

Introduction

The goal of this document is to outline the standards that will be taught and assessed at each grade level. For the complete set of academic standards, please visit the Michigan Department of Education's website: <https://www.michigan.gov/mde/services/academic-standards>.

Grade Marks

At the close of each trimester teachers will report student progress toward meeting the standards. Some of the standards articulate skills developed throughout the year; for these standards, marks will be assigned each trimester. Some of the standards identify subject-specific content knowledge; for these standards, marks will be isolated to the trimesters when the standards are taught. Marks will be determined based on a collection of evidence, not a single assessment type or event.

3 - Meeting

This grade indicates that the student has met the end-of-year target for the skill or concept. The goal is for all students to receive this grade by the end of the year. If the teacher has taught to end of year content standards and the student has met the standard by the time of the reporting period, your child may receive an "3" (there may be some foundational standards and math standards that are completed by December).

2 - Developing

The student receiving this grade is progressing and demonstrates basic or inconsistent application of end of year concepts and skills. This grade would be appropriate for an "on-level" student in the Fall and Winter for many of the standards. The student is making expected progress but is not yet at end-of-year standards. It is important to communicate to your child that a "2" indicates that he or she is "on track" to achieving a "Meets" by the end of the school year. This is not a "bad" grade!

1 - Emerging

The student receiving this grade shows limited understanding of end of year concepts and skills. The student is performing "below" grade level and may need more support at school to catch up. Your child's teacher may share ideas for helping him or her grow closer to grade-level work.

NY - Not yet taught

Teachers will indicate an "N" when there is a standard on the report card that has not yet been taught. Some subjects and standards are taught only during certain times of the school year.

By the end of the school year, **Early Kindergarten** students will be able to...

Social-Emotional

- Demonstrate belonging by participating in classroom experiences.
- Demonstrate mastery by following the Spartan Way expectations.
- Demonstrate independence by using appropriate calming tools and strategies as appropriate.
- Demonstrate generosity by caring for self, others, and school property.

Literacy

- Identify at least 18 upper case letters.
- Identify at least 15 lower case letters.
- Demonstrate early literacy behaviors (identify front/back book cover, locate text features, read left to right, follow lines of text, 1:1 word correspondence).
- Begin to retell events from familiar text.
- Draw a recognizable picture.
- Label a picture with at least beginning sounds.

Math

- Count to 20.
- Read numerals to 10.
- Match sets and numerals to 10.
- Compare sets to 10 by matching them up or counting them.
- Name basic shapes (circle, triangle, square, rectangle) when a teacher points to them.
- Put shapes together to complete puzzles, including pictures or larger shapes.
- Sort a group of objects by color.
- Copy and extend a simple color pattern (ABAB).

Fine Motor Skills

- Grip a writing utensil correctly.
- Write first name.
- Show beginning control of writing.

Physical Education

- Actively participate by showing consistent effort.
- Perform grade level locomotor movements (walking, skipping, galloping, running, sliding, jumping).
- Demonstrate a variety of skills using manipulatives (underhand toss, overhead throw, catching, dribbling, kicking, etc.).
- Exhibit positive social behaviors (following directions, cooperating with others, sharing).

Music

- Consistently show the Spartan Way (Honesty, Caring, Respect, Responsibility, Safety).
- Actively participate in music activities.
- Perform grade level rhythms.
- Use a singing voice.

Art

- Use tools and materials safely and correctly.
- Produce quality work in a timely manner.
- Demonstrate appropriate behavior.
- Demonstrate understanding of art concepts.
- Apply elements of art and principles of design.
- Demonstrate fine motor skills to manipulate a variety of materials.

Other

- Absences and tardies are impacting student achievement. (Yes / No)
- Student receives additional support from a reading interventionist. (Yes / No)
- Student receives additional support from a math interventionist. (Yes / No)
- Student receives additional support from a behavior interventionist. (Yes / No)

By the end of the school year, **Kindergarten** students will be able to...

Social-Emotional

- Demonstrate belonging by participating in classroom experiences.
- Demonstrate mastery by following the Spartan Way expectations.
- Demonstrate independence by using appropriate calming tools and strategies as appropriate.
- Demonstrate generosity by caring for self, others, and school property.

Reading

- Demonstrate the ability to work with sounds in spoken language.
- Demonstrate and apply letter sound relationships.
- Demonstrate the basic understandings of reading and how books work.
- Comprehend a variety of literary texts.
- Comprehend a variety of informational texts.
- Read and comprehend grade level texts across genres with accuracy, appropriate rate, and expression.

Writing

- Dictate or compose a variety of literary texts.
- Dictate or compose a variety of informational texts.
- Demonstrate and apply spelling knowledge.
- Demonstrate conventions of standard English grammar and usage when writing.

Speaking and Listening

- Listen actively and ask questions to understand information and to answer questions.
- Speak audibly and clearly.
- Express ideas on familiar topics with detail.
- Participate in collaborative conversations.
- Demonstrate conventions of standard English grammar and usage when speaking.

Mathematics - Counting, Grouping, and Comparing

- Count to 100 by ones.

- Count to 100 by tens.
- Count forward to 100 starting with numbers other than 1.
- Write the numbers 0-20.
- Count to tell the number of objects.
- Accurately count the number of objects in a group.
- Compare groups of objects to determine more, less, or equal in the range of 1-10.

Mathematics - Operations and Algebraic Thinking

- Show addition and subtraction using objects, fingers, numbers, drawings or equations.
- Solve addition and subtraction story problems within 10.
- Add and subtract quickly and easily to 5.

Mathematics - Numbers and Operations in Base Ten

- Understand that teen numbers are 10 and some more.

Mathematics - Measurement and Data

- Understand length and weight as something that can be measured.

Mathematics - Geometry

- Identify two- and three- dimensional shapes by name.

Social Studies

- Use words to solve a problem.
- Get along with others.
- Identify and distinguish between wants and needs, goods and services, and the ways people trade.
- Describe the ways people use the environment to meet their wants and needs.
- Identify the maps and globes that represent places and use them in my immediate environment.
- Identify the American flag as an important symbol of the United States.
- Explain similarities between self and others.

- Distinguish between yesterday, today, and tomorrow.

Science

- Make observations to determine the effect of sunlight on Earth's surface.
- Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- Use and share observations of local weather conditions to describe patterns over time.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
- Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Physical Education

- Actively participate by showing consistent effort.
- Perform grade level locomotor movements (walking, skipping, galloping, running, sliding, jumping).
- Demonstrate a variety of skills using manipulatives (underhand toss, overhead throw, catching, dribbling, kicking, etc.).
- Exhibit positive social behaviors (following directions, cooperating with others, sharing).

Music

- Consistently show the Spartan Way (Honesty, Caring, Respect, Responsibility, Safety).
- Actively participate in music activities.
- Perform grade level rhythms.
- Use a singing voice.

Art

- Use tools and materials safely and correctly.
- Produce quality work in a timely manner.
- Demonstrate appropriate behavior.
- Demonstrate understanding of art concepts.
- Apply elements of art and principles of design in my own art.
- Demonstrate fine motor skills to manipulate a variety of materials.

Other

- Absences and tardies are impacting student achievement. (Yes / No)
- Student receives additional support from a reading interventionist. (Yes / No)
- Student receives additional support from a math interventionist. (Yes / No)
- Student receives additional support from a behavior interventionist. (Yes / No)

By the end of the school year, **1st Grade students** will be able to...

Social-Emotional

- Demonstrate belonging by participating in classroom experiences.
- Demonstrate mastery by following the Spartan Way expectations.
- Demonstrate independence by using appropriate calming tools and strategies as appropriate.
- Demonstrate generosity by caring for self, others, and school property.

Reading

- Demonstrate the ability to work with sounds in spoken language.
- Demonstrate and apply letter sound relationships.
- Demonstrate the basic understanding of reading and how books work.
- Comprehend a variety of literary texts.
- Comprehend a variety of informational texts.
- Read and comprehend grade level text across genres with accuracy, appropriate rate, and expression.

Writing

- Dictate or compose a variety of literary texts.
- Dictate or compose a variety of informational texts.
- Demonstrate and apply spelling knowledge.
- Demonstrate conventions of standard English grammar and usage when writing.

Speaking and Listening

- Listen actively and ask questions to understand information and to answer questions.
- Speak audibly and clearly.
- Express ideas on familiar topics with detail.
- Participate in collaborative conversations.
- Demonstrate conventions of standard English grammar and usage when speaking.
- Understand word relationships and word meanings.

Mathematics - Operations and Algebraic Thinking

- Solve addition story problems (Tri 1 to 10, Tri 2 to 14, Tri 3 to 20).
- Solve subtraction story problems (Tri 1 to 10, Tri 2 to 14, Tri 3 to 20).
- Solve story problems that involve adding three numbers.
- Add within 10 (Tri 1) and within 20 using strategies (Tri 2 and 3).
- Subtract within 10 (Tri 1) and within 20 using strategies (Tri 2 and 3).
- Understand the meaning of the equal sign and identify equations that involve addition and subtraction as true or false (e.g., $7 = 3+4$ is true; $10-2 = 4+1$ is false).

Mathematics - Numbers and Operations in Base Ten

- Count by ones and by tens (Tri 1 to 60, Tri 2 to 120).
- Read and write numbers to 120 (Tri 2) and represent a number of objects up to 120 with a written numeral (Tri 3).
- Understand that the two digits of a 2-digit number tell how many tens and ones are in the number.
- Use the symbols $>$, $=$, $<$ (less than, equal, greater than) to compare two numbers (Tri 1 - pairs of 1-digit numbers, Tri 2 and 3 - pairs of 2-digit numbers).
- Add 2-digit numbers that are multiples of 10, such as $30 + 40$ and $20 + 50$.
- Find 10 more and 10 less than various 2-digit numbers (Tri 2) and explain the reasoning behind the answer (Tri 3).

Mathematics - Measurement and Data

- Understand length and weight as something that can be measured.

Mathematics - Geometry

- Identify and describe two- and three-dimensional shapes.

Social Studies

- Explain how rules help us get along with others.
- Explain how citizens can work together to solve problems.
- Describe how families are alike and different.
- Describe how our school is like a family.
- Give an example of how families get what they want and need.
- Describe how scarcity forces families to make choices.
- Explain how trading helps families to meet their needs.
- Describe a familiar place and give details about its location.
- Give an example of how people adapt to their environment.

Science

- Use observations of the sun, moon, and stars to describe the patterns that can be predicted.
- Make observations at different times of year to relate the amount of daylight to the time of year.
- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
- Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
- Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Physical Education

- Actively participate by showing consistent effort.
- Perform grade level locomotor movements (walking, skipping, galloping, running, sliding, jumping).
- Demonstrate a variety of skills using manipulatives (underhand toss, overhead throw, catching, dribbling, kicking, etc.).
- Exhibit positive social behaviors (following directions, cooperating with others, sharing).

Music

- Consistently show the Spartan Way (Honesty, Caring, Respect, Responsibility, Safety).
- Actively participate in music activities.
- Perform grade level rhythms.
- Use a singing voice.

Art

- Use tools and materials safely and correctly.
- Produce quality work in a timely manner.
- Demonstrate appropriate behavior.
- Demonstrate understanding of art concepts.
- Apply elements of art and principles of design in my own art.
- Demonstrate fine motor skills to manipulate a variety of materials.

Other

- Absences and tardies are impacting student achievement. (Yes / No)
- Student receives additional support from a reading interventionist. (Yes / No)
- Student receives additional support from a math interventionist. (Yes / No)
- Student receives additional support from a behavior interventionist. (Yes / No)

By the end of the school year, **2nd Grade students** will be able to...

Social-Emotional

- Demonstrate belonging by participating in classroom experiences.
- Demonstrate mastery by following the Spartan Way expectations.
- Demonstrate independence by using appropriate calming tools and strategies as appropriate.
- Demonstrate generosity by caring for self, others, and school property.

Reading

- Know and apply grade level phonics and word analysis.
- Comprehend a variety of literary texts.
- Comprehend a variety of informational texts.
- Read and comprehend grade level text across genres with accuracy, appropriate rate, and expression.

Writing

- Compose a variety of literary texts.
- Compose a variety of informational texts.
- Demonstrate and apply spelling knowledge.
- Demonstrate conventions of standard English grammar and usage when writing.

Speaking and Listening

- Listen actively and ask questions to understand information and to answer questions.
- Speak in complete sentences and provide details or clarification.
- Express ideas with relevant details in coherent sentences.
- Participate in collaborative conversations.
- Demonstrate conventions of standard English grammar and usage when speaking.
- Use knowledge of language when writing, speaking, reading, or listening.
- Understand word relationships and word meanings.

Mathematics - Operations and Algebraic Thinking

- Solve addition and subtraction story problems.
- Add and subtract to 20 using mental strategies.
- Tell whether a number is odd or even and explain why.
- Use addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns.

Mathematics - Numbers and Operations in Base Ten

- Understand that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones.
- Skip count by 5s, 10s, and 100s within 1,000.
- Read and write 3-digit numbers using numerals and expanded notation (Ex: $356 = 300 + 50 + 6$).
- Use symbols $>$, $=$, $<$ to compare two 3-digit numbers.
- Add and subtract 2-digit numbers.
- Add up to four 2-digit numbers (Ex: $12 + 32 + 15 + 26$).
- Add and subtract 2-digit numbers using models, sketches, and/or numbers, and explain strategies for doing so.
- Mentally add and subtract 10 or 100 to or from numbers 100 - 900.

Mathematics - Measurement and Data

- Use appropriate tools to measure length in inches and feet, centimeters and meters.
- Solve word problems that are given in lengths using the same units.
- Locate, add, and subtract numbers on a number line.
- Solve money word problems involving dollar bills, quarters, dimes, nickels, and pennies.

Social Studies

- Distinguish between physical and human characteristics of a place.
- Compare the physical and human characteristics of the local community with those of another community.
- Construct maps of the local community that contain symbols, labels, and legends, denoting human and natural characteristics of the place.
- Describe the means people create for moving people, goods, and ideas with the local community.
- Explain why people form governments.
- Use examples to describe how local government affects the lives of its citizens.
- Describe the changes in the local community over time.
- Use an example to describe the role of an individual in creating history.

Science

- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.
- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
- Plan and conduct an investigation to determine if plants need sunlight and water to grow.

- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- Make observations of plants and animals to compare the diversity of life in different habitats.

Physical Education

- Actively participate by showing consistent effort.
- Perform grade level locomotor movements (walking, skipping, galloping, running, sliding, jumping).
- Demonstrate a variety of skills using manipulatives (underhand toss, overhead throw, catching, dribbling, kicking, etc.).
- Exhibit positive social behaviors (following directions, cooperating with others, sharing).

Music

- Consistently show the Spartan Way (Honesty, Caring, Respect, Responsibility, Safety).
- Actively participate in music activities.
- Perform grade level rhythms.
- Use a singing voice.

Art

- Use tools and materials safely and correctly.
- Produce quality work in a timely manner.
- Demonstrate appropriate behavior.
- Demonstrate understanding of art concepts.
- Apply elements of art and principles of design in my own art.
- Demonstrate fine motor skills to manipulate a variety of materials.

Other

- Absences and tardies are impacting student achievement. (Yes / No)
- Student receives additional support from a reading interventionist. (Yes / No)
- Student receives additional support from a math interventionist. (Yes / No)
- Student receives additional support from a behavior interventionist. (Yes / No)

By the end of the school year, **3rd Grade students** will be able to...

Social-Emotional

- Demonstrate belonging by participating in classroom experiences.
- Demonstrate mastery by following the Spartan Way expectations.
- Demonstrate independence by using appropriate calming tools and strategies as appropriate.
- Demonstrate generosity by caring for self, others, and school property.

Reading

- Know and apply grade level phonics and word analysis.
- Comprehend a variety of literary texts.
- Comprehend a variety of informational texts.
- Read and comprehend grade level text across genres with accuracy, appropriate rate, and expression.

Writing

- Compose a variety of literary texts.
- Compose a variety of informational texts.
- Demonstrate and apply spelling knowledge.
- Demonstrate command of the conventions of standard English grammar and usage when writing.

Speaking and Listening

- Engage effectively in a range of collaborative discussions.
- Determine the main idea and supporting details of a text read aloud or information presented in a variety of media.
- Listen actively and ask questions to understand information and to answer questions.
- Express ideas with relevant details in coherent sentences including multimedia presentations.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Use knowledge of language when writing, speaking, reading, or listening.

- Understand and apply word relationships and word meanings.

Mathematics - Operations and Algebraic Thinking

- Write story problems or describe situations to match multiplication equations.
- Write story problems or describe situations to match division equations.
- Solve multiplication story problems within 100.
- Solve division story problems within 100.
- Solve for the unknown in a multiplication equation (Ex: $12 \times \underline{\quad} = 60$).
- Solve for the unknown in a division equation (Ex: $96 \div \underline{\quad} = 24$).
- Use the properties of operations to solve multiplication problems.
- Demonstrate fluency with multiplication and division strategies within 100.
- Use addition, subtraction, and multiplication to solve story problems that require more than one step, choose or write equations to represent such problems and use estimation, including rounding to evaluate answers.

Mathematics - Numbers and Operations, Fractions

- Locate and place fractions correctly on a number line.
- Recognize and generate equivalent fractions.
- Compare fractions.

Mathematics - Measurement and Data

- Solve story problems about time.
- Estimate and measure liquid volume and mass in metric units; solve related story problems.
- Construct and read scaled picture graphs and bar graphs, and solve problems using the information in the graph.
- Find the area of a plain figure by covering it with square units, and then count those units.
- Find the area of a rectangle by multiplying its side lengths.
- Solve area and perimeter problems.

Mathematics - Geometry

- Sort and classify shapes.
- Identify and construct different kinds of quadrilaterals.

Social Studies

- Use the five themes of geography to describe Michigan.
- Describe how people have used, adapted to and modified the environment of Michigan.
- Explain what people consider in deciding what to produce and consume in Michigan.
- Explain how Michigan is a part of the national and global economies.
- Describe how historians learn about the past.
- Explain how people and events influenced the early history of Michigan.
- Explain how Michigan has changed over time.
- Explain how Michigan's resources impacted the economy and growth of the state.
- Explain how the Michigan state government is organized.
- Explain the important rights and responsibilities of Michigan citizens.
- Explain why Michigan citizens need a government.
- Describe how responsible citizens resolve statewide problems.
- Explain how people learn about public issues in Michigan.
- Explain why and how people disagree about the ways to solve problems facing Michigan citizens.

Science

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climate in different regions of the world.
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Make observations and/or measurement of an object's motion to provide evidence that a pattern can be used to predict future motion.

- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Define a simple design problem that can be solved by applying scientific ideas about magnets.
- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Physical Education

- Actively participate by showing consistent effort.
- Perform grade level locomotor movements (hopping, galloping, running, sliding, leaping, dance, gymnastics).
- Demonstrate a variety of skills using manipulatives (underhand throw to target, overhand throw to target, catching with a partner, controlled dribbling, etc.).
- Exhibit positive social behaviors (following directions, cooperating with others, sharing).

Music

- Consistently show the Spartan Way (Honesty, Caring, Respect, Responsibility, Safety).
- Actively participate in music activities.
- Perform grade level rhythms.
- Use a singing voice.

Art

- Use tools and materials safely and correctly.
- Produce quality work in a timely manner.
- Demonstrate appropriate behavior.
- Demonstrate understanding of art concepts.
- Apply elements of art and principles of design in my own art.
- Demonstrate fine motor skills to manipulate a variety of materials.

Other

- Absences and tardies are impacting student achievement. (Yes / No)
- Student receives additional support from a reading interventionist. (Yes / No)
- Student receives additional support from a math interventionist. (Yes / No)
- Student receives additional support from a behavior interventionist. (Yes / No)

By the end of the school year, **4th Grade students** will be able to...

Social-Emotional

- Demonstrate belonging by participating in classroom experiences.
- Demonstrate mastery by following the Spartan Way expectations.
- Demonstrate independence by using appropriate calming tools and strategies as appropriate.
- Demonstrate generosity by caring for self, others, and school property.

Reading

- Know and apply grade level phonics and word analysis.
- Comprehend a variety of literary texts.
- Comprehend a variety of informational texts.
- Read and comprehend grade level text across genres with accuracy, appropriate rate, and expression.

Writing

- Compose a variety of literary texts.
- Compose a variety of informational texts.
- Demonstrate knowledge of text structures and the writing process.
- Demonstrate and apply spelling knowledge.
- Demonstrate command of the conventions of standard English grammar and usage when writing.

Speaking and Listening

- Engage effectively in a range of collaborative discussions.
- Paraphrase parts of a text read aloud or information presented in a variety of media.
- Listen actively to identify reasons and evidence a speaker gives to support their point.
- Express ideas with relevant details in coherent sentences including multimedia presentations.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Use knowledge of language when writing, speaking, reading, or listening.

- Understand and apply word relationships and word meanings.

Mathematics - Operations and Algebraic Thinking

- Solve multi-step story problems using addition, subtraction, multiplication, or division.
- Understand factors and multiples.

Mathematics - Numbers and Operations in Base Ten

- Add and subtract multi-digit numbers using multiple strategies.
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two-digit numbers, using strategies based on place value and the properties of operations, and explain my strategy with equations, arrays, or area models.

Mathematics - Measurement and Data

- Use addition, subtraction, multiplication or division to solve story problems involving distances, intervals of time, liquid volumes, masses of objects, and money.
- Use the formulas for area and perimeter of a rectangle to solve problems.

Mathematics - Geometry

- Draw points lines, line segments, rays, angles, and perpendicular and parallel lines, and identify these in two-dimensional figures.
- Classify two-dimensional figures.

Mathematics - Fractions

- Recognize and generate equivalent fractions, and explain using a visual model.
- Compare two fractions with different numerators and denominators, and explain why one fraction is greater or less than another fraction.
- Add and subtract fractions and mixed numbers with like denominators.
- Write and compare fractions as decimals.

Social Studies

- Identify questions historians, geographers, economists, and political scientists ask in examining the United States.
- Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographical tools and technologies (e.g., globe, map, satellite image).
- Use maps to describe elevation, climate, and patterns of population density in the United States.
- Demonstrate understanding of content in the unit: Human Geography in the United States.
- Demonstrate understanding of content in the unit: Exploring Economics.
- Demonstrate understanding of content in the unit: Our Federal Government.
- Demonstrate understanding of content in the unit: Rights and Responsibilities of Citizenship.

Science

- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Analyze and interpret data from maps to describe patterns of Earth's features.
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Use a model to describe that animals receive different types of information through their sense, process that information in their brain, and respond to the information in different ways.

Physical Education

- Actively participate by showing consistent effort.
- Perform grade level locomotor movements (hopping, galloping, running, sliding, leaping, dance, gymnastics).
- Demonstrate a variety of skills using manipulatives (underhand throw to target, overhand throw to target, catching with a partner, controlled dribbling, etc.).
- Exhibit positive social behaviors (following directions, cooperating with others, sharing).

Music

- Consistently show the Spartan Way (Honesty, Caring, Respect, Responsibility, Safety).
- Actively participate in music activities.
- Perform grade level rhythms.
- Use a singing voice.

Art

- Use tools and materials safely and correctly.
- Produce quality work in a timely manner.
- Demonstrate appropriate behavior.
- Demonstrate understanding of art concepts.
- Apply elements of art and principles of design in my own art.
- Demonstrate fine motor skills to manipulate a variety of materials.

Other

- Absences and tardies are impacting student achievement. (Yes / No)
- Student receives additional support from a reading interventionist. (Yes / No)
- Student receives additional support from a math interventionist. (Yes / No)
- Student receives additional support from a behavior interventionist. (Yes / No)