

Language Arts Grade 4

Standard I: General Reading Processes

Goal A: Decoding – During reading, the student will apply knowledge of letter/sound relationships (phonics), word structure (syntax), context clues (meaning), and sight words to decode unfamiliar words.

1. Phonics Objective – The student will be able to use a variety of phonics skills to read unknown words in grade-level text including hard and soft consonants, initial three-letter consonant blends, vowel patterns, short and long vowels, r-controlled vowels, digraphs, final consonants, and diphthongs.
2. Word Structure Objective – The student will be able to use knowledge of word structure to sound out common word parts and break words into familiar parts through attention to compound and other multi-syllabic words, contractions, possessives, inflectional endings (e.g., -s, -ed), derivational prefixes and suffixes (e.g., re-, un-, -ness), word roots/base words, and hyphenated forms.
3. Context Clues Objective – The student will be able to use word meanings and order in sentences to read unknown words or to confirm decoding efforts.
4. Sight Word Objectives – The student will be able to:
 - a. Use knowledge of sight words to read words fluently.
 - b. Increase sight word vocabulary.

Goal B: Fluency - The student will read orally from grade-level text with accuracy and expression at a rate that sounds like speech.

1. Reading Rate Objectives - The student will be able to:
 - a. Read familiar text at a rate that is conversational and consistent.
 - b. Read independent level text (95% success) at a rate greater than 130 words read correctly per minute.
 - c. Read instructional level text (90% success) at a rate greater than 100 words read correctly per minute.
 - d. Adjust reading rate to accommodate purpose, style, and difficulty of text.
2. Accuracy Objectives - The student will be able to:
 - a. Reread and self-correct while reading.
 - b. Decode words automatically.
 - c. Use context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction.

3. Expression Objectives - The student will be able to:
 - a. Demonstrate appropriate use of phrasing by attending to sentence patterns and structures that signal meaning in text.
 - b. Use punctuation cues to guide meaning and expression.
 - c. Use pacing and intonation (e.g., emphasis on certain words) to convey meaning.
 - d. Read with prosody (i.e., adjusting pitch [rise and fall of spoken voice], loudness, tempo, and rhythm appropriately to convey meaning).

Goal C: Vocabulary - The student will increase word meaning through exposure to a variety of texts, building new conceptual understandings, acquiring new vocabulary, and using reference materials.

1. Exposure to Text Objectives - The student will be able to increase vocabulary through exposure to a variety of texts, specifically:
 - a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts.
 - b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.
2. Acquire New Concepts Objectives – The student will be able to develop a conceptual understanding of new words and phrases, specifically:
 - a. Identify and explain relationships to determine meanings of words such as antonyms, synonyms, homophones, and homographs.
 - b. Use knowledge of word origins (e.g., foreign languages, brand names, slang, inventions).
 - c. Examine analogies to comprehend relationships.
 - d. Interpret similes and metaphors.
3. Acquire New Vocabulary Objectives – The student will be able to understand and use new vocabulary, specifically:
 - a. Use context to determine the meanings of above grade-level words.
 - b. Use context to determine the correct meaning of words with multiple meanings.
 - c. Use context to determine grade-appropriate connotations (shades of meaning) versus denotation (explicit meaning), idioms, and figurative expressions.
 - d. Use word structure to determine the meaning of grade-appropriate prefixes and suffixes, roots and base words, inflectional endings, and compound words.
 - e. Collect 12-20 new words for deeper study each week, across content areas.
 - f. Use resources including dictionaries, glossaries, and thesauruses to determine the meanings of words.
 - g. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.

4. Use of Reference Materials Objectives – The student will be able to extend vocabulary knowledge using reference materials such as dictionaries, glossaries, and thesauruses, specifically:
 - a. Determine the meaning of new words.
 - b. Locate definitions using guidewords and alphabetical order.
 - c. Identify synonyms and antonyms and determine parts of speech, when appropriate.
 - d. Select the definition most appropriate to the context of the unknown word.
 - e. Clarify correct pronunciation and identify word origins.

Goal D: General Reading Comprehension - The student will demonstrate a positive attitude toward reading and develop a variety of behaviors to understand what is read including comprehension strategies; before-, during-, and after-reading strategies; and reader response.

1. Positive Reading Attitude Objectives – The student will be able to develop a positive attitude and confidence in reading through exposure to a variety of texts, specifically:
 - a. Listen to critically, read, and discuss texts representing diversity in content, culture, time periods, authorship and perspective including areas such as race, gender, disability, religion, and socio-economic background.
 - b. Self-select appropriate text for a variety of purposes.
 - c. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres.
 - d. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations.
 - e. Recognize reading as an essential means to access information.
 - f. Define personal goals to refine reading performance.
2. Comprehension Strategies Objective – The student will be able to demonstrate the ability to interact with text to gain meaning by activating prior knowledge, predicting, clarifying, determining main ideas/themes, questioning, creating visual images, drawing inferences, and summarizing.
3. Before Reading Objectives – The student will be able to use strategies to prepare for reading, specifically:
 - a. Choose appropriate materials based on purpose.
 - b. Identify type of text (i.e., fiction or nonfiction).
 - c. Set a purpose for reading.
 - d. Survey and preview the text by examining features such as the title, cover, pictures, illustrations, photographs, charts, and graphs.
 - e. Make predictions and ask questions about the text.
 - f. Make connections to the text from prior knowledge and experience.
4. During Reading Objectives – The student will be able to use strategies to make meaning while reading and to self-monitor comprehension, specifically:
 - a. Identify and question what does not make sense (self-monitor).
 - b. Reread the difficult parts slowly and carefully.
 - c. Use own words to restate the difficult part.
 - d. Use text features to facilitate understanding of text.

- e. Look back through the text to search for connections between and among ideas.
 - f. Make, confirm, or adjust predictions.
 - g. Ask questions about the text.
 - h. Make inferences based on information in the text.
 - i. Clarify understanding of words and concepts.
 - j. Periodically summarize while reading.
 - k. Periodically paraphrase important ideas or information.
 - l. Visualize what is read for deeper understanding.
5. After Reading Objectives – The student will be able to use strategies to deepen comprehension of the text, specifically:
- a. Identify and explain main ideas, supporting details, and other information directly stated in the text or a portion of the text.
 - b. Identify and explain what is not directly stated in the text by drawing inferences based on implied information from the text or a portion of the text.
 - c. Draw conclusions based on stated and/or implied information from the text and previous knowledge or experience.
 - d. Paraphrase the main idea of the text or a portion of the text.
 - e. Summarize the text or a portion of the text.
 - f. Connect the text to prior knowledge or personal experience that clarifies, extends, or challenges the ideas and information in the text.
 - g. Explain personal connections to the ideas or information in the text.
6. Reader Response Objectives – The student will be able to demonstrate comprehension of the text, specifically:
- a. Engage in conversations to better understand what has been read, before responding in writing.
 - b. Respond to text, in writing, in a variety of ways (e.g., journal entries, graphic organizers, brief constructed responses).
 - c. Generate a satisfactory response to a higher order thinking (HOT) comprehension question by:
 - Correctly answering all parts of the question
 - Including sufficient relevant, text-based/text-referential support in order to *demonstrate comprehension* of what was read
 - Connecting relevant, brain-based ideas (e.g., an interpretation, clarification, explanation, substantiated opinion, connection within or across texts, synthesis) in order to *demonstrate understanding* of what was read.

Standard II: Informational Reading Processes

- Goal A:** Variety of Text Read - The student will read a variety of self-selected and assigned informational texts including nonfiction materials, functional documents, and materials related to personal interest.

1. Nonfiction Materials Objective – The student will be able to read and identify the characteristics of nonfiction materials to gain information and content knowledge including content-related textbooks and trade books, appropriate reference materials, personal narratives, diaries and journals, biographies, newspapers and magazines, letters, articles, web sites, and other online materials.
2. Functional Documents Objective – The student will be able to read, use, and identify the characteristics of functional documents including directions, science experiments, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, and maps.
3. Personal Interest Objective – The student will be able to select and read personal interest materials such as brochures, books, magazines, cookbooks, and web sites to gain information.

Goal B: Text Features - The student will identify and use various text features and explain their contributions to meaning through connections between them and the main idea and/or the reader's understanding.

1. Print Features Objective – The student will be able to use print features to facilitate understanding of informational text including large bold print, font size/type, colored print, italics, quotation marks, underlining, and text presented in column format.
2. Graphic Aids Objective – The student will be able to use graphic aids to facilitate understanding of informational text including pictures; cartoons; map keys, scales, and legends; graphs; charts; tables; and diagrams.
3. Informational Aids Objective – The student will be able to use informational aids to facilitate understanding of informational text including introductions and overviews, materials lists, timelines, captions, sidebars, glossed words, and labels.
4. Organizational Aids Objective – The student will be able to use organizational aids to facilitate understanding of informational text including text titles, chapter titles, subtitles; headings and subheadings; tables of contents; numbered steps; glossaries; appendices; indices; and transition words.
5. Online Features Objective – The student will be able to use online features to facilitate understanding of informational text including URLs, hypertext links, sidebars, drop down menus, and home pages.

Goal C: Organizational Structure - The student will develop knowledge of organizational structures for informational text to understand what is read.

1. Organizational Structure Objective – The student will be able to recognize methods for organizing informational texts including sequential and chronological order, cause/effect relationships, description, main idea and supporting details, similarities and differences, compare/contrast, and problem/solution.

2. Organizational Words Objectives – The student will be able to identify and use words and phrases associated with common organizational structures, specifically:
 - a. Words that show chronology (e.g., first, second, third).
 - b. Words that show description (e.g., above, beneath, next to, beside).
 - c. Words that show cause and effect (e.g., because, as a result).

Goal D: Comprehension of Informational Text - The student will recognize important ideas and the use of specialized language and attend to how information is presented in informational text by reading a variety of self-selected and assigned print and non-print informational text including electronic media.

1. Important Information in Text Objectives - The student will be able to determine important ideas and messages in informational text, specifically:
 - a. Identify and explain the author's/text's purpose and intended audience.
 - b. Make a connection between the text and the intended audience.
 - c. Identify and explain the author's opinion in the text or portion of the text, when evident.
 - d. State and support main ideas and important messages in the text or a portion of the text.
 - e. Summarize the text, or a portion of text, by identifying the main ideas and supporting details.
 - f. Identify and explain information that does not clarify or extend the main idea.
 - g. Identify and explain relationships (e.g., comparison/contrast, cause/effect, sequence) between and among ideas in one or more texts.
 - h. Identify and explain relationships between and among ideas and prior knowledge in one or more texts.
 - i. Draw conclusions, inferences, generalizations, and predictions from one text or across multiple texts to form new understanding.
 - j. Make connections between and among ideas that lead to a new understanding.
 - k. Distinguish between fact and opinion in one or more texts.
 - l. Identify and explain how someone might use the text for personal or content-specific use.
 - m. Connect the text to prior knowledge or experience that clarifies, extends, or challenges the ideas or information in the text or a portion of the text.
2. Use of Language Objectives - The student will be able to identify and explain the author's use of language, including:
 - a. Specific words or phrases that contribute to the meaning of a text (e.g., content vocabulary).
 - b. Specific words and punctuation that create tone in the text or a portion of the text.
 - c. The effect of repetition of words or phrases for emphasis of ideas or information.
 - d. Significant words and phrases that affect the reader's feelings or have an emotional appeal.

3. Critical Evaluation Objectives – The student will be able to read critically to evaluate informational text, specifically:
 - a. Explain whether the text fulfills the reading purpose by making connections between the content and the purpose for reading.
 - b. Identify and explain additions or changes that would make the text easier to understand by making connections between the effectiveness of the format and text features in clarifying the main idea.
 - c. Identify and explain what makes the text a reliable source of information.
 - d. Explain whether or not the author’s opinion is presented fairly by showing evidence that the author has presented all sides of the issue or topic.
 - e. Identify and explain information not included in the text that would have made it easier to understand the author’s point or to enhance or clarify the reader’s understanding of the main idea of the text or a portion of text.
 - f. Compare and contrast information in different texts.

Goal E: Information Literacy – The student will follow a systematic approach to information problem solving using the Big6 process.

1. Task Definition and Information Seeking Strategies Objectives – The student will be able to demonstrate the ability to plan, specifically:
 - a. Identify the task.
 - b. Identify the criteria for the finished product.
 - c. Identify the information needed to solve the problem or complete the task.
2. Location, Access and Use of information Objectives – The student will demonstrate their ability to complete the task or solve the problem, specifically:
 - a. Identify materials that will be useful in solving the problem/completing the task.
 - b. Determine the most appropriate sources to solve the problem/complete the task.
 - c. Extract relevant information.
3. Synthesis and Evaluation Objectives – The students will demonstrate the ability to evaluate the quality of the product, specifically:
 - a. Organize information from multiple sources.
 - b. Present the information in the appropriate format.
 - c. Assess the product for completeness, strengths and weaknesses.
 - d. Determine the effectiveness of the process used to solve the problem.

Standard III: Literary Reading Processes

Goal A: Text Features/Elements - The student will recognize and evaluate text features and elements of various literary genres.

1. Text Features Objectives – The student will be able to use text features to facilitate understanding of literary texts, specifically:
 - a. Identify and explain how organizational aids such as titles of books, stories, poems, or plays contribute to meaning.
 - b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, and print features contribute to meaning.
 - c. Identify and explain how informational aids such as footnoted words and phrases and captions contribute to meaning.

2. Narration Objectives – The student will be able to use elements of narrative texts to facilitate understanding, specifically:
 - a. Identify and use structural features to distinguish among types of narrative text including realistic fiction, tall tales, legends, fables, fairy tales, and biographies.
 - b. Identify and explain the elements of a story including main characters, problem, sequence or chronology of events, and solution to the problem.
 - c. Identify the details that describe the setting and mood.
 - d. Identify and analyze the characters including main versus minor characters, conclusions about the character’s traits based on what the character says and does, and conclusions about the character’s motivations based on the character’s actions and interactions with other characters.
 - e. Identify and explain relationships between and among characters and events including connections between and among characters, connections between and among situations, cause/effect relationships between characters’ actions and the results of those actions, and cause/effect relationships between and among events.
 - f. Identify and describe the narrator of the story, including conclusions about the narrator based on his/her thoughts and observations.

3. Poetry Objectives – The student will be able to:
 - a. Recognize features that identify poetry as a literary form including
 - b. structure (e.g., lines, stanzas), shape, form, and refrain/chorus.
 - c. Identify and explain the specific meaning of words, lines, and stanzas including literary and figurative meaning.
 - d. Identify and explain sound elements of poetry including rhyme, rhythm, alliteration, and other repetition.
 - e. Identify and explain other poetic elements including setting, mood and tone etc. that contribute to meaning.

4. Drama Objectives – The student will be able to:
 - a. Recognize structural features that identify a play as a literary form including the list of characters (cast)/narrator, introductory information about the setting, stage directions, dialogue, and acts.
 - b. Identify and explain the specific actions and events in a scene.
 - c. Identify and explain stage directions that help to create character and movement including the connection between the stage directions and the physical movement of the characters.

- d. Identify and explain stage directions and dialogue that help to create character including the connections among the stage directions, the character's lines, and how the character delivers those lines.

Goal B: Comprehension of Literary Text – The student will recognize important ideas and the use of specialized language and attend to how ideas are expressed in literary text by reading a variety of self-selected and assigned print and non-print text including electronic media.

1. Important Ideas in Text Objectives – The student will be able to determine important ideas and messages in literary texts, specifically:
 - a. Identify and explain the main idea of a text or a portion of the text.
 - b. Identify and explain literal versus interpretive meanings of a text or a portion of the text.
 - c. Identify universal themes such as the message, moral, or lesson learned from the text.
 - d. Identify a similar theme such as a main idea, message, moral, or lesson learned across texts.
 - e. Identify different versions of the same story across eras or cultures.
 - f. Retell the text or a portion of the text in own words.
 - g. Summarize the text by sequencing events across the text or a portion of the text including the characters, problem, and solution to the problem.
 - h. Identify and explain connections between personal experiences and the theme or main ideas.
2. Use of Language Objectives – The student will be able to identify and describe the author's use of language, specifically:
 - a. Identify and explain how the use of dialogue contributes to character and plot development in a story.
 - b. Identify and explain significant words and phrases that have a specific effect on the meaning of a text.
 - c. Identify and explain the denotations (explicit meanings) of above grade-level words used in context.
 - d. Identify and explain the connotations (shades of meaning) of grade-appropriate words and phrases in context.
 - e. Identify and explain words and punctuation that create or describe the tone of the text or a portion of the text.
 - f. Identify and explain figurative language including simile, personification, and onomatopoeia.
 - g. Identify and explain specific words and phrases that appeal to the senses and feelings.
 - h. Identify examples of and explain how meaning is affected by repetition, exaggeration, or alliteration, as applicable.

3. Critical Evaluation Objectives – The student will be able to read critically to evaluate literary texts, specifically:
 - a. Identify and explain the believability of a character’s actions and the story’s events, related to realism and fantasy.
 - b. Identify characters and events that parallel everyday life.
 - c. Identify questions and predictions about events, situations, and conflicts that might occur if the text were continued.

Standard IV: Writing

Note: *The 6+1 Traits of Writing have been noted within the objectives that particular traits support. Key for traits: (I) Ideas, (O) Organization, (V) Voice, (WC) Word Choice, (SF) Sentence fluency, (C) Conventions, (P) Presentation*

Goal A: Composition - The student will compose in a variety of modes employing specific forms.

1. Write to Express Personal Ideas Objectives - The student will be able to compose oral, written, and visual presentations that express personal ideas by selecting a form (e.g., journal entry, paragraph, narrative, poem, play) and its appropriate elements (e.g., plot, dialogue, rhyme scheme, vivid language), specifically:
 - a. Compose to express personal ideas to develop fluency using a variety of forms suited to the topic, audience, and purpose. (I, O, SF)
 - b. Generate sufficient personal ideas and experiences, including relevant descriptions and sensory details, to adequately develop the message. (I)
 - c. Construct a well-developed message that maintains a consistent focus with a narrative sequence (e.g., beginning, middle, and end) and includes well-chosen details. (I, O)
 - d. Construct a well-developed poem that includes lines and stanzas, uses figurative language (e.g., alliteration, onomatopoeia, personification, repetition), and expresses feelings and ideas. (I, V, WC)
 - e. Manage time and process when writing to express personal ideas. (O)
 - f. Present a message that is clear and guides the audience’s understanding of key ideas. (I, O)
 - g. Use purposeful imagery and sensory details with active verbs and colorful adjectives. (V, WC)
2. Write to Inform Objectives - The student will be able to compose oral, written, and visual presentations that inform using a structure with a clear beginning, middle, and end and a selection of major points, examples, and facts to support a main idea, specifically:
 - a. Generate sufficient information, including factual details and/or scientific observations, to adequately develop the topic using traditional and/or electronic retrieval sources. (I)
 - b. Group related facts into a paragraph(s) that maintains a consistent focus and moves through a logical sequence with a topic sentence(s) and supporting sentences. (O)

- c. Credit sources when paraphrasing and quoting to avoid plagiarism. (O)
 - d. Write a friendly informational letter, or other appropriate form, that addresses the knowledge and interests of the recipient. (I, V)
 - e. Use content-related vocabulary and language to clarify the message for the intended audience. (WC, V)
 - f. Manage time and process when writing to inform (O)
3. Write to Persuade Objectives - The student will be able to compose oral, written, and visual presentations that persuade by selecting and organizing relevant information, establishing an argumentative purpose, and designing an appropriate strategy for an identified audience, specifically:
- a. Generate sufficient arguments (persuasive points), including factual information and observations, to adequately develop the topic or message. (I)
 - b. Organize a composition that establishes a position, supports the position with organized and relevant reasons and evidence, includes a conclusion that restates the position and/or may ask the audience to take action, and maintains a consistent focus. (I, O)
 - c. Write a friendly persuasive letter, or other appropriate form, that addresses the knowledge and interests of the recipient. (I, V)
 - d. Use content-related vocabulary and language to clarify the message for the intended audience. (WC)
 - e. Consider word choice and vary sentence structure. (WC, SF)
 - f. Manage time and process when writing to persuade. (O)

Goal B: Writing Process - The student will develop content by applying the appropriate steps of the writing process and recognizing its recursive nature.

1. Prewriting/Drafting Objectives - The student be able to will compose texts using prewriting and drafting strategies of effective writers and speakers, specifically:
- a. Set a purpose, identify the audience, and choose an appropriate form. (I, O)
 - b. Generate and select topics based on discussion of common experiences. (I)
 - c. Identify and use sources of information on a topic. (O)
 - d. Use note-taking and/or other organizational techniques such as diagrams, flow charts, free writing, learning logs, and “think-alouds on paper” to connect ideas and thinking about lesson content. (O)
 - e. Plan and organize ideas for writing using an appropriate organizational structure such as chronology or sequence, compare and contrast, or cause and effect. (I, O)
 - f. Complete an idea by providing topic, support, and concluding sentences. (I, O)
2. Revising/Editing/Publishing Objectives - The student will be able to compose texts using the revising and editing strategies of effective writers and speakers revise and edit for clarity, completeness of thoughts, and effectiveness (e.g., focus, and logical sequence), specifically:
- a. Eliminate words and ideas that do not support the main idea. (WC, I)
 - b. Clarify meaning by adding modifiers and sensory words within a sentence. (WC)
 - c. Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end. (O)

- d. Provide sentence variety and length by combining sentences and correcting rambling sentences. (SF)
- e. Add details. (I)
- f. Expand simple sentences. (SF)
- g. Eliminate sentence fragments and run-on sentences. (SF)
- h. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling (self edit, peer edit, dictionary, thesaurus, spell checker, language handbook). (C)
- i. Prepare the final product for presentation to an audience. (P)
- j. Explain how textual changes clarify meaning or fulfill a purpose. (P)

Goal C: Language Choices - The student will identify how language choices in writing and speaking affect thoughts and feelings.

- 1. Language Choice Objectives - The student will be able to assess the effectiveness of details, word choice, and use of figurative language when composing, specifically:
 - a. Select words appropriate for the intended audience, situation, or purpose. (WC)
 - b. Describe how listeners might respond differently to similar words such as *nightmare/dream, loud/deafening, and cute/gorgeous*. (WC)
 - c. Assess the effectiveness of choice of details and words/phrases that extend meaning. (I, WC)
 - d. Explain how specific words/phrases used by the writer affects audience response. (V)
 - e. Examine and use spatial transitions such as *near, far, on the left, and in the distance*. (O)
 - f. Explain how revisions in word choice affect meaning. (WC)

Standard V: Conventions of Standard English

Goal A: Application of Conventions - The student will control language by applying the conventions of Standard English in speaking and writing. (Emphasis is on application of conventions rather than memorization of terms. Also, at each grade level, curricular options include more complex examples of previous years' objectives.)

- 1. Grammar/Usage Objectives - The student will be able to comprehend and apply Standard English usage in oral and written language, specifically:
 - a. Recognize elements of grammar and examples of conventional usage in personal and academic reading. (C)
 - b. Identify and use parts of speech such as prepositions, conjunctions, and interjections. (WC)
 - c. Identify and incorporate simple subjects and simple predicates when composing simple sentences. (SF)
 - d. Compose simple and compound sentences using coordinating conjunctions. (C, SF)

- e. Combine short, unrelated sentences using a series, compound subjects, and key words. (C, SF)
 - f. Use singular subjects with singular verbs and plural subjects with plural verbs. (C)
 - g. Identify and use verb forms such as singular/plural, regular/irregular. (C)
 - h. Recognize and apply consistent and appropriate use of verb tenses such as past, present, and future; pronouns such as personal, possessive, and pronoun/antecedent agreement; and modifiers. ((C)
 - i. Recognize and correct common usage errors such as homophones, contractions, and commonly confused words. (C)
 - j. Use language appropriate for a specific audience, purpose, and context.
 - k. Use available resources to correct or confirm editorial choices.(V, WC)
 - l. Explain editorial choices involving usage. (C)
2. Punctuation Objectives - The student will be able to apply Standard English punctuation in written language and explain how it makes and clarifies meaning in academic and personal reading and writing, specifically:
- a. Use correct and varied end punctuation.
 - b. Use commas correctly in appositives, items in a series, and before a coordinating conjunction in a compound sentence. (C)
 - c. Use underlining, quotation marks, or italics to identify titles of documents. (C)
 - d. Use apostrophes in contractions and possessives. (C)
 - e. Use quotation marks and commas in simple dialogue and for direct quotations. (C)
 - f. Indent for paragraphs. (P, C)
 - g. Explain editorial choices involving punctuation. (C)
3. Capitalization Objectives - The student will be able to apply standard English capitalization in written language and explain how it makes and clarifies meaning in academic and personal reading and writing, specifically: (*All are C*)
- a. Capitalize the beginning of a sentence.
 - b. Capitalize proper nouns.
 - c. Capitalize the names of towns, cities, states, countries, and continents.
 - d. Capitalize initials representing names.
 - e. Capitalize important words in titles.
 - f. Capitalize the first word in a direct quotation.
 - g. Explain editorial choices involving capitalization.
4. Spelling Objectives - The student will be able to recognize conventional spelling in and through personal and academic reading and apply conventional spelling in written language, specifically:
- a. Apply knowledge of grade level spelling rules and patterns to correctly spell one syllable and multi-syllabic words: (*All bullets are C*)
 - Words with qu (e.g., quiet) and squ (e.g., square)
 - Words with silent consonants such as /m/ spelled mb (e.g., climb), /n/ spelled kn (e.g., knife), and /r/ spelled wr (e.g., wrong)
 - Words with the sound of /j/ spelled ge as in *village* and dge as in *badge*
 - Words with long vowel sounds such as a-consonant-e, ai, ay, eigh;

- e-consonant-e, ee, ea, and ie as in *thief*; i-consonant-e, -ind as in *kind*, -igh as in *might*, -y as in *my*; o-consonant-e, oa, ow as in *know*, -o as in *go*; and u-consonant-e, ue as in *blue*, -ew as in *new*
 - Words with the sound of /oo/ spelled u as in *bush*, oo as in *wood*, and ou as in *could*
 - Words with the sound of /au/ spelled o as in *song*, ou as in *bought*, aw as in *draw*, au as in *because*, and al as in *talk*
 - Words with the sound of /ou/ spelled ou as in *found* and ow as in *growl*
 - Words with the sound of /oi/ spelled oi as in *oil* and oy as in *boy*
 - Singular possessives
 - Words ending in silent -e and those ending with one vowel and one consonant to which -ed and -ing has been added (e.g., used, using; planned, planning)
 - Words that form plurals in unusual ways (e.g., goose-geese, woman-women)
 - Words with suffixes -ful, -less, -ly, -ment, -ness, -er, and -or
 - Homophones, using context clues (e.g., hear, here)
 - Compound words
 - Homographs (e.g., record, content, excuse, refuse, present, dessert, produce)
 - Words with the similar sounding ending /al/ spelled -al as in *metal*,
 - -il as in *pencil*, and -le as in *candle*
 - Words containing the r-controlled vowels er, ir, ur.
- b. Modify spellings when adding inflectional endings and suffixes (e.g., words where y changes to i before adding endings). (C)
 - c. Spell grade-appropriate high frequency and content words. (C)
 - d. Access resources as a spelling aid (e.g., word wall, technology, dictionary). (C)
 - e. Use mnemonic devices to recall frequently misspelled words. (C)
 - f. Maintain a personal list of words to use in editing original writing. (C)
 - g. Apply knowledge of a variety of spelling strategies to spell unknown words (e.g., using various resources, spelling by analogy, writing a word several ways). (C)
5. Handwriting Objectives - The student will be able to produce writing that is legible to the audience, specifically:
 - a. Maintain accuracy and automaticity in manuscript and cursive writing. (P)
 - b. Use cursive writing for independent assignments to build accuracy and automaticity, as appropriate. (P)
 - c. Use word processing technology when appropriate. (P)

Standard VI: Listening

Goal A: Listening - The student will demonstrate effective listening to learn, process, and analyze information.

1. Listening Objectives - The student will be able to comprehend and analyze what is heard, specifically:
 - a. Attend to the speaker and respond appropriately to clarify and understand.
 - b. Determine a speaker's purpose.
 - c. Identify how the language of the presentation contributes to effect and meaning.
 - d. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing.
 - e. Follow a set of multi-step directions.
 - f. Listen carefully to expand and enrich vocabulary.
 - g. Make judgments based on information from the speaker.

Standard VII: Speaking

Goal A: Speaking – The student will communicate effectively in a variety of situations with different audiences, purposes, and formats.

1. General Speaking Objectives - The student will use organization and delivery strategies at an appropriate level, specifically:
 - a. Demonstrate appropriate volume, articulation, enunciation, intonation, fluency, pacing, timing, and stress.
 - b. Use appropriate nonverbal techniques to enhance communication such as posture, eye contact, facial expressions, and gestures.
 - c. Express complete thoughts when the situation calls for it.
 - d. Question others to clarify meaning and acquire information.
 - e. Voluntarily express relevant thoughts and ideas in both small and large groups.
 - f. Exhibit appropriate speaking behaviors such as being polite, taking turns, and listening to others.
2. Oral Presentation Objectives - The student will make effective oral presentations, specifically:
 - a. Speak in a variety of situations to inform, persuade, and/or relate experiences, including retelling stories.
 - b. State a position and support it with reasons.
 - c. Consider correct usage.
 - d. Attend to visual and verbal cues from the audience.
 - e. Use nonverbal behaviors such as eye contact and appropriate body language.
 - f. Use appropriate volume, rate, expression, and a variety of vocal inflections.
 - g. Participate in dramatic presentations.
 - h. Plan and deliver effective oral presentations.
 - i. Use props when appropriate.