# Second Grade Language Arts Standards

| | | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| I Can Statement | State Benchmark | **Comprehension - Fiction** | | | | |
| | | **I Can . . .** | | | | |
| 1. | 2.1.1.1 | answer in the book questions. | | | | |
| 2. | | answer in the head questions. | | | | |
| 3. | | create and ask in the book questions. | | | | |
| 4. | | create and ask in the head questions. | | | | |
| 5. | 2.1.2.2 | tell the events of stories I've read from other cultures, | | | | |
| 6. | | tell the theme or big idea of stories I've read from other cultures. | | | | |
| 7. | 2.1.3.3 | tell how characters behave and deal with problems in stories. | | | | |
| 8. | 2.1.4.4 | **describe how words and phrases supply rhytym and meaning in a story, poem or song.** | | | | |
| 9. | 2.1.5.5 | describe the beginning, middle and end of a story and understand the importance of each. | | | | |
| 10. | 2.1.6.6 | explain who is telling a story that I read. | | | | |

# Second Grade Language Arts Standards

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| 11. | 2.1.6.6 | can use different voices for different characters. | | | | |
| 12. | 2.1.7.7 | use pictures and words to understand a story and it's elements. | | | | |
| 13. | 2.1.9.9 | compare and contrast different versions of the same story. | | | | |
| 14. | 2.1.10.10 | read fiction text at a second grade level or higher for enjoyment. | | | | |
| 15. | | read fiction text at a second grade level or higher to complete my school work. | | | | |

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| I Can Statement | State Benchmark | **Comprehension - Non-Fiction** | | | | |
| | | **I Can . . .** | | | | |
| 16. | 2.2.1.1 | answer in the book questions. | | | | |
| 17. | | answer in the head questions. | | | | |
| 18. | | create and ask in the book questions. | | | | |
| 19. | | create and ask in the head questions | | | | |
| 20. | 2.2.2.2 | identity the main topic of a text. | | | | |
| 21. | | identity the main idea of a paragraph | | | | |

# Second Grade Language Arts Standards

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| 22. | 2.2.3.3 | describe the connection between a series of historical events. | | | | |
| 23. | | describe the connection between scientific ideas or concepts. | | | | |
| 24. | | describe the connection between steps in technical procedures in a text. | | | | |
| 25. | 2.2.4.4 | use context clues to figure out words and phrases. | | | | |
| 26. | 2.2.5.5 | use different text features to locate information. (i.e. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) | | | | |
| 27. | 2.2.6.6 | understand the author's purpose of a text. | | | | |
| 28. | 2.2.7.7 | use graphic sources to understand text. | | | | |
| 29. | 2.2.8.8 | use supporting details to understand text. | | | | |
| 30. | 2.2.9.9 | compare and contrast two texts on the same topic. | | | | |
| 31. | 2.2.10.10 | read non-fiction text at a second grade level or higher for enjoyment. | | | | |
| 32. | | read non-fiction text at a second grade level or higher to complete my school work. | | | | |

# Second Grade Language Arts Standards

| | | | 1 | 2 | 3 | 4 |
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| I Can Statement | State Benchmark | **Word Recognition and Fluency** | | | | |
| | | **I Can . . .** | | | | |
| 33. | 2.3.0.3 | use short and long vowel sounds to read one syllable and multi-syllabic words. | | | | |
| 34. | | use common vowel teams to read words. (ie. oa, ea, ai, ee) | | | | |
| 35. | | read words that have letters making different sounds than they usually make. (ie. gh, ph, kn, wr, ) | | | | |
| 36. | | read my list of sight words. | | | | |
| | 2.3.0.4 | | | | | |
| 37. | | think about the text as I read. | | | | |
| 38.. | | can read aloud with fluency, accuracy and expression | | | | |
| 39. | | can use different word recognition strategies to read text. | | | | |
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# *Grade 2, Math Goals*

| | I Can… | |
|---|---|---|
| | **Number and Operation Goals** | |
| 1. | Count, order and represent numbers up to 1,000 | |
| 2. | Identify and write numbers to 1,000 | |
| 3. | Identify the place value of each digit in a three-digit number | |
| 4. | Write three-digit numbers in expanded form | |
| 5. | Add ten to any three-digit number | |
| 6. | Subtract ten from any three-digit number | |
| 7. | Add one hundred to any three-digit number | |
| 8. | Subtract one hundred from any three-digit number | |
| 9. | Round numbers to the nearest ten | |
| 10. | Round numbers to the nearest hundred | |
| 11. | Compare numbers up to 1,000 | |
| 12. | Use addition and subtraction to get information from tables, bar graphs and tally charts | |
| 13. | Demonstrate the inverse relationship between addition and subtraction of whole numbers (fact families) | |
| 14. | Use different strategies to solve basic addition and subtraction facts | |
| 15. | Add fluently through the plus 5 facts | |
| 16. | Subtract fluently through the minus 5 facts | |
| 17. | Add fluently through the plus 9 facts | |

# *Grade 2, Math Goals*


| | I Can… | |
|---|---|---|
| 18. | Subtract fluently through the minus 9 facts | |
| 19. | Estimate sums up to 100 | |
| 20. | Estimate differences up to 100 | |
| 21. | Calculate the sum of two-digit numbers using various strategies | |
| 22. | Calculate the difference of two-digit numbers using various strategies | |
| 23. | Solve real-world and mathematical addition equations involving whole numbers with up to 2 digits | |
| 24. | Solve real-world and mathematical subtraction equations involving whole numbers with up to 2 digits | |
| | **Algebra Goals** | |
| 25. | Identify, create, and extend a wide variety of number patterns using objects and symbols (repeated addition, repeated subtraction, skip counting, arrays) | |
| 26. | State the rule that describes a given pattern | |
| 27. | Understand how to interpret addition and subtraction equations with unknowns represented by letters | |
| 28. | Use manipulatives to create real-world situations to represent addition and subtraction equations with unknowns | |
| 29. | Create and solve equations using addition, subtraction and unknowns to represent given real-world situations | |

# *Grade 2, Math Goals*


| | I Can… | |
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| | **Geometry and Measurement Goals** | |
| **30.** | Describe, compare and sort two-dimensional figures according to the number of sides, edges and vertices | |
| **31.** | Describe, compare and sort three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices | |
| **32.** | Identify and name basic two-dimensional shapes (square, circle, triangle, rectangle, rhombus, trapezoid, hexagon) | |
| **33.** | Identify and name basic three-dimensional shapes (cube, rectangular prism, cone, cylinder, sphere, pyramid) | |
| **34.** | Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object | |
| **35.** | Use a ruler to measure lengths to the nearest inch | |
| **36.** | Use a ruler to measure lengths to the nearest centimeter | |
| **37.** | Tell time to the hour | |
| **38.** | Tell time to the half-hour | |
| **39.** | Tell time to the quarter-hour | |
| **40.** | Understand the difference between a.m. and p.m. | |

# *Grade 2, Math Goals*


| | I Can… | |
|---|---|---|
| **41.** | Identify pennies, nickels, dimes and quarters | |
| **42.** | State the value of a penny, nickel, dime and quarter | |
| **43.** | State the value of a group of coins | |
| **44.** | Show different combinations of coins that equal a given amount | |

# Third Grade Language Arts Standards

| | Reading and Literature | |
|---|---|---|
| | **I Can . . .** | |
| 1. | Read new words with more than one syllable using phonics' strategies. | |
| 2. | Read aloud fluently, clearly, and accurately with expression, at a rate of 90-110 words correct per minute. | |
| 3. | Tell when I'm not reading words correctly, will reread and use other strategies to self correct. | |
| 4. | Learn new words from teacher instruction and independent reading. | |
| 5. | Understand:<br>a. antonyms – words that have opposite meanings<br>Ex. Day – night | |
| | b. synonyms – words with similar meanings<br>Ex. Speak - talk | |
| | c. homonyms – words that are pronounced and spelled the same, but have different meanings.<br>Ex. Fly – insect Fly – planes fly | |
| 6. | Figure out the meaning of new words by looking at the words around it. (Context clues) | |
| 7. | Use prefixes and suffixes to figure out the meaning new words. | |
| 8. | Use dictionaries and glossaries to figure out the meaning of new words. | |
| 9. | Read aloud new third grade text with accuracy and understand what I read. | |
| 10. | Get ready to read by thinking about what I know, looking at titles, headings, and pictures. | |
| 11. | Answer and make my own literal questions | |
| 11. | Answer and make my own inferential questions: using clues in the story to draw conclusions. | |
| 12. | Answer and make my own interpretive questions by using clues from the story and what I know to create new understanding. | |

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| 13. | Summarize what I've read orally, in writing, and by using graphic organizers. | |
| 14. | Figure out the main idea and important details when reading non-fiction text. | |
| 15. | Tell when I don't understand what I'm reading and use strategies to self-correct. | |
| 16. | Follow three-step written directions. | |
| 17. | Read from and listen to American literature, as well as literature from other countries. | |
| 18. | Figure out, describe, and respond to the literary elements:<br>*Characterization – hour a person thinks, acts, speaks<br>*Setting – where and when the story takes place<br>*Plot – the main problem in the story<br>*Theme – what's the big idea | |
| 19. | Figure out and tell about the patterns of sounds such as rhyme and rhythm in poetry. | |
| 20. | Compare and contrast stories by different authors with the same theme. | |
| 21. | Compare and contrast two stories by the same author. | |
| 22. | Recognize and figure out the meaning of<br>*Similies – as white as a sheet<br>*Metaphor – The sun is a bright red ball. | |
| 23. | Read and figure out the author's purpose. | |
| 24. | Talk and write about my reactions and connections to the literature. | |
| 25. | Read a variety of different literature for personal enjoyment. | |
| | **Writing** | |
| | **I Can . . .** | |
| 26. | Express myself in writing through the following formats. | |
| | a. descriptive | |
| | b. narrative | |
| | c. informative | |
| | d. friendly letter | |
| | e. poetic | |

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| 27. | Write a paragraph that includes: | |
| | a. an indented or block style of paragraph | |
| | b. a topic sentence | |
| | c. 3-5 supporting sentences | |
| | d. a concluding sentence. | |
| 28. | I can use the writing process to: | |
| | | |
| | a. **prewriting** – planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus. | |
| | b. **drafting** – organizing, supporting and putting ideas into sentences and paragraphs | |
| | c. **revising** – improving the quality of content, organization, sentence structure and word choice | |
| | d. **editing** - - ting errors in spelling and grammar | |
| | e. **publishing** – producing a document and sharing the writing with the audience. | |
| 29. | I can orally prepare for writing through discussions, interview, and brainstorming.. | |
| 30. | Write a complete sentence | |
| 31. | Find and correct my spelling errors. | |
| 32. | Spell common homophones correctly. | |
| 33. | Apply grammar conventions correctly in writing, including: | |
| | a. **nouns** | |
| | b. **verbs** | |
| | c. **adjectives** | |
| | d. **pronouns** | |
| 34. | Correctly use the following in writing: | |
| | a. **periods, question marks ,exclamation points** | |
| | b. **capitalization of proper nouns** | |
| | c. **abbreviations** | |
| | d. **sentence beginning** | |
| | e. **commas in a series** | |
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| | **Research** | |
| | **I Can . . .** | |
| 35. | Use third grade reference materials to find information from dictionaries, glossaries, encyclopedias, and the Internet. | |
| 36. | Arrange words in alphabetical order. | |
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| | **Handwriting and Word Processing** | |
| | **I Can . . .** | |
| 37. | Write neatly using margins and correct spacing between letters within words and between words in sentences. | |
| 38. | Begin cursive handwriting | |
| 39. | Begin keyboarding skills. | |
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| | **Speaking and Listening** | |
| | **I Can . . .** | |
| 40. | Take part in large and small group discussions following rules for conversation. | |
| 41. | Listen and understand what I hear. | |
| 42. | Follow multi-step oral directions. | |
| 43. | Give oral presentations to different audiences for different purposes. | |
| 44. | Organize and express ideas in order and according to major points. | |
| 45. | Read expressively prose, poetry and drama. | |
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| | **Media Literacy** | |
| | **I Can . . .** | |
| 46. | Read print and view pictures and video images and identify differences in how information is presented in print and non-print materials. | |
| 47. | Use, print, pictures, audio and video to express ideas and knowledge gleaned from the sources. | |

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| | Third Grade "I Can . . . " Statements | |
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| | **Number and Operations** | |
| | **I Can . . .** | |
| 1. | Read whole numbers up to 100,000 | |
| 2. | Write whole numbers up to 100,000 | |
| 3. | Represent whole numbers up to 100,000 using: Numerals | |
| | Words, | |
| | Pictures, | |
| | Number lines, | |
| | Manipulatives, | |
| | Expressions with operations (100,000 + 10,000 + 2,000 + 500 + 40 + 5 = 112,545) | |
| 4. | Use place value to describe whole numbers between 1000 and 100,000 using the terms hundred thousand ten thousand, thousands, hundreds, tens, and ones. Example: 2 hundred thousands + 3 ten thousands + 4 thousands + 8 hundreds + 7 tens + 3 ones = 234,873 48 hundreds + 7 tens + 3 ones = 4,873 | |
| 5. | Find 100 more or 100 less than any given four-digit number. Example: 5,624 + 100 = 5,724 5,624 – 100 = 5,524 | |
| 6. | Find 1000 more and 1000 less than any given four-digit number. Example: 5,624 + 1,000 = 6,624 5,624 – 1,000 = 4,624 | |
| 7. | Find 10,000 more or 10,000 less than any 4-digit number. Ex. 78 + 40,000 = 40,078 | |
| 8. | Round numbers to the nearest 10 | |
| 9. | Round numbers to the nearest 100 | |
| 10. | Round numbers to the nearest 1,000 | |
| 11. | Round numbers to the nearest 10,000 | |
| 12. | Round up and down to estimate sums and differences. Example: 473 – 291 is 500 – 300 = 200 | |
| 13. | Compare whole numbers up to 100,000 (< > =) | |

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| 14. | Order whole numbers up to 100,000 (from greatest to least or least to greatest) | |
| 15. | Add multi-digit numbers using efficient procedures based on knowledge of place value. | |
| 16. | Subtract multi-digit numbers using efficient procedures based on knowledge of place value. | |
| 16. | Use addition to solve real-world problems. | |
| 18. | Use subtraction to solve real-world problems. | |
| 19. | Assess the reasonableness of real-world problem answers. (Check your work to see if the answer makes sense.) | |
| 20. | Use the relationship0 between addition and subtraction to check for accuracy. May also use the calculator to check to accuracy. Example:<br>452 – 238 = 214 check 238 + 214 - 452 | |
| 21. | Represent multiplication facts using skip counting. | |
| 22. | Represent multiplication facts using repeated addition. | |
| 23. | Represent multiplication facts using equal-sized groups. | |
| 23. | Represent multiplication facts using arrays. | |
| 25. | Represent multiplication facts using area models. | |
| 26. | Represent multiplication facts using a number line. | |
| 27. | Represent multiplication facts by using repeated subtraction. | |
| 28. | Represent division facts by using equal sharing. | |
| 29. | Represent division facts by forming equal groups. | |
| 30. | Recognize the relationship between multiplication and division. | |
| 31. | Solve real-world problems using multiplication. | |
| 32. | Represent division facts by using division. | |
| 33. | Use strategies and algorithms based on place value knowledge to multiply a two or three digit number by a one- digit number. Example: 26 x 9 =<br>(20 x 9 =180) + (6 x 9 = 54) 180 + 54 = 234 | |
| 34. | Read fractions with words and symbols. | |
| 35. | Write fractions with words and symbols. | |

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| 36. | Recognize that fractions can represent parts of a whole. | |
| 37. | Recognize that fractions can represent parts of a set. | |
| 38. | Recognize that fractions can represent points on a number line or distance on a number line. | |
| 39. | Understand that the size of a fractional part is relative to the size of the whole. Example: one-half of a small pizza is smaller than one-half of a large pizza. | |
| 40. | Understand the concept of numerator & denominator. | |
| 41. | Order fractions with like denominator from greatest to least or least to greatest. | |
| 42. | Compare fractions with like denominators (greater than >, less than <, or equal to =) | |

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| | Algebra | |
| | **I Can . . .** | |
| 1. | Make and use an input-output "What's the Rule?" chart for addition to solve problems. | |
| 2. | Make and use an input-output "What's the Rule?" chart for subtraction to solve problems. | |
| 3. | Make and use an input-output "What's the Rule?" chart for multiplication to solve problems. | |
| 4. | Interpret multiplication number sentences with an unknown using basic facts by making up a story that could happen. Example: 8 X m = 24 could be said, If 8 movie tickets were bought, and the total was $24, how much was each ticket? | |
| 5. | Interpret division number sentences with an unknown using basic facts by making up a story that could happen. | |
| 6. | Find the value of the unknown in a multiplication or division number sentence. | |

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| | Example: 24 = a X b or 6 = p -- 9 | |
| 7. | Use number sense and multiplication and division facts to find the values of the unknowns.<br>Example: 5 X 8 = 4 X t. | |
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| | **Geometry and Measurement** | |
| | I Can . . . | |
| 1. | Identify parallel lines in various contexts including the World around me. | |
| 2. | Identify perpendicular lines in various contexts including the world around me. | |
| 3. | Use parallel and perpendicular lines to describe geometric shapes such as parallelograms, right triangles, and trapezoids. | |
| 4. | Use parallel and perpendicular lines to create geometric shapes such as parallelograms, right triangles, and trapezoids. | |
| 5. | Identify the number of sides or vertices of various polygons such as triangles, quadrilaterals, pentagons, hexagons, and octagons. | |
| 6. | Sketch various polygons such as triangles, quadrilaterals, pentagons, hexagons, and octagons. | |
| 7. | Measure objects to the neatest half inch. | |
| 8. | Measure objects to the nearest half centimeter. | |
| 9. | Find the perimeter of a polygon by adding the lengths of the sides. | |
| 10. | Measure distances around objects. | |
| 11. | Tell time to the minute using digital and analog clocks. | |
| 12. | Find elapsed time to the minute. Example: How much time has passed from 9:50 am to 1:15 pm? | |
| 13. | Identify there are 12 months in a year. | |
| 14. | Identify there are 60 minutes in one hour. | |
| 15. | Identify there are 7 days in one week. | |
| 16. | Identify there are 365 days in a year. | |

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| 17. | Identify there are 24 hours in a day | |
| 18. | Make change to a dollar several ways. | |
| 19. | Make change to a dollar using the fewest number of coins. | |
| 20. | Use an analog thermometer to measure the temperature to the nearest degree in Fahrenheit and Celsius. | |
| 21. | Determine reasonable temperatures in Fahrenheit and Celsius for various activities. Example: At what temperature could you build a snowman? Go swimming? | |
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| | **Data Analysis** | |
| | **I Can . . .** | |
| 1. | Interpret frequency tables. | |
| 2. | Interpret bar graphs. | |
| 3. | Interpret pictographs. | |
| 4. | Interpret line graphs. | |
| 5. | Collect data necessary to create a graph. | |
| 6. | Create various graphs using the collected data with the appropriate titles, labels, and units. | |

# *Third Grade Science Standards*

| I Can Statement | State Benchmark | **I Can . . .** | 1 | 2 | 3 | 4 |
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| ***1.** | **3.1.1.1.1** | Work as an individual or in a group to provide evidence to support a claim instead of saying "I just know that." | | | | |
| ***2.** | **3.1.1.2.1** | Create questions that can be answered using prior scientific knowledge and knowledge from my own observations.<br>Ex. I can investigate the sounds produced by striking various objects. | | | | |
| ***3.** | **3.1.1.2.2** | Understand that when a science investigation is done the way it was done before, I should get a similar result. | | | | |
| ***4.** | **3.1.1.2.3** | Record observations, procedures, and explanations.<br>Ex. I can make a chart comparing my observations about physical characteristics of fish and birds. | | | | |
| ***5.** | **3.1.1.2.4** | Explain my observations based on the evidence collected. | | | | |
| ***6.** | **3.1.3.2.1** | Understand that all people throughout history have used evidence to learn about the natural world, identify patterns in nature, and develop tools.<br>Ex. Charles Lindbergh used the stars to navigate his plane across the Atlantic Ocean in 1927. | | | | |
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# Third Grade Science Standards

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| ***7.** | **3.1.3.2.2** | Understand science and engineering involves many different kinds of people, ages, and backgrounds. | | | | |
| ***8.** | **3.1.3.4.1** | Use the following tools to improve observations and keep a record:<br>a. rulers<br>b. thermometers<br>c. magnifiers<br>d. simple balances | | | | |
| **9.** | **3.2.3.1.1** | Understand the relationship between the following:<br>a. the rate of vibration<br>b. factors that affect pitch.<br>Ex. Changing the length of a string that is plucked changes the pitch. | | | | |
| **10.** | **3.2.3.1.2** | Explain how shadows can form in various ways. | | | | |
| **11.** | **3.2.3.1.3** | Describe how light travels in a straight line until it is absorbed, redirected, reflected or allowed to pass through an object.<br>Ex. Use a flashlight, mirrors and water to demonstrate reflection and bending of light. | | | | |

# Third Grade Science Standards

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| **12.** | **3.3.3.1.1** | Observe and describe the daily and seasonal changes in the position of the sun and compare observations. | | | | |
| **13.** | **3.3.3.1.2** | Recognize the phases of the moon. | | | | |
| **14.** | **3.3.3.2.1** | Show how a large light source at a great distance looks like a small light that is much closer.<br>Ex. Car headlights at a distance look small compared to when they are close. | | | | |
| **15.** | **3.3.3.2.2** | Recognize that the Earth is one of several planets that orbit the sun, and that the moon orbits the Earth. | | | | |
| **16.** | **3.4.1.1.1** | Compare plants and animals and how they are different in the way they grow, survive, and reproduce. | | | | |
| **17.** | **3.4.1.1.2** | Classify common plants and animals using physical characteristics, structures, and behaviors.<br>Ex. Sort animals into groups such as mammals and fish based on physical characteristics. | | | | |
| **18.** | **3.4.3.2.1** | Give examples of how adults and offspring in plants and animals show a likeness that is inherited.<br>Ex. Collect samples or pictures that show similarities between adults and their young offspring. | | | | |
| **19.** | **3.4.3.2.2** | Give examples of differences among living things that allow them to survive and reproduce. | | | | |

# *Fourth Grade Language Arts Standards*

| | | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| I Can Statement | State Benchmark | **Comprehension - Fiction** | | | | |
| | | **I Can . . .** | | | | |
| 1. | 4.1.1.1 | Use details and examples from a text to back up my answers and my thinking. | | | | |
| 2. | 4.1.2.2 | Determine a theme using details from a text. | | | | |
| 3. | 4.1.2.2 | Summarize what I have read. | | | | |
| 4. | 4.1.3.3 | Describe in detail story elements (characters, setting, plot) using details from the text. | | | | |
| 5. | 4.1.4.4 | Figure out the meaning of words and phrases using context clues. This includes similes, metaphors, and allusions to mythology. | | | | |
| 6. | 4.1.5.5 | Compare and contrast poems, drama, and prose. | | | | |
| 7. | 4.1.5.5 | Identify elements of poems, such as rhythm, rhyme, verse, and meter. | | | | |
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# Fourth Grade Language Arts Standards

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| 8. | 4.1.5.5 | Identify elements of drama, such as casts of characters, settings, descriptions, dialogue, and stage directions. | | | | |
| 9. | 4.1.6.6 | Compare and contrast the point of view of different stories. | | | | |
| 10. | 4.1.6.6 | Tell the difference between first- and third-person point of view. | | | | |
| 11. | 4.1.7.7 | Make connections between a text and a dramatic presentation of the text. | | | | |
| 12. | 4.1.9.9 | Compare and contrast similar themes in stories, myths, and traditional literature from different cultures. | | | | |
| 13. | 4.1.9.9 | Compare and contrast plots in stories, myths, and traditional literature from different cultures. | | | | |
| 14. | 4.1.10.10 | Read and understand fourth grade texts, including stories, drama, and poetry. | | | | |
| 15. | 4.1.10.10. | Choose a just-right book for personal enjoyment, interest, and academic tasks. | | | | |
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# Fourth Grade Language Arts Standards

| | | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| I Can Statement | State Benchmark | **Comprehension - Non-Fiction** | | | | |
| | | **I Can . . .** | | | | |
| 16. | 4.2.1.1 | Use details and examples from a text to back up my answers and my thinking. | | | | |
| 17. | 4.2.2.2 | Determine the main idea and supporting details to summarize a text. | | | | |
| 18. | 4.2.3.3 | Explain events, ideas, or concepts from my social studies or science book. | | | | |
| 19. | 4.2.4.4 | Determine the meaning of every-day school words (i.e. "comprehension," "text," "paragraph," "evaluate"), and subject-specific words or phrases in a fourth grade text (i.e. "country," "population," "precipitation," "geology"). | | | | |
| 20. | 4.2.5.5 | Identify examples of comparison in a text. | | | | |
| 21. | 4.2.5.5 | Identify examples of cause and effect in a text. | | | | |
| | | | | | | |

# Fourth Grade Language Arts Standards

| | | | | | | |
|---|---|---|---|---|---|---|
| 22. | 4.2.5.5 | Identify examples of problem and solution in a text. | | | | |
| 23. | 4.2.5.5 | Identify examples of chronological order. | | | | |
| 24. | 4.2.6.6 | Compare and contrast primary and secondary accounts of the same event or topic (including those by or about Minnesota American Indians). | | | | |
| 25. | 4.2.7.7 | Explain how charts, graphs, diagrams, time lines, animations, etc. help me understand a text. | | | | |
| 26. | 4.2.8.8 | Explain how an author uses reasons and evidences to support ideas in a text. | | | | |
| 27. | 4.2.9.9 | Find and use information from more than one source to write or speak about a subject. | | | | |
| 28. | 4.2.10.10 | Read and understand informational texts, including history/social studies and science at the fourth grade level. | | | | |
| 29. | 4.2.10.10 | Choose a just-right book for personal enjoyment, interest, and academic tasks. | | | | |

# *Fourth Grade Language Arts Standards*

| | | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| I Can Statement | State Benchmark | **Word Recognition and Fluency** | | | | |
| | | **I Can . . .** | | | | |
| 30. | 4.3.0.3 | Read unfamiliar multisyllabic words in and out of context using knowledge of roots and affixes. | | | | |
| 31. | 4.3.0.4 | Read fourth grade texts with accuracy and fluency (expression and appropriate rate). | | | | |
| 32. | 4.3.0.4 | Tell when I don't understand what I'm reading or when it doesn't sound right, and use strategies to self-correct. | | | | |
| | | | | | | |
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| | | | | | | |

# *Crookston Public Schools Grade 4 Math Goals*

*Student*_____

| | I Can… | |
|---|---|---|
| | **Number and Operation Goals** | |
| **1.** | Multiply basic facts fluently up to multiples of 12 | |
| **2.** | Divide basic facts fluently up to divisors of 12 | |
| **3.** | Multiply a number by 10, 100 and 1,000 using place value | |
| **4.** | Multiply two digits by two digits | |
| **5.** | Estimate products and quotients of multi-digit whole numbers | |
| **6.** | Solve real-world mathematical problems that require multiple operations | |
| **7.** | Divide multi-digit numbers by one and two digit divisors | |
| **8.** | Represent and determine equivalent fractions using fraction models | |
| **9.** | Locate fractions on a number line | |
| **10.** | Order and compare whole numbers and fractions (including mixed numbers and improper fractions) using a model | |
| **11.** | Use fraction models to add and subtract fractions with like denominators | |
| **12.** | Read and write decimals from the thousands (1,000) to the thousandths (0.001) place using words and symbols | |
| **13.** | Compare and order decimals and whole numbers | |

# *Crookston Public Schools Grade 4 Math Goals*

*Student*_____

| | I Can… | |
|---|---|---|
| **14.** | Read and write fractions and decimals to the tenths and hundredths using words and symbols | |
| **15.** | Identify the fraction and decimal equivalents for halves and fourths | |
| **16.** | Round decimals to the nearest tenth | |
| | **Algebra Goals** | |
| **17.** | Create and use input-output rules using multiple operations to solve problems. Record inputs and outputs in a chart or table. | |
| **18.** | Understand number sentences involving multiplication, division, and unknowns | |
| **19.** | Use multiplication and division number sentences to represent real-world situations | |
| **20.** | Create and solve a number sentence using multiplication or division and an unknown | |
| | **Geometry and Measurement Goals** | |
| **21.** | Recognize and classify triangles, including equilateral, right, obtuse and acute triangles. | |

# *Crookston Public Schools Grade 4 Math Goals*

*Student*_____

| | I Can… | |
|---|---|---|
| **22.** | Sketch and describe triangles, including equilateral, right, obtuse and acute triangles | |
| **23.** | Recognize and classify quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms and kites | |
| **24.** | Measure angles with a protractor or angle ruler | |
| **25.** | Compare and classify acute, right, and obtuse angles | |
| **26.** | Find the area of a 2 dimensional figure by counting the total number of square units | |
| **27.** | Explain why length and width are multiplied to find the area of a rectangle | |
| **28.** | Find the area of geometric figures that can be divided into rectangular shapes | |
| **29.** | Show a translation (slide) with a figure | |
| **30.** | Show a reflection (flip) of a figure over a vertical or horizontal line and recognize that line as a line of symmetry. | |
| **31.** | Show a rotation (turn) of 90° clockwise or counterclockwise | |
| **32.** | Use translations, reflections and rotations to show that two figures are congruent | |
| **33.** | Create and interpret tables, bar graphs, timelines and Venn diagrams to represent data (including decimals and fractions). | |

# 5th Grade Language Arts Standards/ I Can Statements

| | Standard | I Can… | | |
|---|---|---|---|---|
| | | **LITERATURE** | | |
| | | ***Key Ideas and Details*** | | |
| 1. | 5.1.1.1 | Quote from a text when:<br>a. Explaining what the text says<br>b. Drawing inferences | | |
| 2. | 5.1.2.2 | Determine the theme of:<br>a. Story<br>b. Drama<br>c. Poem | | |
| | | Summarize text | | |
| 3. | 5.1.3.3 | Compare and contrast:<br>a. Characters<br>b. Settings<br>c. Events | | |
| | | ***Craft and Structure*** | | |
| 4. | 5.1.4.4 | Determine meaning of words and phrases including:<br>a. Metaphors<br>b. Similes | | |
| 5. | 5.1.5.5 | Describe story elements.<br>(Plot, setting, character, conflict, rising action, climax, and resolution) | | |
| | | Describe elements of a play.<br>(Characters, setting, and dialogue) | | |
| | | Describe elements of a poem.<br>(Verse, meter, rhythm) | | |
| 6. | 5.1.6.6 | Describe how a narrator's point of view influences how events are described. | | |
| | | ***Integration of Knowledge and Ideas*** | | |
| 7. | 5.1.7.7 | Analyze how graphics/illustrations help understand meaning or tone. | | |
| 8. | 5.1.9.9 | Compare and contrast stories in the same genre. | | |
| 9. | 5.1.10.10 | Read grade level text. | | |
| | | Comprehend grade level text. | | |
| | | Select texts for independent and instructional tasks. | | |
| | | **INFORMATIONAL TEXT** | | |
| | | ***Key Ideas and Details*** | | |
| 10. | 5.2.1.1 | Quote from a text when:<br>a. Explaining what the text says<br>b. Drawing inferences | | |

# 5th Grade Language Arts Standards/ I Can Statements

| | | | | |
|---|---|---|---|---|
| 11. | 5.2.2.2 | Determine two or more main ideas supported by key details. | | |
| | | Summarize the text. | | |
| 12. | 5.2.3.3 | Use text to explain:<br>(Relationships, interactions between people, events, ideas or concepts) in a historical, scientific, or technical text. | | |
| | | ***Craft and Structure*** | | |
| 13. | 5.2.4.4 | Determine meaning of vocabulary words in fifth grade. | | |
| 14. | 5.2.5.5 | Compare/contrast the structure of events, ideas, concepts or information in two or more texts. | | |
| 15. | 5.2.6.6 | Analyze different cultural points of views about the same event or topic. (Including similarities and differences) | | |
| | | ***Integration of Knowledge*** | | |
| 16. | 5.2.7.7 | Use information from different sources to locate answers quickly or solve a problem efficiently. | | |
| 17. | 5.2.8.8 | Explain how an author uses reasons and evidence to support particular points in a text. | | |
| | | Identify which reasons and evidence support which points. | | |
| 18. | 5.2.9.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | |
| | | ***Range of Reading and Level of Text Complexity*** | | |
| 19. | 5.2.10.10 | Read all fifth grade subject level texts independently and proficiently. | | |
| | | **FOUNDATIONAL SKILLS** | | |
| | | ***Phonics and Word Recognition*** | | |
| 20. | 5.3.0.3 | Know and apply grade level phonics and word analysis skills in decoding words. | | |
| | | ***Fluency*** | | |
| 21. | 5.3.0.4 | Read with sufficient accuracy and fluency to support comprehension. | | |
| | | | | |

Crookston Public Schools Grade 5 Mathematics Standards/Goals

Name _____

| | | **Number and Operation** | Date | |
|---|---|---|---|---|
| | Standard | I Can… | | |
| 1. | 5.1.1.1 | Divide multi-digit numbers<br>*For example: Dividing 153 by 7.* | | |
| 2. | | Recognize that quotients can be represented in a variety of ways including:<br>a. a whole number with a remainder<br>b. a fraction or mixed number<br>c. a decimal<br>*For example: Dividing 153 by 7 can be used to convert the improper fraction 153/7 to the mixed number 21 6/7.* | | |
| 3. | 5.1.1.2 | Use the context of a problem to interpret the quotient appropriately.<br>*For example: If 77 amusement ride tickets are to be distributed equally among 4 children, each child will receive 19 tickets, and there will be one left over. If $77 is to be distributed equally among 4 children, each will receive $19.25, with nothing left over.* | | |
| 4. | 5.1.1.3 | Estimate solutions to arithmetic problems to make sure the answer makes sense. | | |
| 5. | 5.1.1.4 | Solve real-world and mathematical problems using various strategies of multi-digit whole numbers:<br>a. addition<br>b. subtraction<br>c. multiplication<br>d. division | | |
| 6. | | Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.<br>*For example: The calculation 117 divided by 9 = 13 can be checked by multiplying 9 and 13.* | | |
| 7. | 5.1.2.1 | Read decimals using place value to describe decimals in terms of groups from millionths to millions. | | |

| | | | | |
|---|---|---|---|---|
| 8. | | Write decimals using place value to describe decimals in terms of groups from millionths to millions.<br>*For example: Possible names for the number 0.0037 are:*<br>*37 ten thousandths*<br>*3 thousandths + 7 ten thousandths;*<br>*a possible name for the number 1.5 is 15 tenths.* | | |
| 9. | 5.1.2.2 | Find 0.1 more than a number and 0.1 less than a number. | | |
| 10. | | Find 0.01 more than a number and 0.01 less than a number. | | |
| 11. | | Find 0.001 more than a number and 0.001 less than a number. | | |
| 12. | 5.1.2.3 | Order fractions and decimals, including mixed numbers and improper fractions, and locate on a number line.<br>*For example: Which is larger 1.25 or 6/5?*<br><br>*Another example: In order to work properly, a part must fit through a 0.24 inch wide space. If a part is ¼ inch wide, will it fit?* | | |
| 13. | 5.1.2.4 | Recognize equivalent decimals, fractions, mixed numbers and improper fractions, and locate on a number line. | | |
| 14. | | Generate equivalent decimals, including mixed numbers and improper fractions in various contexts.<br><br>*For example: When comparing 1.5 and 19/12, note that 1.5 = 1 ½ = 1 6/12 = 18/12 so 1.5 < 19/12.* | | |
| 15. | 5.1.2.5 | Round numbers to the nearest 0.1 | | |
| 16. | | Round numbers to the nearest 0.01 | | |
| 17. | | Round numbers to the nearest 0.001 | | |

| | | | | |
|---|---|---|---|---|
| 18. | 5.1.3.1 | Add decimals | | |
| 19. | | Subtract decimals | | |
| 20. | | Add fractions | | |
| 21. | | Subtract fractions | | |
| 22. | 5.1.3.2 | Model addition of fractions | | |
| 23. | | Model subtraction of fractions | | |
| 24. | | Model addition of decimals | | |
| 25. | | Model subtraction of decimals<br><br>*For example: Represent 2/3 + ¼ and 2/3 – 11/4 by drawing a rectangle divided into 4 columns and 3 rows and shading the appropriate parts or by using fraction circles or bars.* | | |
| 26. | 5.1.3.3 | Estimate sums of decimals | | |
| 27. | | Estimate differences of decimals | | |
| 28. | | Estimate sums of fractions | | |
| 29. | | Estimate differences of fractions<br><br>*For example: Recognize that 12 2/5 – 3 ¾ is between 8 and 9 (since 2/5 < ¾).* | | |
| 30. | 5.1.3.4 | Solve real-world and mathematical problems requiring addition and subtraction of decimals involving measurement, geometry and data<br>*For example: Calculate the perimeter of the soccer field when the length is 109.7 meters and the width is 73.1 meters.* | | |

| | | | | |
|---|---|---|---|---|
| 31. | | Solve real-world and mathematical problems requiring addition and subtraction of fractions and mixed numbers *(See example for I Can Statement 30)* | | |
| | Standard | **<u>Algebra</u>** | | |
| | | I Can… | | |
| 32. | 5.2.1.1 | Create and use rules, tables, spreadsheets and graphs to describe patterns of change and solve problems<br><br>*For example: An end-of-the-year party for 5$^{th}$ grade costs $100 to rent the room and $4.50 for each student. Know how to use a spreadsheet to create an input-output table that records the total cost of the party for any number of students between 90 and 150.* | | |
| 33. | 5.2.1.2 | Use a rule or table to represent ordered pairs of positive integers and graph these ordered pairs on a coordinate system | | |
| 34. | 5.2.2.1 | Apply the commutative property to generate equivalent numerical expressions and to solve problems involving whole numbers | | |
| 35. | | Apply the associative property… | | |
| 36. | | Apply the distributive property… | | |
| 37. | | Apply the order of operations…<br><br>*For example: Purchase 5 pencils at 19 cents and 7 erasers at 19 cents. The numerical expression is 5 x 19 + 7 x 19 which is the same as (5 + 7) x 19.* | | |
| 38. | 5.2.3.1 | Determine whether an equation or inequality involving a variable is true or false for a given value of the variable.<br><br>*For example: Determine whether the inequality 1.5 + x < 10 is true for x = 2.8, x = 8.1, or x = 9.2.* | | |
| 39. | 5.2.3.2 | Create real-world situations using equations and inequalities involving variables.<br>*For example: 250 – (27 x a) = b can be used to represent the number of sheets of paper remaining from a packet of 250 sheets when each student in a class of 27 is given a certain number of sheets.* | | |

| | | | | |
|---|---|---|---|---|
| 40. | 5.2.3.3 | Evaluate expressions and solve equations involving variables when values for the variables are given.<br><br>*For example: Using the formula A= []w, determine the area when the length is 5, and the width 6, and find the length when the area is 24 and the width is 4.* | | |
| | | **Geometry & Measurement** | | |
| | Standard | I Can… | | |
| 41. | 5.3.1.1 | Describe and classify three-dimensional figures including cubes, prisms and pyramids by the number of edges, faces or vertices as well as the types of faces | | |
| 42. | 5.3.1.2 | Recognize and draw a net for a three-dimensional figure | | |
| 43. | 5.3.2.1 | Use formulas to determine the area of triangles, parallelograms and figures that can be broken down into triangles | | |
| 44. | 5.3.2.2 and 5.3.2.3 | Use various tools and strategies to measure the volume of objects that are shaped like rectangular prisms.<br><br>*For example: Measure the volume of a cereal box by using a ruler to measure its height, width and length, or by filling it with cereal and then emptying the cereal into containers of known volume.*<br><br>*Another example: Use cubes to find the volume of a small box.* | | |
| 45. | | Use various tools and strategies to measure the surface area of objects that are shaped like rectangular prisms<br><br>*For example: Use a net or break down the surface into rectangles.* | | |
| 46. | 5.3.2.4 | Use the formulas V = []wh and V =Bh to dertermine the volume of rectangular prisms<br><br>For example: (B = LW) | | |
| | | | | |

| | | | | |
|---|---|---|---|---|
| | | **<u>Data Analysis</u>** | | |
| | Standard | I Can… | | |
| 47. | 5.4.1.1 | Find the definition of mean of a set of data | | |
| 48. | | Find the definition of median of a set of data | | |
| 49. | | Find the definition of range of a set of data<br><br>*For example: The set of numbers 1,1,4,6 has mean 3. It can be leveled by taking one unit from the 4 and three units from the 6 and adding them to the 1s, making four 3s*. | | |
| 50. | 5.4.1.2 | Create and analyze double-bar graphs and line graphs by applying understanding of whole numbers, fractions and decimals | | |

Crookston Public Schools Grade 5 Science Standards/Goals

Name _____

| | | **The Nature of Science and Engineering** | Date | |
|---|---|---|---|---|
| | Standard | I Can… | | |
| **1.** | **5.1.1.1.1** | **Perform and evaluate experiments using the scientific method.** | | |
| **2.** | **5.1.1.1.2** | **Recognize when the results do not match the hypothesis and distinguish why it may happen.** | | |
| 3. | 5.1.1.1.3 | Understand that different results may lead to further investigations. | | |
| 4. | 5.1.1.1.4 | Understand different scientific models can have different limitations.<br>*For example: Globes, maps, human skeleton* | | |
| 5. | 5.1.1.2.1 | Generate a scientific question and create an experiment to test it. | | |
| **6.** | **5.1.1.2.2** | **Identify, collect, and evaluate lab evidence.** | | |
| 7. | 5.1.1.2.3 | Conduct and analyze an experiment realizing that the outcomes maybe different and the lab maybe repeated. | | |
| 8. | 5.1.3.2.1 | Describe how science and engineering influence and are influenced by local traditions and beliefs.<br>*For example: Sustainable agriculture practices used by many cultures.* | | |
| **9.** | **5.1.3.4.1** | **Use appropriate tools and techniques in gathering, analyzing, and interpreting data.**<br>**For example: Spring scale, metric measurements, tables, mean/median/range, spreadsheets, and appropriate graphs.** | | |
| 10. | 5.1.3.4.2 | Create and analyze different kinds of maps of the student's community and of Minnesota.<br>*For example: Weather maps, city maps, aerial photos, regional maps or online map resources.* | | |

| | | **Physical Science** | Date | |
|---|---|---|---|---|
| | Standard | I Can… | | |
| 11. | 5.2.2.1.1 | Give examples of simple machines and demonstrate how they change the input and output of forces and motion. | | |
| **12.** | **5.2.2.1.2** | **Identify the force that starts something moving or changes its speed or direction of motion.**<br>**For example: Friction slows down a moving skateboard.** | | |
| 13. | 5.2.2.1.3 | Demonstrate that a greater force on an object can produce a greater change in motion. | | |
| | | **Earth Structure and Processes** | | |
| 14. | 5.3.1.2.1 | Explain how, overtime, rocks weather and combine with organic matter to form soil. | | |
| **15.** | **5.3.1.2.2** | **Explain how natural processes form features of the Earth's surface.**<br>**For example: Water erosion, landslides, and volcanic eruptions** | | |
| 16. | 5.3.4.1.1 | Identify renewable and non-renewable energy and material resources that are found in Minnesota and describe how they are used.<br>*For example: Water, iron ore, granite, sand and gravel, wind and forests.* | | |
| 17. | 5.3.4.1.2 | Give examples of how mineral and energy resources are obtained and processed and modified to make their properties to make them more useful.<br>*For example: Iron ore, biofuels, or coal* | | |
| 18. | 5.3.4.1.3 | Compare the impact of individual decisions on natural systems.<br>*For example: Choosing paper or plastic bags impacts landfills as well as ocean life cycles.* | | |
| | | | | |

| | | **Life Science** | Date | |
|---|---|---|---|---|
| | Standard | I Can… | | |
| 19. | 5.4.1.1.1 | Describe how plants and animals can adapt to their environment to survive. | | |
| **20.** | **5.4.2.1.1** | **Describe a natural system in Minnesota in terms of the relationships among its living and nonliving parts.**<br>**For example: Biomes/habitat for a living organism that meets its need for food, air, and water.** | | |
| 21. | 5.4.2.1.2 | Explain what would happen to a system if its environment were to be changed.<br>*For example: Investigate how road salt runoff affects plants, insects and other parts of an ecosystem.*<br><br>*Another example: Investigate how an invasive species changes an ecosystem.* | | |
| **22.** | **5.4.4.1.1** | **Give examples of helpful/harmful human interaction with natural systems.**<br>**For example: Recreation, pollution, or wildlife management.** | | |

# *Sixth Grade Language Arts Standards*

| | | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| I Can Statement | State Benchmark | **I Can....** | | | | |
| | | **Literature (Fiction)** | | | | |
| | | **Key Ideas & Details:** | | | | |
| | 6.4.1.1 | use evidence from the text to analyze and draw inferences. | | | | |
| | 6.4.2.2 | use text details to determine the theme or central idea in order to provide a summary. | | | | |
| | 6.4.3.3 | describe how a story or drama's plot unfolds in a series of events. | | | | |
| | 6.4.3.3 | describe how characters respond or change as the plot concludes. | | | | |
| | | **Craft & Structure** | | | | |
| | 6.4.4.4 | determine the meaning of words and phrases in a text, such as figurative language and concrete meanings. | | | | |
| | 6.4.4.4 | analyze how a specific word choice impacts the meaning and tone of a text. | | | | |
| | 6.4.5.5 | analyze how certain parts of the text contribute to the development of the theme, setting, or plot. | | | | |

# Sixth Grade Language Arts Standards

| | | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| I Can Statement | State Benchmark | **I Can.... Craft and Structure (Continued)** | | | | |
| | 6.4.6.6 | explain how an author develops the point of view of the narrator or speaker in a text. | | | | |
| | 6.4.7.7 | compare and contrast what I "see" and "hear" when reading a text to what I understand/notice when I listen to or watch a live version or an audiovisual. | | | | |
| | | **Integration of Knowledge and Ideas** | | | | |
| | 6.4.9.9 | compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. | | | | |
| | | **Range of Reading and Level of Tex Complexity** | | | | |
| | 6.4.10.10 | read and comprehend a variety of texts independently at grade level proficiency. | | | | |
| | 6.4.10.10 | select just right books for a variety of purposes. | | | | |
| | 6.4.10.10 | read a variety of texts to understand different points of view. | | | | |

# *Sixth Grade Language Arts Standards*

| | | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| I Can Statement | State Benchmark | **Comprehension - Informational (Non-Fiction)** | | | | |
| | | **I Can . . .** | | | | |
| | 6.5.1.1 | use evidence to analyze the meaning of text. | | | | |
| | 6.5.1.1 | use evidence to make inferences from the text. | | | | |
| | 6.5.2.2 | use details to determine the main idea of the text. | | | | |
| | 6.5.2.2 | provide a summary of the text. | | | | |
| | 6.5.3.3 | analyze how individuals, events, or ideas are developed. | | | | |
| | | **Craft & Structure** | | | | |
| | 6.5.4.4 | determine the meaning of words and phrases as they are used in text, figurative, connotative, and technical meanings. | | | | |
| | | | 1 | 2 | 3 | 4 |
| I Can Statement | State Benchmark | **Comprehension - Informational** | | | | |

# Sixth Grade Language Arts Standards

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **(Non-Fiction)** | | | | |
| | | **Craft & Structure (Continued)** | | | | |
| | 6.5.5.5 | analyze how different parts of the text contribute to the development of ideas. | | | | |
| | 6.5.6.6 | determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | | | | |
| | 6.5.7.7 | use a variety of texts and media to research and gain understanding of a topic or issue. | | | | |
| | 6.5.8.8 | determine what is fact and what is opinion in a text. | | | | |
| | 6.5.9.9 | compare and contrast one author's presentation of events with that of another. | | | | |
| | 6.5.10.10 | read and comprehend a variety of texts independently at grade level proficiency. | | | | |
| | 6.5.10.10 | select just right books for a variety of purposes. | | | | |
| | 6.5.10.10 | read a variety of texts to understand different points of view. | | | | |

"I Can" Statements
Sixth Grade Math
Highland Elementary School
Crookston, MN

# Number &Operations

## I Can ...

| Benchmark | |
|---|---|
| 6.1.1.1 | **- locate positive rational numbers on a number line.**<br>**- plot pairs of positive rational numbers on a coordinate grid.** |
| 6.1.1.2 | **- compare and order positive rational numbers using the symbols < , > =.** |
| 6.1.1.3 | **- understand that percent is always out of 100**<br>**- find the LCM (Least Common Multiple) of 2 numbers.**<br>**- use factors and multiples to find equivalent fractions.** |
| 6.1.1.4 | **- make equivalent numbers from fractions, decimals and percents**<br>**- convert and order decimals, fractions and percents using,< , > , =.**<br>**- use equivalent fractions, decimals and percents to solve real life problems.** |
| 6.1.1.5 | **- factor whole numbers.**<br>**- express factors as prime numbers with exponents, factor trees.** |
| 6.1.1.6 | **- find the GCF (Greatest Common Factor) of 2 numbers.** |
| 6.1.1.7 | **- convert and express numbers as fractions, improper fractions and mixed numerals.** |
| 6.1.2.1 | **- identify and use ratios to compare quantities and objects.** |

# I can ...

**6.1.2.2** **- apply the relationship between ratios, equivalent fractions and percents to solve problems involving common mixtures.**

**6.1.2.3** **- use ratios, equivalent fractions and percents to solve problems in various contexts.**
**- determine the use of ratios of quantities with different units.**
**IE. 60 miles for 3 hrs. is the same as 20 miles for 1 hr.**

**6.1.2.4** **- use reasoning involving multiplication and division to solve ratios and rate problems.**
**- determine the cost of 1 item if given it's equivalent ratio.**
**IE. 5 for $2.00 = 1 for .40**

**6.1.3.1** **- multiply decimals.**
**- divide decimals.**
**- multiply fractions.**
**- divide fractions.**

**6.1.3.2** **- convert improper fractions to whole numbers and the inverse.**
**- convert improper fractions to mixed numbers and the inverse.**

**6.1.3.3** **- calculate what % one number is of another.**

**6.1.3.4** **- solve real world problems using decimals, fractions and mixed numerals.**

**6.1.3.5** **- estimate solutions to problems using whole numbers, fractions and decimals.**

# Algebra

## I Can ...

**6.2.1.1** **- understand that a variable can be used to represent another number.**
**- use variables in different contexts.**

**6.2.2.1** **- substitute a number for a variable to solve a problem using a rule. IE. 2x = N x=2, 3, 4.**

**6.2.2.1** **- solve equations using the order of operations.**
**-solve problems using the commutative property.**
**-solve problems using the associative property.**
**-solve problems using the distributive property.**

**6.2.3.1** **-solve problems which contain variables. IE. 5 x N =20**

**6.2.3.2** **- solve real world problems using arithmetic and number sense.**

# Geometry and Measurement

# I Can ...

6.3.1.1 **- calculate the surface area of a prism.**
**- calculate the volume of a prism.**

6.3.1.2 **- calculate the surface area of a quadrilateral (trapezoid, parallelogram, rhombus, rectangle and square) using a formula.**
**A=L x W**

6.3.1.3 **- estimate and calculate the perimeter of various objects using a grid.**

6.3.2.1 **- solve problems using complimentary and supplementary angles.**

**- solve problems using the relationship between the lines and angles of an object. IE. Any triangle is made up of 180 degrees.**

6.3.2.2 **- find the measurement of a missing angle of a triangle using the fact that the sum of all interior angles of a triangle equal 180 degrees.**

6.3.2.3 **- develop and use formulas for finding the sums of interior angles of polygons by converting them into triangles.**

6.3.3.1 **- convert inches into feet or yards.**
**- convert ounces into pounds.**
**- convert pounds into ounces.**
**-convert different measures of capacity (ounces, cups, pints, quarts and gallons) to one another.**

6.3.3.2 **- estimate weights, capacities and measurements using benchmarks.**

# Data Analysis and Probability

# I can...

**6.4.1.1** **- determine the possible outcomes for a given experiment,... IE heads, tails, numbers of a rolls of a dice or spinning a spinner.**

**6.4.1.2** **- using theoretical probability, determine the chance or odds of an outcome of an experiment using a ratio.**

**- represent the outcome of an experiment or event as a %, fraction and decimal.**

**6.4.1.3** **- perform experiments, like flipping a coin, where the theoretical probability (1 out of 2) is already known.**

**- realize that my outcomes may be different than the ratio 1 out of 2.**

**6.4.1.4** **- calculate experimental probabilities from experiments and represent them as % fractions and decimals.**

**- Estimate the number of orange skittles in a bag as a % fraction and decimal.**

**- determine the %, fraction and decimal of the number of orange skittles in a bag.**

# Sixth Grade Science Standards

| | | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| I Can Statement | State Benchmark | **I Can....** | | | | |
| | | **The Nature of Science and Engineering** | | | | |
| | 6.1.2.1.1 | Identify a common engineered system and evaluate its impact on a human's daily life. | | | | |
| | 6.1.2.1.2 | Recognize that there is no perfect design and that new technologies have consequences that may increase some risks and decrease others. | | | | |
| | 6.1.2.1.3 | Describe the trade-offs in using manufactured products in terms of features, performance, durability and cost. | | | | |
| | 6.1.2.1.4 | Explain the importance of learning from past failures, in order to inform future designs of similar products or systems. | | | | |
| | 6.1.2.2.1 | Use the design process to implement Science concepts. | | | | |
| | 6.1.3.1.1 | Describe a system in terms of its subsystems and parts, as well as its inputs, processes and outputs. | | | | |
| | 6.1.3.1.2 | Distinguish between open and closed systems. | | | | |
| | 6.1.3.4.1 | Use appropriate safe procedures in a Physical Science context. | | | | |

# Sixth Grade Science Standards

| I Can Statement | State Benchmark | **I Can....** | | | | |
|---|---|---|---|---|---|---|
| | 6.1.3.4.2 | Estimate and convert units of measurement within the International System of Units | | | | |
| | | **Physical Science-Motion** | | | | |
| | 6.2.1.1.1 | Explain density, dissolving, compression, diffusion and thermal expansion using the particle model of matter. | | | | |
| | 6.2.1.2.1 | Identify evidence of physical changes, including changing phase or state, and dissolving in other materials. | | | | |
| | 6.2.1.2.2 | Describe how mass is conserved during a physical change in a closed system. | | | | |
| | 6.2.1.2.3 | Use the relationship between heat and motion to explain particles in solids, liquids, and gases. | | | | |
| | 6.2.2.1.1<br>6.2.2.1.2 | Measure, calculate, and graph the speed of an object that is traveling in a straight line over time. | | | | |
| | 6.2.2.2.1<br>6.2.2.2.2<br>6.2.2.2.3 | Identify Newton's laws of motion. | | | | |
| | 6.2.2.2.4 | Distinguish between mass and weight. | | | | |
| | | **Physical Science-Energy** | | | | |
| | 6.2.3.1.1 | Describe properties of waves, including speed, wavelength, frequency, and amplitude. | | | | |
| | 6.2.3.1.2 | Explain reflection, refraction, and the color spectrum. | | | | |
| | 6.2.3.2.1 | Differentiate and analyze between kinetic and potential energy. | | | | |
| | 6.2.3.2.2 | Trace the change of energy forms. | | | | |

# Sixth Grade Science Standards

| | | | | | | |
|---|---|---|---|---|---|---|
| | **6.2.3.2.3** | Describe conduction, convection, and radiation. | | | | |

# First Grade Literacy Standards

## Comprehension – Fiction

**I Can…**

**...ask and answer questions about details in a story.**

**...retell stories and demonstrate understanding.**

**...describe characters, settings and major events in a story, using details.**

**...identify words, phrases, and feelings that a poem or story suggests.**

**...explain the difference between fiction and nonfiction.**

**...identify who is telling the story at various points in text.**

**...use illustrations and details in a story to describe characters, settings, or events.**

**...compare and contrast experiences of characters in stories.**

**...read and select text at my reading level.**

## Comprehension– Non-Fiction

**I Can…**

**...ask and answer questions about details in text.**

**...identify main topic and retell key details of a text.**

**...describe the connection between two pieces of information in a text.**

**...ask and answer questions to clarify meaning in a text.**

**...know and use various text features (headings, table of contents, etc.) to locate key facts.**

**...tell if information came from pictures or words in a text.**

**...use the illustrations and details in a text to describe key ideas.**

**...identify the reasons an author gives to support points in a text.**

**...identify similarities and differences between two texts on the same topic.**

**...read and select text at my reading level.**

# First Grade Literacy Standards

## Word Recognition and Fluency

**I Can…**

**...demonstrate understanding of the basic features of print (first word, capitalization, punctuation).**

**...demonstrate understanding of spoken words, syllables and sounds.** ◆

**...use word recognition skills and strategies.** ◆

**...read with accuracy and fluency to increase my comprehension.** ◆

## Speaking and Listening

**I Can…**

**...participate in discussions about grade 1 topics and texts with peers and adults.** ◆

**...ask and answer questions about text read aloud.**

**...ask and answer questions about what a speaker says for further understanding.**

**...clearly describe people, places, things, events, and feelings.**

**...add drawings to clarify ideas, thoughts, or feelings.**

**...produce complete sentences when responding to text.**

**...demonstrate understanding of what is read, heard, or viewed.** ◆

**...share my work through writings, drawings, and/or technology.**

◆ **Essential Standards**

# First Grade Math Standards

## Number and Operation Goals

**I Can…**

**...recognize a number as groups of tens and ones.**

**...read numbers up to 120.**

**...write numbers up to 120.**

**...represent numbers up to 120 using numerals, addition, subtraction, pictures, tally marks, number lines and manipulatives.**

**...count forward from any number up to 120.**

**...count backward from any number up to 120.**

**...find a number that is 10 more than a given number.**

**...find a number that is 10 less than a given number.**

**...compare numbers up to 100.**

**...order numbers up to 100.**

**...use words equal to, not equal to, more than, less than, is about, and is nearly to describe numbers.**

**...use a bar graph and tally chart to count and compare numbers.**

**...use words, pictures, objects, connecting cubes, numerals, and number lines to model and solve addition and subtraction problems.**

**...make and take apart numbers up to 12 with an emphasis on making 10.**

**...skip count by 2's.**

**...skip count by 5's.**

**...skip count by 10's.**

# First Grade Math Standards

## Algebra Goals

**I Can…**

**...create simple repeating patterns using objects, pictures, numbers or rules.**

**...create growing or shrinking patterns using objects, pictures, numbers or rules.**

**...use a calculator to create and explore patterns.**

**...use objects to represent addition and subtraction in real world story problems.**

**...determine if a number sentence is true or false.**

**...find a missing number in an equation.**

**...write an addition or subtraction sentence to represent a problem situation.**

## Geometry and Measurement Goals

**I Can…**

**...describe a triangle, square, rectangle and circle.**

**...describe a rectangular prism, cylinder, cone and sphere.**

**...combine and take apart 2-D shapes such as triangles, squares, rectangles, hexagons and circles.**

**...combine and take apart 3-D shapes such as rectangular prisms and cylinders.**

**...measure the length of an object using nonstandard units such as paper clips.**

**...tell time to the hour.**

**...tell time to the half hour.**

**...identify pennies, nickels and dimes.**

**...find the value of a group of these coins up to one dollar.**

# First Grade Writing Standards

## Writing – Text Type and Purposes

**I Can…**

**...write to give an opinion.**

**...write to give facts with a conclusion.**

**...write a story summary using beginning, middle and end.**

## Production and Distribution of Writing

**I Can…**

**...strengthen my writing with help from an adult and my peers.**

**...publish my writing using a variety of digital tools, with help from adults and peers.**

## Research to Build and Present Knowledge

**I Can…**

**...participate in shared research and writing projects.**

**...recall information from experiences or gather information, with support from an adult, to answer questions.**

**Essential Standards**