



Academics • Service • Community



Language Arts, Mathematics, Science, and
Social Studies

Edgewood	What is Expected in Grade	5
Hall-Kent		
Shades Cahaba		

Dear Family,

The teachers in Homewood City Schools have given much time and effort to concisely communicate learning expectations for the students of Homewood. Our teachers have combined forces to define what the students of Homewood should know and be able to do at each grade level. Much research supports the importance of being clear to students and their parents regarding exactly what is to be learned. Of course, Alabama has a state course of study which defines these learning goals at each grade level. By creating learning targets specific to Homewood, our teachers have added rigor and clarity to the existing course of study. Learning targets ensure consistent expectations in teaching and learning.

This information is also available on our website at www.homewood.k12.al.us. Please note that "I Can" statements are under each learning target. These statements are student friendly explanations of everything that a student has to know and be able to do in order to master each learning target.

We sincerely thank you for being our partner in your child's education. We hope that this guide is one of many tools that will be helpful in ensuring your student's success in the classroom.

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 multi-syllabic 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 texts.

- 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 expository texts.

- a) I can introduce a topic clearly.
- 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 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 in general and their function.
- 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 key words).
- 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 Learning Targets

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 $1/10$ 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 (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category. (e.g., 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 Learning Targets

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 Learning Targets

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 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, (e.g. King Ferdinand and Queen Isabella), explorers, and their country of origin, including early settlements in the New World, (e.g. 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. (e.g. 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.

