

## Language Arts Grade 5

### Standard I: General Reading Processes

**Goal A:** Fluency - The student will read orally from grade-level text with accuracy and expression at a rate that sounds like speech.

1. Reading Rate Objectives - The student will be able to:
  - a. Read familiar text at a rate that is conversational and consistent.
  - b. Read independent level text (95% success) at a rate greater than 130 words read correctly per minute.
  - c. Read instructional level text (90% success) at a rate greater than 100 words read correctly per minute.
  - d. Adjust reading rate to reflect purpose, style, and difficulty of text.
2. Accuracy Objectives - The student will be able to:
  - a. Decode words automatically.
  - b. Reread and self-correct using context clues (meaning), sentence structure (syntax), and visual clues.
3. Expression Objectives - The student will be able to:
  - a. Demonstrate appropriate use of phrasing by attending to sentence patterns and structures that signal meaning in text.
  - b. Use punctuation cues to guide meaning and expression.
  - c. Use pacing and intonation (emphasis on certain words) to convey meaning.
  - d. Read with prosody (i.e., adjusting pitch [rise and fall of spoken voice], loudness, tempo, and rhythm appropriately to convey meaning).

**Goal B:** Vocabulary - The student will increase word meaning through exposure to a variety of texts, building new conceptual understandings, acquiring new vocabulary, and using reference materials.

1. Exposure to Text Objectives - The student will be able to increase vocabulary through exposure to a variety of texts, specifically:
  - a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts.
  - b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.

2. Acquire New Concepts Objectives – The student will be able to identify and correctly use new words acquired through study of their relationship to other words, specifically:
  - a. Identify and explain relationships to determine meanings of words such as antonyms, synonyms, homophones, and homographs.
  - b. Use knowledge of word origins (e.g., foreign languages, brand names, slang, inventions).
  - c. Use analogies to comprehend relationships.
  - d. Interpret similes and metaphors.
  
3. Acquire New Vocabulary Objectives – The student will be able to understand and use new vocabulary, specifically:
  - a. Use context to determine the meanings of above grade-level words.
  - b. Use context to determine the correct meaning of words with multiple meanings.
  - c. Use context to determine grade-appropriate connotations (shades of meaning) versus denotation (explicit meaning), idioms, and figurative expressions.
  - d. Use word structure to determine the meaning of grade-appropriate prefixes and suffixes, roots and base words, inflectional endings, and compound words.
  - e. Collect 12-20 new words for deeper study each week, across content areas.
  - f. Use resources including dictionaries, glossaries, and thesauruses to determine the meanings of words.
  - g. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.
  
4. Use of Reference Materials Objectives – The student will be able to extend vocabulary knowledge using reference materials such as dictionaries, glossaries, and thesauruses, specifically:
  - a. Determine the meaning of new words.
  - b. Locate definitions using guidewords and alphabetical order.
  - c. Identify synonyms and antonyms and determine parts of speech, when appropriate.
  - d. Select the definition most appropriate to the context of the unknown word.
  - e. Clarify correct pronunciation and identify word origins.

**Goal C:** General Reading Comprehension - The student will demonstrate a positive attitude toward reading and develop a variety of behaviors to understand what is read including comprehension strategies; before-, during-, and after-reading strategies; and reader response.

1. Positive Reading Attitude Objectives – The student will be able to develop a positive attitude and confidence in reading through exposure to a variety of texts, specifically:
  - a. Listen to critically, read, and discuss texts representing diversity in content, culture, time periods, authorship and perspective including areas such as race, gender, disability, religion, and socio-economic background.
  - b. Self-select appropriate text for a variety of purposes.

- c. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres.
  - d. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations.
  - e. Recognize reading as an essential means to access information.
  - f. Define personal goals to refine reading performance.
2. Comprehension Strategies Objective – The student will be able to demonstrate the ability to interact with text to gain meaning by activating prior knowledge, predicting, clarifying, determining main ideas/themes, questioning, creating visual images, drawing inferences, and summarizing.
3. Before Reading Objectives – The student will be able to use strategies to prepare for reading, specifically:
- a. Choose appropriate materials based on purpose.
  - b. Identify type of text (i.e., fiction or nonfiction).
  - c. Set a purpose for reading.
  - d. Survey and preview the text by examining features such as the title, pictures, illustrations, photographs, charts, and graphs.
  - e. Make predictions and ask questions about the text.
  - f. Make connections to the text from prior knowledge and experience.
4. During Reading Objectives – The student will be able to use strategies to make meaning and self-monitor comprehension while reading, specifically:
- a. Identify and monitor what does not make sense.
  - b. Reread the difficult parts slowly and carefully.
  - c. Use own words to restate a difficult part.
  - d. Use text features to facilitate understanding of text.
  - e. Look back through the text to search for connections between and among ideas.
  - f. Make, confirm, or adjust predictions.
  - g. Ask questions about the text.
  - h. Make inferences based on information in the text.
  - i. Clarify understanding of words and concepts.
  - j. Periodically summarize while reading.
  - k. Periodically paraphrase important ideas or information.
  - l. Visualize what was read for deeper understanding.
5. After Reading Objectives – The student will be able to use strategies to deepen comprehension of the text, specifically:
- a. Identify and explain main ideas, supporting details, and other information directly stated in the text or a portion of the text.
  - b. Identify and explain what is not directly stated in the text by drawing inferences based on implied information from the text or a portion of the text.
  - c. Draw conclusions based on stated and/or implied information from the text and previous knowledge or experience.
  - d. Paraphrase the main idea or a portion of the text.
  - e. Summarize the text or a portion of the text.

- f. Connect the text to prior knowledge or personal experience that clarifies, extends, or challenges the ideas and information in the text.
  - g. Explain personal connections to the ideas or information in the text.
6. Reader Response Objectives – The student will be able to demonstrate comprehension of the text, specifically:
- a. Engage in conversation to better understand what has been read, before responding in writing.
  - b. Respond to text, in writing, in a variety of ways (e.g., journal entries, graphic organizers, brief constructed responses).
  - c. Generate a satisfactory response to a higher-order-thinking (HOT) comprehension question by:
    - Correctly answering all parts of the question
    - Including sufficient relevant text-based, text-referential support in order to *demonstrate comprehension* of what was read
    - Connecting relevant, brain-based ideas (e.g., an interpretation, clarification, explanation, substantiated opinion, connection within or across texts, synthesis) in order to *demonstrate understanding* of what was read.

## **Standard II: Informational Reading Processes**

**Goal A:** Variety of Text Read - The student will read a variety of informational texts including nonfiction materials, functional documents, and materials related to personal interest.

1. Nonfiction Materials Objective – The student will be able to read and identify the characteristics of nonfiction materials to gain information and content knowledge including content-related textbooks and trade books, appropriate reference materials, personal narratives, diaries and journals, biographies, newspapers and magazines, letters, articles, web sites, and other online materials.
2. Functional Documents Objective – The student will be able to read, use, and identify the characteristics of functional documents including directions, science experiments, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, and maps.
3. Personal Interest Objective – The student will be able to select and read personal interest materials such as brochures, books, magazines, cookbooks, and web sites to gain information.

**Goal B:** Text Features - The student will identify and use various text features and explain their contributions to meaning through connections between them and the main idea and/or the reader’s understanding.

1. Print Features Objective – The student will be able to use print features to facilitate understanding of informational text including large bold print, font size/type, colored print, italics, quotation marks, underlining, and text presented in column format.
2. Graphic Aids Objective – The student will be able to use graphic aids to facilitate understanding of informational text including pictures; cartoons; map keys, scales, and legends; graphs; charts; tables; and diagrams.
3. Informational Aids Objective – The student will be able to use informational aids to facilitate understanding of informational text including introductions and overviews, materials lists, timelines, captions, sidebars, glossed words, and labels.
4. Organizational Aids Objective – The student will be able to use organizational aids to facilitate understanding of informational text including text titles, chapter titles, subtitles; headings and subheadings; tables of contents; numbered steps; bulleted lists; glossaries; appendices; indices; and transition words.
5. Online Features Objective – The student will be able to use online features to facilitate understanding of informational text including URLs, hypertext links, sidebars, drop down menus, and home pages.

**Goal C:** Organizational Structure - The student will develop knowledge of organizational structures for informational text to understand what is read.

1. Organizational Structure Objective – The student will be able to recognize methods for organizing informational texts and words/phrases that signal their use, including sequential and chronological order (e.g., first, second, third), cause/effect relationships (e.g., because, as a result), description (e.g., above, beneath, next to, beside), main idea and supporting details, similarities and differences, compare/contrast and problem and solution.

**Goal D:** Comprehension of Informational Text - The student will recognize important facts/ideas and the use of specialized language and attend to how information is presented by reading a variety of assigned and self-selected print and non-print text including electronic media.

1. Important Information in Text Objectives - The student will be able to determine important ideas and messages in informational text, specifically:
  - a. Identify and explain the author's/text's purpose and intended audience.
  - b. Identify and explain a connection between the text and the intended audience.
  - c. Identify and explain the author's opinion in a text or portion of a text, when evident.
  - d. State and support main ideas in the text or a portion of the text.
  - e. Identify the important messages or arguments in the text or a portion of the text.
  - f. Summarize the text, or a portion of text, by identifying the main ideas and supporting details.
  - g. Identify and explain information that does not relate directly to the main idea.

- h. Identify and explain relationships (e.g., comparison/contrast, cause/effect, sequence) between and among ideas in one or more texts.
  - i. Identify and explain relationships between and among ideas and prior knowledge in one or more texts.
  - j. Draw conclusions, inferences, and generalizations from one text or across multiple texts to form new understanding.
  - k. Make connections between and among ideas that lead to new understanding.
  - l. Distinguish between fact and opinion in one or more texts.
  - m. Identify and explain how someone might use the text for personal or content-specific use.
  - n. Connect the text to prior knowledge or experience that clarifies, extends, or challenges the ideas or information in the text or a portion of the text.
2. Use of Language Objectives - The student will be able to identify and explain the author's use of language, including:
- a. Specific words or phrases that contribute to the meaning of a text (e.g., content vocabulary).
  - b. Specific words, phrases, and punctuation that create tone in the text or a portion of the text.
  - c. The effect of repetition of words or phrases for emphasis of ideas or information.
  - d. Significant words and phrases that affect the reader's feelings or have an emotional appeal.
3. Critical Evaluation Objectives – The student will be able to read critically to evaluate informational text, specifically:
- a. Explain whether the text fulfills the reading purpose by making connections between the content of the text and the purpose for reading.
  - b. Identify and explain additions or changes that would make the text easier to understand.
  - c. Make connections between the effectiveness of the format and text features in clarifying the main idea of the text.
  - d. Identify and explain what makes the text a reliable source of information.
  - e. Explain whether or not the author's opinion is presented fairly by showing evidence that the author has presented all sides of the issue or topic.
  - f. Identify and explain information not included in the text that would have made it easier to understand the author's point or to enhance or clarify the reader's understanding of the main idea of the text or a portion of text.
  - g. Compare and contrast information in different texts.

**Goal E:** Information Literacy – The student will follow a systematic approach to information Problem solving using the Big6 process.

1. Task Definition and Information Seeking Strategies Objectives – The student will be able to demonstrate the ability to plan, specifically:
  - a. Identify the task.
  - b. Identify the criteria for the finished product.
  - c. Identify the information needed to solve the problem or complete the task.
2. Location, Access and Use of information Objectives – The student will be able to demonstrate their ability to complete the task or solve the problem, specifically:
  - a. Identify materials that will be useful in solving the problem/completing the task.
  - b. Determine the most appropriate sources to solve the problem/complete the task.
  - c. Extract relevant information.
3. Synthesis and Evaluation Objectives – The student will demonstrate the ability to evaluate the quality of the product, specifically:
  - a. Organize information from multiple sources.
  - b. Determine the effectiveness of the process used to solve the problem
  - c. Assess the product for completeness, strengths and weaknesses.
  - d. Determine the effectiveness of the process used to solve the problem

### **Standard III: Literary Reading Processes**

**Goal A:** Text Features/Elements - The student will recognize and evaluate text features and elements of various literary genres.

1. Text Features Objectives – The student will be able to identify and explain the use of text features to facilitate understanding of literary texts, specifically:
  - a. How the title contributes to meaning.
  - b. How graphic aids such as pictures and illustrations, punctuation, and print features contribute to meaning.
  - c. How informational aids such as footnoted words and phrases and captions contribute to meaning.
2. Narration Objectives – The student will be able to identify and explain the use of elements of narrative texts to facilitate understanding, specifically:
  - a. Structural features that distinguish types of narrative text including realistic fiction, short stories, historical fiction, legends, myths, personal narratives, biographies, autobiographies, and science fiction.
  - b. The elements of a story including main characters, problem, sequence or chronology of events, and solution to the problem.
  - c. The setting, including time and place, and how it affects the characters and the mood.

- d. The characters including main versus minor characters, conclusions about a character's traits based on what the character says and does, and conclusions about a character's motivations based on the character's actions and interactions with other characters.
  - e. Relationships between and among characters and events including connections between and among characters, connections between and among situations, cause/effect relationships between characters' actions and the results of those actions, and cause/effect relationships between and among events.
  - f. Conflict and the events of the plot including rising action, climax, and resolution.
  - g. The narrator of the story including conclusions about the narrator based on his/her thoughts and observations.
3. Poetry Objectives – The student will be able to identify and explain the use of elements of poetry to facilitate understanding, specifically:
- a. Structural features that identify poetry as a literary form including structure (e.g., lines, stanzas), shape, form, and refrain/chorus.
  - b. The specific meaning of words, lines, and stanzas including literary and figurative meaning.
  - c. Sound elements of poetry including rhyme, rhythm, alliteration, consonance, onomatopoeia.
  - d. Identify and explain other poetic elements including setting, mood and tone etc. that contribute to the meaning.
4. Drama Objectives – The student will be able to identify and explain the use of elements of drama to facilitate understanding, specifically:
- a. Structural features that identify a play as a literary form including the list of characters (cast)/narrator, introductory information about the setting, stage directions, dialogue or monologue, and acts and scenes.
  - b. The specific actions and events in a scene.
  - c. Stage directions that help to create character and movement including the connection between the stage directions and the physical movements of the characters.
  - d. Dialogue that helps to create character including the connections among the stage directions, the characters' lines, and how the characters deliver those lines.

**Goal B:** Comprehension of Literary Text – The student will recognize important ideas and the use of specialized language and attend to how ideas are presented in literary text by reading a variety of self-selected print and non-print narrative text including electronic media.

1. Important Ideas in Text Objectives – The student will be able to determine important ideas and messages in literary texts, specifically:
  - a. Identify and explain the main idea of a text or a portion of the text.
  - b. Identify and explain literal versus interpretive meanings of a text or a portion of text.
  - c. Identify universal themes such as the message, moral, or lesson learned from the text.
  - d. Identify a similar theme in more than one text such as a main idea, message, moral, or lesson learned across texts.
  - e. Identify different versions of the same story across eras or cultures.
  - f. Retell the text or a portion of the text in own words.
  - g. Summarize the text by sequencing events across the text or a portion of the text including the characters, the problem, and the solution to the problem.
  - h. Identify and explain connections between personal experiences and the theme or main ideas.
  
2. Use of Language Objectives – The student will be able to identify and explain the author’s use of language, specifically:
  - a. How the use of dialogue contributes to character and plot development in a story.
  - b. Significant words and phrases that have a specific effect on the meaning of a text.
  - c. The denotations (explicit meanings) of above grade-level words used in context.
  - d. The connotations (shades of meaning) of grade-appropriate words and phrases in context.
  - e. Words and punctuation that create or describe the tone of a text or a portion of the text.
  - f. Figurative language including simile, personification, and onomatopoeia; and connections between figurative language and meaning.
  - g. Specific words and phrases that appeal to the senses and feelings.
  - h. How meaning is affected by repetition, exaggeration, or alliteration.
  
3. Critical Evaluation Objectives – The student will be able to read critically to evaluate literary texts, specifically:
  - a. Identify and explain the plausibility of the characters’ actions and the plot especially as it relates to the connections between how characters are portrayed and the plausibility of their actions; connections among the plot, the characters, and the plausibility of the outcome.
  - b. Identify and explain questions left unanswered by the text including questions and predictions about events, situations, and conflicts that might occur if the text were continued.
  - c. Identify and explain the relationship between a literary text and its historical context and setting.

## Standard IV: Writing

*Note: The 6+1 Traits of Writing have been noted within the objectives that particular traits support. Key for traits: (I) Ideas, (O) Organization, (V) Voice, (WC) Word Choice, (SF) Sentence fluency, (C) Conventions, (P) Presentation*

**Goal A:** Composition - The student will compose in a variety of modes employing specific forms.

1. Write to Express Personal Ideas Objectives - The student will be able to compose oral, written, and visual presentations that express personal ideas by selecting a form (e.g., journal entry, paragraph, narrative, poem, play) and its appropriate elements (e.g., plot, dialogue, rhyme scheme, vivid language), specifically:
  - a. Compose to express personal ideas to develop fluency using a variety of forms suited to the topic, audience, and purpose. (SF, O)
  - b. Generate sufficient personal ideas and experiences, including relevant descriptions and sensory details, to adequately develop the message. (I)
  - c. Construct a well-developed message that maintains a consistent focus with a narrative sequence (e.g., beginning, middle, and end) and includes well-chosen details. (I, O)
  - d. Construct a well-developed poem that includes lines and stanzas, uses figurative language (e.g., alliteration, onomatopoeia, personification, repetition), and expresses feelings and ideas. (I, V, WC)
  - e. Present a message that is clear and guides the audience's understanding of key ideas. (I, O)
  - f. Clarify, extend, or elaborate on ideas by using vivid words such as imagery and figurative language. (V, WC)
  - g. Manage time and process when writing to express personal ideas. (O)
  
2. Write to Inform Objectives - The student will be able to compose oral, written, and visual presentations that inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph, specifically:
  - a. Generate sufficient information, including factual details and/or scientific observations, to adequately develop a topic using traditional and/or electronic retrieval sources. (I)
  - b. Group related facts into a paragraph(s) that maintains a consistent focus and moves through a logical sequence with a topic sentence(s) and supporting sentences. (O)
  - c. Use information from two or more sources to fulfill a given purpose. (O)
  - d. Credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism. (O)
  - e. Write a friendly informational letter, or other appropriate form, that addresses the knowledge and interests of the recipient. (I, V)
  - f. Use content-related vocabulary and language to clarify the message for the intended audience. (WC, V)
  - g. Manage time and process when writing to inform.

3. Write to Persuade Objectives - The student will be able to compose oral, written, and visual presentations that persuade by selecting and organizing relevant information, establishing an argumentative purpose, and designing an appropriate strategy for an identified audience, specifically:
  - a. Generate sufficient arguments (persuasive points), including factual information and observations, to adequately develop the topic or message. (I)
  - b. Organize a composition that establishes a position, supports the position with organized and relevant reasons and evidence, includes a conclusion that restates the position and/or may ask the audience to take action, and maintains a consistent focus. (I, O)
  - c. Write a friendly persuasive letter, or other appropriate form, that addresses the knowledge and interests of the recipient. (I, V)
  - d. Use content-related vocabulary and language to clarify the message for the intended audience. (WC)
  - e. Manage time and process when writing to persuade. (O)

**Goal B: Writing Process** - The student will develop content by applying the appropriate steps of the writing process and recognizing its recursive nature.

1. Prewriting/Drafting Objectives - The student will be able to compose texts using prewriting and drafting strategies of effective writers and speakers, specifically:
  - a. Set a purpose, identify the audience, and choose an appropriate form. (I, O)
  - b. Generate, select, and narrow topics, collectively and independently, based on discussion of common experiences. (I)
  - c. Identify, evaluate, and use sources of information on a self-selected and/or given topic. (O)
  - d. Use note-taking and other organizational techniques such as learning logs, dialogue journals, and quick writes to connect ideas and thinking about lesson content. (O)
  - e. Select and use an appropriate organizational structure such as chronology or sequence, description, main idea and detail, problem/solution, question/answer, compare and contrast, or cause and effect. (O)
  - f. Complete an idea by providing topic, support, and concluding sentences. (I, O)
2. Revising/Editing/Publishing Objectives - The student will be able to compose texts using the revising and editing strategies of effective writers and speakers for clarity, completeness of thoughts, and effectiveness (e.g., focus, and logical sequence), specifically:
  - a. Eliminate words and ideas that do not support the main idea. (WC, I)
  - b. Clarify meaning by adding modifiers and sensory words within a sentence. (WC)
  - c. Clarify meaning by rearranging sentences within a text. (WC)
  - d. Provide sentence variety and length by combining sentences and correcting rambling sentences. (SF)
  - e. Add details. (I)

- f. Expand simple sentences. (SF)
- g. Eliminate sentence fragments and run-on sentences. (SF)
- h. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling (self edit, peer edit, dictionary, thesaurus, spell checker, language handbook, grammar checker). (C)
- i. Prepare the final product for presentation to an audience. (P)
- j. Explain how textual changes clarify meaning or fulfill a purpose. (P)

**Goal C: Language Choices** - The student will identify how language choices in writing and speaking affect thoughts and feelings.

1. Language Choice Objectives - The student will be able to assess the effectiveness of details, word choice, and use of figurative language when composing, specifically:
  - a. Select words appropriate for the intended audience, situation, or purpose.
  - b. Describe how listeners might respond differently to similar words such as *nightmare/dream, loud/deafening, cute/gorgeous*. (WC)
  - c. Assess the effectiveness of choice of details and words/phrases that extend meaning. (I, WC)
  - d. Explain how specific words/phrases used by the writer affects audience response. (V)
  - e. Examine and use transitions showing importance and relation such as *because, additionally, unless, although, and so*. (O)
  - f. Identify the tone of one's own writing, and revise word choice to modify tone in order to address a given purpose and/or audience. (V, WC)
  - g. Explain how revisions in word choice and syntax affect meaning. (WC, C)

## **Standard V: Conventions of Standard English**

**Goal A: Application of Conventions** - The student will control language by applying the conventions of Standard English in speaking and writing. (Emphasis is on application of conventions rather than memorization of terms. Also, at each grade level, curricular options include more complex examples of previous years' objectives.)

1. Grammar/Usage Objectives - The student will be able to comprehend and apply Standard English usage in oral and written language, specifically:
  - a. Recognize elements of grammar and examples of conventional usage in personal and academic reading. (WC, C)
  - b. Recognize the meaning, position, form, and function of words when identifying grammatical concepts such as concrete, collective, and abstract nouns; demonstrative and relative pronouns; and subordinating conjunctions. (WC)
  - c. Identify and incorporate simple subjects and simple predicates when composing simple sentences. (SF)

- d. Differentiate between a phrase and a clause and between grammatically complete sentences and non-sentences such as sentence fragments and stringy/rambling sentences. (SF)
  - e. Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas. (SF)
  - f. Combine sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases. (SF)
  - g. Apply appropriate subject/verb agreement, such as, in compound subjects and with phrases that interrupt subject and the verb. (C)
  - h. Recognize and apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers. (C)
  - i. Recognize and correct common usage errors such as misplaced modifiers and incorrect use of verbs such as *lie/lay*, *rise/raise*, and *sit/set*. (C)
  - j. Use language appropriate for a specific audience, purpose, and context. (V, WC)
  - k. Use available resources to correct or confirm editorial choices. (C)
  - l. Explain editorial choices involving usage. (C)
2. Punctuation Objectives - The student will be able to apply Standard English punctuation in written language and explain and justify how it makes and clarifies meaning in academic and personal reading and writing, specifically: **(All are C)**
- a. Use commas correctly in direct address and to separate adjectives and parenthetical expressions such as *on the other hand*, *for example*, and *by the way*.
  - b. Use apostrophes in plural possessives and nouns that end in -s.
  - c. Use quotation marks and commas in dialogue and for direct quotations.
  - d. Use a colon to introduce a list.
  - e. Explain editorial choices involving punctuation.
3. Capitalization Objectives - The student will be able to apply Standard English capitalization in written language and explain and justify how it makes and clarifies meaning in academic and personal reading and writing, specifically: **(All are C)**
- a. Capitalize the beginning of a sentence.
  - b. Capitalize proper nouns.
  - c. Capitalize the names of towns, cities, states, countries, and continents.
  - d. Capitalize initials representing names.
  - e. Capitalize important words in titles.
  - f. Capitalize the first word in a direct quotation.
  - g. Explain editorial choices involving capitalization.

4. Spelling Objectives - The student will be able to recognize conventional spelling in and through personal and academic reading and apply conventional spelling in written language, specifically:
- a. Apply knowledge of grade level spelling rules and patterns to correctly spell: **(All bullets are C)**
    - Words with long vowel sounds such as a-consonant-e, ai, ay, eigh; e-consonant-e, ee, ea, and ie as in *thief*; i-consonant-e, -ind as in *kind*,
    - -igh as in *might*, -y as in *my*; o-consonant-e, oa, ow as in *know*, -o as in *go*;
    - u-consonant-e, ue as in *blue*, -ew as in *new*
    - Words with the sound of /oo/ spelled u as in *bush*, oo as in *wood*, and ou as in *could*
    - Words with the sound of /au/ spelled o as in *song*, ou as in *bought*, aw as in *draw*, au as in *because*, and al as in *stalk*
    - Words with the sound of /ou/ spelled ou as in *found* and ow as in *towel*
    - Words with the sound of /oi/ spelled oi as in *oil* and oy as in *boy*
    - Singular and plural possessives
    - Words that contain the confusing patterns of ie or ei (e.g., receive, believe)
    - Words ending with the /k/ sound spelled with c as in *basic*, k and in *chipmunk*, or ck as in *attack*
    - Words with two or more syllables that end in -ed (e.g. explained, denied, completed)
    - Words that begin with per- as in *perform*, pre- as in *prevent*, and pro - as in *protect*
    - Words that end with the sound of /shun/ spelled -tion as in *motion* and -cian as in *musician*
    - Words whose prefixes indicate amount or position such as bi- (e.g., bicycle), tri- (e.g., triangle), mid- (e.g., midnight), and semi- (e.g., semisweet)
    - Plurals of words ending in f (e.g., chief-chiefs, wolf-wolves)
    - Words with the suffixes -ant as in *assistant*, -ary as in *imaginary*, -ish as in *selfish*
    - Words that name a person who does an action by adding the suffixes -er as in *pitcher*, -or as in *director*, and -ist as in *colonist*
    - Words using prefixes to form their opposites such as in- (e.g., informal), il- (e.g., illegal), im- (e.g., impolite), ir- (e.g., irregular), dis- (e.g., disappear), de- (e.g., defrost), mis- (e.g., misjudge), and non- (e.g., nonfiction)
    - Abbreviations
    - Compound words
    - Homophones, using context clues (e.g., hear, here)
    - Words ending in ous as in *famous* and *nervous*
    - Plurals for words ending in o preceded by a vowel (e.g., video-videos)
    - Plurals for words ending in o preceded by a consonant (e.g., tornado-tornadoes)
    - Plurals for words ending in y preceded by a vowel (e.g., display-displays)
    - Plurals for words ending in y preceded by a consonant (e.g., variety-varieties)
    - Plurals for words ending in s, ss, sh, ch, x, and z.

- b. Spell grade-appropriate high frequency and content words. (C)
  - c. Spell multi-syllabic words with complex spelling patterns. (C)
  - d. Use suitable traditional and electronic resources as a spelling aid. (C)
  - e. Use mnemonic devices to recall frequently misspelled words. (C)
  - f. Maintain a personal list of words to use in editing original writing. (C)
  - g. Apply knowledge of a variety of spelling strategies to spell unknown words (e.g., using various resources, spelling by analogy, writing a word several ways). (C)
5. Handwriting Objectives - The student will be able to produce writing that is legible to the audience, specifically:
- a. Write fluidly and legibly in manuscript and cursive, as appropriate. (P)
  - b. Use word processing technology when appropriate. (P)

## **Standard VI: Listening**

**Goal A:** Listening - The student will demonstrate effective listening to learn, process, and analyze information.

1. Listening Objectives - The student will be able to comprehend and analyze what is heard, specifically:
- a. Attend to the speaker and respond appropriately to clarify, understand and relate prior knowledge.
  - b. Determine a speaker's purpose.
  - c. Identify how the language of the presentation contributes to effect and meaning.
  - d. Draw conclusions based on the information presented.
  - e. Follow a set of multi-step directions.
  - f. Listen carefully to expand and enrich vocabulary.
  - g. Determine a speaker's attitude through verbal and non-verbal cues such as tone of voice, inflections, and facial expressions.

## **Standard VII: Speaking**

**Goal A:** Speaking – The student will communicate effectively in a variety of situations with different audiences, purposes, and formats.

1. General Speaking Objectives - The student will use organization and delivery strategies at an appropriate level, specifically:
- a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress.
  - b. Use appropriate non-verbal techniques to enhance communication such as posture, eye contact, facial expressions, and gestures.

- c. Express complete thoughts when the situation calls for it.
  - d. Question others to clarify meaning and acquire information.
  - e. Voluntarily express relevant thoughts and ideas in both small and large groups.
  - f. Exhibit appropriate speaking behaviors such as being polite, taking turns, and listening to others.
2. Oral Presentation Objectives - The student will make effective oral presentations, specifically:
- a. Speak in a variety of situations to inform, persuade, and/or relate experiences, including retelling stories.
  - b. State a position and support it with reasons.
  - c. Consider correct usage.
  - d. Attend to visual and verbal cues from the audience.
  - e. Use nonverbal behaviors such as eye contact and appropriate body language.
  - f. Use appropriate volume, rate, expression, and a variety of vocal inflections.
  - g. Participate in dramatic presentations.
  - h. Plan and deliver effective oral presentations.
  - i. Use props when appropriate.