

Students will be able to...

LANGUAGE

- Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions.
- Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.
- Adapt language to persuade, to explain, or to seek information.
- Give oral presentations about experiences or interests using eye contact, proper pace, adequate volume, and clear pronunciation.
- Make informal presentations using sequence and summarization.
- Express an opinion of a literary work or film in an organized way, with supporting detail.
- Use curriculum-based rubrics to prepare presentations.
- Identify the meaning of common prefixes.
- Introduce common Greek and Latin roots to determine the meaning of unfamiliar words.
- Identify figurative language and the meanings of common idioms, puns, jokes, palindromes, and personification.
- Determine the meaning of unknown words based on context.
- Recognize and use words with multiple meanings (*sentence, school, hard*) and be able to determine which meaning is intended from the context of the sentence.
- Determine the meanings of unknown words and alternate word choices using a dictionary, glossary and/or thesaurus.
- Apply the meaning of the terms antonym, synonym, and homophone.
- Recognize the subject-predicate relationship in sentences.
- Identify the four basic parts of speech. (*adjective, noun, verb, and adverb*)
- Identify correct mechanics.
- Identify words or word parts of words from other languages that have been adopted into the English language. (*pizza, fiesta*)
- Recognize dialect in conversational voices in American folktales when they are read aloud. (*recommended*)
- Identify formal and informal language used in advertisements read, heard, or seen. (*recommended*)

Students will be able to...

READING AND LITERATURE

- Use letter-sound knowledge to decode written English.
- Read grade-appropriate narrative and expository text with comprehension, fluency, accuracy, and expression.
- Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.
- Identify and show the relevance of foreshadowing clues.
- Identify sensory details and figurative language in literature.
- Identify the speaker of a poem or story.
- Make judgments about setting, characters, and events and support them with evidence from the text.
- Locate facts that answer the reader's questions.
- Distinguish cause from effect.
- Distinguish fact from opinion.
- Summarize main ideas and supporting details.

- Identify similarities and differences between characters or events in a literary work and the actual experiences in an author’s life.
- Distinguish among forms of literature such as poetry, prose, fiction, non-fiction, and drama and apply this knowledge as a strategy for reading and writing.
- Identify themes as lessons in folktales, fables, and myths for children.
- Identify and analyze the elements of plot, character, and setting in stories.
- Identify and use knowledge of common textual features. (*paragraphs, topic sentences, concluding sentences*)
- Identify and use knowledge of common graphic features. (*charts, maps, diagrams, illustrations*)
- Identify and use knowledge of common organizational structures. (*chronological order*)
- Identify rhyme and rhythm, repetition, similes, and sensory images in poems.
- Identify sensory words in literature and spoken language.
- Identify natural phenomena as explained in myths.
- Identify the adventures or exploits of a character type in traditional literature.
- Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature. (*tie-in with social studies curriculum*)
- Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.
- Plan and perform readings of selected texts for an audience, using clear diction and voice quality (*volume, tempo, pitch, tone*) appropriate to the selection, and use curriculum based rubrics to prepare presentations.

Students will be able to...

COMPOSITION

- Write stories that have a beginning, middle, and end that contain details of setting.
- Write short poems that contain sensory details.
- Write brief summaries of information gathered through research and concentrate on topic development.
- Write an explanation to an open response question using evidence from the text to support the answer.
- Write a personal account based on personal experience with clear focus, topic development, and sufficient supporting detail.
- Use appropriate language for different audiences (*other students, parents*) and purposes (*letter to a friend, thank you note, invitation*).
- Revise writing to improve level of detail after determining what could be added or deleted.
- Improve word choice by using a dictionary and thesaurus.
- Write legibly leaving space between letters in a word and between words in a sentence.
- Use knowledge of correct mechanics (*end marks, commas for series, capitalization*), usage (*subject and verb agreement in a simple sentence*), and sentence structure (*elimination of fragments*) when writing and editing.
- Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
- Spell most commonly used homophones correctly in writing.
- Organize plot events of a story in an order that leads to a climax.
- Organize ideas for a brief response to a reading using text examples.
- Organize ideas for a personal narrative in a logical order.
- Identify and apply steps in conducting and reporting research

- Define the need for information and formulate open-ended research questions.
- Initiate a plan for searching for information and locate resources.
- Evaluate the relevance interpret, use and communicate information.
- Evaluate the research project as a whole.
- Form and explain personal standards or judgments of quality. (*display them in the classroom, and present them to family members*)

Students will be able to...

MEDIA

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- Compare stories in print with their filmed adaptations describing the similarities and differences in the portrayal of characters, plot, and settings.
 - Create presentations using computer technology.