

| Phonics Standard: The student will use phonics skills to decode words. |                                                                         |                                                                                                                                       |
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| Student Learning Expectation:                                          | I Can Statement:                                                        | Ideas Regarding Acceptable Evidence of Student Learning:                                                                              |
| The student...<br><br>1. uses syllabication to decode unknown words.   | I can...<br><br>1. divide words into syllables to figure out new words. | 1. weekly assessments, running records, fluency assessments, practice book pages, spelling word sorts (decoding multi-syllable words) |

| Comprehension Standard: The student will use comprehension skills and strategies to understand a variety of texts.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Student Learning Expectation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I Can Statement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Ideas Regarding Acceptable Evidence of Student Learning:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>The student...</p> <p><b>Fiction</b></p> <ol style="list-style-type: none"> <li>summarizes a fictional passage.</li> <li>understands the concepts of comparing and contrasting.</li> <li>identifies problem and solution.</li> <li>identifies causes and effects.</li> </ol> <p><b>Non-fiction</b></p> <ol style="list-style-type: none"> <li>summarizes non-fiction text. (21<sup>st</sup> - T, H)</li> <li>identifies facts and opinions in non-fiction text.</li> <li>uses text features to understand text.</li> <li>identifies causes and effects.</li> </ol> | <p>I can...</p> <p><b>Fiction</b></p> <ol style="list-style-type: none"> <li>summarize main ideas.</li> <li>compare and contrast.</li> <li>describe the problem and solution.</li> <li>describe causes and effects.</li> </ol> <p><b>Non-fiction</b></p> <ol style="list-style-type: none"> <li>summarize non-fiction text.</li> <li>identify facts and opinions.</li> <li>use text features to get information (section headings, captions, maps, graphs, tables, diagrams, index).</li> <li>describe causes and effects.</li> </ol> | <p><b>Fiction</b></p> <ol style="list-style-type: none"> <li>unit/weekly assessments, graphic organizers, oral or written responses (summarizing)</li> <li>unit/weekly assessments, graphic organizers, practice book pages (compare and contrast)</li> <li>unit/weekly assessments, graphic organizers, practice book pages (problem and solution)</li> <li>unit/weekly assessments, graphic organizers, practice book pages (causes/effects)</li> </ol> <p><b>Non-fiction</b></p> <ol style="list-style-type: none"> <li>unit/weekly assessments, graphic organizers, oral or written responses (summarizing)</li> <li>unit/weekly assessments, practice book pages (fact and opinion)</li> <li>unit/weekly assessments, student work products (section headings, captions, maps, graphs, tables, diagrams, index)</li> <li>unit/weekly assessments, practice book pages, graphic organizers (cause/effects)</li> </ol> |

∞ = opportunities to integrate Technology Literacy  
 ★ = SEB assesses this skill  
 ■ = technology assesses this skill  
 ☒ = not reported

(21<sup>st</sup> -F)=Financial Literacy  
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 (21<sup>st</sup> -H)=Health Literacy  
 Cedar Rapids Community School District

| Fluency Standard: The student will use appropriate phrasing, expression, and rate to comprehend texts.                                                                                                                                                                                          |                                                                                                                                                                                                                                               |                                                                                                                                                                                                  |
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| Student Learning Expectation:                                                                                                                                                                                                                                                                   | I Can Statement:                                                                                                                                                                                                                              | Ideas Regarding Acceptable Evidence of Student Learning:                                                                                                                                         |
| <p>The student...</p> <ol style="list-style-type: none"> <li>orally reads a fiction and non-fiction grade level passage with appropriate expression, accuracy, and rate of 124 correct words per minute.</li> <li>adjusts reading rate when reading non-fiction or challenging text.</li> </ol> | <p>I can...</p> <ol style="list-style-type: none"> <li>accurately read a grade level passage out loud with appropriate phrasing, expression, and rate.</li> <li>change my reading rate when I read to help me understand the text.</li> </ol> | <ol style="list-style-type: none"> <li>grade level fluency passage (124 cwpm)</li> <li>grade level fluency passages, weekly, and unit tests (oral reading accuracy and comprehension)</li> </ol> |

| Writing Process Standard: The student will use the writing process to communicate effectively and as a tool for learning.                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Student Learning Expectation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | I Can Statement:                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ideas Regarding Acceptable Evidence of Student Learning:                                                                                                                                                                                                                                                                                                                                                                 |
| <p>The student...</p> <ol style="list-style-type: none"> <li>uses appropriate strategies to define words. ☞ (21<sup>st</sup> -T)</li> <li> <ol style="list-style-type: none"> <li>understands grade-level appropriate tier 2 vocabulary (rich words that authors use, not typically in a student's speaking vocabulary, i.e. vast/big). (21<sup>st</sup> - E, H)</li> <li>understands grade-level appropriate tier 3 vocabulary (content-specific).</li> </ol> </li> <li>understands the meaning of base words.</li> <li>interprets figurative language.</li> </ol> | <p>I can...</p> <ol style="list-style-type: none"> <li>use a dictionary or context clues to find meanings of words.</li> <li> <ol style="list-style-type: none"> <li>understand and use grade level vocabulary</li> <li>understand words used in science, social studies, and math.</li> </ol> </li> <li>identify base words and use base words to help me learn the meaning of a word.</li> <li>understand figurative language (simile, alliteration, idioms).</li> </ol> | <ol style="list-style-type: none"> <li>unit/weekly assessments, practice book pages, writing products (dictionary and context clues)</li> <li>content area unit tests, content area writing, student work, oral discussions (Tier 2 and 3 vocabulary)</li> <li>unit/weekly assessments, practice book pages (base words)</li> <li>unit/weekly assessments, practice book pages (simile, alliteration, idioms)</li> </ol> |

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| Student Learning Expectation:                                                                                                                                                                                                                                                                                                                                                                              | <i>I Can</i> Statement:                                                                                                                                                                                                                                             | Ideas Regarding Acceptable Evidence of Student Learning:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>The student...</p> <ol style="list-style-type: none"> <li>uses the 5 stages of the writing process (prewrite, draft, revise, edit, and publish). ☺ (21<sup>st</sup> -E, T)</li> <li>writes for a variety of purposes. (21<sup>st</sup> -E, T)</li> <li>evaluates and edits his/her own writing. (21<sup>st</sup> -E, T)</li> <li>evaluates and edits peers' writing. (21<sup>st</sup> -E, T)</li> </ol> | <p>I can...</p> <ol style="list-style-type: none"> <li>create a published piece of writing by using the 5 stages of the writing process.</li> <li>write for different purposes.</li> <li>evaluate my own writing.</li> <li>evaluate classmates' writing.</li> </ol> | <ol style="list-style-type: none"> <li>writing rubrics, unit assessments, student writing (publish 6 different pieces of writing)</li> <li>writing rubrics, unit assessments, student writing (personal narrative, persuasive, fictional story, expository, descriptive, explanatory, and content area writing)</li> <li>writing checklist, writing rubric, student work, student friendly rubric in Teacher Resource Book (self evaluation, spell check, thesaurus, dictionary)</li> <li>writing checklist, writing rubric, student work, student friendly rubric in Teacher Resource Book (peer evaluation, spell check, thesaurus, dictionary)</li> </ol> |

| Conventions of Writing Standard: The student will use conventions of writing.                                                                                                                                          |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                               |
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| Student Learning Expectation:                                                                                                                                                                                          | I Can Statement:                                                                                                                                                                                      | Ideas Regarding Acceptable Evidence of Student Learning:                                                                                                                                                                                                                      |
| <p>The student...</p> <ol style="list-style-type: none"> <li>uses conventions of grammar, capitalization, spelling, and punctuation. ☞ (21<sup>st</sup> -E)</li> <li>uses correct cursive letter formation.</li> </ol> | <p>I can...</p> <ol style="list-style-type: none"> <li>write a paragraph using correct grammar, capitalization and punctuation throughout.</li> <li>write my letters correctly in cursive.</li> </ol> | <ol style="list-style-type: none"> <li>student writing, unit tests, grammar practice book pages (past, present, future verb tense, capitalization and punctuation in quotations, use of dictionary and spell check)</li> <li>student writing (cursive handwriting)</li> </ol> |

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| Research Writing Standard: The student will gather and use information for research purposes.                                                                                                                                                       |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                     |
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| Student Learning Expectation:                                                                                                                                                                                                                       | I Can Statement:                                                                                                                                                                      | Ideas Regarding Acceptable Evidence of Student Learning:                                                                                                                                                                                                                            |
| The student...<br><br>1. identifies and selects sources of information. ☺ (21 <sup>st</sup> -C, T)<br><br>2. identifies and summarizes essential facts. (21 <sup>st</sup> -T, C, H)<br><br>3. cites information sources. ☺ (21 <sup>st</sup> -T, C) | I can...<br><br>1. identify and select sources of information.<br><br>2. identify and summarize important facts.<br><br>3. cite the book, author, and page number I used to research. | 1. student writing, social studies end of unit projects, Bringing History Home (sources: print, interviews, electronic resources)<br><br>2. student writing, rubric, note taking (summarize facts)<br><br>3. student writing (cite electronic resources, text, author, page number) |

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| Speaking Standard: The student will communicate effectively when speaking in a variety of settings.                                  |                                                                                                                                                                                           |                                                                                  |
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| Student Learning Expectation.                                                                                                        | I Can Statement.                                                                                                                                                                          | Ideas Regarding Acceptable Evidence of Student Learning:                         |
| The student...<br><br>1. identifies the purpose of an oral presentation for both the listener and the speaker. (21 <sup>st</sup> -C) | I can...<br><br>1. identify if a speaker's purpose is to inform, entertain, or persuade.<br><br>2. identify a purpose for listening (gather information, make decisions, be entertained). | 1. graphic organizer, verbal or written response (inform, entertain or persuade) |

| Student Learning Expectation:                                                                                                                                                                                                                                                                                                                    | <i>I Can</i> Statement:                                                                                                                                                                                                                       | Ideas Regarding Acceptable Evidence of Student Learning:                                                                                                                                                                                                                                  |
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| <p>The student...</p> <ol style="list-style-type: none"> <li>1. speaks to entertain and inform. (21<sup>st</sup> -E)</li> <li>2. adjusts oral presentation to match the audience, occasion, and purpose. (21<sup>st</sup> -E)</li> <li>3. knows when to use formal or informal speaking register (conversation). (21<sup>st</sup> -E)</li> </ol> | <p>I can...</p> <ol style="list-style-type: none"> <li>1. speak to entertain and inform.</li> <li>2. make my presentation match the audience, occasion and purpose.</li> <li>3. use formal or informal language at the right time.</li> </ol> | <ol style="list-style-type: none"> <li>1. rubric, checklist, choral reading, readers' theater (entertain or inform)</li> <li>2. rubric, checklist, choral reading, readers' theater (audience, occasion, purpose)</li> <li>3. rubric, checklist (formal and informal register)</li> </ol> |

| <b>Viewing Standard:</b> The student will use reading comprehension strategies to understand the characteristics and components of media.          |                                                                                            |                                                                                                          |
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| <b>Student Learning Expectation:</b>                                                                                                               | <b>I Can Statement:</b>                                                                    | <b>Ideas Regarding Acceptable Evidence of Student Learning:</b>                                          |
| The student...<br><br>1. identifies the purpose of a variety of media (entertain, artistic expression, persuade, or inform). (21 <sup>st</sup> -T) | I can...<br><br>1. determine if the purpose of media is to entertain, persuade, or inform. | 1. oral responses, written responses, graphic organizers (identify media's purpose: bias, tone of voice) |