

Component	Objectives	Competency
<p>Reading/ Literature</p>	<p>All of the following objectives support competencies A and B</p> <ol style="list-style-type: none"> 1. Reads a variety of materials with increasing fluency, participating daily in groups under a teacher. <ul style="list-style-type: none"> - reads fourth grade level texts - participate in cooperative reading activities 2. Reads independently for sustained period during the day. <ul style="list-style-type: none"> -D.E.A.R.-Drop everything and read. 3. Reads independently at least one book per month at an appropriate reading level. <ul style="list-style-type: none"> -Book presentations due monthly in a variety of formats. 4. Listens to a daily reading on or above grade level from a variety of genres. <ul style="list-style-type: none"> -Read Aloud daily 5. Identifies and explores favorite books and is able to compare/contrast works of 2 or more authors. <ul style="list-style-type: none"> -Author Studies in class 6. Sets purpose for reading and answers questions/makes predictions about reading. 7. Reads, identifies and understands key vocabulary. 8. Maintains a reading journal to show evidence of 	<ol style="list-style-type: none"> A. After reading a grade-level appropriate chapter book the students will demonstrate comprehension by analyzing the main character: <ol style="list-style-type: none"> a. by using a graphic organizer such as a web. b. writing a character sketch supported by information from the graphic organizer. B. After selecting a topic, students will be demonstrate reading skills by: <ol style="list-style-type: none"> a. completing a list, graph of prior knowledge about the topic. b. adding to the original web, integrating new information c. writing a five paragraph essay on the topic.

reading strategies.

9. Demonstrates an understanding, makes inferences and draws conclusions regarding character traits, plot development, setting, characters, resolution.

10. Responds to literature through a variety of activities including writing, drama, and art.

11. Applies reading strategies within and across selections including:

- integrating context clues to gain meaning
- monitoring own reading by correcting miscues, rereading texts and self-questioning
- paraphrasing/summarizing ideas
- identifying main ideas
- sequencing events
- distinguishing between fact and opinion
- identifying and understanding cause/effect relationships
- creating sharp mental images while reading
- varying reading rate according to complexity
- Identifies features among fiction, drama, poetry and non-fiction.

12. Uses/specific text information/critical thinking /questioning/etc. when participating in small groups and whole class discussions.

13. Recognizes and uses figurative language in literature with special emphasis on sensory words.

14. Identifies author's purpose: inform, instruct, persuade, entertain

15. Responds to a work of literature by explaining

	<p>how characters or the cause of events compare with those in his or her own life.</p> <p>16. Extends previously learned knowledge and skills; decoding context clues, predicting, word structure, purpose of meaning.</p> <p>17. Identifies with the teachers help, propaganda used in advertisements, speeches and other forms of communication.</p>	
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Composition	<p>All of the following objectives support competencies A and B</p> <ol style="list-style-type: none"> 1. Engages daily in both self initiated and teacher directed writings for a variety of purposes (journals to reflect upon ideas) 2. Uses a variety of writing techniques: prewriting , drafting, revising, editing, choosing publications. 3. Plans the organization of ideas generated by prewriting, showing organization for narrative, expository, and persuasive writing, maintaining focus on a single topic. 4. Elaborates in ideas by using a topic sentence, supporting details, facts and concluding statements. 5. Revises pieces narrative and expository, individually and in groups, incorporating concepts from teacher instruction: <ul style="list-style-type: none"> -organizes ideas in a logical sequence and focuses on a single topic -uses descriptive words and vivid descriptive language that enhances writing -uses complete sentences in a variety of lengths -uses sentences combining to improve flow of writing -maintains consistent and appropriate voice -uses creative writing strategies appropriate to the format. 6. Writes final edited pieces of incorporating concepts form teacher instruction: <ul style="list-style-type: none"> -uses correct pronouns, singular/plural nouns, subject verb 	<p>A. In response to a prompt, the student will use the writing process of prewriting, drafting, revising, editing, and publishing to produce an expository piece of at least 3 paragraphs:</p> <ol style="list-style-type: none"> a. using prewriting strategies such as clustering, listing, reading or drawing b. using conventions of standard written English <p>B. The student will demonstrate growth in literacy by maintaining a reading/writing portfolio which will include:</p> <ol style="list-style-type: none"> a. a variety of self selected writing across the curriculum (surveys, stories, reports, poems) with the evidence of the writing process b. evidence of use of reading strategies (predicting, webbing, reflecting on reading) through a reading journal, notebook or other means. c. evaluations of own progress toward teacher/student goals over the course of a year.

agreement, regular verbs, singular possessives
-uses correct capitalization and punctuation
-uses dialogue with appropriate punctuation
-uses commas correctly in a series, date, between city/state, to set off nouns of direct address, with yes/no responses.

7. Uses conventional spelling for an increasing core of high frequency words; incorporates words from literature, newspapers, magazines etc. and refers to a dictionary, thesaurus.

8. Produces legible work with evenly spaced words and margins..

9. Writes in a variety of modes:
-expository-directions, experiments, reports
-persuasive-oral presentations, essays
-narrative-journals, poems, letters, word problems
-functional: note-taking, lists, forms, charts, graphs

10. Writes pieces of at least three paragraphs in different styles of writing.

11. Uses technology in the writing process to create, revise, retrieve and verify information.

12. Uses the correct form for writing personal and business letters.

13. Uses basic features of page format—paragraph indentation.

Component	Objectives	Competency
Vocabulary/Word Study	<p>All of the following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Continues to expand vocabulary daily using a variety of diverse materials for reading, writing, speaking, and listening activities; acquires a personal, active vocabulary by recording new words. 2. Participates in meaningful and rich word study when reading and writing that includes abbreviations, base words with prefixes, irregular verbs, pronouns, synonyms, homonyms, antonyms. 3. Integrates phonetic, contextual, and structural analysis strategies to construct meaning when reading and writing. 4. Uses context of sentence or paragraph to understand unfamiliar words and chooses appropriate definition for words that have more than one meaning. 5. Understands how etymologies affect the spelling and meaning of a word. 6. Uses graphic organizers to generate, classify and define words and concepts. 7. Generates analogies. 	<p>A. The student will demonstrate acquisition and use of expanded vocabulary through:</p> <ol style="list-style-type: none"> a. selecting words needed to write cinquins, haikus, diamantes, acrostic and concrete poems. b. selecting themes and generating at least two poems of different styles for each.

Component	Objectives	Competency
Listening/Speaking/Viewing	<p>All of the following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Speaks with clear, understandable voice, using standard English (present, past, future verb tenses; subject verb agreement; pronouns as subjects) body language, vocabulary, sentence length and complexity <ul style="list-style-type: none"> -uses elements of grammar in speech including but not limited to present, past and future verb tenses 2. Participates in oral language activities daily: <ul style="list-style-type: none"> -conducts interviews, essays -presents reports, news broadcasts, essays -retells, summarizes, role plays -develops questions for peer response, answers questions from peers -generates and follows multistep oral directions -expresses and supports opinions and ideas to persuade, inform -paraphrases/summarizes information 3. Develops criteria for and evaluates oral presentations by self and peers. 4. Uses active listening and appropriate non verbal behavior during group discussions and cooperative learning settings. 5. Gains a deeper understanding and appreciation of the relationship between self and others through reading, viewing, discussing and listening to a variety of materials. 6. Listens and speaks respectfully to persons of all ages 	<ol style="list-style-type: none"> A. Working in a cooperative group, the student will demonstrate understanding of purpose/message of print and audiovisual materials B. The student will demonstrate effective speaking, viewing and listening skills by: <ol style="list-style-type: none"> a. delivering oral presentations in an organized manner including exposition, narration, recitation

to gain and share information, ideas, values, and points of view reflecting their cultures.

7. Listens and speaks respectfully to persons of all ages to gain and share information, ideas, point of view.

8. Listens for a variety of purposes: to recognize major points to emphasize; to identify main ideas and details, to evaluate effectiveness and style of the speaker.

9. Evaluates the purposes from television.

10. Understands that language formality varies according to the situation and audience.