

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%)

- _____ Determine the meaning of unknown words using context, cross-sentence, and word clues (e.g., prefixes, suffixes, base/root word).
- _____ 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-, -ish, -ly).
- _____ Identify the correct use of homonyms, antonyms, synonyms, denotations and connotations 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 text.
- _____ 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.
- _____ Adjust reading rate before reading (scan) and as necessary during reading (skim, 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).
- _____ Demonstrate understanding of narrative and informational text structure (e.g., sequence, list/example, cause and effect, etc.) using graphic organizers (e.g. mapping, timelines, Venn diagrams) and outlining to distinguish between main ideas and significant (secondary) details.
- _____ 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, tables, charts, or maps before, during, and after reading.
- _____ Select and read independent and/or instructional level material fluently and accurately to develop reading stamina.
- _____ Connect, clarify, and extend ideas through discussions, activities, creative responses (dramatization), and various classroom groupings (e.g., partners, small groups, ability levels, interest).
- _____ 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.
- _____ Identify the main idea (e.g., suggest a best alternative title for a given passage).
- _____ 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, cultural influence).
- _____ Identify, discuss, and use text structure (e.g., sequential order, chronological order, problem/solution) to locate most important information.
- _____ Draw inferences, conclusions, and generalizations about text using textual evidence and prior knowledge.
- _____ Paraphrase/summarize narrative (e.g., character, setting, events) and informational text (e.g., topic, setting for the informational text, facts).
- _____ Determine whether a set of instructions or procedures is complete (e.g., steps to making a sandwich).
- _____ 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 versions).
- _____ 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).
- _____ Distinguish between main and supporting characters and explain what characters are like, what motivates them and what they think, by using what they say or do and by how the author or illustrator portrays them.
- _____ Identify setting (e.g., place and time period) including how setting affects the plot.
- _____ Identify events important to the development of the plot.
- _____ Explain outcomes using the following literary elements: problem/conflict, resolution.

STANDARD B**Read and interpret a variety of literary works. (22%)**

- _____ Identify the following forms and genres: myth or legend, drama, biography/autobiography, poem, fairy tale, folktale, fable, informational, and essay.
- _____ Compare characters' attributes within and across stories (e.g., *Castle in the Attic*).
- _____ Compare the content and organization (e.g. themes, topics, text structure, story elements, author's style) of various selections.
- _____ Identify the author's purpose in writing a fiction or nonfiction text (e.g., by suggesting a best alternative title for given passage).
- _____ Analyze how an author's choice of words appeals to the senses and suggests mood.
- _____ Use evidence from the text to justify an interpretation of events or facts in narrative or informational texts.
- _____ Identify poetic devices using sound (e.g., rhyme patterns, onomatopoeia).

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 with common orthographic patterns (e.g., air, pair, stairs; catch, batch; feet, street).
- _____ Analyze and spell words correctly by their smallest meaningful parts (morpheme) (e.g. mis+ spell+ ing = misspelling).
- _____ Use appropriate capitalization and punctuation including end marks, commas, quotation marks, colons, and periods with all common abbreviations.
- _____ Use apostrophes in contractions (e.g., don't) and in singular possessives (e.g., Dad's car).
- _____ Use quotations in direct quotations with a speaker anywhere in the sentence (e.g., "That's fine," said Dad, "as long as you pick up the mess.")
- _____ Use underlines/italics for books and play titles.
- _____ Correctly select subject/verb agreement (e.g., The striped cats with the loud howls run in the alley.) and appropriate irregular verbs (e.g., buy, bought).
- _____ Write sentences with phrases parallel in structure (e.g., First we trampled the weeds, then laid out the tent, and finally ate.).
- _____ Write a variety of sentence structures (e.g., simple, compound, complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative) using consistent tense and time and appropriate parts of speech (noun, verb, adjective, adverb, preposition, conjunction, interjection).
- _____ Use 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.") and write sentences with pronoun-antecedent agreement (e.g., Andrew went swimming with his friends. He didn't stay very long.)
- _____ Use active voice in writing. (e.g., Write "Tom hit the ball." instead of "The ball was hit by Tom.")
- _____ Use correlative conjunctions: either, or; neither, nor; not only, but also (e.g. Either you can wash dishes or you can dry them.).
- _____ Combine sentences into complex sentences using subordinating conjunctions (e.g., so that, unless, even though, even if, though).

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/six traits+1).
- _____ Organize around a structure (e.g., paragraph, essay) with a clear beginning, middle, and end, appropriate to audience, context, and purpose (e.g., inform, entertain, persuade).
- _____ Create and complete web maps and outlines (e.g. a spatially organized map or outline for a descriptive passage; a chronologically organized map or outline for writing a "how to" informational/expository passage).
- _____ 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, 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, and 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 informative passage describing or explaining something very familiar. Passage must have focus, support, organization, integration, and conventions.
- _____ Persuasive Writing: Take a position on one of two choices and elaborate the reasons for that position. Writing 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.

- _____ Recognize a dictionary as a source for word pronunciations, definitions, and spelling.
- _____ Select and use appropriate sources (e.g., reference books - an atlas, thesaurus, almanac, dictionary-, newspapers, magazines, encyclopedia, interviews, tapes, CD's, DVD's, search engines) to collect information relevant to a topic.
- _____ Use the index and table of contents as resources in finding information in a book.
- _____ Recognize references as a place to find where an author gathered information.
- _____ Identify call number, author, illustrator, and publication year in a card catalog or online catalog.
- _____ 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.

- _____ Identify what might be found in a particular chapter (e.g., preview and predict).
- _____ Evaluate sources by applying a set of criteria (e.g., accuracy, timeliness, reliability) and select primary and secondary sources.
- _____ Develop a bibliography using a simple, acceptable form and cite sources of all direct quotations and paraphrased/summarized information.
- _____ Use organizational features of text (e.g., glossary, table of contents, indexes, captions, chapter headings, newspaper index) and available technology (e.g., icons, word search, menu feature, pull-down menu) to analyze and evaluate information.
- _____ Judge the usefulness of complex internet searches (e.g., results too narrow, results too broad).

STANDARD C

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

- _____ Select a topic and prepare a project using multiple sources (e.g. newspapers, magazines, reference books, electronic information, interviews, etc.).
- _____ Formulate, write questions (hypothesize), and gather information to direct and define the focus of research.
- _____ Organize, integrate, and arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers) from a variety of sources.
Apply criteria for determining the credibility of the sources.
- _____ Evaluate and select text, graphic organizer, or visual aid to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games) and communicate the information gathered by inquiry or research (e.g., interviews, surveys, software presentations).