

Kindergarten Exit Goals

Language Arts

Read with Understanding and Fluency (Goal 1)

- Apply word analysis and vocabulary skills to comprehend selections: Use phonics/word patterns to recognize new words. Identify consonant sounds and associate with letter symbols. Recognize rhyming sounds. Distinguish the likes and differences in shapes, colors, symbols, and words. Identify letter names of the alphabet. Understand spatial vocabulary. Visually recognize vowels, comprehend unfamiliar words using context clues and prior knowledge.
- Apply reading strategies to improve understanding and fluency: Establish purposes for reading, make predictions, connect important ideas, and link to previous experience/knowledge. Identify genres of fiction, nonfiction, and poetry. Check and clarify for understanding: reread, read ahead, use visual/context clues, ask questions, retell. Read age appropriate material with fluency and accuracy.
- Comprehend a broad range of materials: Use information to form questions and verify predictions. Identify important themes and topics. Make comparisons across reading selections. Summarize content of reading material using text organization (story, sequence). Identify how authors and illustrators express their ideas in text and graphics (dialogue, conflict, shape, color, characters). Use information present in simple tables, maps, and charts to form an interpretation.

Read and Understand Literature Representative of Various Societies, Eras, and Ideas (Goal 2)

- Understand how literary elements and techniques are used to convey meaning: Identify the literary elements of theme, setting, plot, and character within literary works.
- Read and interpret a variety of literary works: Respond to literary materials by connecting them to their own experience and communicate those responses to others. Identify common themes in literature from a variety of eras. Relate character, setting, and plot to real-life situations.

Write to Communicate for a Variety of Purposes (Goal 3)

- Use correct grammar, spelling, punctuation, capitalization, and structure: Work to construct complete sentences which demonstrate subject/verb agreement, appropriate capitalization and punctuation, correct spelling of appropriate high-frequency words, and appropriate use of the eight parts of speech. Use pictures and/or invented kindergarten spelling to convey ideas or meanings. Dictate a sentence for a picture. Print first name in D'Nealian beginning with a capital letter.
- Compose well-organized and coherent writing for specific purposes and audiences: Use pre-writing strategies to generate and organize ideas (focus on one topic, organize with a beginning, middle, and end, use descriptive words when writing about people, places, things, and events).
- Communicate ideas in writing to accomplish a variety of purposes: Write for a variety of purposes including description, information, explanation, persuasion, and narration. Create media compositions or productions which convey meaning visually for a variety of purposes.

Listen and Speak Effectively in a Variety of Situations (Goal 4)

- Listen effectively in formal and informal situations.
- Speak effectively using language appropriate to the situation and audience.

Use the Language Arts to Acquire, Assess, and Communicate Information (Goal 5)

- Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- Analyze and evaluate information acquired from various sources.
- Apply acquired information, concepts, and ideas to communicate in a variety of formats.
- Students will use effective and appropriate study techniques.

Kindergarten Exit Goals

Mathematics

In each area below, students will engage in problem-centered tasks, explain and justify their solutions orally and/or in writing, determine whether results are reasonable, and use calculators if appropriate.

Problem Solving and Number Sense (Goal 6)

- Number sense for whole numbers: Count on/back one, two, or three numbers when given a random number. Model, read, write, compare, and order numbers through twelve. Count by ones to 30 or beyond. Copy numerals 0-9 correctly.
- Problem solving: Sort objects logically and explain sorting rule. Model and solve oral addition/subtraction problems with counters.

Measurement (Goal 7)

- Measurement skills: Use non-standard units to measure different attributes of an object (length, weight, etc). Make comparisons in length, weight, capacity, and quantity using objects and appropriate vocabulary (long, longer, longest; heavy, heavier, heaviest; more, less, etc.).
- Time/money skills: Distinguish between penny, nickel and dime coins. Count money amounts using pennies.
- Estimation skills: Compare estimated measures to actual measures taken with appropriate measuring instruments.
- Calendar skills: Name days of the week sequentially. Name months of the year and associate with seasons.

Algebra Readiness (Goal 8)

- Patterning: Identify, copy, extend, and create two- and three-part patterns with objects. Recognize the configuration of 1-10 objects in a 10-frame.

Geometry (Goal 9)

- Spatial sense: Identify and describe characteristics of circle, rectangle, square, triangle, oval, and rhombus shapes. Give examples of where these shapes are found.
- Logical reasoning: Compare pairs of shapes, telling how they are alike/different.

Graphs (Goal 10)

- Graphing skills: Interpret tally and bar graphs. Suggest appropriate titles/labels. Analyze graphs (more/less, most/fewest, etc). Use counters to make a simple bar graph.

Kindergarten Exit Goals

Science

Understand the Processes of Scientific Inquiry and Technological Design to Investigate Questions, Conduct Experiments, and Solve Problems (Goals 11)

- Know and apply the concepts, principles, and processes of scientific inquiry: Describe an observed event orally. Develop questions on scientific topics after teacher prompting. Respond to teacher directed questions. Begin to collect data for investigations, using measuring instruments and technologies with teacher direction, to record and store data using available technologies, to arrange simple data into logical patterns and describe the patterns and to compare observations of individual and group results.
- Know and apply the concepts, principles, and processes of technological design: Introduce simple design problems (e.g. sink and float, heavy and light, color mixing) and formulate possible solutions. Brainstorm and build a device useful in solving the problem. Test the device and record results. Report the design of the device, the test process, and the results.

Understand the Fundamental Concepts, Principles, and Interconnections of the Life, Physical, and Earth/Space Sciences (Goal 12)

- Know and apply concepts that describe how living things interact with each other and with their environment: Identify and describe component parts of living things and their major functions. Categorize living organisms using a variety of observable features.
- Know and apply concepts that describe how living things interact with each other and with their environment: Describe and compare characteristics of living things in relationship to their environments. Describe how living things depend on one another for survival.
- Know and apply concepts that describe properties of matter and energy and the interactions between them: Identify and compare sources of energy. Compare large-scale physical properties of matter.
- Know and apply concepts that describe force and motion and the principles that explain them: Identify examples of motion and identify observable forces in nature.
- Know and apply concepts that describe the features and processes of the Earth and its resources: Identify components and describe diverse features of the Earth's land, water, and atmospheric systems. Identify and describe patterns of weather and seasonal change. Identify renewable and nonrenewable resources.
- Know and apply concepts that explain the composition and structure of the universe and Earth's place in it: Identify and describe the characteristics of the sun, Earth, and moon as familiar objects in the solar system. Identify daily, seasonal, and annual patterns related to the Earth's rotation and revolution.

Understand the Relationships among Science, Technology, and Society in Historical and Contemporary Contexts (Goal 13)

- Know and apply the accepted practices of science: Use basic safety practices of science according to grade level needs. Explain why similar procedures produce similar results. Explain how knowledge can be gained by careful observation and the uses of common scientific instruments.
- Know and apply concepts that describe the interaction between science, technology, and society: Explain how using measuring tools improves the accuracy of estimates. Describe contributions men and women have made to technology. Identify and describe ways that science and technology affect people's everyday lives. Demonstrate ways to reduce, reuse, and recycle materials.

Kindergarten Exit Goals

Social Studies

Understand Political Systems, with an Emphasis on the United States (Goal 14)

- Understand and explain basic principles of the United States government: Exhibit an understanding that rules help us live safely and fairly.
- Understand the structures and function of the political systems of Illinois, the United States, and other nations.
- Understand election processes and responsibilities of citizens: Recall the role of responsible citizens in society (e.g. Character Counts).
- Understand the roles and influences of individuals and interest groups in the political system and other nations.
- Understand United States foreign policy as it relates to other nations and international issues.
- Understand the development of United States political ideas and traditions: Recognize patriotic symbols of America (e.g. flag, bald eagle, the Statue of Liberty).

Understand Economic Systems, with an Emphasis on the United States (Goal 15)

- Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services: Exhibit an understanding of the places where people get things they need. Recall community workers who produce goods and services.
- Understand that scarcity necessitates choices by consumers: Demonstrate an understanding of the concept of spending money for what a person needs or wants.
- Understand that scarcity necessitates choices by producers: Describe the concepts of human, natural, and capital resources. Demonstrate the understanding that resources are limited.
- Understand trade as an exchange of goods or services: Use pennies as an exchange for goods. Identify goods that students use but do not produce themselves (e.g. items from grocery store).
- Understand the impact of government policies and decisions on production and consumption in the economy.

Understand Events, Trends, Individuals, and Movements Shaping the History of Illinois, the United States, and Other Nations (Goal 16)

- Apply the skills of historical analysis and interpretation: Demonstrate the knowledge of the sequence of days of the week and the terms yesterday, today, and tomorrow. Demonstrate the knowledge of sequencing the events.
- Understand the development of significant political events: (World) Recognize the contributions of individuals and groups who are feature in biographies, legends, folklore, and traditions. (US) Recognize individuals, groups, issues, and events celebrated with local, state, or national holidays or days of recognition (e.g. Lincoln's birthday, Dr. Martin Luther King's birthday, Pulaski Day, 4th of July, Memorial Day, Labor Day, Veterans Day, Thanksgiving).
- Understand the development of economic systems.
- Understand Illinois, United States, and world social history.
- Understand Illinois, United States, and world environment history.

Understand World Geography and the Effects of Geography on Society, with an Emphasis on the United States (Goal 17)

- Locate, describe, and explain places, regions, and features on the Earth: Recognize the physical characteristics of places (e.g. city, rural, seasons, land, water, and directional terms). Use maps, globes, and photographs to locate and describe places (e.g. Illinois, United States, and world).
- Analyze and explain characteristics and interactions of the Earth's physical systems: Recognize the characteristics of the four seasons in Illinois. Recognize the characteristics of a city and farm.
- Understand relationships between geographic factors and society.
- Understand the historical significance of geography.

Understand Social Systems, with an Emphasis on the United States (Goal 18)

- Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions: Exhibit an understanding of different cultures through literature, art, and music.
- Understand the roles and interactions of individuals and groups in society: Recognize his/her role as a friend and as a member of his/her family (e.g. relationships). Demonstrate the qualities of good character (e.g. Character Counts).
- Understand how social systems form and develop over time.

First Grade Exit Goals

Language Arts

Read with Understanding and Fluency (Goal 1)

- Apply word analysis and vocabulary skills to comprehend selections: Use short/long vowel sounds, silent “e”, CVC, and adjacent vowels. Use word families for decoding. Identify letter symbols for given sounds. Decode contractions (e.g. is, not, will). Identify compound words. Recognize and define vocabulary. Use opposites. Use context clues and prior knowledge to comprehend unfamiliar words. Verify word meanings with resources.
- Apply reading strategies to improve understanding and fluency: Establish purposes for reading, make predictions, connect important ideas, and link to previous experience/knowledge. Identify genres of fiction, nonfiction, and poetry. Check and clarify for understanding: reread, read ahead, use visual/context clues, ask questions, and retell. Read age appropriate material with fluency and accuracy.
- Comprehend a broad range of materials: Use information to form questions and verify predictions. Identify important themes and topics. Make comparisons across reading selections. Summarize content of reading material using text organization (story, sequence). Identify how authors and illustrators express their ideas in text and graphics (dialogue, conflict, shape, color, characters). Use information presented in simple tables, maps, and charts to form an interpretation.

Read and Understand Literature Representative of Various Societies, Eras, and Ideas (Goal 2)

- Understand how literary elements and techniques are used to convey meaning: Identify literary elements of theme, setting, plot, and character within literary works. Classify literary works as fiction or nonfiction. Describe differences between prose and poetry.
- Read and interpret a variety of literary works: Respond to literary materials by connecting them to their own experience and communicate those responses to others. Identify common themes in literature from a variety of eras. Relate character, setting, and plot to real-life situations.

Write to Communicate for a Variety of Purposes (Goal 3)

- Use correct grammar, spelling, punctuation, capitalization, and structure: Construct complete sentences which demonstrate subject/verb agreement, appropriate capitalization and punctuation, correct spelling of appropriate high-frequency words, and appropriate use of the parts of speech. Use pictures and/or invented spelling to convey ideas or meaning. Dictate a sentence for a picture. Print first name in D’Nealian beginning with a capital letter.
- Compose well-organized and coherent writing for specific purposes and audiences: Use prewriting strategies to generate and organize ideas (focus on one topic, organize writing to include a beginning, middle, and end, use descriptive words when writing about people, places, things, and events). Demonstrate focus, organization, elaboration, and integration in written compositions (e.g. short stories, letters, essays, and reports).
- Communicate ideas in writing to accomplish a variety of purposes: Write for a variety of purposes including description, explanation, persuasion, and narration. Create media compositions or productions which convey meaning for a variety of purposes.

Listen and Speak Effectively in a Variety of Situations (Goal 4)

- Listen effectively in formal and informal situations: Listen attentively by facing the speaker, making eye contact, and paraphrasing what is said. Ask questions and respond to questions from the teacher and from group members to improve comprehension. Follow oral instructions accurately. Use visually oriented and auditory based media.
- Speak effectively using language appropriate to the situation and audience: Present brief oral reports using language and vocabulary appropriate to the message and audience (e.g. show and tell). Participate in discussions around a common topic.

First Grade Exit Goals

Language Arts cont.

Use the Language Arts to Acquire, Assess, and Communicate Information (Goal 5)

- Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas: Identify questions and gather information. Identify parts of a book (cover, spine, title). Identify title, author, and illustrator of a book. Recognize alphabetical order in the dictionary. Use a picture dictionary. Understand the use of the library (rules, care of books, locate story selection, library personnel and how they help).
- Analyze and evaluate information acquired from various sources: Select and organize information from a variety of sources for a specific purpose. Cite resources used.
- Apply acquired information, concepts, and ideas to communicate in a variety of formats: Write letters, reports, and stories based on acquired information. Use print, non-print, and technological resources to acquire and use information.
- Students will use effective and appropriate study techniques: Know and use techniques for concentrating on work. Complete and return assignments and materials in allotted time. Know how to establish a time and place for study outside of school. Organize assignments and class materials. Work well independently. Understand test formats (multiple choice, true/false, short answer, short essay). Follow test directions carefully.

First Grade Exit Goals

Mathematics

In each area below, students will engage in problem-centered tasks, explain and justify their solutions orally and/or in writing, determine whether results are reasonable, and use calculators if appropriate.

Number, Operation, and Computation Sense (Goal 6)

- Number sense for whole numbers and fractions: Count on/back by one, two, or three numbers when given a random number. Count by 1s, 2s, 5s, and 10s to 100. Count on by 1s, 5s, and 10s. Model, read, write, identify place values, and compare and order numbers through 100. Identify half of an object.
- Operation sense: Know whether to add or subtract to solve part-whole and compare +/- problems. Solve 1- and 2-step +/- problems involving 1- and 2-digit numbers. Use 10s-1s models or a 100s chart (rather than regrouping) to solve problems with 2-digit numbers. Write number sentences to describe problem solutions. Create problems for given sentences. Explain solution approaches orally or in writing.
- Computation sense involving whole numbers: Know easy addition and subtraction facts such as count ons/back, zeros, doubles, and ten sums.

Measurement (Goal 7)

- Measurement skills: Measure length in customary units to the nearest inch. Recognize that a scale is a tool for measuring weight. Recognize that a thermometer is a tool for measuring temperature. Compare estimated measures to actual measures taken with appropriate measuring instruments.
- Time/money skills: Tell time to the hour and half-hour (analog and digital). State the name and value of the penny, nickel, dime, and quarter. Count money amounts to 50¢ using mixed coins (pennies, nickels, dimes, and quarters).
- Estimation skills: Compare estimated measures to actual measures taken with appropriate measuring instruments.

Algebra Readiness (Goal 8)

- Patterning: Recognize, create, analyze, and extend counting and geometric patterns – including the configuration of 1-10 stars in a 10-frame. Identify whole numbers as even or odd with an explanation of reasoning.

Geometry (Goal 9)

- Spatial sense: Identify, describe characteristics, and draw circles, rectangles, squares, and triangles. Give examples of where these shapes are found.
- Logical reasoning: Describe similarities and differences between pairs of 2- and 3-dimensional shapes on the basis of their characteristics. Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials. Draw logical conclusions based on properties of shapes and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams, and contemporary technology.

Data Sense (Goal 10)

- Collect, organize, display, analyze and interpret data using pictures, tallies, charts, and bar graphs. Formulate questions, make predictions and decisions based on data, and communicate reasoning.

First Grade Exit Goals

Science

Understand the Processes of Scientific Inquiry and Technological Design to Investigate Questions, Conduct Experiments, and Solve Problems (Goal 11)

- Know and apply the concepts, principles, and processes of scientific inquiry: Develop questioning skills with some teacher prompting. Describe an observed event orally or pictorially. Collect data for investigations using measuring instruments and technologies with teacher direction. Record and store data using available technologies. Arrange simple data into logical patterns and describe the patterns. Compare observations of individual and group results.
- Know and apply the concepts, principles, and processes of technological design: Given a simple design problem (e.g. solids, liquids, gas, body movement, body systems), formulate possible solutions. Illustrate a device that will be useful in solving the problem. Build a device using materials and tools provided. Test the device. Record and describe results. Report and review the design of the device, the test process, and the results in solving a given problem.

Understand the Fundamental Concepts, Principles, and Interconnections of the Life, Physical, and Earth/Space Sciences (Goal 12)

- Know and apply concepts that describe how living things interact with each other and with their environment: Identify and describe component parts of living things and their major functions. Categorize living organisms using a variety of observable features.
- Know and apply concepts that describe how living things interact with each other and with their environment: Describe and compare characteristics of living things in relationship to their environments. Describe how living things depend on one another for survival.
- Know and apply concepts that describe properties of matter and energy and the interactions between them: Identify and compare sources of energy. Compare large-scale physical properties of matter.
- Know and apply concepts that describe force and motion and the principles that explain them: Identify examples of motion. Identify observable forces in nature.
- Know and apply concepts that describe the features and processes of the Earth and its resources: Identify components and describe diverse features of the Earth's land, water, and atmospheric systems. Identify and describe patterns of weather and seasonal change. Identify renewable and nonrenewable resources.
- Know and apply concepts that explain the composition and structure of the universe and Earth's place in it: Identify and describe characteristics of the sun, Earth, and moon as familiar objects in the solar system. Identify daily, seasonal, and annual patterns related to the Earth's rotation and revolution.

Understand the Relationships among Science, Technology, and Society in Historical and Contemporary Contexts (Goal 13)

- Know and apply the accepted practices of science. Use basic safety practices according to grade level needs: Explain why similar procedures produce similar results. Explain how knowledge can be gained by careful observation.
- Know and apply concepts that describe the interaction between science, technology, and society: Explain how using measuring tools improves the accuracy of estimates. Describe contributions men and women have made to technology. Identify and describe ways that science and technology affect people's everyday lives. Demonstrate ways to reduce, reuse, and recycle materials.

First Grade Exit Goals

Social Studies

Understand Political Systems, with an Emphasis on the United States (Goal 14)

- Understand and explain basic principles of the United States government: Identify that rules help us live safely and fairly. Identify different kinds of rules as applied in the home, school, and community. Identify individual rights and responsibilities.
- Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- Understand election processes and responsibilities of citizens: Identify voting as a decision making process. Demonstrate an understanding of the role of responsible citizens in society (e.g. Character Counts).
- Understand the roles and influences of individuals and interest groups in the political systems and other nations: Recall prominent individuals who have had an impact on our country (e.g. Washington, Lincoln, Dr. King, etc.).
- Understand United States foreign policy as it relates to other nations and international issues.
- Understand the development of United States political ideas and traditions: Identify patriotic symbols of America (e.g. flag, Statue of Liberty, Pledge of Allegiance, bald eagle, Star Spangled Banner).

Understand Economic Systems, with an Emphasis on the United States (Goal 15)

- Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services: Recognize the sources from which we obtain goods and services. Identify community workers who produce goods and services.
- Understand that scarcity necessitates choices by consumers: Compare and contrast needs and wants. Recognize that choices are determined by needs before wants.
- Understand that scarcity necessitates choices by producers: Give examples of human, natural, and capital resources (e.g. workers, trees, money). Demonstrate an understanding that it is important to protect productive/natural resources.
- Understand trade as an exchange of goods or services: Demonstrate an understanding that the use of coins is an exchange for goods/services. Identify goods/services that students use but do not produce themselves.
- Understand the impact of government policies and decisions on production and consumption in the economy.

Understand Events, Trends, Individuals, and Movements Shaping the History of Illinois, the United States, and Other Nations (Goal 16)

- Apply the skills of historical analysis and interpretation: Give examples of the sequence of days of the week and terms today, yesterday, and tomorrow. Develop sequencing of events (e.g. timelines).
- Understand the development of significant political events: (World) Identify the contributions of individuals and groups who are featured in biographies, legends, folklore, and traditions. (US) Identify and give examples of individuals, groups, issues, and events celebrated with local, state, or national holidays or days of recognition (e.g. Lincoln's birthday, Dr. Martin Luther King's birthday, Pulaski Day, 4th of July, Memorial Day, Labor Day, Veterans Day, Thanksgiving).
- Understand the development of economic systems: (US/World) Recognize how Native Americans and Pilgrims made economic choices to survive and to improve their lives (e.g. crops to plant, products to make and trade).
- Understand Illinois, United States, and world social history.
- Understand Illinois, United States, and world environmental history.

Understand World Geography and the Effects of Geography on Society, with an Emphasis on the United States (Goal 17)

- Locate, describe, and explain places, regions, and features on the Earth: Exhibit an understanding of physical characteristics of places (e.g. city, rural, seasons, land, water, directional terms). Identify specific regions using maps, globes, and photographs (e.g. Illinois, US, world).
- Analyze and explain characteristics and interactions of the Earth's physical systems: Identify and compare the characteristics of the four seasons in the US. Identify ways in which the city and farm depend on each other.
- Understand relationships between geographic factors and society.
- Understand the historical significance of geography.

Understand Social Systems, with an Emphasis on the United States (Goal 18)

- Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions: Demonstrate expanded knowledge of different cultures through literature, art, and music.
- Understand the roles and interactions of individuals and groups in society: Exhibit an understanding of his/her role in the family at home and in the family at school. Give examples of qualities needed to become good citizens.
- Understand how societal systems form and develop over time.

Second Grade Exit Goals

Language Arts

Read with Understanding and Fluency (Goal 1)

- Apply word analysis and vocabulary skills to comprehend selections: Use phonics/word patterns to recognize new words. Decode words independently by using consonant and vowel sounds. Decode verbs with inflectional endings. Decode contractions, identify and define compound words, and recognize and define words appropriate to grade level. Define words with multiple meanings based on context. Classify words into context. Identify and use synonyms and antonyms. Identify and define possessives. Use context clues and prior knowledge to comprehend unfamiliar words. Verify word meanings with resources.
- Apply reading strategies to improve understanding and fluency: Identify main ideas and supporting details. Identify fact and opinion, reality and fantasy. Compare and contrast information, characters, and experiences. Identify genres of fiction, nonfiction, poetry, and electronic literary forms. Check and clarify for understanding: reread, read ahead, use visual/context clues, ask questions, and retell. Read age appropriate material with fluency and accuracy.
- Comprehend a broad range of materials: Use information to form and refine questions and predictions. Identify important themes and topics. Make comparisons across reading selections. Summarize content of reading material using text organization (story, sequence). Identify how authors and illustrators express their ideas in text and graphics (dialogue, conflict, shape, color, characters). Use information presented in simple tables, maps, and charts to form an interpretation.

Read and Understand Literature Representative of Various Societies, Eras, and Ideas (Goal 2)

- Understand how literary elements and techniques are used to convey meaning: Identify literary elements of theme, setting, plot, and character within literary works. Classify literary works as fiction or nonfiction. Describe differences between prose and poetry.
- Read and interpret a variety of literary works: Respond to literary materials by connecting them to their own experience and communicate those responses to others. Identify common themes in literature from a variety of eras. Relate character, setting, and plot to real-life situations.

Write to Communicate for a Variety of Purposes (Goal 3)

- Use correct grammar, spelling, punctuation, capitalization, and structure: Construct complete sentences which demonstrate subject/verb agreement, appropriate capitalization and punctuation, correct spelling of appropriate high-frequency words, and appropriate use of the parts of speech. Use pictures and/or invented spelling to convey ideas or meaning. Dictate a sentence for a picture. Print first name in D'Nealian beginning with a capital letter. Know formation of D'Nealian cursive writing.
- Compose well-organized and coherent writing for specific purposes and audiences: Use pre-writing strategies to generate and organize ideas (focus on one topic, organize writing to include a beginning, middle, and end, use descriptive words when writing about people, places, things, and events). Demonstrate focus, organization, elaboration, and integration in written compositions (e.g. short stories, letters, essays, and reports).
- Communicate ideas in writing to accomplish a variety of purposes: Write for a variety of purposes including description, explanation, persuasion, and narration. Create media compositions or productions which convey meaning for a variety of purposes.

Listen and Speak Effectively in a Variety of Situations (Goal 4)

- Listen effectively in formal and informal situations: Listen attentively by facing the speaker, making eye contact and paraphrasing what is said. Ask questions and respond to questions from the teacher and from group members to improve comprehension. Follow oral instructions accurately. Use visually oriented and auditory based media.
- Speak effectively using language appropriate to the situation and audience: Present brief oral reports using language and vocabulary appropriate to the message and audience (e.g. show and tell). Participate in discussions around a common topic.

Second Grade Exit Goals

Language Arts cont.

Use the Language Arts to Acquire, Assess, and Communicate Information (Goal 5)

- Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas: Identify questions and gather information. Locate information using a variety of resources. Identify title, author, and publisher of a book. Identify and use title page, illustrations, and table of contents. Recognize alphabetical order to the second letter. Use a picture dictionary, glossary, and electronic resources. Know where to find materials in fiction and nonfiction sections of the library.
- Analyze and evaluate information acquired from various sources: Select and organize information from a variety of sources for a specific purpose. Cite resources used.
- Apply acquired information, concepts, and ideas to communicate in a variety of formats: Write letters, reports, and stories based on acquired information. Use print, non-print, and technological resources to acquire and use information.
- Students will use effective and appropriate study techniques: Know and use techniques for concentrating on work. Complete and return assignments and materials in allotted time. Know how to establish a time and place for study outside of school. Organize assignments and class materials. Work well independently. Understand test formats (multiple choice, true/false, short answer, short essay). Follow test directions carefully.

Second Grade Exit Goals

Mathematics

In each area below, students will engage in problem-centered tasks, explain and justify their solutions orally and/or in writing, determine whether results are reasonable, and use calculators if appropriate.

Number, Operation, and Computation Sense (Goal 6)

- Number sense for whole numbers and fractions: Count by 25s, 10s, 5s, and 2s. Count on by 10s, 5s, and 1s. Count back by 1s. For whole numbers through 1,000: model, read, write, identify place value, and compare/order. Recognize, read, model, and write fractions found in real-life situations.
- Operation sense: Know whether to add or subtract to solve part-whole and compare +/- problem solutions. Write number sentences to describe problem solutions. Create problems for given sentences. Explain solution approaches orally or in writing.
- Compare sense involving whole numbers: Know addition and subtraction facts through 18. Mentally add and subtract 2-digit numbers, using a 100s chart to help or check. Add and subtract 2-digit numbers with and without regrouping.

Measurement (Goal 7)

- Measurement skills: Measure capacity in liters, cups, pints, quarts, and gallons. Measure length in metric/customary units to the nearest centimeter, inch, and foot. Use a balance scale to measure weight in pounds. Recognize that Fahrenheit and Celsius are two units of temperature.
- Time/money skills: Use a clock (analog and digital) to tell time in five-minute intervals. Count money amounts to \$1 using US coins.
- Estimation skills: Compare estimated measures to actual measures taken with appropriate measuring instruments.

Algebra Readiness (Goal 8)

- Patterning: Recognize, create, analyze, and extend counting and geometric patterns. Identify whole numbers as even or odd with an explanation of reasoning.

Geometry (Goal 9)

- Spatial sense: Identify, describe, and draw polygons (with 3, 4, 5, 6, and 8 sides). Identify and describe 3-dimensional shapes. Give examples of where these shapes are found.
- Logical reasoning: Describe similarities and differences between pairs of 2- and 3-dimensional shapes on the basis of their characteristics. Identify and explain congruent figures. Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials. Draw logical conclusions based on properties of shapes and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams, and contemporary technology.

Data Sense and Probability (Goal 10)

- Graphing: Collect, organize, display, analyze, and interpret data using pictures, tallies, tables, pictographs, and bar graphs. Formulate questions, make predictions and decisions based on data, and communicate reasoning.
- Probability: Find experimental probabilities of simple events through simulations and activities.

Second Grade Exit Goals

Science

Understand the Processes of Scientific Inquiry and Technological Design to Investigate Questions, Conduct Experiments, and Solve Problems (Goal 11)

- Know and apply the concepts, principles, and processes of scientific inquiry: Develop questioning skills with some teacher prompting. Begin to develop questions independently in oral form. Describe an observed event orally, pictorially, or in written form. Collect data for investigations, using measuring instruments and technologies, independently after teacher modeling. Record and store data using available technologies. Continue to arrange simple data into logical patterns and describe the patterns. Compare observations of individual and group results.
- Know and apply the concepts, principles, and processes of technological design: Given a simple design problem (e.g. septic systems, water tunnel), formulate possible solutions. Design a device that will be useful in solving the problem. Build a device using materials and tools provided. Test the device; record and describe the results. Report, review, and explain the design of the device, the test process, and the results in solving a given problem.

Understand the Fundamental Concepts, Principles, and Interconnections of the Life, Physical, and Earth/Space Sciences (Goal 12)

- Know and apply concepts that describe how living things interact with each other and with their environment: Identify and describe component parts of living things and their major functions. Categorize living organisms using a variety of observable features.
- Know and apply concepts that describe how living things interact with each other and with their environment: Describe and compare characteristics of living things in relationship to their environments. Describe how living things depend on one another for survival.
- Know and apply concepts that describe properties of matter and energy and the interactions between them: Identify and compare sources of energy. Compare large-scale physical properties of matter.
- Know and apply concepts that describe force and motion and the principles that explain them: Identify examples of motion. Identify observable forces in nature.
- Know and apply concepts that describe the features and processes of the Earth and its resources: Identify components and describe diverse features of the Earth's land, water, and atmospheric systems. Identify and describe patterns of weather and seasonal change. Identify renewable and nonrenewable resources.
- Know and apply concepts that explain the composition and structure of the universe and Earth's place in it: Identify daily, seasonal, and annual patterns related to the Earth's rotation and revolution.

Understand the Relationships among Science, Technology, and Society in Historical and Contemporary Contexts (Goal 13)

- Know and apply the accepted practices of science. Use basic safety practices according to grade level needs: Explain why similar procedures produce similar results. Explain how knowledge can be gained by careful observation.
- Know and apply concepts that describe the interaction between science, technology, and society: Explain how using measuring tools improves the accuracy of estimates. Describe contributions men and women have made to technology. Identify and describe ways that science and technology affect people's everyday lives. Demonstrate ways to reduce, reuse, and recycle materials.

Second Grade Exit Goals

Social Studies

Understand Political Systems, with an Emphasis on the United States (Goal 14)

- Understand and explain basic principles of the United States government: Identify the rules in our local community that help us live safely and fairly. Identify individual rights and responsibilities.
- Understand the structures and functions of the political systems of Illinois, the United States, and other nations: Recognize the role of local government (e.g. mayor, city council) in the daily lives of students. Recognize the role of national government (e.g. president, congress) in the daily lives of students.
- Understand election processes and responsibilities of citizens: Participate in the process of voting (e.g. student council, favorite activity). Give examples of characteristics of a good citizen (e.g. Character Counts).
- Understand the roles and influences of individuals and interest groups in the political systems and other nations: Identify prominent individuals who have had an impact on our country (e.g. Abraham Lincoln, Rosa Parks, etc). Identify mayor and city council as elected governing bodies that make rules and laws. Identify the president as the nation's leader. Identify Congress as an elected governing body that makes rules and laws.
- Understand United States foreign policy as it relates to other nations and international issues: Recall that the US exchanges goods with other countries.
- Understand the development of United States political ideas and traditions: Identify patriotic symbols of America (e.g. flag, Statue of Liberty, Pledge of Allegiance, bald eagle, Star Spangled Banner).

Understand Economic Systems, with an Emphasis on the United States (Goal 15)

- Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services: Identify and give examples of the origins of goods and services within a community. Define the terms producer and consumer.
- Understand that scarcity necessitates choices by consumers: Categorize items into needs and wants. Recognize that selling goods and/or providing services satisfies the needs and wants of people.
- Understand that scarcity necessitates choices by producers: Describe the process of finding and using human, natural, and capital resources. Classify productive resources as natural, human, and capital resources (e.g. minerals, tools, capital).
- Understand trade as an exchange of goods or services: Use the barter system or money as a means of exchange for goods/services. Identify the origin of products in the Western Hemisphere.
- Understand the impact of government policies and decisions on production and consumption in the economy.

Understand Events, Trends, Individuals, and Movements Shaping the History of Illinois, the United States, and Other Nations (Goal 16)

- Apply the skills of historical analysis and interpretation: Order events chronologically (e.g. place significant events in your life on a timeline). Construct timelines of his/her life events to explain the difference between past and present.
- Understand the development of significant political events: (World) Develop an understanding of the contributions of individuals and groups who are featured in biographies, legends, folklore, and traditions. (US) Demonstrate an understanding of individuals, groups, issues, and events celebrated with local, state, or national holidays or days of recognition (e.g. Lincoln's Birthday, Dr. Martin Luther King's Birthday, Pulaski Day, 4th of July, Memorial Day, Labor Day, Veterans Day, Thanksgiving).
- Understand the development of economic systems: (US/World) Identify how Native Americans and Pilgrims made economic choices to survive and to improve their lives (e.g. crops to plant, products to make and trade).
- Understand Illinois, United States, and world social history: Recognize how families and other groups of people in the community lived in the past and how we live today.
- Understand Illinois, United States, and world environmental history.

Understand World Geography and the Effects of Geography on Society, with an Emphasis on the United States (Goal 17)

- Locate, describe, and explain places, regions, and features on the Earth: Demonstrate an understanding of physical characteristics of places (e.g. communities, landforms, water, directional terms). Identify and define the characteristics of geographic locations using maps, globes, graphs, and photographs (e.g. Illinois, United States, world).
- Analyze and explain characteristics and interactions of the Earth's physical systems: Identify and describe the components of weather and climate in North America. Identify ways people adapt to and change the environment.
- Understand relationships between geographic factors and society.
- Understand the historical significance of geography.

Second Grade Exit Goals

Social Studies cont.

Understand Social Systems, with an Emphasis on the United States (Goal 18)

- Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions:
Compare cultures through literature, art, and music.
- Understand the roles and interactions of individuals and groups in society: Define the roles of individuals in their local community. Identify local institutions that offer help or aid.
- Understand how social systems form and develop over time.

Third Grade Exit Goals

Language Arts

Read with Understanding and Fluency (Goal 1)

- Apply word analysis and vocabulary skills to comprehend selections: Read and comprehend unfamiliar words using root words, word origins, and derivations. Identify and use synonyms and antonyms. Decode words independently by using irregular consonant and vowel spellings. Define words by using suffixes –ment, -ness, -er, -ful, -less, -ly, -y and prefixes de-, dis-, un-, re-. Decode verbs with inflectional endings. Clarify word meaning by using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.
- Apply reading strategies to improve understanding and fluency: Apply a variety of reading strategies including rereading, reading ahead, using visual context clues, retelling, and making meaningful substitutions. Recall details stated by the author. Compare and contrast information (short stories, characters, feelings, emotions). Identify sequence. Make inferences (main ideas, details, figurative language, literal language, and outcomes). Draw conclusions, make generalizations, state opinions, and support them from the selection. Read age appropriate material orally for expression, fluency, and accuracy.
- Comprehend a broad range of materials: Use information to form and refine questions and predictions. Make and support inferences and form interpretations about main themes and topics. Make comparisons across reading selections using organization and context. Summarize and make generalizations from content and relate to purpose of material. Explain how authors and illustrators use text and art to express ideas (point of view, design hues, metaphor). Connect information presented in tables, maps, and charts to printed text.

Read and Understand Literature Representative of Various Societies, Eras, and Ideas (Goal 2)

- Understand how literary elements and techniques are used to convey meaning: Identify literary elements and literary techniques (characterization, use of narration/dialogue) in a variety of literary works. Read, evaluate, interpret, and analyze literary works. Describe how literary elements (theme, character, setting, plot, tone, conflict) are used in literature to create meaning. Identify definitive features of literary forms (realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms). Be able to recognize various genres of literature and poetry (riddles, tongue twisters, nonsense verse, choral reading).
- Read and interpret a variety of literary works: Respond to literary material making inferences, drawing conclusions, and comparing it to own experiences/prior knowledge/other texts. Identify and explain themes that have been explored in literature from different societies and eras. Recognize and discuss the values and philosophies represented in literature. Relate literary works and their characters, settings, and plots to current and historical events, people, and perspectives. Identify with characters and/or events in literature.

Write to Communicate for a Variety of Purposes (Goal 3)

- Use correct grammar, spelling, punctuation, capitalization, and structure: Write a variety of sentence types using parts of speech appropriately. Use accurate spelling, capitalization, and punctuation. Use correct punctuation in telling, asking, and exclamatory sentences. Use a comma to separate city and state and dates. Identify subject and predicate of a sentence. Identify and use pronouns in subject parts of a sentence. Identify and use adjectives. Recognize that words have syllables.
- Compose well-organized and coherent writing for specific purposes and audiences: Generate and organize ideas using a variety of planning strategies (mapping, outlining, drafting). Use a variety of prewriting ideas as source for later writing. Organize ideas into a first draft. Establish central idea, organization, elaboration, and unity in relation to purpose and audience. Expand ideas by using modifiers, subordination, and standard paragraph organization. Use transitions within and between paragraphs, emphasizing logical progression of thought. Select and narrow a topic with a clear thesis statement. Decide on 3-5 supporting details, examples, and/or events for each paragraph. Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement, verb tense, and word choice. Proofread for spelling, capitalization, punctuation, and format for final copy. Write in legible cursive. Revise draft into a final copy.
- Communicate ideas in writing to accomplish a variety of purposes: Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository, and persuasive writings in multi-paragraph essays. Write thank you notes, friendly letters, postcards, envelopes, and book reports. Produce and format compositions for specified audiences using available technology.

Third Grade Exit Goals

Language Arts cont.

Listen and Speak Effectively in a Variety of Situations (Goal 4)

- Listen effectively in formal and informal situations: Demonstrate understanding of the listening process (sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations. Focus attention on speaker without interrupting. Summarize the speaker's point of view. Recognize a speaker's main point for a presentation. Ask and respond to questions related to oral presentations and messages in small and large group settings. Use socially acceptable ways to gain attention (raise hand). Respond to speaker by asking appropriate questions and contributing information. Restate and carry out a variety of oral instructions. Recall sequence of events in an oral presentation. Respond to simple verbal questions, directions, and statements.
- Speak effectively using language appropriate to the situation and audience: Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format. Give multi-step set of directions for others to follow. Present an oral book report. Be able to recite things from memory. Engage in creative dramatic activities. Use speaking skills and procedures to participate in group discussions. Respond to others in group discussion. Use appropriate articulation, volume, and rate when speaking before an audience. Identify methods to manage or overcome communication anxiety and apprehension (topic outlines, repetitive practice). Identify main verbal/nonverbal communication elements and strategies to maintain communications and to resolve conflict. Use appropriate social courtesies (greetings/introductions).

Use the Language Arts to Acquire, Assess, and Communicate Information (Goal 5)

- Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas: Formulate questions to be able to construct a basic research plan. Organize and integrate information from a variety of sources (books, interviews, library reference materials – card catalog and computer access, traditional/electronically stored sources, websites, CD ROMs). Recognize reference materials for locating information (telephone directory, newspaper, magazines, dictionaries, encyclopedias, electronic resources). Use guide words correctly. Use a table of contents and an index. Demonstrate dictionary skills by alphabetizing to the third letter, locating definitions and sample sentences, and checking spelling. Locate the fiction, nonfiction, and periodical sections of the library by using traditional and electronic resources.
- Analyze and evaluate information acquired from various sources: Determine the accuracy, currency, and reliability of materials from various sources. Cite sources used.
- Apply acquired information, concepts, and ideas to communicate in a variety of formats: Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes. Write letters, reports, and stories based on acquired information. Prepare and deliver oral presentations based on inquiry or research. Engage in dialogue that has a stated purpose and summarize the results.
- Students will use effective and appropriate study techniques: Know and use techniques for concentrating on work. Complete and return assignments and materials in allotted time. Know how to establish a time and place for study outside of school. Organize assignments and class materials. Understand test formats (multiple choice, true/false, short answer, short essay). Follow test directions carefully and skim the test before beginning.

Third Grade Exit Goals

Mathematics

In each area below, students will engage in problem-centered tasks, explain and justify their solutions orally and/or in writing, determine whether results are reasonable, and use calculators if appropriate.

Number, Operation, and Computation Sense (Goal 6)

- Number sense for whole numbers and fractions: For whole numbers through 100,000: show, read, write, identify place value, compare/order using $<$, $>$, $=$, \neq , and round (lead digit to nearest 10, 100, and dollar). Model and write fractions for equal-size parts of a whole and set. Compare fractions using models to help or check.
- Operation sense involving all four operations with whole numbers: Know whether to add, subtract, multiply, or divide when solving 1- and multi-step problems. For smaller numbers, use models to check problem solutions. Write number sentences to describe problem solutions. Create problems for given number sentences. Explain solution approach orally and/or in writing.
- Computation sense involving whole numbers: Know multiplication and division facts with factors of 0, 1, 2, 5, and 9. Mentally add and subtract 2-digit numbers. Add and subtract 3-digit numbers with and without regrouping. Multiply whole numbers by a 1-digit factor. Estimate to check reasonableness of results. Use a 4-function calculator for problem solving involving all four operations and “large” numbers.

Measurement (Goal 7)

- Measurement skills: Select appropriate units for measuring different attributes of objects. Use a balance scale to measure weight in grams, kilograms, pounds, and ounces. Measure lengths to the nearest $\frac{1}{2}$ ". Measure and compare capacity in liters, cups, pints, quarts, and gallons. Read a thermometer in Fahrenheit and Celsius. Calculate perimeters of shapes using a model/picture. Calculate and compare areas of rectangles and squares. Draw shapes for given perimeters and draw rectangles/squares for given areas.
- Time/money skills: Use a clock (analog and digital) to tell time to the nearest minute. For amounts to \$1, count up from cost to check change received. Solve money problems for amounts to \$1 using a calculator.
- Estimation skills: Approximate length in both customary and metric systems and check by measuring.

Algebra Readiness (Goal 8)

- Patterning: Recognize, create, analyze, and extend geometric and numeric patterns.
- Numbering properties: Explain computations using number properties (e.g. commutative, associative, zero).

Geometry (Goal 9)

- Spatial sense: Build physical models of 3-dimensional shapes from nets. Identify, describe, and draw polygons (with 3, 4, 5, 6, and 8 sides) and 3-dimensional shapes.
- Logical reasoning: Compare and contrast the number of faces, edges, and vertices of simple solids. Compare and contrast geometric figures on the basis of their properties including parallel, congruence, line symmetry, and whether they have right angles. Draw symmetric figures. Draw logical conclusions based on properties of shapes and communicate reasoning about simple geometric figures and patterns using materials, diagrams, and contemporary technology.

Statistics and Probability (Goal 10)

- Statistics: Collect, organize, display, analyze, and interpret data using pictures, tallies, tables, pictographs, and bar, coordinate, or line graphs. Formulate questions and make predictions and decisions based on data and communicate reasoning.
- List possible outcomes of simple, 1-stage chance situations: Compare the likelihood of events in terms of certain, more likely, or impossible. Find and interpret experimental probabilities through simulations and activities. Assign probabilities (chance) of an event happening. Use numbers to describe the chance of an equally likely event occurring (e.g. 1 out of 4, $\frac{1}{4}$, etc). Make predictions/decisions based on probabilities and communicate reasoning.

Third Grade Exit Goals

Science

Understand the Processes of Scientific Inquiry and Technological Design to Investigate Questions, Conduct Experiments, and Solve Problems (Goal 11)

- Know and apply the concepts, principles, and processes of scientific inquiry: Describe orally and in writing an observed event. Formulate questions on a specific science topic and begin to design the steps needed to answer the questions. Construct charts and visualizations to display data. Use data to produce reasonable answers to student questions. Compare observations of individual and group results.
- Know and apply the concepts, principles, and processes of technological design: Identify a design problem and propose possible solutions. Design a device that will be useful in solving the problem. Build a device using materials and tools provided. Test the device and record and describe results. Assess the effectiveness of the design using given criteria and noting possible problems. Report the design of the device, the test process, and the results in solving a given problem through discussion.

Understand the Fundamental Concepts, Principles, and Interconnections of the Life, Physical, and Earth/Space Sciences (Goal 12)

- Know and apply concepts that describe how living things interact with each other and with their environment: Categorize living organisms using a variety of observable features.
- Know and apply concepts that describe how living things interact with each other and with their environment: Identify physical features of plants and animals that help them survive in different environments.
- Know and apply concepts that describe properties of matter and energy and the interactions between them.
- Know and apply concepts that describe force and motion and the principles that explain them: Demonstrate and explain ways that forces cause actions and reactions (e.g. gravity, meteorites creating craters).
- Know and apply concepts that describe the features and processes of the Earth and its resources.
- Know and apply concepts that explain the composition and structure of the universe and Earth's place in it: Identify and describe characteristics of the sun, Earth, and moon as familiar objects in the solar system. Explain that all objects in the solar system move.

Understand the Relationships among Science, Technology, and Society in Historical and Contemporary Contexts (Goal 13)

- Know and apply the accepted practices of science. Demonstrate ways to avoid injury when conducting science activities: Explain why similar investigations may not produce similar results. Explain why knowledge can be gained by careful observation.
- Know and apply concepts that describe the interaction between science, technology, and society: Explain the use of scientific instruments. Describe the effects on society and scientific and technological innovations (e.g. x-ray/structures). Identify and explain ways that science and technology influence the lives and careers of people. Demonstrate ways to reduce, reuse, and recycle materials. Identify and explain ways that technology changes ecosystems (buildings).

Third Grade Exit Goals

Social Studies

Understand Political Systems, with an Emphasis on the United States (Goal 14)

- Understand and explain basic principles of the United States government: Identify individual rights and responsibilities of US citizens.
- Understand the structure and functions of the political systems of Illinois, the United States, and other nations: Describe the role of government in the daily lives of students.
- Understand election processes and responsibilities of citizens: Explain why rights and responsibilities are important to the individual, family, community, state, and nation.
- Understand the roles and influences of individuals and interest groups in the political systems and other nations: Identify ways that individuals and groups influence and shape public policy.
- Understand United States foreign policy as it relates to other nations and international issues: Identify how US communities interact with other communities around the world.
- Understand the development of United States political ideas and traditions: Identify the basic freedoms of citizens in communities.

Understand Economic Systems, with an Emphasis on the United States (Goal 15)

- Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services: Describe and compare how segments of the economy work in a community. Identify the skills and resources people use to earn income in communities.
- Understand that scarcity necessitates choices by consumers: List factors that affect consumer choices in communities. Recognize reasons consumers in a community will buy more goods/services at lower prices and less goods/services at higher prices.
- Understand that scarcity necessitates choices by producers: Identify how price affects the production of goods/services within a community. Define characteristics of successful business persons in communities of the US.
- Understand trade as an exchange of goods or services: Describe monetary transactions student have made and explain why they were willing to exchange money for goods/services. Explain how the production process is interdependent.
- Understand the impact of government policies and decisions on production and consumption in the economy: Give examples of how the government, rather than the private sector, provides some goods/services within communities.

Understand Events, Trends, Individuals, and Movements Shaping the History of Illinois, the United States, and Other Nations (Goal 16)

- Apply the skills of historical analysis and interpretation: Read historical stories and relate them to historical events in their community. Use fiction and nonfiction to compare historical people or events. Use a variety of sources, including the Internet, to describe differences between the way people lived in the past and how they live now.
- Understand the development of significant political events: (US) Describe and place in chronological order major events in the development of communities.
- Understand the development of economic systems: (US) Identify different ways people made a living in the past.
- Understand Illinois, United States, and world social history: (US) Compare and contrast people's lifestyles in two or more communities. Compare changes in family life as people moved from one community to another. Describe the influence of individuals and groups on the customs and traditions within communities.
- Understand Illinois, United States, and world environmental history: (US) Describe how people in a community adapted their environment to meet their needs (e.g. Hopi Home, tobacco farming, Jamestown). Describe the actions of significant individuals and groups on the environment of a community. Identify how the environment affected the movement of individuals and groups of people in the past.

Third Grade Exit Goals

Social Studies cont.

Understand World Geography and the Effects of Geography on Society, with an Emphasis on the United States (Goal 17)

- Locate, describe, and explain places, regions, and features on the Earth: Compare the physical characteristics of places, local to global. Identify ways communities are connected. Identify and define the physical characteristics of geographic locations using maps, globes, graphs, and photographs.
- Analyze and explain characteristics and interactions of the Earth's physical systems: Identify how communities are influenced by and adapt to the geography surrounding them. Explain how people use and change the environment.
- Understand relationships between geographic factors and society: Explain how human activity is affected by geographic and climatic factors in communities. Identify the different ways that transportation and communication are used to move people, products, and ideas from place to place. Identify different migration and settlement patterns in communities and relate them to physical features and resources.
- Understand the historical significance of geography: Identify how and why spatial patterns of settlement change over time. Explain how perceptions of places in the US have influenced human migration and settlement in the past.

Understand Social Systems, with an Emphasis on the United States (Goal 18)

- Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions: Compare and contrast the culture of two or more cities through art, music, and literature.
- Understand the roles and interaction of individuals and groups in society: Describe the roles of individuals in communities. Explore ways institutions meet the needs of society in cities.
- Understand how social systems form and develop over time.

Fourth Grade Exit Goals

Language Arts

Read with Understanding and Fluency (Goal 1)

- Apply word analysis and vocabulary skills to comprehend selections: Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins, and derivations. Clarify word meaning using context clues, prior knowledge, and a variety of resources including glossaries, dictionaries, and thesauruses.
- Apply reading strategies to improve understanding and fluency: Identify purposes, make predictions, connect important ideas, and link text to previous experiences and knowledge. Clarify meaning by rereading, reading ahead, using visual and context clues, asking questions, retelling, and using meaningful substitutions. Identify the purposes and structure of nonfiction texts through description, comparing/contrasting, cause and effect, and sequencing. Read age appropriate material by setting, monitoring, and accomplishing quantitative (pages per week, books per month) and qualitative (types of material, reading level) reading goals with selections from a variety of sources.
- Comprehend a broad range of materials: Use information to form and refine questions and predictions. Identify important themes and topics in both fiction and nonfiction selections, supporting the identification with information examples from the text. Make and support inferences and form interpretations about main themes and topics. Make comparisons across reading selections using organization and context and relate content to previous knowledge. Summarize and make generalizations from content and relate to purpose of material. Explain how authors and illustrators use text and art to express ideas (point of view, design hues, metaphor). Connect information presented in tables, maps, and charts to printed text.

Read and Understand Literature Representative of Various Societies, Eras, and Ideas (Goal 2)

- Understand how literary elements and techniques are used to convey meaning: Identify literary elements and literary techniques (characterization, use of narration/dialogue) in a variety of literary works. Describe how literary elements (theme, character, setting, plot, tone, conflict) are used in literature to create meaning. Compare and contrast characters and setting/plot in original literature. Identify definitive features of literary forms (realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms). Discuss ideas expressed in a variety of fiction and nonfiction literature.
- Read and interpret a variety of literary works: Respond to literary material making inferences, drawing conclusions, and comparing it to own experiences, prior knowledge, and other texts. Identify and explain themes that have been explored in literature from different societies and eras. Understand cultural differences among people and the unique qualities of individuals as expressed in their communication. Relate literary works and their characters, settings, and plots to current and historical events, people, and perspectives.

Write to Communicate for a Variety of Purposes (Goal 3)

- Use correct grammar, spelling, punctuation, capitalization, and structure: Write a variety of sentence types using adverbs, adjectives, and conjunctions appropriately. Use accurate spelling, capitalization, and punctuation. Use appropriate technology. Write paragraphs that include all the major parts of speech accurately. Recognize the number of syllables in a word.
- Compose well-organized and coherent writing for specific purposes and audiences: Generate and organize ideas using a variety of planning strategies (mapping, outlining, drafting). Use prewriting strategies to generate and organize ideas (focus on one topic, organize writing to include a beginning, middle, and end, use descriptive words). Establish central idea, organization, elaboration, and unity in relation to purpose and audience. Expand ideas by using modifiers, subordination, and standard paragraph organization. Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement, verb tense, and word choice. Proofread for spelling, capitalization, punctuation, and format for final copy.
- Communicate ideas in writing to accomplish a variety of purposes: Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository, and persuasive writings in multi-paragraph essays. Produce and format compositions for specified audiences using available technology.

Fourth Grade Exit Goals

Language Arts cont.

Listen and Speak Effectively in a Variety of Situations (Goal 4)

- Listen effectively in formal and informal situations: Demonstrate understanding of the listening process (sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations. Face the speaker and make eye contact while paraphrasing. Ask and respond to questions related to oral presentations and messages in small and large group settings, from the teacher and from group members, to improve comprehension. Restate and carry out a variety of oral instructions.
- Speak effectively using language appropriate to the situation and audience: Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format. Be able to recite from memory. Use speaking skills and procedures to participate in group discussions. Use grammatically correct language and appropriate vocabulary when speaking. Speak to convey messages in group settings as both contributors and leaders. Identify methods to manage or overcome communication anxiety and apprehension (topic outlines, repetitive practice). Identify main verbal/nonverbal communication elements and strategies to maintain communications and to resolve conflict.

Use the Language Arts to Acquire, Assess, and Communicate Information (Goal 5)

- Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas: Formulate questions and be able to construct a basic research plan. Organize and integrate information from a variety of sources (books, interviews, library reference materials-card catalog and computer access, traditional/electrically stored sources, websites, CD ROMs).
- Analyze and evaluate information acquired from various sources: Determine the accuracy, currency, and reliability of materials from various sources. Identify categories for information (types of documents, which sources are current or outdated, factual versus editorial material). Determine the reference sources appropriate for a topic. Cite sources used.
- Apply acquired information, concepts, and ideas to communicate in a variety of formats: Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes. Prepare and deliver oral presentations based on inquiry or research. Organize information into outline for a short composition. Plan, write, edit, and revise documents (letters, reports, summaries, stories) based on acquired information.
- Students will use effective and appropriate study techniques: Know and use techniques for concentrating on work. Complete and return assignments and materials in allotted time. Know how to establish a time and place for study outside of school. Organize assignments and class materials. Understand test formats (multiple choice, true/false, short answer, short essay). Follow test directions carefully and skim the test before beginning.

Fourth Grade Exit Goals

Mathematics

In each area below, students will engage in problem-centered tasks, explain and justify their solutions orally and/or in writing, determine whether results are reasonable, and use calculators if appropriate.

Number, Operation, and Computation Sense (Goal 6)

- Number sense for whole numbers and fractions: Read, write, order, and round (to lead digit) whole numbers through 100,000,000. Model fractions, represent equivalent fractions and mixed numerals in various forms, and compare fractions using fraction models to help or check.
- Operation sense involving all four operations with whole numbers: Select appropriate operation (addition, subtraction, multiplication, division) when solving 1- and multi-step problems. Solve teacher or student-generated word problems for all four operations. Write number sentences to describe problem solutions. Create problems for given number sentences. Explain solution approach orally and/or in writing.
- Computation sense involving whole numbers and fractions: Know multiplication and division facts. Perform mental math on appropriate problems using a variety of strategies. Multiply whole numbers by a 2-digit factor. Divide whole numbers by a 1-digit divisor. Add and subtract fractions with like and unlike denominators using fraction models to help or check. Estimate to check reasonableness of results.

Measurement (Goal 7)

- Measurement skills: Recognize appropriate units for measuring different attributes of objects. Know basic equivalencies of common measurements within customary and metric systems. Measure lengths to the nearest $\frac{1}{4}$ " and $\frac{1}{2}$ cm. Calculate and compare perimeters of shapes using a model/picture. Draw rectangles/squares with given areas and perimeters using technology when appropriate.
- Time/money skills: Calculate elapsed times, including from a.m. to p.m. For amounts to \$5, count up from cost to check change received. Solve money problems.
- Estimation skills: Approximate length in both customary and metric systems and check by measuring. Estimate conversions between measures within the customary and metric systems.

Algebra Readiness (Goal 8)

- Patterning: Recognize, create, analyze, and extend geometric and numeric patterns, recording geometric patterns numerically.
- Number properties: Explain computations using number properties (e.g. commutative, associative, zero, distributive).

Geometry (Goal 9)

- Spatial sense: Build physical models of 3-dimensional shapes from nets. Identify, describe, and draw 2- and 3-dimensional shapes. Give examples of where geometric shapes are found.
- Logical Reasoning: Compare geometric figures on the basis of their properties including parallel, perpendicular, similar, congruence, line symmetry, and angle measure. Use properties of shapes to analyze a problem/solution in oral and/or written form.

Statistics and Probability (Goal 10)

- Statistics: Collect, organize, display, and interpret data using pictures, tallies, tables, pictographs, and bar, coordinate, or line graphs. Calculate and analyze data using the mean and general "spread" of a data set with and without the use of technology. Formulate questions and make predictions and decisions based on data and communicate reasoning.
- List possible outcomes of 1- and 2-stage chance situations. Compare the likelihood of events in terms of certain, more likely, or impossible. Find and interpret experimental probabilities through simulations and activities. Use numbers to describe the chance of an equally likely event occurring (e.g. 1 of 4, $\frac{1}{4}$...). Make predictions/decisions based on probabilities and communicate reasoning.

Fourth Grade Exit Goals

Science

Understand the Processes of Scientific Inquiry and Technological Design to Investigate Questions, Conduct Experiments, and Solve Problems (Goal 11)

- Know and apply the concepts, principles, and processes of scientific inquiry: Formulate questions on a specific science topic and begin to design the steps needed to answer the questions. Construct charts and visualization to display data. Use data to produce reasonable explanations. Display and report the results of individual and group investigations.
- Know and apply the concepts, principles and processes of technological design: Identify a design problem and propose possible solutions. Design a device that will be useful in solving the problem. Build a device using materials and tools provided. Test the device, record, and discuss. Assess the effectiveness of the design using given criteria and noting possible problems. Report the design of the device, the test process, and the results in solving a given problem through discussion.

Understand the Fundamental Concepts, Principles, and Interconnections of the Life, Physical, and Earth/Space Sciences (Goal 12)

- Know and apply concepts that describe how living things interact with each other and with their environment: Describe how organisms maintain life and grow. Explain that reproduction is necessary for a species to continue.
- Know and apply concepts that describe how living things interact with each other and with their environment: Explain that an ecosystem is made up of living things that interact with each other and with nonliving things. Identify physical features or adaptations of plants and animals that help them to survive in different environments.
- Know and apply concepts that describe properties of matter and energy and the interactions between them.
- Know and apply concepts that describe force and motion and the principles that explain them: Explain that forms of motion, a change in an object's position over time, include straight-line, zigzag, and circular. Demonstrate and explain that an object's motion only changes if the object is pushed or pulled; every push or pull is opposed by a push or pull in the opposite direction.
- Know and apply concepts that describe the features and processes of the Earth and its resources: Describe and explain how ecosystems can change naturally through short-term and long-term interactions of the Earth's components. Explain that ecosystems supply living things with the energy and materials they need for survival. Identify and classify recyclable materials.
- Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

Understand the Relationships among Science, Technology, and Society in Historical and Contemporary Contexts (Goal 13)

- Know and apply the accepted practices of science. Demonstrate ways to avoid injury when conducting science activities: Explain why similar investigations may not produce similar results. Explain how knowledge can be gained by careful observation.
- Know and apply concepts that describe the interaction between science, technology, and society: Explain how technology is used in science for a variety of purposes. Describe the effects on society of scientific and technological innovations. Identify and explain ways that science and technology influence the lives and careers of people. Demonstrate ways to reduce, reuse, and recycle materials. Identify and explain ways that technology changes through the activities of humans. Analyze how specific personal and societal choices that humans make affect local, regional, and global ecosystems.

Fourth Grade Exit Goals

Social Studies

Understand Political Systems, with an Emphasis on the United States (Goal 14)

- Understand and explain basic principles of the United States government: Identify the fundamental principles found in major constitutional documents.
- Understand the structures and functions of the political systems of Illinois, the United States, and other nations: Describe services provided by governments at the local, state, and national level.
- Understand election processes and responsibilities of citizens: Demonstrate an understanding that rights and responsibilities are important to the individual, family, community, state, and nation (e.g. pet care as responsibility of ownership, voting, protection under law).
- Understand the roles and influences of individuals and interest groups in the political systems and other nations: Identify ways that individuals communicate with government officials and special interest groups.
- Understand United States foreign policy as it relates to other nations and international issues.
- Understand the development of United States political ideas and traditions: Describe the basic freedoms of citizens of the US.

Understand Economic Systems, with an Emphasis on the United States (Goal 15)

- Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services: Describe and compare how segments of the economy interact in regions of the US. Identify the skills and resources people use to earn income in regions of the US.
- Understand that scarcity necessitates choices by consumers: Identify factors that affect consumer choices in US regions. Identify factors that influence consumers within regions of the US to buy more goods/services at lower prices and less goods/services at higher prices.
- Understand that scarcity necessitates choices by producers: Identify how price affects the production of goods/services within regions of the US. Identify how competition for goods/services affects production in regions of the US. Identify characteristics of successful businesspersons in regions of the US.
- Understand trade as an exchange of goods or services: Give examples of interdependence in regions of the US (e.g. resources, energy, transportations, and people on the production process).
- Understand the impact of government policies and decisions on production and consumption in the economy: Explain why the government, rather than the private sector, provides some goods/services within the US.

Understand Events, Trends, Individuals, and Movements Shaping the History of Illinois, the United States, and Other Nations (Goal 16)

- Apply the skills of historical analysis and interpretation: Read historical stories and compare them to historical events. Use fiction and nonfiction to compare and contrast historical people or events. Use a variety of sources, including the Internet, to recall differences between the way people lived in the past and how they live now.
- Understand the development of significant political events: (US) Describe and place in chronological order major events in the development of Illinois and regions of the US.
- Understand the development of economic systems: (US) Identify changes in how people made a living in the past.
- Understand Illinois, United States, and world social history: (US) compare and contrast people's lifestyles in two or more regions in the US. Compare and contrast changes in family life as people moved from one region to another. Describe the influence of individuals and groups on the customs and traditions within regions of the US.
- Understand Illinois, United States, and world environment history: (US) Identify environmental factors that drew settlers to the different regions and how they adapted to their environment to meet their needs. Describe the actions of significant individuals and groups on the environment of a region. Describe how the environment affected the movement of individuals and groups of people in the past.

Fourth Grade Exit Goals

Social Studies cont.

Understand World Geography and the Effects of Geography on Society, with an Emphasis on the United States (Goal 17)

- Locate, describe, and explain places, regions, and features on the Earth: Analyze the physical and human characteristics of the US regions with different scales, local to global. Identify ways that US regions are connected. Identify and compare the physical characteristics of geographic locations using maps, globes, graphs, and photographs.
- Analyze and explain characteristics and interactions of the Earth's physical systems: Identify and compare how regions are influenced by and adapt to the geography surrounding them. Explain and compare how people use and change the environment.
- Understand relationships between geographic factors and society: Explain how human activity is affected by geographic and climatic factors in the US regions. Identify and explain the different ways that transportation and communication are used to move people, products, and ideas from region to region in the US. Identify different migration and settlement patterns in Illinois and regions of the US and relate them to physical features and resources.
- Understand the historical significance of geography: Explain how and why spatial patterns of settlement change over time. Explain how perceptions of regions in the US have influenced human migration and settlement in the past.

Understand Social Systems, with an Emphasis on the United States (Goal 18)

- Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions: Compare and contrast the culture of two or more US regions through art, music, and literature.
- Understand the roles and interactions of individuals and groups in society: Compare the interactions of individuals and groups among regions within the US. Compare the ways institutions meet societal needs of various US regions.
- Understand how social systems form and develop over time.

Fifth Grade Exit Goals

Language Arts

Read with Understanding and Fluency (Goal 1)

- Apply word analysis and vocabulary skills to comprehend selections: Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins, and derivations. Clarify word meaning using context clues, prior knowledge, and a variety of resources including glossaries, dictionaries, and thesauruses.
- Apply reading strategies to improve understanding and fluency: Anticipate what will be read (survey materials, ask questions, make predictions), connect and clarify ideas, and extend ideas beyond the text. Link text to previous experiences and knowledge. Clarify meaning by rereading, reading ahead, using visual and context clues, asking questions, retelling and using meaningful substitutions. Identify the purposes and structure of nonfiction texts through description, comparing/contrasting, cause and effect, and sequencing. Read age appropriate material by setting, monitoring, and accomplishing quantitative (pages per week, books per month) and qualitative (types of material, reading level) reading goals with selections from a variety of sources.
- Comprehend a broad range of materials: Use information to form and refine questions and predictions. Identify important themes and topics in both fiction and nonfiction selections, supporting the identification with information examples from the text. Make and support inferences and form interpretations about main themes and topics. Compare/contrast reading selections using organization and context and relate context to previous knowledge. Summarize and make generalizations from content and relate to purpose of material. Explain how authors and illustrators use text and art to express ideas (point of view, design hues, metaphor). Connect information presented in tables, maps, and charts to printed text.

Read and Understand Literature Representative of Various Societies, Eras, and Ideas (Goal 2)

- Understand how literary elements and techniques are used to convey meaning: Identify literary elements and literary techniques (characterization, use of narration/dialogue) in a variety of literary works. Describe how literary elements (theme, character, setting, plot, tone, conflict) are used in literature to create meaning. Compare and contrast characters and setting/plot in original literature. Identify definitive features of literary forms (realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms). Discuss ideas expressed in a variety of fiction/nonfiction literature.
- Read and interpret a variety of literary works: Respond to literary material by making inferences, drawing conclusions, and comparing it to own experiences/prior knowledge/other texts. Identify and explain themes that have been explored in literature from different societies and eras. Understand cultural differences among people and the unique qualities of individuals as expressed in their communication. Relate literary works and their characters, settings, and plots to current and historical events, people, and perspectives.

Write to Communicate for a Variety of Purposes (Goal 3)

- Use correct grammar, spelling, punctuation, capitalization, and structure: Write a variety of sentence types using nouns, pronouns, verbs, adverbs, adjectives, and conjunctions appropriately. Use accurate spelling, capitalization, and punctuation. Use appropriate technology. Write paragraphs that include all the major parts of speech accurately. Divide words into syllables for the purpose of writing.
- Compose well-organized and coherent writing for specific purposes and audiences: Generate and organize ideas using a variety of planning strategies (mapping, outlining, drafting). Use rewriting strategies to generate and organize ideas (Focus on one topic. Organize writing to include a beginning, middle, and end. Use descriptive words.). Establish central idea, organization, elaboration, and unity in relation to purpose and audience. Expand ideas by using modifiers, subordination, and standard paragraph organization. Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement, verb tense, and word choice. Proofread for spelling, capitalization, punctuation, and format for final copy.
- Communicate ideas in writing to accomplish a variety of purposes: Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository, and persuasive writings in multi-paragraph essays. Produce and format compositions for specified audiences using available technology.

Fifth Grade Exit Goals

Language Arts cont.

Listen and Speak Effectively in a Variety of Situations (Goal 4)

- Listen effectively in formal and informal situations: Demonstrate understanding of the listening process (sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations. Face the speaker and make eye contact while paraphrasing. Ask and respond to questions related to oral presentations and messages in small and large group settings, from the teacher and from group members, to improve comprehension. Restate and carry out a variety of oral instructions.
- Speak effectively using language appropriate to the situation and audience: Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format. Be able to recite from memory. Use speaking skills and procedures to participate in group discussions. Use grammatically correct language and appropriate vocabulary when speaking. Speak to convey messages in group settings as both contributors and leaders. Identify methods to manage or overcome communication anxiety and apprehension (topic outlines, repetitive practice). Identify main verbal/nonverbal communication elements and strategies to maintain communications and to resolve conflict.

Use the Language Arts to Acquire, Assess, and Communicate Information (Goal 5)

- Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas: Formulate questions and be able to construct a basic research plan. Organize and integrate information from a variety of sources (books, interviews, library reference materials-card catalog and computer access, traditional/electronically stored sources, website, CD ROMs).
- Analyze and evaluate information acquired from various sources: Determine the accuracy, currency, and reliability of materials from various sources. Organize and categorize information using contemporary technology. Determine the reference sources appropriate for a topic. Cite sources used.
- Apply acquired information, concepts, and ideas to communicate in a variety of formats: Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes. Prepare and deliver oral presentations based on inquiry or research. Plan, write, edit, and revise documents (letters, reports, summaries, stories) based on acquired information.
- Students will use effective and appropriate study techniques: Know and use techniques for concentrating on work. Complete and return assignments in allotted time. Know how to establish a time and place for study outside of school. Organize assignments and class materials. Understand test formats (multiple choice, true/false, short answer, short essay). Follow test directions carefully and skim the test before beginning.

Fifth Grade Exit Goals

Mathematics

In each area below, students will engage in problem-centered tasks, explain and justify their solutions orally and/or in writing, determine whether results are reasonable, and use calculators if appropriate.

Number, Operation, and Computation Sense (Goal 6)

- Number sense for whole numbers, fractions, and decimals: Order and round (to lead digit) whole numbers through 1 billion. Read, model, write, and order decimals through hundredths. Order commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10, and 12). Reduce commonly used fractions to lowest terms. Write a ratio from a representation based on a real-world situation.
- Operation sense using whole numbers, fractions, and decimals: Select appropriate operation (addition, subtraction, multiplication, or division) when solving 1- and 2-step problems. Solve teacher or student-generated word problems for all four operations. Explain solution approach in number sentences, orally and/or in writing. Add, subtract, and multiply fractions.
- Computation sense involving whole numbers, fractions, and decimals: Perform mental math on appropriate problems using a variety of strategies. Multiply whole numbers and decimals by a 2-digit factor. For 2-digit, whole number divisors: estimate quotients or use a calculator to show all steps of the paper-pencil algorithm. Estimate to check reasonableness of results.

Measurement (Goal 7)

- Measurement skills: Recognize appropriate units for measuring different attributes of objects. Compare customary and metric measurements. Measure lengths to the nearest $\frac{1}{8}$ ". Calculate, compare, and convert length, perimeter, area, weight/mass, and volume measurements within the customary and metric systems. Draw figures with given perimeters and areas, using technology when appropriate. Solve money problems.
- Estimation skills: Approximate lengths and check by measuring. Estimate conversions between measures within the customary and metric systems.
- Applications: Describe relationships in a simple scale drawing (e.g. maps, blueprints).

Algebra Readiness (Goal 8)

- Patterning: Recognize, create, analyze, and extend geometric and numeric patterns, recording geometric patterns numerically.
- Variables, number sentences, and properties: Explain computations using number properties (e.g. commutative, associative, distributive, transitive, zero, equality, order of operation). Write and solve number sentences using a variable to represent an unknown quantity in a word problem – relying on part/whole understanding, not algebraic techniques, to solve.

Geometry (Goal 9)

- Spatial sense: Build physical models of 2- and 3-dimensional shapes, including fragments. Identify and describe geometric figures in the world. Describe and draw representations of geometric relationships, patterns, and symmetries with and without the support of appropriate technology.
- Logical reasoning: Compare geometric figures on the basis of their properties including parallel, perpendicular, similar, congruence, line symmetry, and angle measure. Use properties of shapes to analyze a problem/solution in oral and/or written form.

Statistics and Probability (Goal 10)

- Statistics: Organize, display, and interpret data using pictures, tallies, tables, line plots, and bar, circle, coordinate, or line graphs. Calculate and analyze data using the mean, median, mode, and range of a data set with and without the use of technology. Formulate questions, make predictions and decisions based on data, and communicate reasoning.
- List possible outcomes of 1- and 2-stage chance situations. Compare the likelihood of events in terms of certain, more likely, less likely, or impossible. Find and interpret experimental probabilities through simulations and activities. Use fractions to describe the chance of an equally likely event occurring. Make predictions/decisions based on probabilities (e.g. given a data set, which die/spinner was used..., is a game fair?) and communicate reasoning.

Fifth Grade Exit Goals

Science

Understand the Processes of Scientific Inquiry and Technological Design to Investigate Questions, Conduct Experiments, and Solve Problems (Goal 11)

- Know and apply the concepts, principles, and processes of scientific inquiry: Collect data for investigations using scientific process skills including observing, estimating, measuring, classifying, and predicting. Formulate questions on a specific science topic and design the steps needed to answer the questions. Begin to formulate a hypothesis. Construct charts and visualization to display data. Use data to produce reasonable explanations. Begin to explain the existence of unexpected results in a data set through group discussions. Display and report the results of individual and group investigations.
- Know and apply the concepts, principles, and processes of technological design: Identify a design problem and propose possible solutions. Design a device that will be useful in solving the problem. Build a device using materials and tools provided. Test the device using suitable instruments, techniques, and quantitative measurements to record data. Assess the test results based on established criteria and noting possible problems. Report the design of the device, the test process, and the results in solving a given problem.

Understand the Fundamental Concepts, Principles, and Interconnections of the Life, Physical, and Earth/Space Sciences (Goal 12)

- Know and apply concepts that describe how living things interact with each other and with their environment.
- Know and apply concepts that describe properties of matter and energy and the interactions between them: Identify that energy can change its form. Describe that light energy is the form of energy responsible for vision and interacts with matter in a variety of ways. Know words and definitions of solids, liquids, and gases.
- Know and apply concepts that describe force and motion and the principles that explain them.
- Know and apply concepts that describe the features and processes of the Earth and its resources: Identify components and describe features of the Earth's land, water, and atmospheric systems. Identify and explain natural cycles of the Earth's land, water, and atmospheric systems (e.g. rock cycle, water cycle). Develop an awareness of how external and internal energy sources drive Earth processes. Explain that the sun's energy acts on the atmosphere, land, and water causing weather. Begin to analyze and explain large-scale dynamic forces, events, and processes that affect the Earth's land, water, and atmospheric systems. Describe that as structures of the Earth's crust break down, new structures form. Explain that movement within the Earth's crust builds and changes landforms. Explain that physical and chemical weathering change landforms. Explain that the Earth's atmosphere is affected by natural processes and human activities.
- Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

Understand the Relationships among Science, Technology, and Society in Historical and Contemporary Contexts (Goal 13)

- Know and apply the accepted practices of science: Demonstrate ways to avoid injury when conducting science activities. Explain why similar investigations may not produce similar results. Explain how knowledge can be gained by careful observation.
- Know and apply concepts that describe the interaction between science, technology, and society: Explain how technology is used in science for a variety of purposes. Describe the effects on society of scientific and technological innovations. Identify and explain ways that science and technology influence the lives and careers of people. Demonstrate ways to reduce, reuse, and recycle materials. Identify and explain ways that technology changes through the activities of humans. Analyze how specific personal and societal choices that humans make affect local, regional, and global ecosystems.

Fifth Grade Exit Goals

Social Studies

Understand Political Systems, with an Emphasis on the United States (Goal 14)

- Understand and explain basic principles of the United States government: Explain the fundamental principles found in major constitutional documents.
- Understand the structures and functions of the political systems of Illinois, the United States, and other nations: Identify and analyze the basic features of the political systems of the US.
- Understand election processes and responsibilities of citizens: Explain the impact of individuals' participation in civic life.
- Understand the roles and influences of individuals and interest groups in the political systems and other nations: Describe how an interest group influences political change (e.g. suffragettes).
- Understand United States foreign policy as it relates to other nations and international issues: Describe the leadership roles that the US has historically had in world affairs (e.g. Independence/France/Statue of Liberty).
- Understand the development of United States political ideas and traditions: Compare and contrast the US political traditions and ideas to the actual practices (e.g. freedom of speech, right to bear arm, slavery, voting rights).

Understand Economic Systems, with an Emphasis on the United States (Goal 15)

- Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services: Describe and compare economic motives for the exploration of North America (e.g. fur trade). Identify the skills and resources people have historically used to earn income.
- Understand that scarcity necessitates choices by consumers: Explain factors that affected consumer choices in Early American History (e.g. Boston Tea Party, Stamp Act). Explain why early American consumers bought more goods/services at lower prices and less goods/services at higher prices (e.g. settlement of Texas, Gold Rush). Describe historical situations that required a choice, making a decision, and identifying the opportunity (e.g. westward movement, rural/urban migration).
- Understand that scarcity necessitates choices by producers: Explain how the production of goods/services changed in relation to price in early America. Describe how the competition for goods/services affected production in early America. Identify characteristics of successful entrepreneurs in historical America.
- Understand trade as an exchange of goods or services: Demonstrate historical barter exchanges and explain the benefits of trading with the use of money. Analyze the historical impact of interdependence (e.g. resources, energy, transportation, people) on the production process (e.g. Lowell Mills).
- Understand the impact of government policies and decisions on production and consumption in the economy: Demonstrate an understanding that taxes were paid to provide goods and services in US history. Demonstrate an understanding that the federal government, rather than the state government, provides some goods/services.

Understand Events, Trends, Individuals, and Movements Shaping the History of Illinois, the United States, and Other Nations (Goal 16)

- Apply the skills of historical analysis and interpretation: Read historical stories and determine the events that influenced their writing. Use fiction and nonfiction to analyze the different ways historical people and events are portrayed. Use a variety of sources, including the Internet, to give examples of differences between the way people lived in the past and how they live now.
- Understand the development of significant political events: (US) Describe how the European colonies in North America developed politically. Identify major causes and consequences of the American Revolution including the roles of George Washington, Thomas Jefferson, and Benjamin Franklin. Demonstrate an understanding of the development of nationalism in early US History (e.g. national symbols, unification of the states). Identify major political events and leaders within historical eras since the adoption of the Constitution, including westward expansion, Louisiana Purchase, and Civil War, as well as the roles of Thomas Jefferson and Abraham Lincoln.
- Understand the development of economic systems: (US) Describe how slavery and indentured servitude influenced the early economy of the US. Explain who individuals contributed to economic change through ideas, invention, and entrepreneurship (e.g. Eli Whitney, Ben Franklin). Explain how economic events altered individual choice (e.g. Shay's Rebellion, Civil War).

Fifth Grade Exit Goals

Social Studies cont.

- Understand Illinois, United States, and world social history: (US) Compare and contrast people's lifestyles in two or more American colonies including organization of societies. Describe the ways westward movement affected families and communities in US History. Describe the influence of individuals and groups on the customs and traditions of the historical era of the US (e.g. Susan B. Anthony/suffrage, Harriet Tubman/Underground Railroad).
- Understand Illinois, United States, and world environmental history: (US) Describe how people in historical US adapted their environment to meet their needs (e.g. Erie Canal, National Road, Fall Line cities/hydropower). Describe the actions of significant individuals and groups on the conservation movement in early US History. Describe how environmental factors influenced the development of transportation and trade in US History.

Understand World Geography and the Effects of Geography on Society, with an Emphasis on the United States (Goal 17)

- Locate, describe, and explain places, regions, and features on the Earth: Compare and contrast the physical and human characteristics of historic places in North America. Identify how two or more historic places might have been connected. Identify and analyze the physical characteristics of geographic locations using maps, globes, graphs, and photographs.
- Analyze and explain characteristics and interactions of the Earth's physical systems: Identify and analyze how historic US places were influenced by and adapted to the geography surrounding them. Analyze how people have used and changed the environment.
- Understand relationships between geographic factors and society: Explain how human activity has historically been affected by geographic and climatic factors. Compare the different ways that transportation and communication have historically been used to move people, products, and ideas from place to place. Analyze how migration and population growth influenced settlement patterns in historic America.
- Understand the historical significance of geography: Analyze how and why spatial patterns of settlement change over time. Explain how perceptions of places in historic America have influenced human migration and settlement.

Understand Social Systems, with an Emphasis on the United States (Goal 18)

- Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions: Compare and contrast two or more historical cultures in the US through art, music, and literature. Demonstrate an understanding of a culture other than one's own through the use of written, auditory, and/or visual materials.
- Understand the roles and interactions of individuals and groups in society: Describe the way institutions and groups meet the needs of the people. Use primary sources to compare different viewpoints of individuals and groups. Demonstrate an understanding of how local governments have historically affected individuals.
- Understand how social systems form and develop over time: Compare and contrast the social systems of the agricultural South with the industrial North. Explain how our government developed over time (e.g. amending the Constitution).