

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 300 sight words.
- _____ Use phonological awareness to identify phonetically regular 1-2 syllable words (e.g., isolate blends, substitute, manipulate letter sounds).
- _____ Use phonics, word patterns, structural analysis, and context clues to identify new words while reading.
- _____ Recognize miscues that interfere with meaning and self-correct.
- _____ Discuss meaning of new words encountered independently and/or in-group activities.
- _____ Identify the correct use of antonyms and synonyms of unknown words using context clues.
- _____ Use a variety of resources (e.g., context, background, dictionaries, glossaries, computer resources, ask others) to determine and clarify the meaning of unfamiliar words.

STANDARD B

Apply reading strategies to improve understanding and fluency.

- _____ Identify purposes for reading a given passage (e.g., to be informed, to follow directions, to be entertained, to take a test).
- _____ Practice a variety of strategies (e.g., K-W-L, anticipation guide, graphic organizer, DR-TA) to connect important ideas in text to prior knowledge and other reading.
- _____ Apply self-monitoring techniques and self-correcting strategies (e.g., reread, read ahead, use word and context clues, illustrations, ask questions, retell, clarify vocabulary, seek additional information) continuously to clarify understanding during reading.
- _____ Use evidence in text to form questions and make predictions about text events before and during reading. Confirm, modify, or reject predictions after reading.
- _____ Demonstrate knowing when to check and clarify for understanding using rereading, reading ahead, visual and context clues.
- _____ Locate main ideas, 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 text.
- _____ Demonstrate responses to text such as dramatizations, oral presentations, or "make believe" play after reading.
- _____ Practice reading poetry, plays, and songs (e.g., echo, repeated reading, choral reading) to develop fluency.

STANDARD C

Comprehend a broad range of reading materials

- _____ Practice self-questioning techniques and respond to teacher questioning during active reading (e.g., QAR, Reciprocal Teaching).
- _____ Gather information from text or illustrations to generate questions about the cause of a specific effect.
- _____ Identify the author's purpose.
- _____ Identify the main idea.
- _____ Compare an author's information with the student's knowledge of self, world, and other texts in both narrative and informational materials.
- _____ Describe how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).
- _____ Select books appropriate to reading level.
- _____ Determine and use text structure (e.g., sequential order, chronological order, problem/solution, list/example) to identify most important information.
- _____ Use information in text to recognize differences of opinion.
- _____ Locate and discuss information from simple tables, maps, graphs, diagrams, and charts to increase comprehension of a variety of age-appropriate materials, both narrative and informational.
- _____ Summarize and retell key points in a passage (e.g., informational, narrative).
- _____ Identify and explain age-appropriate figurative language (e.g., alliteration, onomatopoeia, exaggeration, idioms – [Amelia Bedelia](#)).

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 settings from different stories representative of various cultures, as well as different versions of the same story (e.g., [Three Little Pigs](#)).
- _____ Identify/describe main and supporting characters, the setting (time and place), and events in the plot (e.g., problem/solution), of a story 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.
- _____ Identify genres of fiction, fairy tale, folktale, tall tale, non-fiction, and poetry.
- _____ Produce simple evaluative expressions about the text ("I like the story because...").
- _____ Compare a character's attributes across stories (e.g., Nate the Great).
- _____ Use evidence from the text to justify answers (e.g., narrative, informational).
- _____ Recognize rhythm and rhyme in poetry and describe how poetry differs from prose.

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 300 sight words.
- _____ Spell words correctly sight words (e.g. some, though, might), contractions (e.g. hasn't, they'll, we're), and words with common orthographic patterns (e.g., back, pack, sack); use knowledge of letter-sound relationships to spell unfamiliar words.
- _____ Recognize and write the correct word in sets of homonyms (e.g., our, hour).
- _____ Use appropriate punctuation including end marks, commas, and quotation marks: periods with all common abbreviations, commas for single nouns in a series, and quotation marks in direct quotations (e.g., Juan said, "Take care of the cat.").
- _____ Use colon with time of day.
- _____ Use apostrophes in singular possessives (e.g., It was Fred's book).
- _____ Use appropriate capitalization including first and last names, common titles (e.g., Mr. and Mrs.), names of places, street names, cities, states, the first word in the closing of letters, and the beginning of direct quotations.
- _____ Use comparatives and superlatives correctly (e.g., -er and -est, and more and most).
- _____ Use correct subject/verb agreement (e.g., The striped cats with the loud howls run in the alley.) and the correct form of appropriate irregular verbs (e.g., buy, bought).
- _____ Write a variety of complete sentences (e.g., simple and compound), using consistent tense and time and appropriate parts of speech (e.g., nouns, pronouns, verbs).

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

- _____ Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, note taking, idea mapping, using graphic organizers, and/or four square) 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., after a while, and then, in the meantime, at last, in the first place, in the end) 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 a focused paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence). Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
- _____ Narrative Writing: Write a short story about something of interest, including a beginning, middle, and end.
- _____ Informational/Expository Writing: Write an informational passage describing or explaining something very familiar.
- _____ Proofread, evaluate, and reflect on own writing and that of others. Revise and edit, 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 the major components of a read-aloud and/or instructional/independent 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.

- _____ Place words in alphabetic order: second letters different.
- _____ Recognize a dictionary as a source for definitions and spelling.
- _____ Identify words between guide words in dictionary and match a dictionary definition to a word used in context.
- _____ Generate questions of interest (e.g., using KWL, webs, graphic organizers).
- _____ Define the focus of research with teacher assistance.
- _____ Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.
- _____ Use an organizational system (e.g., media center, classroom library, available technology) to locate information.
- _____ Discriminate between fiction and informational sections of a library and identify where to find books appropriate for research.

STANDARD B

Analyze and evaluate information acquired from various sources.

- _____ Select and list appropriate sources (e.g., magazine, book, encyclopedia, website, interview) used in research.
- _____ Use key words to identify and discriminate between relevant and irrelevant information.
- _____ Analyze (e.g., categorize, classify, sort, organize, combine) information for a project. Organize related information under main topics.

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.
- _____ Select a topic and prepare a report using multiple sources (e.g., magazines, books, electronic information) with teacher assistance.
- _____ Generate questions to direct research.
- _____ Organize and arrange information in an orderly manner (e.g., sequencing, graphic organizers) with teacher assistance.