

Student learning targets clearly explain the goal for each lesson in student friendly terms.

English Language Arts (ELA)

Reading: Phonics and Word Recognition

- I can use strategies to comprehend non-fiction text.

Reading: Fluency

- I can read fluently, accurately and with expression.

Reading Literature: Key Ideas and Details

Reading Literature: Craft and Structure

Reading Information: Integration of Knowledge and Ideas

Reading Information: Key Ideas and Details

- I can quote accurately from a text to explain what the text says and draw inferences.
- I can determine two or more main ideas of a text.
- I can identify details from the text that support the author's ideas.

Reading Information: Craft and Structure

- I can use text features to navigate and understand non-fiction.
- I can determine the meaning of vocabulary within the text.
- I can identify and use non-fiction text features.
- I can compare and contrast information from two or more texts.

Reading Information: Integration of Knowledge and Ideas

- I can use non-fiction sources to answer questions.
- Locate answers to questions from multiple sources.
- I can gather information from multiple sources to present on a topic.
- I can make connections between ideas, events, or concepts across informational texts.

Writing: Opinion

- I can introduce a topic or text clearly and state an opinion.
- I can create an organizational structure in which ideas are logically grouped to support my purpose.
- I can provide logically ordered reasons that are supported by facts and details.
- I can link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Use the writing process to produce high quality writing pieces, including the use of technology in publishing.

Writing: Informative

- I can select and gather information on a research topic.
- I can use evidence from multiple sources to conduct short research projects.
- I can determine the essential details to include in my writing.
- I can organize my research to inform my audience.
- I can present information on a topic in a formal style with a concluding statement or section.
- I can choose a formatting structure that will best organize my information.
- I can select a topic and gather information to share with an audience.
- I can introduce a topic by providing a general observation or focus and to get the reader interested in the subject.

English Language Arts (ELA)

Language:

Grammar and Usage

- I can use correct grammar and conventions in my writing.
- I can form and use the perfect verb tenses.
- I can use verb tense to convey various times, sequences, states, and conditions.
- I can recognize and correct inappropriate shifts in verb tense.

Punctuation

- I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Spelling

- I can use accurate spelling of grade-appropriate words in my writing.

Vocabulary

- I can use context clues to figure out word meanings.
- I can determine the meaning or pronunciation of a word by consulting reference materials.
- I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

Speaking & Listening:

- I can build my understanding of what I read by *talking* about my reading.
- I can respectfully listen to and build on others ideas.

Mathematics

Operations and Algebraic Thinking

- I can use and explain the order of operations to solve problems.
- I can represent a calculation expressed verbally with a numerical expression.
- I can analyze expressions without solving.
- I can represent unknown numbers using letters.

Numbers and Operations in Base Ten

- I can recognize that each place to the left is ten times larger in a multi-digit number.
- I can recognize that each place to the right is 1/10 as much in a multi-digit number.
- I can compare decimals to the thousandths place.
- I can add, subtract, multiply and divide decimals to the hundredths place.
- I can fluently use decimals to solve real world problems.
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Measurement and Data

- I can convert measurement units within the same measurement system (Standard/Customary, Metric).
- I can solve multi-step word problems using measurement conversions.

Geometry

Numbers and Operations - Fractions



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Science

Matter and Energy

- I can explain light transfers from the object to the eye through space in straight lines and that light is reflected from that object to the eye.

Universe

- I can recognize the Earth as one of several planets within a solar system that orbits the sun.
- I can identify the Earth rotates once every 24 hours.
- I can relate changes in the length and position of a shadow to the time of day and apparent position of the Sun in the sky, as determined by Earth's rotation.
- I can identify that planets look like stars and appear to move across the sky among the stars.
- I can use observations and models to show that the moon orbits the Earth and the Earth orbits the Sun.

Living Organisms

- I can compare structures (wings/fins/legs and feathers/hair/scales) that serve similar functions for animals belonging to different vertebrate classes.
- I can explain how similarities are the basis for classification.
- I can distinguish between plants which make their own food and animals which must consume energy rich food.
- I can classify animals as vertebrates or invertebrates.
- I can classify vertebrate animals into classes (amphibians, birds, reptiles, mammals, fish) based on their characteristics.
- I can identify plants/animals using simple dichotomous keys.

Social Studies

A Nation Divided

Civic-Political Perspective

- I can compare the strengths and weaknesses of the North and South including factors of education, language, diversity, religions, settlement patterns, ethnic background and political systems.

Economic Perspective

- I can describe different roles played by slaves in the war.

Geographic Perspective

- I can create a map that shows the Union, Southern, and Border states, including physical characteristics such as climate and topography.

Social-Cultural Perspective

- I can explain how differing values and beliefs tore families, communities, and the nation apart.
- I can compare the strengths and weaknesses of the North and South including factors of education, language, diversity, religions, settlement patterns, ethnic background and political systems.
- I can describe different roles played by slaves in the war.

Historical Perspective

- I can identify leaders and influential figures from the North and South and why they were important (e.g. Abraham Lincoln, Jefferson Davis, Robert E. Lee, U.S. Grant, Harriet Beecher Stowe, and Clara Barton).
- I can explain Missouri's role as a border state, and participation in the Border Wars.

All Perspectives

- I can select, research (using primary and secondary sources), and present a topic of interest related to the Civil War in clear, complete and effective formats.

Behaviors that Promote Learning

1. Demonstrates effort and strives for quality in a timely manner
2. Shows respect for property and people; resolves peer conflicts
3. Displays classroom behaviors that support the learning environment
4. Listens and participates in collaborative discussions
5. Demonstrates organization and planning skills

