

Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1 (Word Analysis, Vocabulary Development): determine word meaning through word parts, definitions, and context clues.

Indicator	4	3	2	1
<i>a. Identify common prefixes and suffixes to determine meanings of words.</i>	Create unique and appropriate sentences using prefixes correctly.	Identify common prefixes to determine meanings of words: bi-, extra-, il-, im-, mis-, post-, pre-, re-, and un- .	Identify common prefixes to determine meanings of words: bi-, extra-, post-, pre-, re-, and un- .	Identify common prefixes to determine meanings of words: re-, pre-, and un- .
<i>a. Identify common prefixes and suffixes to determine meanings of words.</i>	Create unique and appropriate sentences using suffixes correctly.	Identify common suffixes to determine meanings of words: -able, -ible, -ate, -er, -or, -ful, -ist, -less, -ly, -ment, and -tion.	Identify common suffixes to determine meanings of words: -able, -ible, -ist, -ful, -less, and -ly.	Identify common suffixes to determine meanings of words: -ful, -less, and -ly.
<i>c. Determine word meaning through definition or explanation context clues.</i>	Infer word meaning through all types of context clues.	Determine word meaning through definition or explanation context clues.	Be able to locate or identify the context clue in a text.	Understand that a reader can use clues the author provides in a text to determine word meaning.
<i>d. Distinguish between commonly confused words.</i>	Create unique sentences using commonly confused words correctly.	Distinguish between commonly confused words: a lot/allot; board/bored; its/it's; brake/break; hear/hear; desert/dessert; led/lead; lie/lay; right/write/rite; to/too/two; and your/you're.	Distinguish between commonly confused words: board/bored; hear/here; its/it's; to/two/too; and your/you're.	Understand that some words in English sound alike but have different meanings. Distinguish between commonly confused words: to/too/two; hear/here; and board/bored.

Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).

Indicator	4	3	2	1
<p><i>a. Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and table of contents)</i></p>	<p>Produce informational text that includes appropriate external text features.</p>	<p>Identify external text features to enhance comprehension: headings, subheadings, pictures, captions, bolded words, graphs, charts, and table of contents.</p>	<p>Use and recognize headings, subheadings, pictures, captions, and bolded words to aid in comprehension.</p>	<p>Understand that most textbooks or informational texts contain features that help the reader comprehend the topic.</p> <p>Recognize headings and know that the heading is the title of the article.</p>
<p><i>b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description).</i></p>	<p>Produce informational text that uses internal text structures with cue words in writing.</p>	<p>Comprehend text using internal text structures and their appropriate cue words and phrases: chronological, sequence, and description.</p>	<p>Be able to identify key words or cue words and phrases in order to identify the text structure an author uses in an informational text.</p>	<p>Understand that authors use internal text structures and key words in texts so readers understand the material.</p> <p>Recall cue words used in a particular text structure.</p>
<p><i>c. Retell, paraphrase, and summarize from informational text.</i></p>		<p>Retell, paraphrase, and summarize key information from the text.</p>	<p>Retell, paraphrase, or summarize some important information from the text.</p>	<p>Understand that informational text is written to inform the reader.</p> <p>Be able to retell a few details from the text.</p>
<p><i>d. Distinguish main idea and supporting details in a text.</i></p>	<p>Distinguish or infer the main idea (stated or unstated) and supporting details in a text.</p>	<p>Distinguish the main idea and supporting details in a text.</p>	<p>Identify the stated main idea and find one detail that supports the main idea.</p>	<p>Understand that the main idea is what the author is trying to say about the topic of an informational text.</p> <p>Be able to identify the topic or subject of the text.</p>

Objective 3 (Comprehension of Literary Text): Comprehend literature using elements of narrative and poetic text.

Indicator	4	3	2	1
<i>a. Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).</i>	Analyze and evaluate the plot structure of the story: be able to explain the type of conflict and how the resolution resolves the conflict.	Identify plot structure elements: exposition, rising action, climax, falling action, and resolution.	Identify the elements of a story including: setting, character, and conflict (problem) in any story. Be able to list key events in the story.	Understand that every story has a setting, characters, and events. Recall some events in the story.
<i>b. Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).</i>	Apply, evaluate, or analyze a character's traits as revealed by the narrator (e.g. thoughts, words, speech patterns, and actions).	Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).	List a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).	Understand that characterization is the character's personality in a story. Identify one trait of a character in a story.
<i>c. Distinguish topic from theme in literature.</i>	Compare and contrast the similarities and differences between topic and theme in literature.	Recognize topic and theme in literature.	Identify the topic or theme in literature.	Know the definitions of topic and theme.
<i>d. Identify descriptive details and imagery that establish setting.</i>	Evaluate how the setting of the story can affect the conflict. Use (apply) descriptive details and imagery to create the setting of a story.	Identify descriptive details and imagery that establish setting.	Identify the setting of a story.	Understand that every story has a setting. Know that the setting is where and when the story takes place.
<i>e. Identify figurative language (i.e, simile and metaphor).</i>	Compose and compare similes and metaphors.	Identify similes and metaphors in literature.	Distinguish between simile and metaphor in written text.	Know the definitions of simile and metaphor.
<i>f. Identify the main ideas and/or emotions in a wide range of poetry.</i>	Evaluate poetry for main idea and emotion in poetry.	Identify main idea and emotion in poetry.	Find main idea or emotion in poetry.	Understand that each poem has a main idea and an emotion.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Objective 1 (Writing to Learn): Retell or summarize and make connections to clarify thinking through writing.

Indicator	4	3	2	1
<i>a. Retell significant events in a sequence.</i>	Evaluate and analyze significant events. Be able to explain their significance.	Retell significant events in a sequence.	Retell some events in a sequence. Some events are not significant.	Events listed are not in a sequence. Most events listed are not significant.
<i>b. Summarize essential information from literary or informational text.</i>	Summary is brief and contains relevant information that supports the main idea. Concise vocabulary is used to summarize the main idea and supporting details.	The summary is brief, states the main idea of the passage, and contains relevant information that supports the main idea.	The summary states the main idea, but does not include details that support it. The summary contains some relevant information, but may be a little too long.	The summary does not identify the main idea and a few relevant details are included. The summary is too long and contains a lot of irrelevant information.
<i>c. Connect text to self.</i>	Determine or explain how connections made to the story could affect student's future actions.	Connect situations and emotions from the story that are similar to the reader.	Relate a situation from the story that is similar to the reader.	Find one simple item in a text that relates to the reader. (e.g., The character is a 7 th grader just like me.)

Objective 2 (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)

Indicator	4	3	2	1
<i>a. Determine audience and purpose for extended writing.</i>	Target writing for a different audience and purpose.	Determine audience and purpose for extended writing.	Determine audience or purpose for extended writing.	Understand that a writer writes to a specific audience and there is a purpose for the writing.
<i>b. Relate a clear, coherent, chronologically-sequenced incident, event, or situation with simple reflection.</i>	Relate a clear, coherent, chronologically-sequenced event with an in-depth reflection.	Relate a clear, coherent, chronologically-sequenced event with a simple reflection.	Relate an event in chronologically-sequenced order.	Relate an event or incident in writing. The writing may not be chronologically-sequenced.
<i>c. Use sensory details.</i>	The amount of sensory details is just right. All of the details relate to the central focus and help the reader experience the description of the topic.	Use of sensory details is usually a realistic description of the topic.	Sometimes sensory details are used, but they do not always describe the topic.	Sensory details are rarely included in the writing.

Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.

Indicator	4	3	2	1
<i>Evaluate and revise for use of a unifying idea or topic.</i>	There is no question about the unifying idea. The topic is focused and clear and it has ample supporting information.	The topic or purpose is focused and clear. Main idea is clear with enough details to support the information.	Topic and main idea are not always clear. Details are sometimes added to support the topic, but there are not enough.	Topic and main idea are not clear with very few details of support. Details are seldom included and seem random or unconnected to the main idea.
<i>Evaluate and revise for a clear beginning, middle, and end, with sequential transitions.</i>	<p>The introduction states the topic or main ideas.</p> <p>Details are consistently placed in a logical order and support the main idea.</p> <p>The conclusion is present and ties up the loose ends.</p>	<p>Introduction states the topic or main ideas.</p> <p>Details are usually placed in a logical order.</p> <p>Conclusion is recognizable and ties up most of the loose ends.</p>	<p>The writing may lack a clear beginning.</p> <p>Sometimes details are not in logical order and distract the reader.</p> <p>The conclusion is recognizable, but it does not tie up several loose ends.</p>	<p>There is no introduction to capture the reader's attention or the writer may write, "I am going to write about..."</p> <p>Seldom are the details placed in logical order. There is little sense in the way the writing is organized.</p> <p>There is no conclusion to the writing. It just ends or says, "The End."</p>

<i>Evaluate and revise for appropriate tone and voice.</i>	Voice is consistently present in the writing, and it shows an awareness of the audience. The writing is consistently confident, engaging, and expressive.	Voice is usually present, and the writing shows an awareness of the audience. Most of the writing is confident, engaging, and expressive.	Voice is sometimes inconsistent or weak. The writing sometimes shows limited awareness of the audience. There is some confidence in the writing, and only some of the writing is engaging or expressive.	Voice is seldom consistent, and it is weak. Audience awareness is not present. There is little or no evidence of expression in the writing.
<i>Evaluate and revise for appropriate word choice for topic.</i>	Words used in the writing are consistently appropriate for the topic or main idea of the text. Words are accurate and convey the message.	Words used in the writing are usually appropriate for the topic or main idea of the text. Words are accurate and convey the message.	Words used in the text are sometimes appropriate for the topic or main idea of the text. More accurate words are needed.	Words used are seldom appropriate to the topic or main idea and do not create a clear message in the text.
<i>Evaluate and revise for varied sentence beginnings and sentence length.</i>	Explain why varied sentence beginnings and length is important in writing. Provided examples of how to use in writing.	Varied sentence beginnings are usually used in the text. Compound and complex sentences are used.	Varied sentence beginnings are sometimes used in the text. Some sentence variety is needed to make the writing more interesting to read.	Varied sentence beginnings are seldom used in the writing. More compound and complex sentences are needed.
<i>Edit for grade level spelling.</i>	Explain why errors are not correct in writing.	Usually correct grade level spelling is used in the writing.	Grade level spelling is sometimes used in the writing.	Seldom is correct grade level spelling use in the writing.
<i>Edit for use of commas in a series.</i>	Explain why we use commas in a series in writing.	Usually commas in a series are used appropriately in a series.	Commas in a series are sometimes used appropriately in the writing.	Seldom are commas in a series used appropriately in the writing.

<p><i>Edit for use of subject-verb agreement.</i></p>	<p>Explain the importance of correct subject-verb agreement in a sentence.</p>	<p>Usually the subject and the verb agree in number in writing.</p> <p>Identify the subject in all types of situations (indefinite pronouns, simple subjects, compound subjects, subjects that are divided from verb by phrase, etc.)</p>	<p>Sometimes the subject agrees with the verb in number in writing.</p> <p>Identify the simple subject of a sentence even when a preposition even when prepositional phrases or other nonessential phrases are located between the subject and verb.</p>	<p>Seldom does the subject agree with the verb in number in writing.</p> <p>Identify the simple subject of a sentence.</p>
<p><i>Edit for use of possessives.</i></p>	<p>Explain the importance of using correct possessives in a sentence.</p>	<p>Usually possessives are used correctly in writing.</p>	<p>Sometimes possessives are used correctly in writing.</p>	<p>Seldom are possessives used correctly in writing.</p>
<p><i>Edit for correct capitalization of sentence beginnings and proper nouns.</i></p>	<p>Explain why we capitalize sentence beginnings and proper nouns.</p>	<p>Usually the beginnings of sentences and proper nouns are capitalized in writing.</p> <p>Be able to capitalize all sentence beginnings and proper nouns.</p>	<p>Sometimes the beginnings of sentences and proper nouns are capitalized in writing.</p> <p>Capitalize all sentence beginnings, names of people and places, months, days, and seasons.</p>	<p>Seldom are the beginnings of sentences and proper nouns capitalized in writing.</p> <p>Capitalize, at least, the beginnings of sentences and the names of people.</p>
<p><i>Edit for correct end punctuation on simple and compound sentences.</i></p>	<p>Explain the importance of end punctuation and the differences between the different types of end punctuation.</p>	<p>Sentences usually have ending punctuation in writing.</p>	<p>Sometimes, sentences have ending punctuation in writing.</p>	<p>Seldom do the sentences have ending punctuation.</p>

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1 (Processes of Inquiry): Use the process of inquiry to formulate questions and engage in gathering information.

Indicator	4	3	2	1
<i>a. Establish a purpose for inquiry.</i>	Be able to explain or apply the appropriate use of open-ended and close-ended questions for different types of research.	Be able to create and use open-ended questions to gather information in research.	Be able to make a list of close-ended questions to gather information in research.	Understand the difference between close-ended and open-ended questions.
<i>b. Gather relevant information to answer questions.</i>	Apply relevant information to the writing of research.	Gather relevant information that answer questions for research.	Pick out relevant information for research.	Gather information for research.
<i>c. Validate the accuracy and relevance of information, discriminating between fact and opinion.</i>	Apply the use of fact and opinion appropriately in writing.	Validate accuracy of information based on whether the information is fact or opinion.	Distinguish the difference between fact and opinion.	Define fact and opinion.
<i>d. Distinguish paraphrasing and summarizing from plagiarizing.</i>	Properly paraphrase or summarize text without plagiarizing.	Distinguish paraphrasing and summarizing without plagiarizing.	Determine the difference between paraphrasing and summarizing.	Define the term plagiarizing.

Objective 2 (Written Communication of Inquiry): Write to report information gathered from the process of inquiry.

Indicator	4	3	2	1
<i>Select an appropriate format to report information.</i>				
<i>Gather information on an idea or concept.</i>	Apply relevant information to the writing of research.	Gather relevant information that supports the idea or concept for research.	Pick out some relevant information that supports the topic for research.	Information gathered may not support the idea or concept.
<i>Report information using summarization.</i>	Summary is brief and contains relevant information that supports the main idea. Concise vocabulary is used to summarize the main idea and supporting details.	The summary is brief, states the main idea of the research, and contains relevant information that supports the main idea.	The summary states the main idea, but does not include details that support it. The summary contains some relevant information, but may be a little too long.	The summary does not identify the main idea and a few relevant details are included. The summary is too long and contains a lot of irrelevant information.
<i>Use informal contextual citation.</i>	Accurately use informal contextual citations in writing with a Works Cited page.	Use informal contextual citations in writing.	Define informal contextual citations.	Define citations.