

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.
- \_\_\_\_\_ \*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 understanding of genres.
- \_\_\_\_\_ \*Clarify an understanding of text by creating outlines, notes, or other visual representations.
- \_\_\_\_\_ \*Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.
- \_\_\_\_\_ \*Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
- \_\_\_\_\_ \*Relate information in the passage to other readings.
- \_\_\_\_\_ \*Identify cause and effect, compare and contrast, list with examples, sequential / chronological, problem and solution organizational patterns in fiction and nonfiction.
- \_\_\_\_\_ \*Identify a proposition with support organizational pattern in fiction and nonfiction.
- \_\_\_\_\_ 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, visual context clues, reread) 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%**

- \_\_\_\_\_ \*Compare an original text to a summary to determine whether the summary accurately captures the key ideas.
- \_\_\_\_\_ \*Summarize a fiction or nonfiction passage, or identify the best summary.

**Sequencing and Ordering 7%**

- \_\_\_\_\_ \*Identify the outcome or conclusion of a fiction or nonfiction account, based on previous occurrences or events (e.g., foreshadowing).
- \_\_\_\_\_ \*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.
- \_\_\_\_\_ \*Differentiate between conclusions that are based on fact and those that are based on opinion.
- \_\_\_\_\_ Explain information presented in a nonfiction passage using evidence from the passage.
- \_\_\_\_\_ \*Use information from a variety of sources to explain a situation or decision or to solve a problem.
- \_\_\_\_\_ 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%**

- \_\_\_\_\_ \*Determine the author's purpose as represented by the choice of genre, and the use of literary devices.
- \_\_\_\_\_ \*Determine why some points are illustrated.

**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: theme, rising action, falling action, conflict, point of view, resolution, and flashback.
- \_\_\_\_\_ \*Explain how theme, rising action, falling action, conflict, point of view, and resolution contribute to the meaning and a reader's interpretation 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 their words, thoughts, and actions, as well as how other characters react to them.
- \_\_\_\_\_ \*Determine character motivation.
- \_\_\_\_\_ \*Identify conflict or contradiction within a character or a character's behavior.
- \_\_\_\_\_ \*Explain the relationship between main and supporting characters.

**Literary Terms and Devices 8%**

- \_\_\_\_\_ \*Identify literary devices (e.g., figurative language, hyperbole, understatement, symbols, dialogue).
- \_\_\_\_\_ \*Explain how literary devices (e.g., imagery, metaphor, figurative language, dialogue) contribute to the meaning of a literary selection.
- \_\_\_\_\_ \*Identify varieties of irony, including dramatic irony.

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

- \_\_\_\_\_ \*Identify the various subcategories of genres: poetry, drama (comedy and tragedy), science fiction, historical fiction, myth or legend, biography/autobiography, story, fairy tale, folktale, fable, nonfiction, and essay.

**Roots and Affixes***(Review lists from grades 3, 4, 5, 6, and 7)*

Part	Example	Part	Example
acidacri	Acidic, acrimonious	-ive	Definitive, derivative
ad-	Addict, advise	mal-	Malady, malaria
anthrop	Anthropoid, anthropology	mid-	Midnight, midwife
-ary	Dictionary, dietary	-ness	Kindness, lightness
aud	Audible, auditory	ob-	Obituary, obese
bin-	Binary, binomial	omni	Omnipotent, omnipresent
cata-	Catacombs, catatonic	paterpart	Paternal, patrimony
circum-	Circumference, circumstance	spect	Spectacular, inspect
helio	Heliotherapy, heliotrope	theo	Theocracy, theology

**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 irregular verbs.
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- \_\_\_\_\_ Write sentences with pronoun-antecedent agreement.
- \_\_\_\_\_ Use pronoun case (subjective and objective) properly.
- \_\_\_\_\_ 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 and use analogy and figurative language in writing.
- \_\_\_\_\_ 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, 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).
- \_\_\_\_\_ 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.

**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.
- \_\_\_\_\_ Recognize references as a place to find where an author gathered 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.
- \_\_\_\_\_ Judge the usefulness of a complex internet search (e.g., results too narrow, results too broad).