

Phonics Standard: The student will use phonics skills to decode words.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student ...  1. uses syllabication, prefixes and suffixes, base and root words, and other strategies to decode unknown words.	I can...  1. use prefixes, suffixes, and base words to figure out new words.	1. weekly assessments, running records, fluency assessments, practice book

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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> <p><b>Fiction</b></p> <ol style="list-style-type: none"> <li>draws conclusions and make inferences.</li> <li>identifies the author’s purpose: entertain, inform, persuade, or inquire.</li> <li>analyzes a character’s traits.</li> <li>asks and answers questions about the text.</li> </ol> <p><b>Non-fiction</b></p> <ol style="list-style-type: none"> <li>draws conclusions. (21<sup>st</sup> -H)</li> <li>identifies author’s point of view.</li> <li>paraphrases passages of text.</li> <li>asks and answers questions about the text.</li> <li>identifies the author’s purpose: entertain, inform, persuade, or inquire. (21<sup>st</sup> -H)</li> </ol>	<p>I can...</p> <p><b>Fiction</b></p> <ol style="list-style-type: none"> <li>use the information from my reading and what I know to draw conclusions and make inferences.</li> <li>identify the author’s purpose.</li> <li>use character traits to explain how a character has changed.</li> <li>ask questions about the story to understand it better.</li> </ol> <p><b>Non-fiction</b></p> <ol style="list-style-type: none"> <li>use information from my reading and what I know to drawn conclusions.</li> <li>use information from my reading and what I know to explain the author’s point of view.</li> <li>summarize the information from the text in my own words.</li> <li>ask questions about the information to understand it better.</li> <li>tell if the author’s purpose is to entertain, inform, or persuade.</li> </ol>	<p><b>Fiction</b></p> <ol style="list-style-type: none"> <li>oral or written response, weekly and unit assessments, exit card</li> <li>written response, weekly assessment, unit assessments, Fountas and Pinnell Benchmark Assessment, practice book (inform, entertain, or persuade)</li> <li>graphic organizer, timeline, paragraph (how the characters have changed)</li> <li>questioning rubric, student written questions and answers (4 types of questions)</li> </ol> <p><b>Non-fiction</b></p> <ol style="list-style-type: none"> <li>unit/weekly assessments, exit card</li> <li>written response, unit assessment, weekly assessments, Fountas and Pinnell Benchmark, practice book (inform, entertain, or persuade)</li> <li>written response, unit assessment, weekly assessments, Fountas and Pinnell Benchmark, practice book, note taking</li> <li>questioning rubric, student-written questions and answers</li> <li>written response, oral response, checklist, practice book</li> </ol>

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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"> <li>orally reads a fiction and nonfiction grade level passage with appropriate expression, accuracy, and rate (137 correct words per minute).</li> <li>adjust reading rate when reading nonfiction or challenging text.</li> </ol>	<p>I can...</p> <ol style="list-style-type: none"> <li>read a grade level passage out loud with appropriate phrasing, expression, and rate.</li> <li>change my reading rate when I read nonfiction, challenging text, or out loud.</li> </ol>	<ol style="list-style-type: none"> <li>grade level timed readings (137 correct words per minute)</li> <li>grade level timed readings, weekly and unit assessments (comprehension and accuracy)</li> </ol>

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Vocabulary Standard: The student will understand level appropriate vocabulary.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> <li>understands and uses grade level appropriate tier 2 (rich words that authors use, not typically in student's oral vocabulary ie. vast/big or undulating/wavy) and tier 3 (content specific vocabulary) words.</li> <li>uses context clues, word structure, denotation and connotation, and other strategies to understand the meaning of words.</li> <li>understands how prefixes and suffixes affect the meaning of a word.</li> <li>understands and uses figurative language such as similes, metaphors, analogies, onomotopea, idioms, personifications, etc.</li> </ol>	<p>I can...</p> <ol style="list-style-type: none"> <li>understand and use 5<sup>th</sup> grade vocabulary words.</li> <li>use context clues, word structure, denotation and connotation, and other strategies to help me understand the meaning of words.</li> <li>tell how prefixes and suffixes change the meaning of a word.</li> <li>find and understand figurative language as I read.</li> </ol>	<ol style="list-style-type: none"> <li>content area unit tests, personal writing, science and social studies journals</li> <li>weekly and unit tests, grammar practice book, personal writing, content area writing (context clues, word structure)</li> <li>weekly and unit tests, grammar practice book, personal writing</li> <li>weekly and unit tests, grammar practice book, personal writing, content area writing</li> </ol>

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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"> <li>uses the five stages of the writing process (prewrite, draft, revise, edit, and publish).</li> <li>writes for a variety of purposes. (21<sup>st</sup> -T)</li> <li>evaluates and edits his/her own writing. (21<sup>st</sup> -T)</li> <li>evaluates and edits a peer's writing. (21<sup>st</sup> -T)</li> </ol>	<p>I can...</p> <ol style="list-style-type: none"> <li>explain and use the five stages of the writing process.</li> <li>write in different styles for different purposes.</li> <li>evaluate my own writing.</li> <li>evaluate my classmate's writing.</li> </ol>	<ol style="list-style-type: none"> <li>writing rubrics, unit assessments, student writing (at least 6 polished pieces of writing per year, as well as writing completed in the content areas)</li> <li>writing rubrics, unit assessments, student writing (personal narrative, persuasive, fictional story, expository, descriptive, explanatory, reflective, and content area writing)</li> <li>writing checklist, anchor papers, rubric, student work (self evaluation)</li> <li>writing checklist, anchor paper, rubric, student work (peer evaluation)</li> </ol>

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<b>Conventions of Writing Standard:</b> The student will use conventions of writing.		
<b>Student Learning Expectation:</b>	<b><i>I Can</i> Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
<p>The student...</p> <ol style="list-style-type: none"> <li>adheres to conventions generally established in spelling, punctuation, and grammar, including usage, syntax, and style. (21<sup>st</sup> -E)</li> <li>writes with correct cursive letter formation.</li> </ol>	<p>I can...</p> <ol style="list-style-type: none"> <li>use appropriate spelling, punctuation, grammar, and usage for my grade level.</li> <li>write my letters correctly in cursive.</li> </ol>	<ol style="list-style-type: none"> <li>weekly spelling tests, QSI, spelling practice book, unit spelling tests, personal writing, grammar practice book, weekly assessments, unit assessments, personal writing and rubrics (adverbs, apostrophes in possessives, homophones, homographs)</li> <li>student writing</li> </ol>

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Research Writing Standard: The student will gather and use information for research purposes.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. identifies, selects, and evaluates sources of information. ☞ (21 <sup>st</sup> -E, T) 2. paraphrases passages of text. 3. uses and applies text features to his/her own writing. (21 <sup>st</sup> -T) 4. cites information sources. (21 <sup>st</sup> -E, T)	I can... 1. identify, select, and evaluate sources of information. 2. summarize information from a text in my own words. 3. use and apply text features in my own writing. 4. cite the sources I used to research.	1. rubric, research report, note taking practice 2. research report-making sure paraphrasing is evident/obvious, practice book 3. rubric/writing assignment showing students added maps, illustrations, captions, graphs, citations 4. report with a bibliography (source, title, author, and page number)

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<b>Listening Standard:</b> The student will listen effectively for information and understanding.		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
The student...  1. interprets, analyzes, and evaluates oral information. (21 <sup>st</sup> -C)	I can...  1. think about, evaluate, and respond to oral information.	1. graphic organizer, list, paragraph, written response (identify fact and opinion and compare and contrast)

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Speaking Standard: The student will communicate effectively when speaking in a variety of settings.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student...  1. gives an oral presentation for a variety of purposes. ☞ (21 <sup>st</sup> -E)  2. adjusts his/her presentation to match the audience, occasion, and purpose. (21 <sup>st</sup> -E)	I can...  1. present information to entertain, inform, give directions, or persuade.  2. make my presentation match the audience, occasion, and purpose.	1. oral response, checklist, reader's theater, choral readings (entertain, inform, or persuade)  2. speech (Speak Up!), rubric evaluation, select and use aids to enhance a presentation

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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> <p>1. interprets, analyzes, and evaluates information from a variety of media. (some examples include: print, movies, electronic, art, live performances, photographs etc.)  (21<sup>st</sup> -,C)</p>	<p>I can...</p> <p>1. think about, evaluate, and respond to information from a variety of media.</p>	<p>1. graphic organizer, listing, writing a paragraph, weekly, unit, and benchmark testing (identify fact and opinion, compare and contrast, symbolism, stereotypes, author's purpose, and point of view, features of media including web addresses to help evaluate its content including .com, .org, .edu, .gov)</p>

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