

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. (70%)

STANDARD A

Apply word analysis and vocabulary skills to comprehend selections. (14%)

- ___ Use phonics, word patterns, structural analysis, and context clues to identify new words in text.
- ___ Recognize miscues that interfere with meaning and self-correct.
- ___ Identify affixes and the base/root word to determine the meaning of unknown words (e.g., dis-, re-, un-, -ish, -ly).
- ___ Identify the correct use of homonyms, antonyms, and synonyms of unknown words using context clues.

STANDARD B

Apply reading strategies to improve understanding and fluency. (10%)

- ___ Identify purposes for reading a given passage (e.g., to be informed, to follow directions, to be entertained, to take a test).
- ___ Demonstrate use of 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 readings.
- ___ Apply self-monitoring techniques and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.
- ___ Explain ways to adjust reading rate before reading (scan) and as necessary during reading (scan, slow down).
- ___ Use evidence in text to form questions and make predictions about text events before and during reading. Confirm, modify, or reject predictions after reading.
- ___ Practice self-questioning techniques and respond to teacher-questioning during active reading (e.g., QAR, Reciprocal Teaching).
- ___ Recognize informational and narrative text structure (e.g., sequence, list/example, beginning, middle, end).
- ___ Survey informational/expository text (e.g., bold print, organization of content, key words, graphics) to identify text structure before reading.
- ___ Interpret text information gathered from diagrams, graphs, or maps before, during, and after reading.
- ___ Infer cause/effect relationships in text.
- ___ Select and read independent and/or instructional level material fluently and accurately to develop reading stamina.
- ___ Build fluency through dramatizations, oral presentations, and/or reader's theater.

STANDARD C

Comprehend a broad range of reading materials (46%)

- ___ Gather information from the text to generate and respond to questions that are literal (e.g., in the book) and inferential (e.g., author and you) and to confirm or reject hypotheses.
- ___ Identify the author's purpose (e.g. entertain, inform, persuade).
- ___ Identify the main ideas/details in texts.
- ___ Compare an author's information with the student's knowledge of self, world, and other texts in both narrative and informational materials.
- ___ Describe how authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).
- ___ Identify, discuss, and use text structure (e.g., sequential order, chronological order, problem/solution) to locate most important information.
- ___ Identify generalizations based on relevant information from informational texts.
- ___ Paraphrase/summarize narrative (e.g., character, setting, events) and informational/expository text (e.g., topic, setting for the informational text, facts).
- ___ Identify and interpret imagery and figurative language (e.g., alliteration, metaphor, simile, onomatopoeia, personification, hyperbole, idiom) in poetry or stories.

GOAL 2 Literature - Read and understand literature representative of various societies, eras, and ideas. (30%)

STANDARD A

Understand how literary elements and techniques are used to convey meaning. (22%)

- _____ Compare characters and settings from different stories representative of various cultures, as well as different versions of the same story (e.g., Cinderella).
- _____ Determine similarities and differences when presented with varying styles or points of view (e.g., The Three Little Pigs and The True Story of the Three Little Pigs).
- _____ Describe a character and what motivates them. Use what a character says and how the author and/or illustrator portrays them.
- _____ Identify main and supporting characters, events in the plot, and the setting (time and place) of a story.
- _____ Explain outcomes using the following literary elements: problem/conflict, resolution.

STANDARD B

Read and interpret a variety of literary works. (8%)

- _____ Summarize or retell stories, poems, plays, and other literary works with a beginning, middle, and end.
- _____ Identify the following forms and genres: story, poem, fairy tale, folktale, fable, informational, and essay.
- _____ Compare characters' attributes within and across stories (e.g. Jack and Annie from The Magic Tree House series).
- _____ Use evidence from the text to justify an interpretation of events or facts in narrative or informational texts.
- _____ 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.

- _____ Spell correctly sight words (e.g., some, though, might), contractions (e.g., hasn't, they'll, we're), and words that have common orthographic patterns (e.g., air, pair, stairs; catch, batch; feet, street).
- _____ Spell words that involve combining morphemes: dropping a final e, doubling a final consonant, changing y to i, adding s or es.
- _____ Analyze and spell words correctly by their smallest meaningful parts (morpheme) (e.g. mis+ spell+ ing = misspelling).
- _____ Use appropriate punctuation: end marks, commas, and quotations marks, including periods with all common abbreviations.
- _____ Use apostrophes in contractions and in singular possessives (e.g., Dad's car, horse's hoof).
- _____ Use commas for single nouns in a series and in joining two independent clauses with "and" (e.g., It is raining out, and I wanted to go on a picnic.).
- _____ Use quotation marks in direct quotations (e.g., Juan said, "Take care of the cat.").
- _____ Use underlines/italics for books and play titles.
- _____ Use appropriate capitalization including first and last names, common titles (e.g., President, Mayor), 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).
- _____ Use the correct forms of word pairs (e.g., teach/learn, that/which).
- _____ Write a variety of complete sentences (simple, compound, complex), using consistent tense and time and appropriate parts of speech (noun, verb, adjective, adverb).
- _____ Identify personal pronouns in compounds (e.g., We and our friends are going out for ice cream. Someone bought ice cream for our friends and us.).
- _____ Combine sentences into complex sentences with subordinating conjunctions such as: because, if, since, although, that (e.g., We know that he will be here, although we don't know when.).

STANDARD B

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

- _____ Use prewriting strategies to choose a topic and generate ideas (e.g., brainstorming, listing, note taking, outlining, drafting, using graphic organizers and/or four square) with limited teacher assistance.
- _____ Organize around a structure (e.g., paragraph, essay) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
- _____ Identify and compose a good topic and closing sentence for a paragraph and/or essay.
- _____ 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, friendly letters, directions).

STANDARD C

Communicate ideas in writing to accomplish a variety of purposes.

- _____ Write a focused, fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (e.g., interrogative, declarative, imperative, exclamatory). Elaborate ideas through first level supporting details (e.g., facts, descriptions, reasons, narration). Use appropriate language, detail, and format for a specified audience.
- _____ Narrative Writing: Write a personal narrative about a problem encountered in the past and how it was solved. Writing must have focus: identify main character (protagonist), problem stated and maintained throughout narrative, and cause and effect relationship is apparent.
- _____ Informational/Expository Writing: Write an informational passage describing or explaining something very familiar. Passage must have focus, support, organization, integration, and conventions
- _____ Proofread, evaluate, and reflect on own writing and that of others. Revise and edit, conference with self, peer, volunteer, and/or teacher.

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

STANDARD A

Listen effectively in formal and informal situations.

- _____ Listen and follow multi-step 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 an 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 alphabetical order: third letters different.
- _____ Recognize a dictionary as a source for word pronunciations, definitions, and spelling.
- _____ Identify words between guide words in dictionary: second letters different.
- _____ Use a dictionary pronunciation key: single vowel or consonant and match a 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., reference books, newspapers, magazines, encyclopedia, interviews, available technology) used to collect information relevant to a topic.
- _____ Use organizational features of text and available technology (e.g., glossary, table of contents, indexes, captions, chapter headings, icons, word search, menu feature, pull-down menu) to analyze and evaluate information.

STANDARD C

Apply Acquired Information, Concepts and Ideas to Communicate in a Variety of Formats

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