

# **LANGUAGE ARTS**

## **INTERMEDIATE LEVEL 3-4-5**

### **ORAL LANGUAGE**

Oral language encompasses the ability to listen, speak, and communicate effectively. Oral language provides a basis on which literacy is built. Research has repeatedly shown a strong connection between oral language and reading. Oral language development begins at birth and is continuous and unending; each of us continues to acquire new aspects of language through our interactions and experiences.

Research shows that oral language builds background knowledge as students listen, view, speak, and present. Background knowledge greatly influences comprehension and vocabulary acquisition. Continuous oral language not only provides, but expands, the opportunity for students to effectively develop comprehension and vocabulary skills, as well as the ability to decode words. Weak or limited oral language may interfere with a student's ability to learn to read.

Oral language is also a social skill necessary to communicate information, share cultures, and build traditions. However, some children come from environments with limited models and opportunities to develop language. Thus, school must provide appropriate oral language experiences that extend the oral language development of all children, to facilitate social competencies, learning, and literacy.

The following are possible suggestions and not all-inclusive:

#### **Teacher Delivery**

1. Provide a model for listening, speaking, viewing, and presenting.
2. Listen attentively to students' discussions and responses.
3. Provide opportunities for students to listen, respond, and share information with others.
4. Encourage and support student precision in oral descriptions, argument, and questioning.
5. Encourage students to speak clearly and audibly, elaborating upon their ideas during class discussions and presentations.
6. Provide opportunities for students to listen and view for pleasure, acquire information, and solve problems.
7. Provide opportunities for students to recount experiences, present stories, recite selections, and give presentations.
8. Encourage parents and students to share cultural heritage and traditions with classrooms.

#### **Informal Assessment**

1. Student conferences and discussions.
2. Checklist of expected language behaviors.
3. Anecdotal records of the student's performances in class.
4. Retelling of information.

5. Presentation rubrics.

Differentiation

1. Provide opportunities for students to work independently and in groups to prepare and present information to others.
2. Engage students in projects (e.g., service learning, jig sawing, etc.).
3. Provide visual, auditory, and kinesthetic instruction.
4. Provide explicit instruction according to students' needs.
5. Provide additional opportunities for students to listen, speak, view, and present, utilizing media aids.
6. Elicit physical responses to questions (e.g., point to a picture).
7. Provide opportunities for students to speak in their native language.

Home Connection

1. Encourage parents to provide opportunities for children to engage in listening, speaking, viewing, and presenting.
2. Encourage parents to share cultural heritage and traditions.

<b>STANDARD 1 Oral Language</b> Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <p>Develop language through listening and speaking.</p> <ul style="list-style-type: none"> <li>- Identify specific purpose(s) for listening (e.g., to gain information, to give a perspective/point of view, to be entertained).</li> <li>- Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize).</li> <li>- Speak clearly and audibly with expression in communicating ideas (i.e., effective rate volume, pitch, tone, phrasing, and tempo).</li> </ul>	<p><b>OBJECTIVES</b></p> <p>Develop language through listening and speaking.</p> <ul style="list-style-type: none"> <li>- Identify specific purpose(s) for listening (e.g., to gain information, to give a perspective/point of view, to be entertained).</li> <li>- Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, clarify, question, and summarize, formulate an opinion with supporting evidence).</li> <li>- Tell and re-tell taking simple notes.</li> <li>- Speak clearly and audibly with expression</li> </ul>	<p><b>OBJECTIVES</b></p> <p>Develop language through listening and speaking.</p> <ul style="list-style-type: none"> <li>- Identify specific purpose(s) for listening (e.g., to gain information, to give a perspective/point of view, to be entertained).</li> <li>- Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, retell, clarify, question, summarize, formulate an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and</li> </ul>

<ul style="list-style-type: none"> <li>- Demonstrate an appreciation of cultural diversity of languages.</li> <li>- Speak in complete sentences with appropriate subject-verb agreement.</li> <li>- Speak in complete sentences with appropriate subject-verb agreement.</li> </ul> <p>Develop language through viewing media and presenting.</p> <ul style="list-style-type: none"> <li>- Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion).</li> <li>- Use a variety of formats (e.g., drama, sharing of books, personal writings, choral readings, informational reports) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers).</li> </ul>	<p>when communicating ideas (i.e., effective rate volume, pitch, tone, phrasing, tempo, eye contact, enunciation)</p> <ul style="list-style-type: none"> <li>- Demonstrate an appreciation of cultural diversity and aesthetics of oral language.</li> <li>- Speak using simple and compound sentences with appropriate subject-verb agreement and verb tense.</li> <li>- Speak using simple and compound sentence with appropriate subject-verb agreement and verb tense</li> </ul> <p>Develop language through viewing media and presenting.</p> <ul style="list-style-type: none"> <li>- Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, and accuracy of presentation's evaluation).</li> <li>- Use a variety of presentation formats in presenting with forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).</li> </ul>	<p>perspective, take simple notes.</p> <ul style="list-style-type: none"> <li>- Speak clearly and audibly with expression in communicating ideas (i.e., effective rate volume, pitch, tone, phrasing, tempo, eye contact, enunciation).</li> <li>- Demonstrate an appreciation of cultural diversity and aesthetics of oral language.</li> <li>- Speak using complex sentences with appropriate subject-verb agreement, correct verb tense, and syntax.</li> </ul> <p>Develop language through viewing media and presenting.</p> <ul style="list-style-type: none"> <li>- Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, and accuracy/bias of presentation's evaluation).</li> <li>- Use a variety of presentation formats in presenting with forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).</li> </ul>
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## **CONCEPTS OF PRINT**

Knowledge about print is a critical skill for beginning readers and writers. Before young children can read or write, they must understand that print carries meaning, print is organized in a particular way, and print has a specific function within our society.

Many children come to school with this knowledge firmly in place. However, students with limited exposure to books need to be taught the elements of print such as directionality (i.e., front/back, top/bottom, left/right), an understanding that words are made up of letters, and that print contains the message.

Teachers should observe student behaviors to ensure that all children understand the various functions and conventions of printed text. Children's understanding of the concepts of print has been found to be a strong predictor of future reading achievement.

The following are possible suggestions and not all-inclusive:

#### Teacher Delivery

1. Provide explicit instruction on directionality.
2. Model directionality while reading aloud with students.
3. Provide opportunities for students to track words while being read to/reading.
4. Provide opportunities for students to locate author and title of a book.

#### Informal Assessment

1. Observation
2. Students demonstrate elements of directionality with a text.
3. Students identify letters and words.
4. Students track a printed page.
5. Students demonstrate book-handling skills.

#### Differentiation

1. Provide explicit instruction and modeling of concepts of print while reading to individual or small groups of students according to need.
2. Show sensitivity to students whose primary written language differs in script and/or format from written English.
3. Provide visual, auditory, and kinesthetic instruction about print.
4. Provide multiple opportunities for students' to practice and demonstrate skills with print.

#### Home Connections

1. Communicate the importance of print concepts to parents.
2. Provide parents with a list of the essential elements of print concepts.

**STANDARD 2 Concepts of Print** Students develop an understanding of how printed language works.  
These concepts are reinforced and mastered at grades 3, 4, and 5.

## **PHONOLOGICAL AND PHONEMIC AWARENESS**

Phonemic awareness has been shown to be the single best predictor of success in beginning reading. Before children can understand the relationship between letters and sound, they must be able to identify individual sounds in words.

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words. Phonemic awareness is not the same thing as phonics. Phonemic awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Therefore, phonics deals with learning sound-spelling relationships and is associated with print. All phonemic awareness tasks are purely oral. Phonemic awareness training provides the foundation on which phonics instruction is built. Thus, children need solid phonemic awareness training for phonics instruction to be effective. Phonemic awareness should be explicit and taught in logical sequence.

Phonological awareness is a much broader term than phonemic awareness. Phonological awareness includes identifying and manipulating larger parts of spoken language (e.g., words, syllables, onsets and rimes). Phonological awareness also includes other aspects of spoken language, such as rhyming and alliteration. Phonemic awareness is a subcategory of phonological awareness.

There are five basic types of phonological and phonemic awareness tasks:

1. The ability to hear rhymes and alliteration.
2. The ability to do oddity tasks. (Example: Three words are read to the student. The student selects the word that does not fit the pattern.)
3. The ability to orally blend words and syllables.
4. The ability to orally segment words and syllables (including counting sounds).
5. The ability to do phonemic manipulation tasks.

The first four task types should be covered by the end of kindergarten. The fifth task type is appropriate for introduction in middle to late first grade.

Each task type does not have to be mastered before moving on the next. Rather, a mix of appropriately sequenced activities throughout lessons keep children engaged and provides practice with all types of phonemic awareness tasks, however, instruction in oral blending should begin before instruction in oral segmentation.

Research indicates that approximately 20 percent of children lack phonemic awareness. For these students, the likelihood of reading failure is quite high. Scientifically-based research tells us that phonemic awareness can be taught to preschoolers, kindergartners, and first graders who are just beginning to read, as well as older less able readers. Phonemic awareness and phonological awareness help children learn to read and spell. They are most effective when children are taught to manipulate phonemes in an organized manner. Phonological and phonemic awareness instruction is most effective when it focuses on only one of two types of tasks.

Over the school year, the entire phonemic awareness program should take not more than 20 hours or approximately 10-15 minutes a day. Phonemic awareness training does not constitute a complete reading program. Rather, it provides children with essential foundational knowledge in the alphabetic system as part of beginning reading programs and remedial reading programs.

The following are possible suggestions and not all-inclusive:

#### Teacher Delivery

1. Provide instruction in phonological awareness through rhymes, songs, chants, alliteration, counting words in a sentence, and clapping syllables in words.
2. Provide activities in rhyming and rhyme recognition.
3. Demonstrate and encourage students to blend sounds to make words.
4. Provide opportunities for students to segment words, isolate, delete, substitute, and match phonemes in words.
5. Provide application opportunities for students to manipulate letters with sounds through word sorts, magnetic letters, Elkonin boxes, and white boards while matching letters to sounds.

#### Informal Assessment

1. Checklists of sounds children hear in isolation or at the beginning, middle, or ending of a word; producing words that rhyme; and segmenting or blending words.
2. Observations of students' ability to produce, identify, and manipulate sounds.
3. Anecdotal records of behaviors students exhibit while producing or making sounds.

#### Differentiation

1. Provide explicit instruction in the area of the student's need.
2. The areas of phonological and phonemic awareness are especially difficult for children with speech and hearing problems.
3. Demonstrate correct mouth formation to produce sounds.

#### Home Connection

1. Communicate the importance of children identifying and producing all the sounds of our language.
2. Provide suggestions for parents to help their child with rhyming words, blending sounds, segmenting sounds, and identifying sounds in isolation.
3. Provide home activities for parents to develop their children's phonological and phonemic awareness.

**Standard: 3 Phonological and Phonemic Awareness** Students develop phonological and phonemic awareness. These concepts are reinforced and mastered at grades 3, 4, and 5.

## **PHONICS AND SPELLING**

Beginning readers must know and understand the relationship between letters and sounds in order to learn to read and spell. In addition beginning readers must know and be able to use a variety of phonics skills to unlock unknown words. Phonics skills are critical to the word identification process until almost all words are learned to the point of being automatic, that is, to the point where words are recognized automatically, without thinking. Phonics instruction has been shown to be most effective when taught systematically, sequentially, and explicitly.

Research reports that phonics instruction is most effective when taught early. Phonics instruction:

- Significantly improves kindergarten and first-grade children's word recognition and spelling.
- Significantly improves children's reading comprehension.
- Is effective for children from various social and economic levels.
- Is particularly beneficial for children who have difficulty learning to read and are at risk for developing future reading problems.
- Is more effective than non-systematic or no phonics instruction.
- Is not an entire reading program for beginning readers.

Approaches to phonics construction include:

- Analogy - children use parts of word families to identify words they don't know.
- Analytic - children analyze letter-sound relationships in previously learned words to read new words.
- Embedded - children use letter-sound relationships while reading connected text.
- Onset-rime - children learn to identify the sound of the first letter with the remaining part of the word.
- Synthetic children convert letters into sounds and blend the sounds to make words.

Research shows that students who are at-risk readers profit significantly from systematic synthetic phonics instruction.

Spelling is a developmental process. Research confirms that spelling, for most people, requires something above and beyond experience with reading. The ability to read a word does not always guarantee a child can spell the word. Without fluent spelling skills, many students continue to struggle with the mechanics of the writing process and cannot focus their attention and energy on what and why they are writing. Careful examination of words that are part of formal spelling instruction can affect the quality of students' writing, as well as their reading experiences.

Spelling is a combination of interactive language processes, use of strategies, self-checking, and monitoring. Spelling instruction, in past years, has often been having students memorize lists of single words. However, research tells us it is more productive to teach word families, syllabication, word origins, and basic spelling rules as a major part of spelling instruction. Spelling should be a thinking activity, not merely a memory activity. According to research, efficient spellers view spelling as a problem-solving activity. They have a strong

sense of control over their own learning, using a combination of strategies to spell unknown words during writing while committing the spelling of words to memory.

The following are possible suggestions and not all-inclusive:

#### Teacher Delivery

1. Provide explicit, systematic, synthetic instruction to students on letter sounds and blending for the purpose of decoding and spelling words.
2. Provide explicit instruction on consonants, consonant blends, digraphs, vowels, vowel digraphs, and vowel variants.
3. Provide instruction on segmenting and blending letters to form words.
4. Provide opportunities to students to build words with onsets and rimes.
5. Provide experiences in making words, word sorts, and studying word walls.
6. Provide instruction and application in analyzing word parts (e.g., word chunks, prefixes, suffixes, roots, syllables).
7. Provide instruction on strategies to read and spell unknown words.
8. Use decodable text in earlier grades as an integral part of explicit phonics instruction.
9. Provide sound-by-sound dictation and whole word dictation as a means of practice.
10. Determine students' developmental spelling level.
11. Generate word lists according to students' developmental level, writing sample, and commonly misspelled words.
12. Provide explicit instruction to teach spelling as a developmental process beginning with sound-symbol relationships.
13. Provide and encourage students to use spelling cues as needed for accuracy when completing writing assignments.
14. Provide numerous opportunities for students to see words spelled correctly.
15. Teach spelling as part of the reading and writing process.
16. Teach commonly misspelled words (e.g., they, too, there).
17. Teach proofreading as an application of spelling knowledge.
18. Provide instruction on resources to assist spelling (e.g., dictionaries).
19. Teach specific strategies to promote spelling and writing fluency.
20. Encourage and foster accountability for correct spelling.
21. Encourage interest and enthusiasm for words: avoid word searches, word puzzles, and writing words multiple times.
22. Provide frequent opportunities for purposeful writing (narrative, descriptive, persuasive, expository, scientific, technical).

#### Informal Assessment

1. Checklists of skills used by students.
2. Anecdotal records of noted behaviors in class.
3. Conferences and discussions with students.
4. Performance assessment to see how well students apply phonetic principles.
5. Pre-and post-spelling tests.

6. Writing samples.
7. Spelling inventories.

#### Differentiation

1. Provide explicit instruction in the area of the student's deficit.
2. Provide activities that focus on the manipulation of letters and sounds.
3. Provide opportunities for students to respond kinesthetically to instruction.
4. Model direct instruction..
5. Provide opportunities for students to use and manipulate letters.
6. Provide multiple practice opportunities with decodable books.
7. Provide visual, auditory, and kinesthetic instruction with spelling.
8. Generate lists of key words from students' reading and writing.
9. Provide varied and frequent practice with words.
10. Provide opportunities for students to learn to spell functional words.
11. Analyze, with the student, the errors being made in writing assignments, and use this information for reading and spelling instruction.
12. Assess often, observing skill level and strategy used.
13. Modify practice opportunities according to individual student needs.
14. Help students develop a study process that fits individual needs.
15. Teach students to apply strategies in determining unknown words and spellings.

#### Home Connections

1. Communicate expectations to parents.
2. Provide suggestions for parents to help their children with phonics applications.
3. Encourage parents to listen to children read decodable books regularly.
4. Train parents to be able to select appropriate books for their children to read.
5. Require parents to set aside time nightly for children to read to adults.
6. Encourage parents to provide their children with opportunities to write, encouraging correct spelling (e.g., grocery lists, notes to family members, thank you notes).
7. Encourage parents to play word games.
8. Encourage parents to support teacher spelling instruction.
9. Guide parents to encourage interest in words.

**STANDARD 4 PHONICS AND SPELLING** Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <p>Spell words correctly.</p> <ul style="list-style-type: none"> <li>- Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words</li> <li>- Spell correctly grade level compound words, words with plural endings, and common phonograms.</li> <li>- Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., friend, square, special).</li> <li>- Learn the spelling of irregular and difficult words (e.g., electric, planet, trapper, and rectangle).</li> </ul> <p>Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association)</p> <ul style="list-style-type: none"> <li>- Use knowledge about spelling to predict the spelling of new words and correct misspelled words.</li> <li>- Visualize words while writing, during dictation.</li> <li>- Associate the spelling of new words with that of known words and word patterns.</li> </ul> <p>Use spelling generalities to assist spelling of new words (e.g., doubling of consonants, “le” ending, adding suffixes and prefixes).</p>	<p><b>OBJECTIVES</b></p> <p>Spell words correctly.</p> <ul style="list-style-type: none"> <li>- Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words</li> <li>- Spell words with roots, inflectional endings, prefixes, and suffixes (e.g., faster, disapprove celebration) understanding how prefixes and suffixes change meanings.</li> <li>- Spell an increasing number of high-frequency and irregular words correctly (e.g., explain, course, several).</li> <li>- Learn the spellings of irregular and difficult words (e.g., triangle, volcanoes, minerals, county).</li> </ul> <p>Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association)</p> <ul style="list-style-type: none"> <li>- Use knowledge about spelling to predict the spelling of new words and correct misspelled words.</li> <li>- Visualize words while writing, during dictation.</li> <li>- Associate the spelling of new words with that of known words and word patterns.</li> <li>- Use spelling generalities to assist spelling of new words.</li> </ul>	<p><b>OBJECTIVES</b></p> <p>Spell words correctly.</p> <ul style="list-style-type: none"> <li>- Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</li> <li>- Spell multi-syllable words with roots, prefixes, and suffixes.</li> <li>- Spell an increasing number of high-frequency and irregular words correctly (e.g., language, tongue).</li> <li>- Learn the spelling of irregular and difficult words (e.g., hundredths, legislative, digestive).</li> </ul> <p>Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).</p> <ul style="list-style-type: none"> <li>- Use knowledge about spelling to predict the spelling of new words and correct misspelled words.</li> <li>- Visualize words while writing, during dictation.</li> <li>- Associate the spelling of new words with that of known words and word patterns.</li> <li>- Use spelling generalities to assist spelling of new words.</li> </ul>

## **FLUENCY**

Fluency is the ability to read a text accurately, quickly, and expressively with appropriate phrasing and intonation. Fluency is a critical component of reading development that can be developed through instruction. The goal of fluency instruction is not fast reading, but expressive and meaning-filled reading. Automaticity (fast, effortless word recognition) is necessary, but not sufficient, for fluency. Fluency has as much to do with accessing the deeper meaning of the text as it has to do with attending to words on a page. Fluency allows the reader to concentrate on comprehension, but fluent reading does not guarantee comprehension. Fluency instruction should begin in kindergarten as children participate in shared reading with the teacher. Fluent reading can be developed by modeling and having students engage in repeated oral reading of familiar text.

Fluency develops gradually over considerable time and through substantial practice. Students need multiple opportunities to orally and silently read text that is not too difficult. Multiple opportunities allow students to learn to read expressively and discover reading as a pleasurable, meaningful activity. Reading rate and accuracy are important as diagnostic indicators for assessing students' overall reading performance.

Research shows that beginning readers who develop automatic word identification skills are better able to comprehend text. A study conducted with the National Assessment of Educational Progress (NAEP) indicates a strong relationship between oral fluency and silent reading comprehension. Students who scored lower in measures of fluency also scored lower on measures of comprehension.

Reading rates have been shown to be related to reading volume. Children with slower reading rates simply read fewer words than faster readers in the same amount of time. High levels of fluency are related to ample opportunities to practice. Students should never lose sight of the importance of understanding what they read; lessons should be comprehension-oriented, even when smooth and fluent oral reading is being emphasized.

The following are possible suggestions and are not all-inclusive:

### **Teacher Delivery**

1. Provide students with models of fluent reading during read aloud and guided reading lessons.
2. Provide opportunities for students to repeatedly read (3-4 times) a short passage of 50-200 words aloud with guidance and monitoring for fluency.
3. Provide teacher-directed (guided reading) lessons in which children spend the maximum amount of time engaged in reading connected text on an appropriate level (90% or higher accuracy).
4. Provide multiple opportunities with a variety of texts on students' independent reading level (95% or higher accuracy).
5. Provide opportunities to practice through echo reading, choral reading, readers' theater, shared book experience, and paired reading as well as whole group reading.

### Informal Assessment

1. Assess word recognition on groups of high-frequency words after learning and practice opportunities have been provided.
2. Listen to individual students read and evaluate whether the reading is word-by-word, more than word-by-word but not in phrases, or in phrases.
3. Listen to individual students read and evaluate accuracy, phrasing, expression, and comprehension.
4. Time a student's reading to determine rate in words per minute.

### Differentiation

1. Select short, highly predictable selections that are meant to be read aloud with expression, such as rhyming poetry.
2. Model the initial pages of a text with the students following along in their own texts. Students can read the remainder of the story with greater fluency and fewer misread words.
3. Preview new stories with a pause to allow the student to self-correct when figuring out or encountering a difficult word, prompt helpfully and strategically if needed, and offer specific praise for the student's efforts.
4. Provide frequent uninterrupted reading practice with connected text containing high-frequency words.
5. Provide additional opportunities for students to reread familiar text.
6. Provide students with ample opportunity to read more sophisticated or less sophisticated text.
7. Provide students with models of fluent reading.
8. Provide students with the opportunity to read material on their independent level, in pairs and groups, with fluency and expression.

### Home Connection

1. Communicate the importance of students and parents reading together daily to improve fluency.
2. Provide appropriate reading material for students to read at home.
3. Instruct parents in instructional models that include rereading and paired reading.
4. Encourage parents to have their children read at home daily:
  - Kindergarten - read to and with, for twenty minutes.
  - First grade - twenty minutes.
  - Second grade - thirty minutes.
  - Third to sixth grades – forty minutes.

**STANDARD 5 FLUENCY** Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <p>Read aloud grade level text with appropriate speed and accuracy.</p> <ul style="list-style-type: none"><li>- Read grade level text at a rate of approximately 80-110 wpm.</li><li>- Read grade level text with an accuracy rate of 95-100%.</li></ul> <p>Read aloud grade level text effortlessly with clarity.</p> <ul style="list-style-type: none"><li>- Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.</li><li>- Read with automaticity 300 third grade high –frequency/sight words.</li></ul>	<p><b>OBJECTIVES</b></p> <p>Read aloud grade level text with appropriate speed and accuracy.</p> <ul style="list-style-type: none"><li>- Read grade level text at a rate of approximately 90-120 wpm.</li><li>- Read grade level text with an accuracy rate of 95-100%.</li></ul> <p>Read aloud grade level text effortlessly with clarity.</p> <ul style="list-style-type: none"><li>- Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.</li><li>- Read grade level words with automaticity.</li></ul>	<p><b>OBJECTIVES</b></p> <p>Read aloud grade level text with appropriate speed and accuracy.</p> <ul style="list-style-type: none"><li>- Read grade level text at a rate of approximately 100-130wpm.</li><li>- Read grade level text with an accuracy rate of 95-100%.</li></ul> <p>Read aloud grade level text effortlessly with clarity.</p> <ul style="list-style-type: none"><li>- Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.</li><li>- Read grade level words with automaticity.</li></ul>

## **VOCABULARY**

Vocabulary is critical to comprehension. Students must know what individual words mean within the context of listening, speaking, reading, and writing. Research suggests the proportion of difficult words in text is the single most powerful predictor of text difficulty; a reader's general vocabulary-knowledge is the single best predictor of how well a reader can understand text.

Research shows the average second grade student has a reading vocabulary of about 2,000 to 5,000 words, yet the materials he/she will read in third through ninth grade contain approximately 90,000 different words. According to the best estimates, students need to learn approximately 3,000 to 4,000 words per year just to stay on grade level. The California State Board of Education (1999) recommended that students in early grades read 500,000 to 1,000,000 words per year. Vocabulary acquisition is related to the amount of reading students do both in and out of school.

There are four types of vocabulary: listening, speaking, reading, and writing. Most students whose primary language is English enter kindergarten with speaking vocabularies ranging between 2,500-5,000 words. Generally, first graders can orally use and understand about 6,000 words but have very limited reading vocabularies. By second grade, students' reading vocabularies are growing steadily, with students learning an average of 3,000-4,000 words a year. It would be impossible to teach this number of words directly each year. Thus, it becomes critical that teachers provide explicit vocabulary instruction, motivation, and reading opportunities to develop word knowledge.

The following are possible suggestions and are not all-inclusive:

### **Teacher Delivery**

1. Read aloud challenging text from a variety of genres.
2. Provide explicit instruction on content-specific vocabulary.
3. Provide instruction on vocabulary within the content area being studied.
4. Provide sufficient practice opportunities with vocabulary.
5. Provide instruction for determining meaning through context clues.
6. Provide and promote opportunities for students to independently read from a variety of genres to expand vocabulary.
7. Provide explicit instruction on word structure (e.g., affixes, root words).
8. Provide instruction to deepen students' understanding of vocabulary (e.g., semantic feature analysis, word synonyms, antonyms, multiple meanings of words).
9. Incorporate new vocabulary into teacher's daily dialogue and instructions in order to model vocabulary use and meaning.
10. Provide explicit instruction on high-frequency words.
11. Provide access and instruction to resource material (e.g., dictionary, thesaurus).

### **Informal Assessment**

1. Observe for complexity of vocabulary usage as students read, speak, and write.

2. Informal assessments of vocabulary.

Differentiation

1. Provide a print-rich environment for students to read materials that reflect their interests and maturity levels.
2. Provide opportunities for students to read in content areas where they can apply knowledge of content vocabulary.
3. Present material that matches students’ instructional reading levels.
4. Provide opportunities to extend students’ speaking and listening level of vocabulary beyond their reading level.
5. Allow students to use multiple resources for vocabulary support.
6. Allow for additional experiences and practice with vocabulary.
7. Allow students to work with a peer.
8. Provide visual and kinesthetic experiences with vocabulary.
9. Provide direct instruction on grammatical features and idioms.
10. Provide simplified text as needed to reinforce vocabulary instruction and word recognition.
11. Support ESL students with vocabulary acquisition by providing:
  - Vocabulary in native language with connections to English.
  - Opportunities to work with English speaking peers.
  - Instruction on grade level concepts (animals, weather) and functions (walk, quiet).
  - Cultural references of vocabulary.

Home Connection

1. Encourage parents to provide time to read together as a family and engage in conversation.
2. Encourage parents to provide experiences and discussions on concepts, observations, and materials read or viewed.
3. Encourage parents to provide opportunities that encourage vocabulary development through promoting reading, by visiting the library, bookstores, and discussing environmental print.
4. Encourage parents to monitor children’s time spent watching TV, playing video games, and/or surfing the Internet.
5. Encourage parents to have nightly reading for pleasure in the home.

<b>STANDARD 6 VOCABULARY</b> Students learn and use grade level vocabulary to increase understanding and reading fluency.		
Third Grade	Fourth Grade	Fifth Grade
<b>OBJECTIVES</b>  Learn new words through listening and reading a variety of material.  - Use new vocabulary learned by listening,	<b>OBJECTIVES</b>  Learn new words through listening and reading a variety of material.  - Use new vocabulary learned by listening,	<b>OBJECTIVES</b>  Learn new words through listening and reading a variety of material.  - Use new vocabulary learned by listening,

<p>reading, and discussing a variety of genres.</p> <ul style="list-style-type: none"> <li>- Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math, religion).</li> </ul> <p>Use multiple resources to learn new words by relating them to known words and/or concepts.</p> <ul style="list-style-type: none"> <li>- Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries, beginning thesauruses).</li> </ul> <p>Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., rotation: planets, spinner, taking turns).</p> <p>Use structural analysis and context clues to determine meanings of words.</p> <ul style="list-style-type: none"> <li>- Identify meaning of words using prefixes and suffixes.</li> <li>- Use context to determine meanings of unknown key words (e.g., the <u>ferocious</u> dog growled at the children).</li> <li>- Use context to determine meanings of synonyms, antonyms, homonyms (e.g. blue, blew), and multiple-meaning words (e.g., light).</li> </ul>	<p>reading, and discussing a variety of genres.</p> <ul style="list-style-type: none"> <li>- Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math, religion).</li> </ul> <p>Use multiple resources to learn new words by relating them to known words and/or concepts.</p> <ul style="list-style-type: none"> <li>- Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).</li> </ul> <p>Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: Indians, pioneers, farmers).</p> <p>Use structural analysis and context clues to determine meanings of words.</p> <ul style="list-style-type: none"> <li>- Identify meanings of words using roots and affixes (e.g., disrespectfully).</li> <li>- Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, and idioms.</li> <li>- Use context to determine meanings of synonyms, antonyms, homonyms (e.g., there, their, they're) and multiple-meaning words (e.g., rock).</li> </ul>	<p>reading, and discussing a variety of genres.</p> <ul style="list-style-type: none"> <li>- Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math, religion).</li> </ul> <p>Use multiple resources to learn new words by relating them to known words and/or concepts.</p> <ul style="list-style-type: none"> <li>- Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).</li> </ul> <p>Determine gradients of meanings between related words and concepts (e.g., ambassador: official, representative).</p> <p>Use structural analysis and context clues to determine meanings of words.</p> <ul style="list-style-type: none"> <li>- Identify meanings of words using roots and affixes.</li> <li>- Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverb and cliches.</li> <li>- Use words, sentences, and paragraphs as context clues to determine meanings of synonyms, antonyms, homonyms (e.g., your, you're), and multiple-meaning words (e.g., beat).</li> </ul>
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## COMPREHENSION

The ultimate goal of reading is comprehension. Comprehension is the process of constructing meaning utilizing the reader's existing knowledge, the information in the text, and the purpose for reading. Comprehension requires the reader to apply strategies and monitor his/her understanding of both narrative and informational text. Comprehension is critically important to the development of reading, academic learning in all subject areas and success in today's society.

Research shows there are three critical findings regarding comprehension: (1) Comprehension is a complex cognitive process in which vocabulary plays an important part. (2) Comprehension is an active process that requires intentional and thoughtful interaction between the reader and the text. (3) Teacher preparation is linked to student achievement in comprehension.

Certain key comprehension strategies employed before, during, and after reading need to be taught directly to students in the context of their reading. In explicit comprehension strategy instruction, students learn what the strategy is; why it is important; and how, when, and where to apply it.

Students' awareness and understanding of text organization plays a key role in reading comprehension. Text organizations are the physical presentation of text with headings, subheadings, graphics, and underlying text structure (e.g., compare/contrast, sequence of presentation within narrative or expository text).

The following are possible suggestions and not all-inclusive:

### Teacher Delivery

1. Model the process and strategies being taught (e.g., read and think aloud, question, predict, summarize, etc.).
2. Provide explicit instruction in the use of comprehension strategies before, during, and after reading.
3. Provide explicit instruction in:
  - Identifying text structure
  - Activating prior knowledge (e.g., about topic, author, illustrator, genre)
  - Determining importance/main idea
  - Predicting/infering
  - Questioning
  - Monitoring comprehension
  - Clarifying
  - Retelling
  - Summarizing
  - Synthesizing
  - Making connections (e.g., text to self, text to text, text to world)

- Visualizing
4. Provide explicit instruction on the various expository text structures (e.g. compare/contrast, cause/effect, chronological order, sequence, descriptive).
  5. Provide models of delivery (e.g., reciprocal teaching, graphic organizers, Question-Answer-Relationship QARs).
  6. Utilize a variety of texts and genres to develop comprehension.
  7. Provide extensive opportunities for reading on an independent level.
  8. Utilize flexible grouping practices.
  9. Model metacognitive strategies (e.g., fix-up strategies, adjusting reading speed to fit the difficulty of text, checking understanding of what was read).
  10. Emphasize comprehension across all eight standards of the Utah Language Arts Core Curriculum.

### Informal Assessments

1. Story retellings noting beginning, middle, and ending.
2. Various reading response strategies (e.g., journals, coding text).
3. Discussion of text.

### Differentiation

1. Provide students with choices from a wide variety of appropriate materials.
2. Provide clear models and examples of comprehension strategies.
3. Present information visually as well as orally.
4. Utilize flexible grouping practices.
5. Repeat instruction as appropriate.
6. Check frequently for understanding.
7. Pair struggling students with a reading partner when appropriate.
8. Give students opportunities to discuss books with their peers and others.
9. Provide instruction with higher-level thinking skills.

### Home Connection

1. Communicate the importance of students and parents reading together daily.
2. Communicate the importance of children reading at home daily.
  - Kindergarten - read to and with for 15-20 minutes.
  - First grade – 15-20 minutes.
  - Second grade – 20-30 minutes.
  - Third through sixth grades – 30-40 minutes.
3. Encourage parents to discuss and respond to reading material with their children.

4. Help parents to encourage children to read a variety of genres.
5. Encourage parents to visit libraries and bookstores with their children.

<b>STANDARD 7 COMPREHENSION</b> Students understand, interpret, and analyze narrative and informational grade level text.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <p>Identify purposes of text.            Identify purpose for reading            Identify author's purpose.</p> <p>Apply strategies to comprehend text.</p> <ul style="list-style-type: none"> <li>- Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).</li> <li>- Generate questions about text (e.g., factual, inferential, evaluative).</li> <li>- Form mental pictures to aid understanding of text.</li> <li>- Make and confirm predictions while reading using title, picture clues, text, and/or prior knowledge.</li> <li>- Make inferences and draw conclusions from text.</li> <li>- Identify topic/main idea from text; not details.</li> <li>- Summarize important ideas/events: summarize supporting details in sequence.</li> <li>- Monitor and clarify understanding applying fix-up (e.g., strategies while interacting with text, re-read, vocabulary clarification, etc).</li> <li>- Compile information from text.</li> </ul> <p>Recognize and use features of narrative and informational text.</p>	<p><b>OBJECTIVES</b></p> <p>Identify purposes of text.            Identify purpose for reading            Identify author's purpose.</p> <p>Apply strategies to comprehend text.</p> <ul style="list-style-type: none"> <li>- Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).</li> <li>- Generate questions about text (e.g., factual, inferential, evaluative).</li> <li>- Form mental pictures to aid understanding of text.</li> <li>- Make and confirm predictions while reading using title, picture clues, text, and/or prior knowledge.</li> <li>- Make inferences and draw conclusions from text.</li> <li>- Identify topic/main idea from text; not details.</li> <li>- Summarize important ideas/events: summarize supporting details in sequence.</li> <li>- Monitor and clarify understanding applying fix-up (e.g., strategies while interacting with text, re-read, vocabulary clarification, etc).</li> <li>- Compile, organize, and interpret information</li> </ul> <p>Recognize and use features of narrative and informational text.</p>	<p><b>OBJECTIVES</b></p> <p>Identify purposes of text.            Identify purpose for reading            Identify author's purpose.</p> <p>Apply strategies to comprehend text.</p> <ul style="list-style-type: none"> <li>- Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).</li> <li>- Generate questions about text (e.g., factual, inferential, evaluative).</li> <li>- Form mental pictures to aid understanding of text.</li> <li>- Make and confirm predictions while reading using title, picture clues, text, and/or prior knowledge.</li> <li>- Make inferences and draw conclusions from text.</li> <li>- Identify topic/main idea from text; not details.</li> <li>- Summarize important ideas/events: summarize supporting details in sequence.</li> <li>- Monitor and clarify understanding applying fix-up strategies while interacting with text (e.g., re-read, vocabulary clarification, etc).</li> <li>- Compile, organize, and interpret information</li> </ul> <p>Recognize and use features of narrative and informational text.</p>

<ul style="list-style-type: none"> <li>- Identify characters, setting, sequence of events, problem/resolution.</li> <li>- Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, and science non-fiction.</li> <li>- Identify information from pictures, captions, diagrams, charts, graphs, table of contents, index, and glossary. (e.g., self questioning and re-reading. Critical thinking).</li> <li>- Identify different structures in text (e.g., problem/solution, compare/contrast).</li> <li>- Locate facts from a variety of informational text (e.g., newspapers, magazines, books, other resources).</li> </ul> <p>Identify the difference between fact and opinion</p>	<ul style="list-style-type: none"> <li>- Identify characters, setting, sequence of events, problem/resolution.</li> <li>- Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, and science non-fiction.</li> <li>- Identify information from pictures, captions, diagrams, charts, graphs, table of contents, index, and glossary. (e.g., self questioning and re-reading. Critical thinking).</li> <li>- Identify different structures in text (e.g., problem/solution, compare/contrast).</li> <li>- Locate facts from a variety of informational text to get point of view or perspective (e.g., newspapers, magazines, books, other resources).</li> <li>- Identify the difference between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>- Identify characters, setting, sequence of events, problem/resolution.</li> <li>- Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, and science non-fiction.</li> <li>- Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary (e.g., self questioning and re-reading, critical thinking).</li> <li>- Identify different structures in text (e.g., description problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).</li> <li>- Locate facts from a variety of informational texts (e.g., newspapers, magazines, books, other resources).</li> <li>- Identify the difference between fact and opinion.</li> </ul>
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## **WRITING**

Writing is a process of selecting, organizing, and developing ideas; expressing ideas in effective language; arranging them in logical sequence; and presenting them in standard forms of spelling, handwriting, or word processing. We write to discover what we know, think, and believe, and to communicate with others.

Research shows that learning to write well requires frequent practice. Students who learn to write as a process of planning, drafting, and revising develop fluency and control as writers. When students write on topics they care about, for varied audiences and a range of purposes, they find writing purposeful.

Just as students need to be exposed to a wide range of reading materials, students need to develop skills with different writing modes/forms. Research has shown that 50 percent of all the writing produced during high school occurs outside the English class. Developing writing across all subject areas, using different writing modes/forms while integrating content knowledge with personal knowledge, is essential. Writing should begin in the elementary school years, with continuous development throughout a student's school career. Writing is a lifelong powerful tool.

The usefulness of teaching penmanship/handwriting as part of the writing process is really debatable in today's high-tech society. While students are becoming proficient with technology tools at an early age, legible handwriting is a practical asset still needed today. Three-fourths of all elementary schoolwork is still done by hand, and tests often include essay questions. There is little doubt that a minimal amount of time should be devoted to handwriting instruction and practice. Teachers should allocate sufficient time to teach students the skill of penmanship in order to produce legible documents with fluency/automaticity.

The following are possible suggestions and not all-inclusive:

### **Teacher Delivery**

1. Provide explicit instruction in writing through shared, interactive, guided writing, and teacher modeling.
2. Teach writing as a recursive process of pre-writing, drafting, revising, editing, and sharing/publishing.
3. Provide students with frequent opportunities and ample time to write.
4. Confer with students, validating strengths and teaching skills at points of need.
5. Teach students to write in different genres for different purposes.
6. Provide instructions in both large and small groups, utilizing mini-lessons as needed.
7. Provide brief, explicit instruction to help students produce letters automatically and retrieve forms rapidly from memory.
8. Devote minimal amounts of time to penmanship instruction and practice.
9. Provide small group instruction for students who are having trouble forming letters in manuscript or cursive.
10. Be consistent by following district instructional style of penmanship (e.g., vertical/traditional, slanted/italicized).
11. Consider teaching a penmanship style most like print in books to students with disabilities in reading.

12. Allow students the choice of manuscript or cursive when using penmanship as a tool for writing.
13. Remember that the goal of penmanship instruction and practice is to produce legible documents created with fluency/automaticity.
14. Provide instruction and practice in penmanship for students to read a variety of styles of print/fonts, including cursive.

#### Informal Assessment

1. Six-Traits Writing, Six-Traits Plus 1, writing assessments.
2. Rubrics and scoring guides.
3. Holistic writing assessments.
4. Developmental checklists in writing.
5. Writing conferences.

#### Differentiation

1. Allow students to dictate stories.
2. Simplify students' writing assignments.
3. Allow students to use a word processor.
4. Allow students to write first drafts in their primary language.
5. Assist students in creating storyboards or other illustrations for stories before writing.
6. Provide students with extra time to complete assignments.
7. Allow and encourage students to work with peers.
8. Encourage students to write from self-selected topics.
9. Encourage interest and enthusiasm for writing.
10. Provide students with frequent opportunities for purposeful writing.
11. Encourage and foster accountability for Six-Traits Writing.
12. Develop students' writing in all modes/forms.
13. Facilitate students' utilization of technology and technology tools to produce writing products.
14. Encourage students to use graphic organizers to organize and plan their writing.
15. Encourage students to honor individual student writing efforts, noting positive elements.
16. Allow students choice with forms and styles of penmanship.
17. Allow students to use technology.
18. Emphasize legibility and form with penmanship.

#### Home Connections

1. Encourage parents to foster writing exploration by providing a variety of materials.
2. Encourage students to write daily at home (e.g., logs, journals).
3. Encourage children to share their writing at home.

4. Encourage writing at home by using a message board to communicate.
5. Encourage functional writing at home (e.g., thank you notes, messages, and labels).
6. Facilitate the appropriate use of technology and writing tools in the home (e.g., computer, dictionary).
7. Encourage parents to act as role models for writing, as well as noting other models for writing found in the home (e.g., authors' writing, newspapers, letters, advertisements).
8. Encourage parents to communicate the importance of legibility, form, and style, with penmanship.
9. Communicate to parents the district preferred style for letter formation to eliminate early confusion for preschoolers and students beginning the letter formation process.
10. Communicate to parents the value of technology as a tool for writing in today's world.

<b>STANDARD 8 WRITING</b> Students write daily to communicate effectively for a variety of purposes and audiences.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <p>Prepare to write by gathering and organizing information and ideas (pre-writing).</p> <ul style="list-style-type: none"> <li>- Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.</li> <li>- Select and narrow a topic from generated ideas.</li> <li>- Identify audience, purpose, and form for writing.</li> <li>- Use a variety of graphic organizers to organize information.</li> </ul> <p>Compose a written draft.</p> <ul style="list-style-type: none"> <li>- Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</li> <li>- Use voice to fit the purpose and audience.</li> </ul>	<p><b>OBJECTIVES</b></p> <p>Prepare to write by gathering and organizing information and ideas (pre-writing).</p> <ul style="list-style-type: none"> <li>- Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.</li> <li>- Select and narrow a topic from generated ideas.</li> <li>- Identify audience, purpose, and form for writing.</li> <li>- Use a variety of graphic organizers to organize information from multiple sources.</li> </ul> <p>Compose a written draft.</p> <ul style="list-style-type: none"> <li>- Draft ideas on paper in an organized manner utilizing words, sentences and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</li> <li>- Use voice to fit the purpose and</li> </ul>	<p><b>OBJECTIVES</b></p> <p>Prepare to write by gathering and organizing information and ideas (pre-writing).</p> <ul style="list-style-type: none"> <li>- Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.</li> <li>- Select and narrow a topic from generated ideas.</li> <li>- Identify audience, purpose, and form for writing.</li> <li>- Use a variety of graphic organizers to organize information from multiple sources.</li> </ul> <p>Compose a written draft.</p> <ul style="list-style-type: none"> <li>- Draft ideas on paper in an organized manner utilizing words, sentences and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</li> <li>- Use voice to fit the purpose and audience.</li> </ul>

<ul style="list-style-type: none"> <li>- Use strong verbs and vivid language.</li> <li>- Identify and use effective leads and strong endings.</li> </ul> <p>Revise by elaborating and clarifying a written draft.</p> <ul style="list-style-type: none"> <li>- Identify and use effective leads and strong endings.</li> <li>- Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</li> <li>- Enhance fluency by using a variety of complete sentences (i.e., varied sentence length, simple and complex sentence).</li> <li>- Revise writing, considering the suggestions of others.</li> </ul> <p>Edit written draft for conventions.</p> <ul style="list-style-type: none"> <li>- Edit writing for correct capitalization and punctuation (i.e., capitals in holidays, titles, dates, greetings and closings of letters, personal titles, contractions. Abbreviations).</li> <li>- Paragraph structure (indent topic sentence detail closing sentence).</li> <li>- Edit for spelling of grade level-appropriate words.</li> <li>- Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).</li> </ul>	<p>audience.</p> <ul style="list-style-type: none"> <li>- Use strong verbs and vivid language to convey meaning.</li> <li>- Identify and use effective leads and strong endings.</li> </ul> <p>Revise by elaborating and clarifying a written draft.</p> <ul style="list-style-type: none"> <li>- Identify and use effective leads and strong endings.</li> <li>- Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</li> <li>- Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences (i.e., sentence length simple and complex sentences).</li> <li>- Revise writing considering the suggestions of others.</li> </ul> <p>Edit written draft for conventions.</p> <ul style="list-style-type: none"> <li>- Edit writing for correct capitalization and punctuation (i.e., words in a series. dialogue, complex sentences, singular possessives, abbreviations).</li> <li>- Construct paragraph by using topic sentence, supporting ideas, and closing sentence.</li> <li>- Edit for spelling of grade level-appropriate words.</li> <li>- Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).</li> </ul>	<ul style="list-style-type: none"> <li>- Use strong verbs and vivid language to convey meaning.</li> <li>- Identify and use effective leads and strong endings.</li> </ul> <p>Revise by elaborating and clarifying a written draft.</p> <ul style="list-style-type: none"> <li>- Identify and use effective leads and strong endings.</li> <li>- Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</li> <li>- Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences (i.e., sentence length, simple and complex sentences).</li> <li>- Revise writing considering the suggestions of others.</li> </ul> <p>Edit written draft for conventions.</p> <ul style="list-style-type: none"> <li>- Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).</li> <li>- Construct paragraph by using topic sentence, supporting ideas, and closing sentence.</li> <li>- Edit for spelling of grade level-appropriate words.</li> <li>- Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verb).</li> <li>- Edit for appropriate formatting features</li> </ul>
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<ul style="list-style-type: none"> <li>- Edit for appropriate formatting features (e.g., margins indentations, titles).</li> </ul> <p>Use fluent and legible handwriting to communicate.</p> <ul style="list-style-type: none"> <li>- Write using upper-and lower case cursive letters using proper form, proportions, and spacing.</li> <li>- Develop fluency with cursive handwriting.</li> <li>- Produce legible documents with cursive handwriting.</li> </ul> <p>Write in different forms and genres.</p> <ul style="list-style-type: none"> <li>- Produce personal writing (e.g., journals, friendly notes and letters, personal experiences, family stories, literature responses).</li> <li>- Produce traditional and imaginative stories, narrative and formula poetry.</li> <li>- Produce informational text (e.g., explanation of a complex process math/journals, observations, content area reports, summaries)</li> <li>- Produce writing to persuade (e.g., expressing opinions with supporting data).</li> <li>- Produce functional texts (e.g., newspaper and newsletter articles).</li> <li>- Share writing with others using illustrations, graphs, and/or charts to add meaning.</li> <li>- Publish 4-6 individual products.</li> </ul>	<ul style="list-style-type: none"> <li>- Edit for appropriate formatting features (e.g., margins indentations, titles).</li> </ul> <p>Use fluent and legible handwriting to communicate.</p> <ul style="list-style-type: none"> <li>- Write using upper-and lower case cursive letters using proper form, proportions, and spacing.</li> <li>- Develop fluency with cursive handwriting.</li> <li>- Produce legible documents with cursive handwriting.</li> </ul> <p>Write in different forms and genres.</p> <ul style="list-style-type: none"> <li>- Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses.)</li> <li>- Produce traditional and imaginative narrative and formula poetry.</li> <li>- Produce informational text (e.g., book reports, compare/contrast essays, observational reports, research reports, content area reports, biographies, summaries).</li> <li>- Produce writing to persuade (e.g., response to newspaper and magazine articles).</li> <li>- Produce functional texts (e.g., newspaper and newsletter articles, e-mils, simple PowerPoint presentations). Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.</li> </ul>	<p>(e.g., margins indentations, titles).</p> <p>Use fluent and legible handwriting to communicate.</p> <ul style="list-style-type: none"> <li>- Write using upper-and lower case cursive letters using proper form, proportions, and spacing.</li> <li>- Develop fluency with cursive handwriting.</li> <li>- Produce legible documents with manuscript or cursive handwriting.</li> </ul> <p>Write in different forms and genres.</p> <ul style="list-style-type: none"> <li>- Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).</li> <li>- Produce traditional and imaginative stories, narrative and formula poetry.</li> <li>- Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries).</li> <li>- Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).</li> <li>- Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).</li> <li>- Share writing with others incorporating relevant illustrations, photos, charts,</li> </ul>
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Identify noun verb, adjective, pronouns.	<ul style="list-style-type: none"> <li>- Publish 6-8 individual products.</li> <li>Identify nouns, verbs, adjectives, pronouns, adverbs, articles.</li> </ul>	<ul style="list-style-type: none"> <li>diagrams, and/or graphs to add meaning.</li> <li>- Publish 6-8 individual products.</li> <li>- Identify nouns, verb, adjective, pronouns, and adverbs, articles, prepositions.</li> </ul>
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