oil spills, landfills, reforestation, restocking of fish).
   b. I can use vocabulary associated with human influence on the environment, including irrigation, aeration, urbanization, reforestation, erosion, and migration.
   c. I can describe the relationship between locations of resources and patterns of population distribution (e.g., availability of resources, such as trees, natural gas, and water supply).
   d. I can identify ways to prepare for natural disasters (e.g., constructing houses on stilts, buying earthquake and flood insurance, tornado shelters).

5. Explain relationships between different populations.
   a. I can compare trading patterns between different countries and regions.
   b. I can differentiate between producers and consumers.
   c. I can differentiate between imports and exports.
   d. I can identify conflicts within and between geographic areas involving use of land, resource scarcity, political views, boundary disputes, and cultural differences.
   e. I can relate population dispersion to geographic, economic, and historic changes in Alabama and the world (e.g., geographic - flood, economic - crop failure, historic - disease and war).
   f. I can identify criteria used to define regions and boundaries (e.g., school district lines, city boundaries, hemispheres, and regions within continents or countries).
   g. I can identify examples of cooperation among governmental agencies within and between different geographic areas (e.g., American Red Cross, World Health Organization).
   h. I can locate areas of political conflict on maps and globes.
   i. I can explain the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas.

6. Describe the relationship between locations of resources and patterns of population distribution.
   a. I can explain population dispersion to geographic, economic, and historic changes in Alabama and the world (e.g., food, hurricane, crop

failure, disease, war, migration).
   b. I can locate major natural resources and deposits through the world on topographical maps.
   c. I can compare mechanization of labor with the historical use of human labor for harvesting natural resources (e.g., machinery versus human labor to mine coal and harvest cotton).
   d. I can explain the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century

7. Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama.
   a. I can identify the difference between prehistoric and historic American Indian cultures, including prehistoric—Paleo-Indian, Archaic, Woodland, Mississippian, historic—Choctaw, Chickasaw, Cherokee, Creek.
   b. I can distinguish between the governments and economics of prehistoric and historic American Indian cultures in Alabama.
   c. I can identify the roles of archaeologists and paleontologists.

8. Recognize the functions of the United States government and representations of American values and beliefs.
   a. I can describe the process by which a bill becomes a law.
   b. I can describe the functions of the Declaration of Independence and the Constitution of the United States.
   c. I can explain the relationship between the federal government and state governments, including the three branches of government.
   d. I can define governmental systems, including democracy, monarchy, and dictatorship.
   e. I can demonstrate the significance of American symbols to American values, including the Statue of Liberty, the Statue of Lady Justice, the United States flag, and the National Anthem.