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.

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

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

in stories, dramas, or poems.
l. I can compare and contrast stories in the same genre with similar themes and topics.

Writing and Communication

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

5. Organize and compose five paragraph opinion pieces.
   a. I can introduce the topic and state my opinion.
   b. I can provide logically ordered reasons that are supported by facts and details.
   c. I can use transition words.
   d. I can provide a concluding statement related to my opinion.
   e. I can develop and strengthen my writing through planning, revising, editing, rewriting with guidance and support from peers and adults.
   f. I can write for purpose with a sense of audience.
   g. I can use technology to produce, publish, and share writing with some guidance and support from adults.
6. Organize and compose narrative pieces.
   a. I can introduce characters, narrators, and situations.
   b. I can structure and clarify my thoughts with appropriate transitions.
   c. I can use rich and precise vocabulary including strong verbs and figurative language.
   d. I can use dialogue, sensory details, and pacing to develop experiences and events.
   e. I can write for purpose with a sense of audience.
   f. I can provide a conclusion that follows from the narrated experiences or events.
   g. I can develop and strengthen my writing through planning, revising, editing, rewriting with guidance and support from peers and adults.
   h. I can use technology to produce, publish, and share writing with some guidance and support from adults.

7. Organize and compose five paragraph 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.

<u>Mechanics & Grammar</u>

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.

<u>Vocabulary</u>

10. Use a variety of resources and strategies to determine meanings of words.
    a. I can utilize context clues to determine the meaning of a word or phrase.
    b. I can use grade-appropriate Greek and Latin roots.
    c. I can consult reference materials, (dictionaries, thesauruses, glossaries, and digital resources to determine and clarify the precise meaning of keywords).
    d. I can define the meanings of synonyms, antonyms, and homonyms.
    e. I can define and use grade-appropriate vocabulary.

f. I can determine the meaning of content-specific words and phrases.
g. I can interpret figurative language, including similes and metaphors, in context.
h. I can recognize and explain the meaning of common idioms, adages, and proverbs.

Research

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

Math

Operations with Numbers: Base Ten

1. Understand the place value system, evaluating multi-digit whole numbers to the millions place and decimals to the thousandths place.
    a. I can read and write decimals in standard, expanded, and word forms.
    b. I can use models and quantitative reasoning to explain that in a multi-digit number, including decimals, a digit in one place represents 10 times what it represents in the place to its right and 1/10 of what it represents in the place to its left.
    c. I can use whole-number exponents to denote powers of 10.
    d. I can explain patterns in the number of zeros of the product when multiplying powers of 10.
    e. I can explain patterns in the placement of the decimal point when multiplying or dividing by powers of 10.
    f. I can compare and order decimals based on meanings of the digits in each place using <, >, or =.
    g. I can round decimals to the thousandths place by looking at the ten thousandths place.

2. Perform operations with multi-digit whole numbers and with decimals to the hundredths place.
    a. I can fluently multiply multi-digit whole numbers using the standard algorithm.
    b. I can use strategies based on place value, properties of operations, and/or the relationship between multiplication and division to find whole-number quotients and remainders up to four-digit dividends and two-digit divisors.
    c. I can illustrate and explain division calculations by using equations, rectangular arrays, and/or area models.
    d. I can add, subtract, multiply, and divide decimals to the hundredths place using strategies based on place value, properties of operations, and/or the relationships between inverse operations.
    e. I can connect the strategy used to solve any of the four operations to a written method and explain the reasoning used.
    f. I can solve addition, subtraction, multiplication, & division problems with decimals to the hundredths place using concrete models and drawings.

g. I can solve addition, subtraction, multiplication, & division problems in a real-world context with decimals to the hundredths place.

Operations with Numbers: Fractions

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

4. Model and extend previous knowledge of multiplication strategies to find products involving fractions. (any combination of fractions, whole numbers, and/or mixed numbers)
   a. I can model and solve problems using visual fraction models (area model, set model, or linear model), drawings, or equations, when multiplying a fraction or a whole number by a fraction.
   b. I can create a story context for multiplication of a fraction by a whole number to interpret the product as parts of a partition of the whole number into [denominator] equal parts.
   c. I can create a story context for multiplying a fraction times a fraction using a visual fraction model (area model, set model, or linear model).
   d. I can model and solve real-world problems involving multiplication of fractions and mixed numbers using visual fraction models, drawings or equations to represent the problem.

5. Apply and extend previous knowledge of multiplication to find products involving fractions. (any combination of fractions, whole numbers, and/or mixed numbers)
   a. I can multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
   b. I can find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths to show that the area is the same as would be found by multiplying the side lengths.
   c. I can interpret multiplication as scaling by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
   d. I can explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.
   e. I can explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.

6. Model and extend previous knowledge of division strategies to find products involving fractions. (any combination of fractions, whole numbers, and/or mixed numbers)
   a. I can use visual fraction models, drawings, or equations to solve division problems, including word problems, with two whole numbers leading to answers in the form of fractions or mixed numbers.
   b. I can use visual fraction models, drawings, or equations to solve division problems, including word problems, with a whole number divided by a

unit fraction and a unit fraction divided by a whole number.
   c. I can create a story context for division of a unit fraction by a whole number and a whole number divided by a unit fraction using a visual fraction model to show the quotient.
   d. I can model and solve real-world problems involving division of unit fractions by whole numbers and division of whole numbers by unit fractions using visual fraction models, drawings, and equations to represent the problem.

7. Apply and extend previous knowledge of division to divide whole numbers and/or unit fractions where the quotient results in a fraction or mixed number.
   a. I can model and interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$).
   b. I can divide whole numbers by unit fractions.
   c. I can divide unit fractions by whole numbers.

<u>Operations & Algebraic Thinking</u>

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

<u>Data Analysis</u>

9. Analyze patterns and relationships.
   a. I can generate two numerical patterns using two given rules and complete an input/output table for the data.
   b. I can identify apparent relationships between corresponding terms using data from an input/output table.
   c. I can form ordered pairs from values in an input/output table.
   d. I can graph ordered pairs from an input/output table on a coordinate plane.
   e. I can graph points in the first quadrant of the coordinate plane.
   f. I can interpret coordinate values of points to represent real-world and mathematical problems.

10. Represent and interpret data.
   a. I can construct a line plot to display a data set of measurements of a unit fraction (½, ¼, ⅛).
   b. I can use the four operations to solve problems involving fractions from information presented in line plots (division: unit fractions and whole numbers only).

<u>Measurement</u>

11. Convert like measurement units within a given system.

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

12. Understand concepts of volume and relate volume to multiplication and addition.
    a. I can identify volume as an attribute of solid figures.
    b. I can measure the volume of a rectangular prism by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
    c. I can demonstrate volume as □ unit cubes by packing a solid figure without gaps or overlaps.
    d. I can use the associative property of multiplication to show that volume of rectangular prisms can be determined by multiplying the three edge lengths (and use the formula □= □ ×□ ×□) or by multiplying the height by the area of the base(and use the formula □= □ × □).
    e. I can apply and extend the volume formulas for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths.
    f. I can find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volume of the two parts.
    g. I can solve real-world and mathematical problems using volume.

Geometry

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

Science

Matter

1. Investigate and examine matter through observations and measurement.
    a. I can prove that matter is made of particles too small to be seenü(e.g., adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, evaporating salt water)c
    b. I can provide mathematical evidence to show the weight of matter stays the same despite a reaction (e.g., new substance forming due to dissolving or mixing) or change (e.g., phase change).
    c. I can examine matter to identify materials (e.g., powders, metals, minerals, liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility).
    d. I can investigate whether the mixing of two or more substances (e.g., vinegar and baking soda) results in a physical or chemical change.
    e. I can observe and explain how the density of an object affects whether the object sinks or floats.

Earth Systems

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

a. I can defend the position that plants receive their food through photosynthesis, primarily using water and air, and create a model to illustrate that process.
b. I can create and interpret a model to represent the flow of energy and transfer of matter in a food web; i.e., Energy transferred in a food web is used for body repair, growth, motion, and maintenance of body warmth of different organisms.
c. I can illustrate the transfer of matter among producers; consumers, including scavengers and decomposers; and the environment.
d. I can develop a model to explain how any two spheres (atmosphere, geosphere, hydrosphere, and biosphere) interact and support life (e.g., influences on landform shapes, ecosystem, and or climate).
e. I can construct a graphical representation of the distribution of freshwater and saltwater on Earth.
f. I can collect and organize scientific ideas that can be used to protect Earth's natural resources and its environments (e.g., utilizing no-till farming to improve soil fertility, regulating emissions from factories and automobiles to reduce air pollution, recycling to reduce overuse of landfill areas).
g. I can design solutions, test, and revise a process for cleaning a polluted environment.

Space and Gravity

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

Social Studies

Geography

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

Native Americans

2. Distinguish differences among major Native American cultures in North America.
   a. I can identify the cause and effects of early migration and settlement in North America.
   b. I can locate American Indian nations on a map, according to the geographic region.

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

Exploration

3. Determine the economic and cultural impact of European exploration during the Age of Discovery upon Europeans and Native Americans.
   a. I can explain the significance of ocean currents, large forests, prevailing winds, major rivers, and significant mountain ranges on exploration of North America.
   b. I can identify specific early European patrons, (e.g., King Ferdinand and Queen Isabella), explorers (e.g., Christopher Columbus, Ponce de Leon, Hernando de Soto), and their country of origin.
   c. I can identify significant early European settlements in the New World.
   d. I can trace the development and impact of the Columbian Exchange and map the route.

Colonization

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

American Revolution

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

h. I can explain the effect of the Treaty of Paris of 1783 on the development of the United States.

Constitution

6. Explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.
   a. I can outline the Articles of Confederation and events leading to the Constitutional Convention (i.e., 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 (e.g., Federalist and Anti-Federalist).
   d. I can identify main principles in the Bill of Rights.
   e. I can analyze the election of George Washington as president of the United States for its impact on the role of president in a republic.

Westward Expansion

7. Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States.
   a. I can explain how the War of 1812, the Texas-Mexican War, and the Mexican-American War impacted westward expansion.
   b. I can analyze the role of Louisiana Purchase and explorations of Meriwether Lewis and William Clark.
   c. I can explain the purpose of the Monroe Doctrine.
   d. I can describe Alabama's role in the expansion movement of the United States, including the Battle of Horseshoe Bend and the Trail of Tears.
   e. I can describe how the Indian Removal Act and the Gold Rush of 1849 led to the expansion of the territory of the United States.
   f. I can identify the impact of technological developments on the United States' expansion (e.g., steamboat, steam locomotive, telegraph, barbed wire).

8. Describe social and economic influences that contributed to expansion in the United States.
   a. I can identify major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics.
   b. I can explain how the United States acquired Alaska and Hawaii.
   c. I can explain how the development of transcontinental railroads helped the United States achieve its Manifest Destiny.
   d. I can analyze the impact of closing the frontier on American Indians' way of life.
   e. I can explain how the Spanish-American War led to the emergence of the United States as a world power.

Civil War

9. Examine the cause and effect of the Civil War.
   a. I can describe the importance of these issues and events in causing the Civil War: States' Rights, slavery, the Missouri Compromise, Nat Turner's Insurrection, the Compromise of 1850, the Dred Scott decision, John Brown's rebellion, the election of 1860.

b. I can recognize key Northern and Southern personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, William Tecumseh Sherman, and Joseph Wheeler.
c. I can describe social, economic, and political conditions that affected citizens during the Civil War.
d. I can identify Alabama's role in the Civil War (e.g., Montgomery as 1st capital of the Confederacy; Winston County's opposition to Alabama's secession).
e. I can locate map sites important to the Civil War (e.g., Mason-Dixon Line, Fort Sumter, Appomattox, Gettysburg, Confederate states, Union states).
f. I can explain the events that led to the conclusion of the Civil War.

10. Summarize the successes and failures of the Reconstruction Era.
    a. I can analyze the impact of Reconstruction for its effect on education and social institutions in the United States (e.g., Horace Mann and education reform, Freedmen's Bureau, establishment of segregated schools, African American churches).
    b. I can evaluate the extension of citizenship rights to African Americans included in the 13th, 14th, and 15th Amendments to the Constitution of the United States.
    c. I can explain the black codes and Jim Crow laws.
    d. I can describe post-Civil War land distribution, including tenant farming and sharecropping.