

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

Using appropriate grade level material:

GOAL 1 Reading - Read with understanding and fluency. (70%).

STANDARD A

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

- ___ Demonstrate word analysis and vocabulary skills to comprehend selections (e.g. RIVET, concept analysis map, four square vocabulary).
- ___ Employ several vocabulary strategies within context (phonics, word patterns, structural analysis, cross sentence clues, etc.).
- ___ Recognize miscues that interfere with meaning and self-correct.
- ___ Use base words, affixes, antonyms, synonyms, homonyms, denotations, and connotations to understand word meanings.

STANDARD B

Apply reading strategies to improve understanding and fluency. (46%)

- ___ Determine purposes for reading a given passage (e.g., to be informed, to follow directions, to be entertained, or to take a test) to adjust rate (skim, scan, slow down) as necessary during reading.
- ___ Use 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.
- ___ 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/expository text structure (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 details.
- ___ Survey informational/expository text (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.
- ___ Self-select and read independent and/or instructional level material fluently and accurately to develop reading stamina (e.g., repeated and timed readings).
- ___ Connect, clarify, and extend ideas through discussions, activities, creative responses (dramatization), and various classroom groupings (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. (10%)

- ___ 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.
- ___ 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 and use text structure (e.g., sequential order, chronological order, problem/solution) to locate most important information.
- ___ Identify and determine similarities and differences when presented with varying styles or points of view (e.g., news articles, editorials and same story over time).
- ___ Draw inferences, conclusions, and generalizations about text using textual evidence and prior knowledge.
- ___ Paraphrase/summarize key points and supporting details in narrative and informational text to form conclusions.
- ___ Determine whether a set of complex instructions or procedures is complete by identifying what is missing (e.g., steps to creating a 3-dimensional figure).
- ___ 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. Use what the characters say or do and/or how the author or illustrator portrays them.
- ____ Identify setting (place and time period) including how setting affects the plot.
- ____ Identify events important to the development of the plot and subplot; explain the outcome in terms of rising action and climax.
- ____ Explain outcomes using the following literary elements: problem/conflict, resolution.

STANDARD B

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

- ____ Identify the following forms and genres: myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, informational, and essay.
- ____ Compare characters' attributes within and across stories (e.g., A Series of Unfortunate Events).
- ____ Compare the content and organization (e.g., themes, text structure, story elements, author's style) of various selections.
- ____ Identify the author's purpose in writing a fiction or nonfiction text (e.g., entertain, inform, persuade).
- ____ 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), including those that are irregular, 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).
- ____ Write the correct word in sets of homonyms/homographs (e.g., so, sew, sow).
- ____ 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/plural possessives (e.g., Dad's car, students' desks).
- ____ 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 a colon when preceding a list (e.g., Joan bought these items: gum, candy, a highlighter, and glue.) or when introducing quotations or formal statements (e.g., What you need to know is this: you're the champion.).
- ____ Use underlines/italics for book and play titles.
- ____ Correctly select subject/verb agreement (e.g., The striped cats with the loud howls run in the alley.) and correct form of 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 (e.g., declarative, interrogative, exclamatory, imperative) using consistent tense and time and appropriate parts of speech (e.g., 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).
- ____ Use descriptive words and phrases (e.g., replace "That was a bad thing." with "That was a tragic car accident.").

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 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, 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, 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/ Informational 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.
- ___ Select and justify adaptations in format to accommodate characteristics of audiences (e.g. age, background, interest level, group size) and purposes of presentation (entertain, persuade, inform).
- ___ 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 that was gathered by inquiry or research (e.g. interviews, surveys, software presentations).