




Phonics Standard: The student will use phonics skills to decode words.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> uses prefixes, suffixes, and base words to decode words. uses vowel diagraphs: oi, oy, ow, ou, ew, oo uses consonant diagraphs: gn, kn, wr 	<p>I can...</p> <ol style="list-style-type: none"> read and write words with prefixes, suffixes, and base words. read and write words with vowel diagraphs: oi, oy, ow, ou, ew, oo. read and write words with silent letters: gn, kn, wr. 	<ol style="list-style-type: none"> QSI, spelling tests, word sort, decoding words, spelling practice pages, running record, anecdotal notes from small group, making words activities to show prefixes/suffixes and base words, Words Their Way, Dictated sentences QSI, spelling tests, word sort, decoding words, spelling practice pages, running record, anecdotal notes from small group, making words activities to show vowel diagraphs: oi, oy, ow, ou, ew, oo, , Words Their Way, Dictated sentences QSI, spelling tests, word sort, decoding words, spelling practice pages, running record, anecdotal notes from small group, making words activities to show silent letters: gn, kn, wr, , Words Their Way, Dictated sentences

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
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Comprehension Standard: The student will use comprehension skills and strategies to understand a variety of texts.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> summarizes fiction passages using: <ol style="list-style-type: none"> main idea / details. visualizing. story elements. (21st -T) summarizes non-fiction passages using: <ol style="list-style-type: none"> compare and contrast. main Idea/ details. text features: headings, italics, bold print, glossary (21st -T) identifies author’s purpose in a variety of texts. 	<p>I can...</p> <p>Fiction</p> <ul style="list-style-type: none"> identify main idea / detail. use visualization. identify story elements (plot, setting, characters, events). <p>Nonfiction</p> <ul style="list-style-type: none"> compare and contrast. identify main idea/details. use text features to get information (headings, italics, bold print, glossary). <ol style="list-style-type: none"> identify author’s purpose (to persuade, inform, or entertain). 	<ol style="list-style-type: none"> graphic organizers, question/response and small/large group discussion and assessments (Students will retell or recall information regarding Fiction reading: Main idea/ details, Text features, Visualizing (make and confirm predictions, inferences and draw conclusions) graphic organizers, daily writing, small/large group discussion, question/response and assessments (Students will compare and contrast, identify main idea and detail information in non-fiction texts and identify text features heading, italics, bold, glossary.) content area text assessments. (comprehend the author’s purpose in a variety of texts)

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Fluency Standard: The student will use appropriate phrasing, expression and rate to comprehend texts.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> reads grade level material with good expression and phrasing. reads at an appropriate fluency rate. reads silently for a sustained period of time. 	<p>I can...</p> <ol style="list-style-type: none"> read aloud grade level material with good expression after practicing. read at an appropriate speed. read silently for a sustained period of time. 	<ol style="list-style-type: none"> observe student reading aloud grade level material with good expression after practicing, observe oral presentations (including adult read aloud), choral reading, and readers' theater (Appropriate fluency rate with good expression and phrasing) Fountas and Pinnell Benchmark Assessment and running records (107 cwpm - Spring) observe and monitor student reading selected books at his/her level while sitting silently for 20 minutes

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Writing Process Standard: The student will use the writing process to communicate effectively and as a tool for learning.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> a.uses and understands grade-level appropriate tier 2 vocabulary (rich words that authors use, not typically in a student’s speaking vocabulary, i.e. vast/big). b.uses and understands grade-level appropriate tier 3 vocabulary (content-specific). uses vocabulary strategies to understand words. uses a dictionary to identify unknown word meanings. ☞ (21st -T) uses a thesaurus to enhance writing. ☞ (21st -T) 	<p>I can...</p> <ol style="list-style-type: none"> use tier two and tier three words in speaking or writing. apply vocabulary strategies when reading. use a dictionary to identify the correct meaning of a word. use a thesaurus to choose more specific words for writing. 	<ol style="list-style-type: none"> a. observations, daily work, anecdotal notes from small groups, weekly, unit, and Fountas and Pinnell Benchmark assessments (context clues, multiple meaning words, homophones, homographs, synonyms, antonyms and compound words) b. content specific discussions and writing science journals as well as science and social studies word boxes. vocabulary strategies to understand grade level material dictionary for revising and final copy thesaurus for revising and final copy

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Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
Conventions of Writing Standard: The student will use conventions of writing.		
<p>1. uses prewriting strategies. ☞ (21st - E,T)</p> <p>2. drafts, revises, and produces final simple documents that have been edited for conventions. ☞ (21st -E,T)</p> <p>3. writes to a prompt. (21st -T)</p>	<p>1. use graphic organizers and strategies to plan what I am going to write.</p> <p>2. draft, revise, edit and publish my writing on my own or with help.</p> <p>3. write to a written or verbal prompt.</p>	<p>1. webbing, brainstorming, graphic organizers</p> <p>2. paragraph with a topic sentence and supporting details, completed sentences and passages, stories, letters, and explanations</p> <ul style="list-style-type: none"> • 5-7 sentences • revise by adding stronger verbs, sequence words, varied sentence length, strong beginning middle and end • correct spelling and conventions • final draft product reflects strong verbs, sequence words, varied sentence length, strong beginning middle and end, correct spelling and conventions (standard for conventions), multiple paragraphs with 5-7 sentences each <p>3. short answer or writing prompts, completed sentences and passages, stories, letters, and explanations (includes all parts asked for in prompt and stays on topic with the prompt)</p>

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Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
Research Writing Standard: The student will gather and use information for research purposes.		
<p>1. adheres to conventions generally established in:</p> <ul style="list-style-type: none"> a. spelling. b. punctuation. c. grammar, including usage, syntax and style. d. proper capitalization. (and ending punctuation-omit). ☞ (21st -E,T) <p>2. writes in cursive.</p>	<p>1. apply the following skills to my writing</p> <ul style="list-style-type: none"> a. spelling. b. punctuation. c. grammar. d. capitalization. <p>2. write in cursive.</p>	<p>and Fountas and Pinnell Benchmark assessments, daily writing, spelling pages, grammar practice activities. (Daily writing will show proper capitalization - I, proper nouns-names of important people, places, days and months, and book titles - punctuation - correct ending marks, commas in a series, commas in dates, city and state, letter format- and correct spelling includes contractions and grammar including regular/irregular nouns/verbs, subject verb agreement including pronouns, possessives nouns/pronouns)</p> <p>2. cursive handwriting to complete written assignments (correct cursive letter formation)</p>

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Student Learning Expectation:	<i>I Can Statement:</i>	Ideas Regarding Acceptable Evidence of Student Learning:
Listening Standard: The student will listen effectively for information and understanding.		
1. gathers information in the form of print and electronic information with specific purpose. ☞ (21 st -T) 2. uses reference materials to support main idea. (21 st -T) 3. explains why they chose their topic and reference materials. (21 st -T) 4. compiles interesting facts using a graphic organizer. (21 st -T)	1. gather information that supports my specific topic. 2. choose the appropriate reference material to support my specific topic. 3. explains why I chose my topic and reference materials. 4. fill out the graphic organizer with help or on my own using the information I have collected.	1. final products will show a topic related to the theme 2. final products will show two or more resources on the topic (print and/or electronic) 3. graphic organizer (facts related to the topic and complete ideas) 4. final report (orally, typed or written, poster)

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
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
Speaking Standard: The student will communicate effectively when speaking in a variety of settings.		
1. interprets non-verbal clues used in conversation. ★ (21 st -E) 2. listens to a story for understanding of story elements, purpose or information. ★ (21 st -T) 3. critically listens for main idea. (21 st -E,T) 4. demonstrates active listening. ★ (21 st -E,T)	1. look at the speaker to obtain information by listening and watching his/her body language. 2. listen to and ask questions to obtain information appropriate to the topic. 3. ask questions related to the speaker's topic to show I was listening or identify the speaker's purpose (to inform or entertain). 4. listen to classmates and adults by not interrupting, facing the speaker, waiting quietly.	1. teacher, peer and self observations (appropriate and inappropriate listening skills). 2. teacher, peer and self observations (appropriate and inappropriate listening skills). 3. teacher, peer and self observations, exit slips (appropriate and inappropriate listening skills assessed during guest speakers –J.A., fire fighters, police, etc.). 4. teacher, peer and self observations (appropriate and inappropriate listening skills).

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Student Learning Expectation:	<i>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> 1. uses speaking skills when asking and answering a question (coherent topic). (21st -E) 2. makes basic oral presentations to the class. (21st -E, T) 3. uses clear speaking to convey main point. (21st -E) 4. applies correct grammar. (21st -E) 	<p>I can...</p> <ol style="list-style-type: none"> 1. ask and answer questions when talking with others. 2. make oral presentations. 3. stay on topic when involved in a conversation. 4. use correct grammar when speaking. 	<p>1-4. daily observation of oral reports and presentations, group sharing, reporter, work in a group, interviews, choral reading, readers' theater</p>

Viewing Standard: The student will use reading comprehension strategies to understand the characteristics and components of media.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> identifies the purpose of visual media. compares and contrast visual media. 	<p>I can...</p> <ol style="list-style-type: none"> identify the purpose of a movie, cartoon, commercial, or TV show (inform or entertain). compare and contrast visual media for information vs. entertainment. 	<ol style="list-style-type: none"> use content specific media, daily observations, (recall/retell the purpose of the media – police pal and fire figher videos, family life videos, united streaming – commercials on YouTube, exit slips after video to write about purpose). curriculum specific media (compare and contrast purpose and content of the media – literature connecting books vs movie).

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