

5th Grade Learning Goals

Each area of our grade card matches the Missouri Learning Standards set by the state. **By the end** of 5th Grade, our goal is to have each student where they need to be. The following is an explanation of what each standard means:

Reading

Phonics Goal:

- I can apply spelling patterns to learn new words.
- I can use my knowledge of root words, prefixes and suffixes to read new words.

Fluency Goal:

- I can read texts at my grade level independently with fluency (rate, accuracy, inflections).
- I can use context to correct myself when I make a mistake.

Reading Goal:

- I can compare and contrast characters, plot, and conflicts.
- I can explain the theme, moral lessons, conflict and resolution in stories.
- I can explain how point of view impacts a story.
- I can recognize foreshadowing.
- I can explain how authors use sound and visual elements in poetry.
- I can use multiple text features and graphics to gain information.
- I can interpret details from procedural texts to complete a task.
- I can identify the author's purpose, and decide if it was achieved and provide evidence to support my claim.
- I can verify facts and recognize exaggerated contradictory or misleading statements.

Vocabulary Goal:

- I can decode meaning by using prefixes, suffixes and root words.
- I can use context clues to find the meaning of words.
- I can look up words in the dictionary or glossary for meaning, syllables and pronunciation.
- I can construct analogies. Ex: fish is to water like a bird is to sky.
- I can determine the meanings of idioms, adages, similes, metaphors, hyperboles and imagery in text.
- I can identify signal words and phrases for contrast, addition and relationships.

Connections Goal:

- I can make text to self, text to text and text to world connections.

Writing

Conventions Goal:

- I can capitalize and punctuate correctly including commas, apostrophes and dialogue.
- I can use and explain all eight parts of speech.
- I can produce a variety of complex sentences.
- I can correctly punctuate the titles of various works.
- I can correct sentence fragments and run-on sentences.

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- I use correct grammar when I speak and write.
- I can spell accurately and use my resources to help me when needed.

Writing Process Goal:

- I can use what I know, create questions and use a prewriting strategy when given the purpose and audience.
- I can write multiple paragraphs on a single topic with each paragraph having a main idea and supporting evidence.
- I can write with a clear introduction, supporting and concluding paragraphs.
- I can restate the overall main idea in the concluding paragraph.
- I can address an appropriate audience, organization and purpose in my writing.
- I can find proofread and edit my writing.
- I can strengthen my writing by revising to improve it.
- I can use a direct quote from an author or source.
- I can use dialogue in my writing.
- I can use a variety of print and digital methods, including technology to publish my writing.
- I can type at least one page in a single setting.

Research Process Goal:

- I can make a list of potential topics and generate questions about them.
- I can gather and record information about a topic from multiple sources.
- I can differentiate between paraphrasing and plagiarism when using ideas of others.
- I can determine if a source is accurate and relevant.
- I can convert graphic and visual information into written notes.
- I can create a resource page to show where I found my information in standard format.
- I can organize my information into a report or presentation.

Speaking and Listening

Listening Goal:

- I follow classroom listening rules.
- I listen, restate and follow multi-step instructions.
- I can listen and build upon a conversation with teachers and classmates.
- I can ask questions to verify understanding of the information I learned.

Speaking Goal:

- I speak loud enough, clearly enough and with correct pacing so others can understand.
- I can participate in a conversation following polite social norms.
- I can present information using academic language, resources and a variety of forms.
- I speak using complete sentences and good grammar.
- I use correct body language and eye contact when presenting.
- I come to discussions prepared to learn and express opinions.

Math

Base 10 Goal:

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- I can read and write numbers from billions to thousands, using numbers, words, or expanded form.
- I can compare multi-digit numbers using $<$, $>$, $=$.
- I can evaluate the powers of 10 and their relationship to place value.
- I can round numbers to any place value.
- I can add and subtract whole numbers and decimals to the thousandths place.
- I can multiply whole numbers and decimals to the hundredths place.
- I can divide whole numbers and decimals to the hundredths place.

Fractions Goal:

- I can convert fractions to decimals and decimals to fractions.
- I can compare and order fractions and decimals using $<$, $>$, $=$.
- I can multiply and divide fractions and explain the effect.
- I can write and solve equations with unlike denominators.
- I can add and subtract mixed numbers with unlike denominators.
- I can multiply a fraction by a whole number.

Data and Statistics Goal:

- I can create a line plot, picture or bar graph, and frequency tables to represent numerical data.
- I can draw conclusions and solve problems using information from graphs.

Geometry and Measurement Goal:

- I understand that attributes belonging to a sub category also belong to the parent category.
- I can classify figures based on properties.
- I can analyze and describe properties of prisms and pyramids.
- I can apply formulas to calculate volume.
- I can graph points on a coordinate plane using ordered pairs.
- I can convert measurements of capacity, length, and weight in a given system.

Relationships and Algebraic:

- I can write, evaluate and interpret number expressions using order of operations.
- I can translate written expressions into algebraic expressions.
- I can solve and justify multi step problems with variables, whole numbers, fractions and decimals. .
- I can look at an answer and decide if it is reasonable “makes sense”.
- I can write a rule to describe a given number pattern.

Science

Universe Goal:

- I can support an argument that relative distances from Earth affect the brightness of the sun compared to other stars.
- I can make observations between the seasons and the amounts of daylight.
- I can make a graph to represent data about shadows, daylight, and seasonal appearance of some stars.

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Earth's Systems Goal:

- I can develop a model to explain how the geosphere, biosphere, hydrosphere and atmosphere interact.
- I can describe and graph the amounts/percentages of water and fresh water in locations on Earth.

Human Activity Goal:

- I can find and use information on ways individuals and communities use science to protect the Earth's resources and environment.

Engineering Goal:

- I can define a simple problem reflecting a need or want with criteria for success using certain materials, time and/or cost.
- I can generate and compare multiple solutions.
- I can plan and carry out tests with variables and identify aspects that could be improved.

Matter Goal:

- I can develop a model to describe how matter can change things even though it is too small to be seen.
- I can measure and graph quantities to prove that regardless of the type of change, the total weight of matter is the same.
- I can plan and conduct investigations to separate the components of a mixture by their physical properties.
- I can conduct an investigation to determine whether the combining of two or more substances results in new substances.

Forces & Motion Goal:

- I can support an argument that the gravitational force exerted on an object is directed toward the planet's center..

Energy Goal:

- I can use models to explain how energy stored in food was once energy from the sun.

Waves:

- I can develop a model to describe that objects are only seen if light is reflected off them or they produce their own light.

Molecules to Organisms Goal:

- I can compare and contrast the major organ systems of animals that belong to different classes.
- I can support an argument that plants get the materials they need for growth primarily from air and water.

Ecosystems Goal:

- I can develop a model to describe the movement of matter among plants, animals, decomposers and the environment.

Social Studies 1800's to Current

Democracy Goal:

- I can apply the principles of the Declaration of Independence.

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- I can apply the major purposes of the U.S. Constitution.
- I can explain the major purposes of the Bill of Rights.
- I can analyze ways citizens have effectively voiced opinions and brought about change.
- I can describe the character traits of influential Americans.
- I can recognize and explain national symbols.

Government Systems Goal:

- I can explain the purposes and roles of government.
- I can analyze peaceful resolutions of disputes in courts and other authorities.
- I can describe how decisions are made, enforced and interpreted over time.
- I can distinguish between powers and functions of local, state and federal government.

History Goal:

- I can outline the territorial expansion of the United States.
- I can describe the impact of migration on immigrants and the United States..
- I can examine cultural interactions and conflicts.
- I can identify and describe the contributions of significant individuals.
- I can describe the causes and consequences of major political developments and reform.
- I can investigate the causes and consequences of westward expansion.
- I can identify political, economic and social causes and consequences of the Civil War and reconstruction, the Great Depression, WWI, WWII and the Cold War.

Economic Goal:

- I can explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future..
- I can explain factors that influence our national economy.
- I can use an economic lens to describe the impact of migration on immigrants and the U.S.

Geography Goal:

- I can use geographical sources to acquire information, answer questions, and solve problems.
- I can construct maps for relevant topics.
- I can name and locate specific regions, states, capitals, river systems and mountain ranges in the United States.
- I can locate and describe real places using absolute and relative location.
- I can describe and analyze physical and diverse human characteristics of the nation.
- I can describe how people are affected, depend on, adapt to and change their physical environments in the past and present.
- I can evaluate how changes in communication and transportation affect lives.
- I can describe and analyze regions in the United States and how their characteristics affect people who live there.
- I can explain how geography affected important events in U.S. history.

People and Cultures Goal:

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- I can compare cultural characteristics in U.S..
- I can evaluate constructive processes or methods of conflict resolution.
- I can research songs and stories that reflect the cultural history of the U.S.
- I can analyze the preservation of cultural heritage.
- I can examine the changing roles of Native Americans, immigrants, African Americans, women and others in U.S. history.

Inquiry Goal:

- I can identify, select, analyze and evaluate resources to create a product.
- I can evaluate and use artifacts to share information on social studies topics.
- I can use visual tools to communicate information and ideas.
- I can create and present products such as maps, graphs, timelines, charts, models and diagrams to communicate information.
- I can explain how facts and opinion affect point of view and/or bias.
- I can identify, research, and defend a point of view on a topic.
- I can conduct and present research about a topic using sources.
- I can generate questions and investigate answers using sources.