

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.

STANDARD A

Apply word analysis and vocabulary skills to comprehend selections.

- _____ Recognize and use 25 sight words.
- _____ Use strategies (e.g., illustrations, phonics, context clues) to identify unknown words while reading age-appropriate materials.
- _____ Demonstrate phonological awareness (e.g., counting syllables, hearing alliteration, rhyming, onset and rime) of sounds in words.
- _____ Demonstrate phonemic awareness by blending or segmenting phonemes in a one-syllable word.
- _____ Use knowledge of letter-sound correspondences and high frequency words to orally read instructional/independent level material.
- _____ Clarify meaning of unfamiliar words through a variety of resources (e.g., use age-appropriate dictionaries, illustrations, context, background knowledge).

STANDARD B

Apply reading strategies to improve understanding and fluency.

- _____ Demonstrate understanding of concepts of print (e.g., one-to-one matching, return sweep, directionality, difference between a letter, and a word).
- _____ Make predictions using prior knowledge and the information in illustrations or text.
- _____ Practice comprehension strategies to gain understanding during reading (e.g., shared reading, reread, read ahead, ask questions, make connections, infer meanings from text, use illustrations, and context clues).
- _____ Clarify understanding before, during and after reading by asking questions.
- _____ Begin to read independent and/or instructional level material orally with accuracy, rhythm, volume, and flow appropriate to the text.

STANDARD C

Comprehend a broad range of reading materials

- _____ Recognize that information is gained through questioning.
- _____ Generate questions to seek understanding of illustrations and text (e.g., ask why a character would do something, ask for clarification of something).
- _____ Create illustrations and/or written responses to answer questions about a story.
- _____ Use environmental print (e.g., labels, signs, instructions) to gain information.
- _____ Identify age-appropriate figurative language (e.g., alliteration – Suzy sells seashells, exaggeration – he weighs a ton).

GOAL 2 Literature - Read and understand literature representative of various societies, eras and ideas.

STANDARD A

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

- _____ Compare characters and settings from different stories representative of various cultures, as well as different versions of the same story (e.g., The Gingerbread Boy) with teacher assistance.
- _____ Identify the setting and name the characters of stories and/or pictures with teacher assistance.
- _____ Show independent interest in reading-related activities (e.g., pick up books to look at, imitate reading and writing).

STANDARD B

Read and interpret a variety of literary works.

- _____ Re-enact or dramatize the content of stories, songs, poems, plays, and other literary works for retellings.
- _____ Distinguish between “make believe” and “real”/ fiction and non-fiction.
- _____ Produce simple evaluative expressions about the text (e.g., “I like the story because...”).
- _____ Compare familiar books that have the same author, theme, and/or topic (e.g., author – Eric Carle, theme – friends, topic – community).
- _____ Recognize rhythm and rhyme in poetry and song.

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

STANDARD A

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

- _____ Use phonemic clues, phonetic and/or developmental spelling to construct words.
- _____ Apply beginning capitalization, periods, and question marks.
- _____ Write simple 2-3 word sentences.

STANDARD B

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

- _____ Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, using graphic organizers and/or four square) to generate and organize ideas with teacher assistance.
- _____ Create and retell a focused story/message with a main idea and details using various approaches (e.g., pictures, scribbles, letter approximations, connected oral account).
- _____ Respond accurately to questions about a story they have written.

STANDARD C

Communicate ideas in writing to accomplish a variety of purposes.

- _____ Use drawing and writing skills to convey information to others.
- _____ Use basic components of the writing process (e.g., prewriting, drafting, publishing) to write for a variety of purposes (e.g., narrative, informational/expository, song, poetry, short fiction, recipes, lists, journal, directions) with teacher assistance.

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 simple two-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.
- _____ Use language and vocabulary appropriate to the message and audience.
- _____ Retell the major components of a read-aloud text with teacher assistance.

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.

- _____ Brainstorm questions to gather information from experiences (e.g., field trips, visitors, stories, discussions).
- _____ Discuss prior knowledge of topics.
- _____ Provide answers to questions.
- _____ Use aids (e.g., KWL, webs, graphic organizers, technology) to locate generated information with teacher assistance.

STANDARD B

Analyze and evaluate information acquired from various sources.

- _____ Categorize information using graphic organizers (e.g., Venn diagram, t-chart) with teacher assistance.
- _____ Ask questions to focus ideas.
- _____ Gather information or materials focused on a topic.

STANDARD C

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

- _____ Use personal experiences as a source for writing and drawing.