

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)
- _____ *Use etymologies to determine the meanings of words.
- _____ 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 determine the implied meanings of 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: based on understanding genres*).
- _____ *Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational, narrative).
- _____ *Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.
- _____ *Locate and interpret information found in headings, graphs, and charts.
- _____ *Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
- _____ *Relate information in the passage to other readings on the same topic.
- _____ *Identify cause and effect, problem and solution, list with examples, sequential / chronological, and compare and contrast organizational patterns in fiction and nonfiction.
- _____ Identify purposes for reading and adjust 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), reread and self-correcting strategies continuously to clarify understanding during reading.
- _____ Build fluency to increase reading fluency.
- _____ 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 in a persuasive essay or excerpt.
- _____ *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 technical, 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: character, theme, conflict, point of view, plot, setting, and flashback. (*Introduce: rising action, falling action, conflict, resolution, and foreshadowing*).
- _____ *Explain how character, theme, conflict, and point of view contribute to the meaning of a literary selection.
- _____ *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. (*Introduce: Conflict or contradiction within a character*).
- _____ *Explain the relationship between main and supporting characters.

Literary Terms and Devices 8%

- _____ *Identify literary devices (e.g., alliteration, imagery, sensory detail, simile, rhyme, repetition, subtle metaphors, personification).
- _____ *Explain how the literary devices (e.g., alliteration, imagery, metaphor) contribute to the meaning of a literary selection. (*Introduce: figurative language dialog*).
- _____ *Identify varieties of irony, including situational irony. (*Introduce: dramatic irony*).

STANDARD B (8%)

Read and interpret a variety of literary works.

- _____ *Identify the various 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, 5, and 6)

Part	Example	Part	Example
anti-	Antagonist, antacid	flex	Flexible, reflex
astro	Astronomy, astrophysics	macro-	Macroeconomics, macrocosm
calor	Caloric, scale	mar mari	Marine, mariner
-cide	Fratricide, suicide	micro-	Microcosm, microphone
corp	Corporal, corporation	mono-	Monomania, mononucleosis
cred	Credibility, incredible	peri-	Periscope, periodic
dorm	Dormitory, dormant	pseudo-	Pseudonym
epi	Epicenter, episode	semi-	Semimonthly, semicircle
eu-	Eulogy, eureka	-ure	Puncture, lecture

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 and correct forms of irregular verbs (e.g., go, went, gone).
- _____ Write sentences with pronoun-antecedent agreement. (*Introduce: pronoun case – subjective and objective*).
- _____ Write sentences whose phrases are parallel in structure.
- _____ Use active voice (e.g., avoid using passive voice).
- _____ 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 (including setting off non-essential clauses), semicolons, and quotation marks.
- _____ Identify misplaced commas and words that should not be capitalized.
- _____ Use a colon 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 for various purposes (e.g., inform, entertain, persuade).
- _____ Identify and use appropriate transitional words and phrases to connect ideas.
- _____ Use sentence variety (e.g., simple, compound, complex, compound-complex).
- _____ 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.