

At the end of the school year, students will be able to...

Using appropriate grade level material:

GOAL 1 Reading - Read with fluency and understanding.

STANDARD A

Apply word analysis and vocabulary skills to comprehend selections.

- _____ Recognize and use 180 sight words.
- _____ Use strategies (e.g., illustrations, phonics, context clues) to identify unknown words while reading instructional/independent level materials.
- _____ Use phonological awareness to identify phonetically regular 1-2 syllable words (e.g., isolate blends, substitute, manipulate letter sounds).
- _____ Use knowledge of letter-sound correspondences and high frequency words to orally read independent and/or instructional level material.
- _____ Recognize miscues that interfere with meaning and self-correct.
- _____ Use a variety of resources (e.g., age appropriate dictionaries, pictures, illustrations, photos, ask others, context, previous experience) to determine and clarify the meaning of unfamiliar words.

STANDARD B

Apply reading strategies to improve understanding and fluency.

- _____ Use clues (e.g., titles, pictures, themes, prior knowledge, graphs) to make and justify predictions before, during, and after reading.
- _____ Apply self-monitoring techniques and self-correcting strategies (e.g., reread, read ahead, use word and context clues, one-to-one matching, illustrations, ask questions, retell, clarify vocabulary, seek additional information) continuously to clarify understanding during reading.
- _____ Identify informational text structure (e.g., sequence, list/example) before and during reading.
- _____ State facts and details of text during and after reading.
- _____ Ask questions and locate answers to questions, before, during, and after reading to clarify understanding.
- _____ Select and read independent and/or instructional level material orally with accuracy, rhythm, volume, and flow appropriate to the story.
- _____ Demonstrate creative responses to text such as dramatizations, oral presentations, or "make believe" play after reading.
- _____ Read poetry, plays, and songs (e.g., echo, repeated reading, choral reading) to develop fluency.

STANDARD C

Comprehend a broad range of reading materials

- _____ Respond to analytical and interpretive questions based on information in text (e.g., why and how).
- _____ Select passages in non-fiction materials to answer specific questions.
- _____ Determine the author's purpose with/without teacher assistance.
- _____ Determine the main idea with/without teacher assistance.
- _____ Compare an author's information with the student's knowledge of self, world, and other texts in both narrative and informational materials.
- _____ Describe the structure of a story in sequential order (e.g., make a timeline of the events).
- _____ Gather information in text to recognize differences of opinion.
- _____ Identify and discuss information presented in age-appropriate maps, diagrams and charts for both fiction and informational materials.
- _____ Retell a story with a beginning, middle, and end.
- _____ Identify age-appropriate figurative language (e.g., alliteration, onomatopoeia, exaggeration).

GOAL 2 Literature - Read and understand literature representative of various societies, eras and ideas.

STANDARD A

Understand how literary elements and techniques are used to convey meaning.

- _____ Compare characters and setting from different stories representative of various cultures, as well as different versions of the same story (e.g., *The Three Bears*) with teacher assistance.
- _____ Describe characters and settings of stories and/or pictures with teacher assistance.

STANDARD B

Read and interpret a variety of literary works.

- _____ Summarize or retell stories, poems, plays, and other literary works with a beginning, middle, and end.
- _____ Distinguish between "make believe" and "real"/ fiction and non-fiction.
- _____ Produce simple evaluative expressions about the text (e.g., "I like the story because...").
- _____ Compare familiar books that have the same author, theme, and/or topic (e.g., author – Eric Carle, theme – friends, topic – community).
- _____ Use evidence from the text to justify your answers (e.g., narrative, informational/expository).
- _____ Recognize rhythm and rhyme in poetry and song.

GOAL 3 Writing - Write to communicate for a variety of purposes.

STANDARD A

Use correct grammar, spelling, punctuation, capitalization, and structure.

- ___ Use correct spelling of 180 sight words.
- ___ Recognize and spell words correctly that have common orthographic patterns (e.g., back, pack, sack).
- ___ Use phonemic clues, phonetic and/or developmental spelling to spell unfamiliar words.
- ___ Use appropriate capitalization (e.g., beginning capitalization, proper nouns) and end marks (e.g., period, question mark, exclamation mark).
- ___ Write complete sentences and extend them using correct subject/verb agreement.
- ___ Use correct written form including spaces between words, writing from top to bottom, and writing from left to right.

STANDARD B

Compose well-organized and coherent writing for specific purposes and audiences.

- ___ Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, developmental writing, note taking, idea mapping, using graphic organizers and/or foursquare) to generate and organize ideas with teacher assistance.
- ___ Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
- ___ Identify and compose a good topic and closing sentence for a paragraph.
- ___ Identify and use appropriate chronological transition words and phrases (e.g., first, next, then, at last) to connect ideas.
- ___ Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration for a variety of purposes (e.g., narrative, informational/expository, persuasive, song, poetry, short fiction, recipes, diary, journal, directions).

STANDARD C

Communicate ideas in writing to accomplish a variety of purposes.

- ___ Write text that is related to a picture. Revise the picture/text for classroom publication and/or to share with peers.
- ___ Use basic components of the writing process (e.g., prewriting, drafting, publishing) to write for a variety of purposes (e.g., narrative, informational, song, poetry, short fiction, recipes, diary, journal, directions) with teacher assistance.
- ___ Narrative Writing: Write a short story about something of interest, including a beginning, middle, and end.
- ___ Elaborate and support written content with facts, details, and description.
- ___ Reflect on own writing and that of others. Conference with self, peer, volunteer, and/or teacher.

GOAL 4 Speech & Listening - Listen and speak effectively in a variety of situations.

STANDARD A

Listen effectively in formal and informal situations.

- ___ Listen and follow simple oral instructions.
- ___ Listen attentively by facing the speaker, making eye contact, and retelling what is said.

STANDARD B

Speak effectively using language appropriate to the situation and audience.

- ___ Ask questions and respond appropriately to gain knowledge from experiences (e.g., field trips, visitors, stories, discussions) to improve comprehension.
- ___ Retell a story using a series of pictures and basic text in the proper order.
- ___ Retell the major components of a read-aloud and/or instructional level text.
- ___ Present a brief oral report, using language and vocabulary appropriate to the message and audience.

GOAL 5 Application - Use the language arts to acquire, assess and communicate information.

STANDARD A

Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.

- ___ Discuss prior knowledge of topic.
- ___ Provide answers to questions from teachers.
- ___ Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.
- ___ Use aids (e.g., KWL, webs, graphic organizers, technology) to locate and present information with teacher assistance.
- ___ Recognize that information is available through an organizational system (e.g., library, media center, classroom resources, available technology).

STANDARD B

Analyze and evaluate information acquired from various sources.

- ___ Distinguish between important and useless information.
- ___ State and sort necessary information for a project with teacher assistance.
- ___ Begin to organize ideas around a main topic (e.g., plants, stages of growth, parts of a plant).

STANDARD C

Apply acquired information, concepts and ideas to communicate in a variety of formats.

- ___ Use personal experiences as a source for written reports, letters, and stories.
- ___ Create and present a report (e.g., drawing, developmental writing, using available technology, writing a story, letter) with teacher assistance.