

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

*Using appropriate grade level material:*

**GOAL 1 Reading 67% - Read with fluency and understanding.**

**STANDARD A 12%**

**Apply word analysis and vocabulary skills to comprehend selections.**

**Words in Isolation 6%**

- \_\_\_\_\_ \*Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots. (see list)
- \_\_\_\_\_ \*Given words that are spelled alike, identify them as homonyms.
- \_\_\_\_\_ Demonstrate word analysis and vocabulary skills to comprehend selections (e.g., concept analysis map, Frayer model).

**Words in Context 6%**

- \_\_\_\_\_ \*Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
- \_\_\_\_\_ \*Determine the connotations of a word using word, sentence, and cross-sentence clues.
- \_\_\_\_\_ \*Use synonyms and antonyms to define words.
- \_\_\_\_\_ \*Determine the meaning of a word in context when the word has multiple meanings.

**STANDARD B 10%**

**Apply reading strategies to improve understanding and fluency.**

- \_\_\_\_\_ \*Make and verify predictions based on prior knowledge and text. (*Introduce: understand genres*).
- \_\_\_\_\_ \*Identify probable outcomes or actions.
- \_\_\_\_\_ \*Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational).
- \_\_\_\_\_ \*Use information in charts, graphs, diagrams, maps, and tables before, during, and after reading to help understand a passage.
- \_\_\_\_\_ \*Locate and interpret information found in headings, graphs, and charts.
- \_\_\_\_\_ \*Identify explicit and implicit main ideas.
- \_\_\_\_\_ \*Identify cause and effect organizational patterns in fiction and non-fiction. (*Introduce: list with examples, compare and contrast, problem and solution, and sequential/chronological*).
- \_\_\_\_\_ Identify purposes for reading and adjust reading strategies 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 (e.g., preview, skim, scan, use visual and context clues) and self-correcting strategies continuously to clarify understanding during reading.
- \_\_\_\_\_ Build fluency to increase reading stamina.
- \_\_\_\_\_ Connect, clarify, and extend ideas through discussions, activities, and creative responses using various classroom groupings.

**STANDARD C 45%**

**Comprehend a broad range of reading materials.**

**Literal or Simple Inference 7%**

- \_\_\_\_\_ \*Determine the answer to a literal or simple inference question regarding the meaning of a passage (e.g., QAR).

**Summarizing and Main Idea 8%**

- \_\_\_\_\_ \*Distinguish the main ideas and supporting details in any text.
- \_\_\_\_\_ \*Summarize a fiction or nonfiction passage, or identify the best summary.

**Sequencing and Ordering 7%**

- \_\_\_\_\_ \*Identify or summarize the order of events in a fiction or nonfiction account.
- \_\_\_\_\_ \*Identify the causes of events in a fiction or nonfiction account.

**Drawing Conclusions Based on Evidence 9%**

- \_\_\_\_\_ \*Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- \_\_\_\_\_ \*Distinguish between fact and opinion.
- \_\_\_\_\_ \*Interpret an image based on information provided in a passage.
- \_\_\_\_\_ Compare an author's information with the student's knowledge of self, world, and other texts in both narrative and informational text.

**Interpreting Instructions 7%**

- \_\_\_\_\_ \*Determine whether a set of complex, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).

**Author's Purpose and Design 7%**

- \_\_\_\_\_ \*Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone (e.g., use of imagery and figurative language such as alliteration, metaphor, simile, onomatopoeia, personification, hyperbole, idiom).
- \_\_\_\_\_ \*Determine how illustrators use art to express their ideas.

**GOAL 2 Literature (33%) - Read and understand literature representative of various societies, eras and ideas.**

**STANDARD A (25%)**

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

**Story and Literary Structure 9%**

- \_\_\_\_\_ \*Identify elements of fiction: plot, character, setting, and theme. (*Introduce: rising action, falling action, conflict, point of view, resolution*).
- \_\_\_\_\_ \*Explain how plot, setting, character, and theme contribute to the meaning of a literary selection.
- \_\_\_\_\_ \*Interpret literary passages using the following element of literary structure: exposition.
- \_\_\_\_\_ \*Identify the author's message or theme.
- \_\_\_\_\_ \*Compare stories to personal experience, prior knowledge, or other stories.
- \_\_\_\_\_ \*Recognize points of view in narratives (e.g., first person).

**Characterization 8%**

- \_\_\_\_\_ \*Determine what characters are like by how the author or illustrator portrays them through their actions, spoken words, or visual representations.
- \_\_\_\_\_ \*Determine character motivation.
- \_\_\_\_\_ \*Compare or contrast the behavior of two characters.
- \_\_\_\_\_ \*Explain the relationship between main and supporting characters.

**Literary Terms and Devices 8%**

- \_\_\_\_\_ \*Identify and interpret figurative language or literary devices (e.g., sensory detail, simile, rhyme, repetition, metaphors, alliteration, personification).
- \_\_\_\_\_ \*Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the meaning of a literary selection.
- \_\_\_\_\_ \*Identify verbal irony. (*Introduce: situational irony*).

**STANDARD B (8%)**

**Read and interpret a variety of literary works.**

- \_\_\_\_\_ \*Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.
- \_\_\_\_\_ \*Identify whether a given passage is narrative, persuasive, or expository.

**Roots and Affixes**

*(Review lists from grades 3, 4, and 5)*

Part	Example	Part	Example
ambi-	Ambidextrous, ambivalent	fore-	Foreword, forewarned
arch	Archenemy, archbishop	-ous	Famous, various
bene	Beneficial, benefactor	para-	Paranormal, parameter
bio	Biology, biography	-ship	Friendship, relationship
cycle	Bicycle, cyclone	super-	Superman, superintendent
de-	Deform, depend	sym- syn- sys	Symmetry, synonym, system
di-	Divide, divorce	tempo	Temporal, contemporary
duct	Introduction, deduct	ultra-	Ultraviolet, ultrasonic
ex-	Excel, excite	vale vali	Validity, valor

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

**STANDARD A**

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

- \_\_\_\_\_ Use correct subject-verb agreement with intervening words (e.g., The naughty dog with the muddy paws ran down through the house.) and correct form of irregular verbs (e.g., go, went, gone).
- \_\_\_\_\_ Write sentences with pronoun-antecedent agreement.
- \_\_\_\_\_ Write sentences whose phrases are parallel in structure.
- \_\_\_\_\_ Use active voice (e.g., avoid using passive voice). "Harriett Tubman made many rescue trips." instead of " Many rescue trips were made by Harriett Tubman."
- \_\_\_\_\_ Use correlative conjunctions: either, or; neither, nor; not only, but also.
- \_\_\_\_\_ Combine sentences into complex sentences using subordinating conjunction.
- \_\_\_\_\_ Use correct spelling for regular and irregular contractions and sight words.

- \_\_\_\_\_ Write the correct word in sets of homonyms/homographs.
- \_\_\_\_\_ Analyze and spell words correctly by their smallest meaningful parts (morpheme).
- \_\_\_\_\_ Use appropriate capitalization and punctuation including end marks, commas, semicolons, and quotation marks.
- \_\_\_\_\_ Identify misplaced commas and words that should not be capitalized.
- \_\_\_\_\_ Use a colon appropriately including when preceding a list or when introducing quotations or formal statements.
- \_\_\_\_\_ Underline or use italics to write titles.
- \_\_\_\_\_ Differentiate between individual words that can be either proper or common nouns, depending on context.
- \_\_\_\_\_ Use descriptive words and phrases.

## **STANDARD B**

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

- \_\_\_\_\_ Use prewriting strategies to choose a topic and generate ideas by creating or completing graphic organizers, outlines, drafts, lists, notes, and/or a 4 square organizer.
- \_\_\_\_\_ Identify a good topic sentence for a paragraph, a closing sentence that could be added to the end of a paragraph, and a sentence that does not belong in a paragraph.
- \_\_\_\_\_ 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., narration, exposition, persuasion, song, poetry, short fiction, recipes, diary, journal, friendly letters, directions).
- \_\_\_\_\_ Organize and write paragraphs and essays with a clear beginning, middle, and end appropriate to audience, context, and purpose (e.g., inform, entertain, inform).
- \_\_\_\_\_ Identify and use appropriate transitional words and phrases to connect ideas.
- \_\_\_\_\_ Proofread, evaluate, and reflect on own writing and that of others. Revise and edit (e.g., conference with self, peer, volunteer, and/or teacher).

## **STANDARD C**

### **Communicate ideas in writing to accomplish a variety of purposes.**

- \_\_\_\_\_ Informational Writing: Write an expository paper using the results of research to inform a variety of audiences. Use proper conventions.
- \_\_\_\_\_ Persuasive Writing: Take a stance on one of two choices and use the results of research to state your reasons. Use proper conventions.
- \_\_\_\_\_ Narrative Writing: Write a narrative paper (e.g., personal letter, journal, diary, fictional story) using narrative literary structure. Use proper conventions.
- \_\_\_\_\_ Extended Response: Write extended responses to literary passages for both fiction and nonfiction.

## **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 multi-step oral instructions.
- \_\_\_\_\_ Listen effectively 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 Writing - 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.**

- \_\_\_\_\_ Use a dictionary to select a definition for a word used in context, find correct spellings and pronunciations.
- \_\_\_\_\_ Select and use appropriate sources (e.g., reference books – atlas, almanac, thesaurus, dictionary, newspapers, magazines, encyclopedias, interviews, tapes, CDs, DVDs, search engines) to collect information relevant to a topic.
- \_\_\_\_\_ Use the table of contents and index as resources to find information in a book.
- \_\_\_\_\_ Identify information in card catalog or on-line catalog.
- \_\_\_\_\_ Identify all sections of a library and the location of appropriate research information.
- \_\_\_\_\_ Do advanced internet searches to find information.

### **STANDARD B**

#### **Analyze and evaluate information acquired from various sources.**

- \_\_\_\_\_ Identify plausible chapter content (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 technology (e.g., icons, word search, menu features, pull-down menu) to analyze and evaluate information.
- \_\_\_\_\_ Determine the usefulness of a complex internet search (e.g., results too narrow, results too broad) and refine the search.