



K-5 Language Arts Standards / Benchmarks

KINDERGARTEN

STRAND I: READING

S1.0 The student will demonstrate competence in general skills and strategies in reading

B1.1 Demonstrates knowledge of print concepts

- CI 1 Identifies upper and lower case letters
- CI 2 Recognizes parts of print (letters, words, and spacing)
- CI 3 Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order
- CI 4 Identifies periods, question marks, and exclamation points
- CI 5 Points to the title
- CI 6 Explains the role of the author and illustrator
- CI 7 Tracks words while text is being read (1:1 match)

B1.2 Understands elements of phonemic awareness

- CI 1 Identifies and produces rhyming words in response to an oral prompt
- CI 2 Claps one time for each word spoken in a sentence
- CI 3 Claps one time for each syllable in a word
- CI 4 Uses deletion to recognize word parts
(EXAMPLE: shed without the /sh/ is -ed; hippopotamus without the hippo is -potamus)
- CI 5 Blends spoken syllables and phonemes into meaningful words
(EXAMPLE: con - crete is concrete; /c - a - t/ is cat)

B1.3 Understands the basic elements of phonics for decoding and word recognition

- CI 1 Tells the sound each consonant letter makes
- CI 2 Tells the long and short sounds each vowel letter makes
- CI 3 Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words
- CI 4 Recognizes grade-level sight words with automaticity

B1.4 Understands grade-level vocabulary

- CI 1 Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing
- CI 2 Classifies categories of given words (*EXAMPLE: bears, dogs, tigers are all animals*)
- CI 3 Uses knowledge of antonyms, synonyms, position words, and content words

B1.5 Reads with fluency and accuracy

- CI 1 Reads with 90% accuracy a previewed Level B text
(Previewing means telling the student the title of the book and discussing the cover. The content of the story must NOT be expanded upon during this introduction.)

S2.0 The student will construct meaning from a wide range of texts.

B2.1 Comprehends material from a variety of informational print and non-print sources

- CI 1 Applies comprehension strategies to gain meaning from text
(makes connections, uses schema, and asks questions)
- CI 2 Retells stories in proper sequence
- CI 3 Recognizes the basic elements of fictional text (character and setting)
- CI 4 Recognizes the basic nonfiction conventions of print (close-ups, photographs, types of print, comparisons, cut-aways)
- CI 5 Uses pictures or parts of text, including title, to access schema
- CI 6 Provides evidence from pictures or parts of text when making predictions
- CI 7 Self-monitors and corrects
- CI 8 Distinguishes the characteristics of various genre (fables, nursery rhymes, songs, chants, poetry, and nonfiction)

B2.2 Demonstrates reading habits of proficient readers

- CI 1 Reads books from a variety of genre
- CI 2 Reads or rereads (independently or with another student or adult) two to four familiar books each day
- CI 3 Demonstrates kindergarten comprehension strategies through conferencing, discussion and response
- CI 4 Selects and returns books from a variety of categories within the classroom collection

STRAND II: WRITING

S1.0 The student will demonstrate competence in general skills and strategies in writing.

B1.1 Writes simple words of phrases with meaning

- CI 1 Copies environmental print, signs, and labels
- CI 2 Prints first and last name
- CI 3 Begins to understand relationships between sounds and letters to write self-selected or teacher-directed topics
- CI 4 Begins to write some high-frequency words (e.g. family names, cat, dog, color words)

B1.2 Begins to use correct grammar and mechanics in writing

- CI 1 Forms alphabet letters legibly
- CI 2 Begins to use beginning and ending sounds of words
- CI 3 Begins to transfer their thoughts to written form
- CI 4 Begins to use conventions of writing, such as left to right directionality, spacing between words, capitalization, and punctuation

S2.0 The student writes to communicate ideas.

B2.1 Produces documents and writes across the curriculum

- CI 1 Participates in shared writing
- CI 2 Begins to compose and organize their thoughts in a logical form
- CI 3 Contributes to class books and make self-selected books
- CI 4 Creates text that can be read independently or with a more proficient reader
- CI 5 Identifies an audience and a purpose
- CI 6 Begins to use correct form to communicate ideas to others (e.g. thank you notes, journals, dictionaries, captions)

STRAND III: SPEAKING

S1.0 The student uses speaking strategies effectively.

B1.1 Uses age-appropriate oral language to communicate.

CI 1 Speaks in complete sentences

CI 2 Articulates clearly

CI 3 Begins to tell personal ideas and experiences

CI 4 Begins to contribute orally to group discussions and activities

CI 5 Participates in rhyme, song, poetry, and storytelling

B1.2 Uses correct grammar and syntax in speaking

CI 1 Uses language to communicate with peers and adults

FIRST GRADE

STRAND I: READING

S1.0 The student will demonstrate competence in general skills and strategies in reading

B1.1 Demonstrates knowledge of print concepts

CI 1 Identifies upper and lower case letters

CI 2 Sequences alphabet letters

CI 3 Identifies and understands ending punctuation, apostrophe, comma, quotation marks, and ellipses

B1.2 Understands elements of phonemic awareness

CI 1 Identifies and produces rhyming words in response to an oral prompt

CI 2 Claps one time for each word spoken in a sentence

CI 3 Claps one time for each syllable in a word

CI 4 Tells the individual sounds in one- and two-syllable words

(EXAMPLE: dog is /d - o - g/; breaker /b - r - ā - k - èr/)

CI 5 Uses deletion to recognize word parts

(EXAMPLE: shed without the /sh/ is -ed; hippopotamus without the hippo is -potamus)

CI 6 Blends spoken syllables and phonemes into meaningful words

(EXAMPLE: con - crete is concrete; /c - a - t/ is cat)

CI 7 Isolates initial, medial, and final sounds in single-syllable words

CI 8 Substitutes and deletes target sounds to change words

(EXAMPLES: change cat to hat; change cat to at)

B1.3 Understands the basic elements of phonics for decoding and word recognition

CI 1 Tells the sound each consonant letter makes

CI 2 Tells the long and short sounds each vowel letter makes

CI 3 Knows the regular letter-sound correspondences and uses them to recognize or figure out regularly spelled one- and two- syllable words

CI 4 Decodes one-syllable nonsense words

CI 5 Uses onsets (EXAMPLES: /b/, /j/, /s/) and rimes (EXAMPLES: -at, -in, -eck) to read and create new words that include blends (EXAMPLES: bl, gr, spl), consonant digraphs (EXAMPLES: wh, sh, th, ch), vowel digraphs (EXAMPLES: ee, ea, ai, oa, oe), diphthongs

(EXAMPLES: oi, oy, ou, ow), r-controlled vowels (EXAMPLES: or, ir, ar, ur, er)

CI 6 Reads grade-level sight words with automaticity

CI 7 Identifies the -s, -ed, and -ing endings

B1.4 Understands grade-level vocabulary

- CI 1 Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing
- CI 2 Classifies words into categories
- CI 3 Uses knowledge of antonyms, synonyms, homophones, compound words and contractions
- CI 4 Determines the meaning of words using context clues

B1.5 Reads with fluency and accuracy

- CI 1 Reads with 90% accuracy a previewed Level H/I text
(Previewing means telling the student the title of the book and discussing the cover. The content of the story must NOT be expanded upon during this introduction.)
- CI 2 Reads a non-previewed grade level BRI passage, at or above 50 words per minute
- CI 3 Reads aloud fluently and accurately with prosody (appropriate intonation and expression)

S2.0 The student will construct meaning from a wide range of texts.

B2.1 Comprehends material from a variety of informational print and non-print sources

- CI 1 Applies comprehension strategies to gain meaning from text (makes connections, uses schema, asks questions, and visualizes)
- CI 2 Retells stories in proper sequence
- CI 3 Recognizes the basic elements of fictional text (character and setting)
- CI 4 Recognizes the basic nonfiction conventions of print (close-ups, photographs, types of print, comparisons, cut-aways, labeling)
- CI 5 Uses pictures or parts of text to access schema
- CI 6 Provides evidence from pictures or parts of text when making predictions
- CI 7 Self-monitors and corrects
- CI 8 Reads and follows written directions
- CI 9 Distinguishes the characteristics of various genre (fantasy and reality, fables, nursery rhymes, songs, chants, poetry, and nonfiction)
- CI 10 Recognizes text structures (compare and contrast, sequencing)

B2.2 Demonstrates reading habits of proficient readers

- CI 1 Reads books from a variety of genre
- CI 2 Reads or rereads (independently or with another student or adult) at least four or more familiar "just right" books each day
- CI 3 Demonstrates first grade comprehension strategies through conferencing, discussion and response
- CI 4 Selects books from a variety of categories within the classroom collection
- CI 5 Returns books to proper categories within the classroom collection

STRAND II: WRITING

S1.0 The student will demonstrate competence in general skills and strategies in writing.

B1.1 Begins to use three step writing process: pre-writing, draft, and proof

- CI 1 Selects a topic and generates two or three ideas
- CI 2 Begins to write stories with a sequence: beginning, middle, end.
- CI 3 Begins to expand vocabulary (e.g. rhyming words, adjectives, pronouns)
- CI 4 Writes a variety of sentences

B1.2 Begins to use correct grammar and mechanics in writing

- CI 1 Uses capital letters, periods, and question marks
- CI 2 Capitalizes proper nouns, first word, "I", and titles
- CI 3 Begins to spell high frequency words correctly
- CI 4 Uses phonetic spelling to write words: beginning, ending, and most vowel sounds
- CI 5 Usually writes with proper letter formation and spacing
- CI 6 Writes in complete sentences

S2.0 The student writes to communicate ideas.

B2.1 Produces documents and writes across the curriculum

- CI 1 Uses correct form to communicate ideas to others (e.g. thank you notes, journals, dictionaries, captions, letters, stories, and reports)
- CI 2 Uses writing for various purposes on their own initiative
- CI 3 Begins to use editing and revising skills
- CI 4 Begins to use simple word processing

STRAND III: SPEAKING

S1.0 The student uses speaking strategies effectively.

B1.1 Uses age-appropriate oral language to communicate.

- CI 1 Speaks in complete sentences using appropriate voice level, vocabulary, and eye contact
- CI 2 Begins to ask and respond to questions from curriculum areas and other people
- CI 3 Describes personal ideas and experience
- CI 4 Recites in rhyme, song, poetry, and storytelling

B1.2 Uses correct grammar and syntax in speaking

- CI 1 Begins to identify differences between language used at home, school, and other settings
- CI 2 Begins to speak with well developed vocabulary
- CI 3 Contributes to small and large group discussions

SECOND GRADE

STRAND I: READING

S1.0 The student will demonstrate competence in general skills and strategies in reading

B1.3 Understands the basic elements of phonics for decoding and word recognition

- CI 1 Tells the sound each consonant letter makes
- CI 2 Tells the long and short sounds each vowel letter makes
- CI 3 Reads regularly spelled one- and two-syllable words with automaticity
- CI 4 Decodes one-syllable nonsense words
- CI 5 Uses onsets (*EXAMPLES: /b/, /j/, /s/*) and rimes (*EXAMPLES: -at, -in, -eck*) to read and create new words that include blends (*EXAMPLES: bl, gr, spl*), consonant digraphs (*EXAMPLES: wh, sh, th, ch*), vowel digraphs (*EXAMPLES: ee, ea, ai, oa, oe*), diphthongs (*EXAMPLES: oi, oy, ou, ow*), r-controlled vowels (*EXAMPLES: or, ir, ar, ur, er*)
- CI 6 Reads grade-level sight words with automaticity

B1.4 Understands grade-level vocabulary

- CI 1 Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing
- CI 2 Understands word meanings through structural analysis (prefixes, suffixes, roots, and endings)
- CI 3 Classifies words into categories using concepts and complex word features
- CI 4 Determines the meaning of words from context clues
- CI 5 Uses knowledge of compound words, contractions, multiple meaning words, antonyms, synonyms, homophones, and homographs to determine the meaning of words

B1.5 Reads with fluency and accuracy

- CI 1 Reads with 90% accuracy a previewed Level L/M text
(Previewing means telling the student the title of the book and discussing the cover. The content of the story must NOT be expanded upon during this introduction.)
- CI 2 Reads a non-previewed grade level BRI passage, at or above 95 words per minute
- CI 3 Reads aloud fluently and accurately with prosody (appropriate intonation and expression)

S2.0 The student will construct meaning from a wide range of texts.

B2.1 Comprehends material from a variety of informational print and non-print sources

- CI 1 Applies comprehension strategies to gain meaning from text (makes connections, uses schema, asks questions, visualizes, makes inferences, and determines important ideas)
- CI 2 Uses information in text to access schema
- CI 3 Provides evidence from the text when making or adjusting predictions
- CI 4 Interprets information from titles, table of contents, diagrams, charts, and graphs
- CI 5 Reads and follows written directions
- CI 6 Self-monitors and corrects
- CI 7 Recognizes the basic elements of fictional text (character, setting, plot, problem, solution, and theme)
- CI 8 Recognizes the basic nonfiction conventions of print (close-ups, photographs, types of print, cut-aways, captions, glossary, table of contents, indexes)
- CI 9 Distinguishes the characteristics of various genre (fantasy and reality, fables, stories, tall tales, and poetry)
- CI 10 Recognizes text structures (main idea, supporting details, cause and effect, compare and contrast, problem and solution, sequencing)
- CI 11 Reads and organizes information using graphic organizers

B2.2 Demonstrates reading habits of proficient readers

- CI 1 Reads books from a variety of genre
- CI 2 Reads at least one or two "just right" long chapters or short books each day
- CI 3 Demonstrates second grade comprehension strategies through conferencing, discussion, and response
- CI 4 Selects books from a variety of categories within the classroom collection
- CI 5 Returns books to proper categories within the classroom collection

STRAND II: WRITING

S1.0 The student will demonstrate competence in general skills and strategies in writing.

B1.1 Begins to use three step writing process: pre-writing, draft, and proof

- CI 1 Plans for writing, including a main idea and related idea
- CI 2 Begins to write stories with a sequence: beginning, middle, end.
- CI 3 Begins to expand vocabulary (e.g. rhyming words, compound words, contractions)

B1.2 Uses correct grammar and mechanics in writing

- CI 1 Uses capital letters, periods, and question marks
- CI 2 Capitalizes proper nouns, titles, holidays, days of the week, and months
- CI 3 Spells most high frequency words correctly
- CI 4 Uses phonetic spelling and conventional spelling to write high frequency words
- CI 5 Writes with proper letter formation and spacing
- CI 6 Begins to use correct usage of subject/verb and noun/pronoun agreement
- CI 7 Uses correct punctuation including exclamation points, apostrophes, and commas

S2.0 The student writes to communicate ideas.

B2.1 Produces documents and writes across the curriculum

- CI 1 Uses correct form to communicate ideas to others (e.g. thank you notes, journals, dictionaries, captions, book reports, stories, and poems)
- CI 2 Uses general, frequently used words to convey basic ideas
- CI 3 Plans for writing, including a central idea and related details
- CI 4 Uses editing and revising skills
- CI 5 Begins to write paragraphs

STRAND III: SPEAKING

S1.0 The student uses speaking strategies effectively.

B1.1 Uses age-appropriate oral language to communicate.

- CI 1 Speaks with organized thoughts
- CI 2 Speaks clearly with voice level, vocabulary, and eye contact appropriate to the situation
- CI 3 Asks and responds to questions from curriculum areas and other people
- CI 4 Describes with detail personal ideas and experiences
- CI 5 Begins to conduct interviews
- CI 6 Begins to deliver oral reports

B1.2 Uses correct grammar and syntax in speaking

- CI 1 Identifies differences between language used at home, school, and other settings
- CI 2 Speaks with well developed vocabulary
- CI 3 Contributes meaningfully to small and large group discussions

THIRD GRADE

STRAND I: READING

S1.0 The student will demonstrate competence in general skills and strategies in reading

B1.3 Understands the basic elements of phonics for decoding and word recognition

CI 1 Decodes multisyllabic words

CI 2 Recognizes and decodes new words using knowledge of phonics, spelling patterns, and structural analysis

CI 3 Reads grade-level sight words with automaticity

B1.4 Understands grade-level vocabulary

CI 1 Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing

CI 2 Uses knowledge of multiple meaning words, antonyms, synonyms, homophones, and homographs to determine the meaning of words

CI 3 Understands word meanings through structural analysis (prefixes, suffixes, and roots)

CI 4 Determines the meaning of words from context clues

CI 5 Identifies relationships and completes analogies

B1.5 Reads with fluency and accuracy

CI 1 Reads with 90% accuracy a previewed Level O/P text

(Previewing means telling the student the title of the book and discussing the cover. The content of the story must NOT be expanded upon during this introduction.)

CI 2 Reads a non-previewed grade level BRI passage at or above 115 words per minute

CI 3 Reads aloud fluently and accurately with prosody (appropriate intonation and expression)

S2.0 The student will construct meaning from a wide range of texts.

B2.1 Comprehends material from a variety of informational print and non-print sources

- CI 1 Applies comprehension strategies to gain meaning from text
(makes connections, uses schema, asks questions, visualizes, makes inferences, draws conclusions, determines important ideas, and summarizes)
- CI 2 Compares and contrasts information
- CI 3 Distinguishes fact and opinion
- CI 4 Distinguishes the characteristics of various genre (biography, tall tale, fantasy, mystery, and poetry)
- CI 5 Recognizes the basic elements of fictional text (character, setting, plot, problem, solution, and theme)
- CI 6 Recognizes the basic nonfiction conventions of print (close-ups, photographs, types of print, cut-aways, captions, glossary, table of contents, indexes, dictionary)
- CI 7 Uses information in text to access schema
- CI 8 Provides evidence from the text when making or adjusting predictions
- CI 9 Self-monitors and corrects
- CI 10 Identifies the author's purpose (inform, persuade, and entertain)
- CI 11 Recognizes text structure (main idea, supporting details, cause and effect, compare and contrast, problem and solution, sequencing)
- CI 12 Identifies and uses literary elements of figurative language (similies, alliteration)
- CI 13 Reads and organizes information using graphic organizers

B2.2 Demonstrates reading habits of proficient readers

- CI 1 Reads books from a variety of genre
- CI 2 Reads 20 or more chapter books a year
- CI 3 Demonstrates third grade comprehension strategies through conferencing, discussion, and response
- CI 4 Selects books from a variety of categories within the classroom collection
- CI 5 Returns books to proper categories within the classroom collection
- CI 6 Reads "just right" books independently each day

STRAND II: WRITING

S1.0 The student will demonstrate competence in general skills and strategies in writing.

B1.1 Uses five-step process: pre-writing, drafting, editing, revising, and publishing

CI 1 Generates ideas about a topic

CI 2 Records thoughts

CI 3 Plans for writing, including a main idea and related ideas

CI 4 Begins to develop a logical organizational pattern, including a beginning, middle, and ending

B1.2 Uses correct grammar and mechanics in writing

CI 1 Uses correct grammar (e.g. nouns, verbs, adjectives, and pronouns)

CI 2 Spells most high frequency words correctly

CI 3 Uses conventional spelling

CI 5 Writes with proper letter formation and spacing (manuscript and cursive)

CI 6 Begins to use correct usage of subject/verb and noun/pronoun agreement

CI 7 Uses correct punctuation including commas

CI 8 Begins to use quotation marks and underline titles

CI 9 Uses correct capitalization

CI 10 Uses correct paragraph indentation and alignment

CI 11 Uses correct form for a variety of writing genre

CI 12 Expands use of descriptive language (e.g. adjectives)

S2.0 The student writes to communicate ideas and information effectively.

B2.1 Produces documents and writes across the curriculum

CI 1 Uses electronic technologies to create, revise, retrieve and verify information

CI 2 Begins to create written pieces in which ideas, details, and events are in a logical order and are relevant to the purpose (e.g. narrative, friendly letter, and description)

STRAND III: SPEAKING

S1.0 The student uses speaking strategies effectively.

B1.1 Uses age-appropriate oral language to communicate.

- CI 1 Speaks with organized thoughts
- CI 2 Speaks clearly with voice level, vocabulary, eye contact, and gestures that engage the audience
- CI 3 Speaks for specific occasions, audiences, and purposes
- CI 4 Organizes a presentation using a basic beginning, middle, and ending
- CI 5 Begins to pose appropriate questions for interviewing

B1.2 Uses correct grammar and syntax in speaking

- CI 1 Identifies differences between language used at home, school, and other settings
- CI 2 Speaks with well developed vocabulary
- CI 3 Contributes meaningfully to small and large group discussions
- CI 4 Recognizes and respects differences in communication based on culture

FOURTH GRADE

STRAND I: READING

S1.0 The student will demonstrate competence in general skills and strategies in reading

B1.3 Understands the basic elements of phonics for decoding and word recognition

CI 1 Decodes multisyllabic words

CI 2 Recognizes and decodes new words using knowledge of phonics, spelling patterns, and structural analysis

CI 3 Reads grade-level sight words with automaticity

B1.4 Understands grade-level vocabulary

CI 1 Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing

CI 2 Determines the meaning of words using context clues

CI 3 Understands word meanings through structural analysis (prefixes, suffixes, and roots)

CI 4 Identifies relationships and completes analogies

B1.5 Reads with fluency and accuracy

CI 1 Reads with 90% accuracy a previewed grade level text
(Previewing means telling the student the title of the book and discussing the cover. The content of the story must NOT be expanded upon during this introduction.)

CI 2 Reads a non-previewed grade level BRI passage at or above 125 words per minute

CI 3 Reads aloud fluently and accurately with prosody (appropriate intonation and expression)

S2.0 The student will construct meaning from a wide range of texts.

B2.1 Comprehends material from a variety of informational print and non-print sources

- CI 1 Applies comprehension strategies to gain meaning from text (makes connections, uses schema, asks questions, visualizes, makes inferences, draws conclusions, understands text structure, determines important ideas, summarizes)
- CI 2 Identifies the author's purpose (inform, persuade, and entertain)
- CI 3 Distinguishes the characteristics of various genre (biography, folk tale, historical fiction, and poetry)
- CI 4 Recognizes the basic elements of fictional text (character, setting, plot, problem, solution, and theme)
- CI 5 Recognizes the basic nonfiction conventions of print (close-ups, photographs, types of print, cut-aways, captions, glossary, table of contents, indexes, dictionary, maps)
- CI 6 Distinguishes fact and opinion
- CI 7 Uses information in text to access schema
- CI 8 Provides evidence from the text when making or adjusting predictions
- CI 9 Self-monitors and corrects
- CI 10 Recognizes text structures (main idea, supporting details, cause and effect, compare and contrast, problem and solution, sequencing)
- CI 11 Identifies and uses literary elements of figurative language (similies, metaphors, idioms, alliteration, onomatopoeia)
- CI 12 Reads and organizes information using graphic organizers

B2.2 Demonstrates reading habits of proficient readers

- CI 1 Reads books from a variety of genre
- CI 2 Reads 24 or more chapter books a year
- CI 3 Demonstrates fourth grade comprehension strategies through conferencing, discussion, and response
- CI 4 Selects books from a variety of categories within the classroom collection
- CI 5 Returns books to proper categories within the classroom collection
- CI 6 Reads "just right" books independently each day

STRAND II: WRITING

S1.0 The student will demonstrate competence in general skills and strategies in writing.

B1.1 Uses five-step process: pre-writing, drafting, editing, revising, and publishing

CI 1 Generates ideas about a topic

CI 2 Identifies purpose

CI 3 Plans for writing, including a main idea and supporting ideas

CI 4 Develops a logical organizational pattern, including a beginning, middle, and ending

B1.2 Uses correct grammar and mechanics in writing

CI 1 Uses correct grammar (e.g. nouns, verbs, adjectives, adverbs, pronouns, irregular verbs, and possessive nouns)

CI 2 Spells words correctly

CI 3 Uses a variety of sentence structures

CI 5 Writes with proper letter formation, slant, alignment, and spacing (cursive)

CI 6 Begins to use correct usage of subject/verb and noun/pronoun agreement

CI 7 Uses correct punctuation including commas, quotation marks, and underlining titles

CI 9 Uses correct capitalization

CI 10 Uses correct paragraph indentation and alignment

CI 11 Uses correct form for a variety of writing genre

CI 12 Expands use of descriptive language (e.g. adjectives, adverbs)

S2.0 The student writes to communicate ideas and information effectively.

B2.1 Produces documents and writes across the curriculum

CI 1 Uses electronic technologies to create, revise, retrieve and verify information

CI 2 Creates written pieces in which ideas, details, and events are in a logical order and are relevant to the purpose (e.g. bibliography, narrative, poetry, persuasion, and expository)

STRAND III: SPEAKING

S1.0 The student uses speaking strategies effectively.

B1.1 Uses age-appropriate oral language to communicate.

- CI 1 Speaks with organized thoughts
- CI 2 Speaks clearly with voice level, vocabulary, eye contact, and gestures that engage the audience
- CI 3 Speaks for specific occasions, audiences, and purposes
- CI 4 Organizes a presentation using a basic beginning, middle, and ending
- CI 5 Uses interviewing process appropriately

B1.2 Uses correct grammar and syntax in speaking

- CI 1 Identifies differences between language used at home, school, and other settings
- CI 2 Speaks with well developed vocabulary
- CI 3 Contributes meaningfully to small and large group discussions
- CI 4 Recognizes and respects differences in communication based on culture

FIFTH GRADE

STRAND I: READING

S1.0 The student will demonstrate competence in general skills and strategies in reading

B1.3 Understands the basic elements of phonics for decoding and word recognition

CI 1 Decodes multisyllabic words

CI 2 Recognizes and decodes new words using knowledge of phonics, spelling patterns, and structural analysis

CI 3 Reads grade-level sight words with automaticity

B1.4 Understands grade-level vocabulary

CI 1 Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing

CI 2 Determines the meaning of words using context clues

CI 3 Understands word meanings through structural analysis (prefixes, suffixes, and roots)

CI 4 Identifies relationships and completes analogies

B1.5 Reads with fluency and accuracy

CI 1 Reads with 90% accuracy a grade level text

(Previewing means telling the student the title of the book and discussing the cover. The content of the story must NOT be expanded upon during this introduction.)

CI 2 Reads a non-previewed grade level BRI passage at or above 135 words per minute

CI 3 Reads aloud fluently and accurately with prosody (appropriate intonation and expression)

S2.0 The student will construct meaning from a wide range of texts.

B2.1 Comprehends material from a variety of informational print and non-print sources

- CI 1 Applies comprehension strategies to gain meaning from text (makes connections, uses schema, asks questions, visualizes, makes inferences, draws conclusions, understands text structure, determines important ideas, summarizes, synthesizes)
- CI 2 Distinguishes the characteristics of various genre (autobiography, science fiction, historical fiction, poetry, and drama)
- CI 3 Recognizes the basic elements of fictional text (character, setting, plot, problem, solution, and theme)
- CI 4 Recognizes the basic nonfiction conventions of print (close-ups, photographs, types of print, cut-aways, captions, glossary, table of contents, indexes, dictionary, maps)
- CI 5 Distinguishes fact and opinion
- CI 6 Uses information in text to access schema
- CI 7 Provides evidence from the text when making or adjusting predictions
- CI 8 Self-monitors and corrects
- CI 9 Recognizes text structures (main idea, supporting details, cause and effect, compare and contrast, problem and solution, sequencing)
- CI 10 Identifies and uses literary elements of figurative language (similies, metaphors, idioms, alliteration, onomatopoeia)
- CI 11 Reads and organizes information using graphic organizers

B2.2 Demonstrates reading habits of proficient readers

- CI 1 Reads books from a variety of genre
- CI 2 Reads 28 or more chapter books a year
- CI 3 Demonstrates fifth grade comprehension strategies through conferencing, discussion, and response
- CI 4 Selects books from a variety of categories within the classroom collection
- CI 5 Returns books to proper categories within the classroom collection
- CI 6 Reads "just right" books independently each day

STRAND II: WRITING

S1.0 The student will demonstrate competence in general skills and strategies in writing.

B1.1 Uses five-step process: pre-writing, drafting, editing, revising, and publishing

CI 1 Generates ideas about a topic

CI 2 Identifies purpose

CI 3 Plans for writing, including a main idea and supporting ideas

CI 4 Develops a logical organizational pattern, including a beginning, middle, ending, and transitional phrases

B1.2 Uses correct grammar and mechanics in writing

CI 1 Uses correct grammar (e.g. nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, possessive nouns, and irregular verbs)

CI 2 Spells words correctly

CI 3 Uses a variety of sentence structures

CI 5 Writes with proper letter formation, slant, alignment, and spacing (cursive)

CI 6 Begins to use correct usage of subject/verb and noun/pronoun agreement

CI 7 Uses correct punctuation including commas, quotation marks, underlining, and colons

CI 9 Uses correct capitalization

CI 10 Uses correct paragraph indentation and alignment

CI 11 Uses correct form for a variety of writing genre

CI 12 Expands use of descriptive language (e.g. adjectives, adverbs, prepositional phrases)

S2.0 The student writes to communicate ideas and information effectively.

B2.1 Produces documents and writes across the curriculum

CI 1 Uses electronic technologies to create, revise, retrieve and verify information

CI 2 Creates written pieces in which ideas, details, and events are in a logical order and are relevant to the purpose (e.g. business letter, research paper, narrative, poetry, persuasion, and expository)

STRAND III: SPEAKING

S1.0 The student uses speaking strategies effectively.

B1.1 Uses age-appropriate oral language to communicate.

- CI 1 Speaks with organized thoughts
- CI 2 Speaks clearly with voice level, vocabulary, eye contact, and gestures that engage the audience
- CI 3 Speaks for specific occasions, audiences, and purposes
- CI 4 Organizes a presentation using a basic beginning, middle, and ending
- CI 5 Practices interview techniques

B1.2 Uses correct grammar and syntax in speaking

- CI 1 Identifies differences between language used at home, school, and other settings
- CI 2 Speaks with well developed vocabulary
- CI 3 Contributes meaningfully to small and large group discussions
- CI 4 Recognizes and respects differences in communication based on culture

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