

Grade 3	Grade 4	Grade 5
<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p>Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</p>	<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p>Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, re-, - est, -ful), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</p>	<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p>
Concepts about Print	Concepts about Print	
Phonemic Awareness*	Phonemic Awareness	Phonemic Awareness
<p>Decoding and Word Recognition</p> <p>3.1.1 Know and use more difficult word families (-ight) when reading unfamiliar words.</p> <p>3.1.2 Read words with several syllables.</p> <p>3.1.3 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.</p>	<p>Word Recognition</p> <p>4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.</p>	<p>Word Recognition</p> <p>5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p>
<p>Vocabulary and Concept Development</p> <p>3.1.4 Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled</p>	<p>Vocabulary and Concept Development</p> <p>4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as</p>	<p>Vocabulary and Concept Development</p> <p>5.1.2 Use word origins to determine the meaning of unknown words.</p> <p>Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase <i>Herculean task</i>.</p>

<p>the same but have different meanings).</p> <p>Example: Understand that words, such as fair and fare, are said the same way but have different meanings. Know the difference between two meanings of the word lead when used in sentences, such as “The pencil has lead in it” and “I will lead the way.”</p> <p>3.1.5 Demonstrate knowledge of grade-level appropriate words to speak specifically about different issues.</p> <p>3.1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.</p> <p>3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as –er, -ful, -less) to determine the meaning of words.</p>	<p>couch potato) to determine the meaning of words and phrases.</p> <p>4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.</p> <p>4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).</p> <p>4.1.5 Use a thesaurus to find related words and ideas.</p> <p>4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).</p>	<p>5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).</p> <p>5.1.4 Know less common roots (<i>graph = writing, logos = the study of</i>) and word parts (<i>auto = self, bio = life</i>) from Greek and Latin and use this knowledge to analyze the meaning of complex words (<i>autograph, autobiography, biography, biology</i>).</p> <p>5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i>: <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>).</p>
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<p>Standard 2 – READING: Reading Comprehension</p> <p>Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. In addition to their regular school reading, at Grade 3, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, children’s magazines and newspapers, reference materials, and online information.</p>	<p>Standard 2 - READING: Reading Comprehension</p> <p>Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	<p>Standard 2 - READING: Reading Comprehension (Focus on Informational Materials)</p> <p><i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 5, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p>
<p>Structural Features of Informational and Technical Materials</p> <p>3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.</p>	<p>Structural Features of Informational and Technical Materials</p> <p>4.2.1 Use the organization of informational text to strengthen comprehension.</p> <p>Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.</p>	<p>Structural Features of Informational and Technical Materials</p> <p>5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</p> <p>Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.</p> <p>5.2.2 Analyze text that is organized in sequential or chronological order.</p>
<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.</p> <p>Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge</p>	<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>4.2.2 Use appropriate strategies when reading for different purposes.</p> <p>Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to</p>	<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>Example: After reading <i>The Life and Death of Crazy Horse</i> by Russell Freedman or <i>Eleanor Roosevelt, A Life of Discovery</i> by Russell Freedman, explain why</p>

<p>about the subject.</p> <p>3.2.3 Show understanding by identifying answers in the text.</p> <p>Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.</p> <p>3.2.4 Recall major points in the text and make and revise predictions about what is read.</p> <p>Example: Read a story, such as <i>Storm in the Night</i> by Mary Slattery Stolz or part of <i>Ramona Quinby</i> by Beverly Cleary, and predict what is going to happen next in the story. Confirm or revise the prediction based on further reading.</p> <p>3.2.5 Distinguish the main idea and supporting details in expository (informational) text.</p> <p>Example: Read an informational text, such as <i>The Magic School Bus Inside the Earth</i> by Joanna Cole or <i>Volcano</i> by Christopher Lampton, and make a chart listing the main ideas from the text and the details that support them.</p> <p>3.2.6 Locate appropriate and significant information from the text, including problems and solutions.</p> <p>Example: Identify the problem faced by a character in a book, such as <i>A Gift for Tia Rosa</i> by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.</p> <p>3.2.7 Follow simple multiple-step written instructions.</p>	<p>show the relationship ideas in the text.</p> <p>4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.</p> <p>Example: While reading a mystery, such as <i>Encyclopedia Brown: Boy Detective</i> by Donald Sobol, predict what is going to happen next in the story. Confirm or revise the predictions based on further reading. After reading an informational text, such as <i>Camouflage: A Closer Look</i> by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.</p> <p>4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.</p> <p>Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book <i>Amazing Sea Creatures</i> by Andrew Brown.</p> <p>4.2.5 Compare and contrast information on the same topic after reading several passages or articles.</p> <p>Example: Read several fictional and informational texts about guide dogs, such as <i>A Guide Dog Puppy Grows Up</i> by Carolyn Arnold, <i>Buddy: The First Seeing Eye Dog</i> by Eva Moore, and <i>Follow My Leader</i> by James B. Garfield, and compare and contrast the information presented in each.</p> <p>4.2.6 Distinguish between cause and effect and between fact and opinion in informational text.</p> <p>Example: In reading an article about how snowshoe rabbits change color, distinguish facts (such as Snowshoe rabbits change color from brown to white</p>	<p>each of these individuals is recognized as a great person in history. Identify details that support this idea.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>Example: After reading <i>Rosa Parks: My Story</i> by Rosa Parks, compare life today with life during the time of Rosa Parks' story, supporting the comparison with ideas from the text and from experience or other outside sources.</p>
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	<p>in the winter) from opinion (such as Snowshoe rabbits are very pretty animals because they can change colors).</p> <p>4.2.7 Follow multi-step instructions in a basic technical manual.</p> <p>Example: Follow directions to learn how to use computer commands or play a video game.</p>	
		<p>Expository (Informational) Critique</p> <p>5.2.4 Distinguish among facts, supported inferences, and opinions in text.</p> <p>Example: In reading an informational text, tell which is a fact and which is an opinion: <i>The color green can be made by mixing yellow and blue. Green is one of the most soothing colors, and makes one think of spring grass and new leaves.</i> Identify facts and opinions in a history book, such as the humorous <i>Lives of the Presidents: Fame, Shame (and What the Neighbors Thought)</i> by Kathleen Krull.</p>

<p>Standard 3 – READING: Literacy Response and Analysis</p> <p>Students read and respond to a wide variety of significant works of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.</p>	<p>Standard 3 - READING: Literary Response and Analysis</p> <p>Students read and respond to a wide variety of significant works of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where the story takes place) of stories that they read.</p>	<p>Standard 3 - READING: Literary Response and Analysis</p> <p><i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</i></p>
<p>Structural Features of Literature</p> <p>3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.</p> <p>Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem “On the Run” by Douglas Florian, the play <i>The Crane Wife</i> by Sumiko Yagawa, Anne Laurin’s fictional book <i>Perfect Crane</i>, and the nonfiction counting book <i>Counting Cranes</i> by Mary Beth Owens.</p>	<p>Structural Features of Literature</p> <p>4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.</p> <p>Example: Show how fables were often told to teach a lesson, as in Aesop’s fable, <i>The Grasshopper and the Ant</i>. Discuss how legends were often told to explain natural history, as in the stories about Johnny Appleseed or Paul Bunyan and Babe, the Blue Ox. Use a graphic organizer to compare the two types of literature.</p>	<p>Structural Features of Literature</p> <p>5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p> <p>Example: Analyze an author’s purpose for writing, whether it is to inform, to teach, to entertain, or to elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced. After reading a nonfiction, instructional manual, such as <i>Computer Basics for Non-Techies: Course 1, Understanding the Basics</i>, use a graphic organizer to compare this to a humorous portrayal of the same subject, such as the humorous poem “A Dragon Is in My Computer” by Jack Prelutsky.</p>
<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as <i>Why Mosquitos Buzz in People’s Ears</i> retold by Verna Aardema or <i>How the Leopard Got Its Spots</i> by Jusine and Ron Fontes. Plot each story onto a story map.</p> <p>3.3.3 Determine what characters are like by what they say</p>	<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>4.3.2 Identify the main events of the plot, including their causes and the effects of each even on future actions, and the major theme from the story action.</p> <p>Example: After reading <i>Sarah, Plain and Tall</i> by Patricia MacLachlan, discuss the causes and effects of the main event of the plot, when the father in the story acquires a new wife. Describe the effects of this event, including the adjustments that the children make to their new stepmother and that Sarah makes</p>	<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>Example: Read a story with a central conflict, such as <i>The Pushcart War</i> by Jean Merrill. Tell how the conflict between the peddlers and the truckers is solved and describe what issues are raised in the conflict.</p> <p>5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the</p>

<p>or do and by how the author or illustrator portrays them.</p> <p>Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book by the same name.</p> <p>3.3.4 Determine the theme or author's message in fiction and nonfiction text.</p> <p>Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story, <i>More than Halfway There</i> by Janet Halliday Erin, and the nonfiction biography, <i>Abe Lincoln's Hat</i> by Martha Brenner.</p> <p>3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.</p> <p>Example: Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as <i>Cock-a-doodle doo!: What Does It Sound Like to You?</i> by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.</p> <p>3.3.6 Identify the speaker or narrator in a selection.</p> <p>Example: Read a book, such as <i>Class Clown</i> by Johanna Hurwitz or <i>Dinner at Aunt Connie's House</i> by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by what character.</p>	<p>to living on the prairie. Plot the story onto a story map, and write a sentence identifying the major theme.</p> <p>4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.</p> <p>Example: After reading <i>The Sign of the Beaver</i> by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.</p> <p>4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.</p> <p>Example: Read a book of trickster tales from other countries, such as <i>The Barefoot Book of Trickster Tales</i> retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.</p> <p>4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.</p> <ul style="list-style-type: none"> • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggerative for effect • Personification: a description that represents a thing as a person <p>Example: Identify a simile, such as <i>Twinkle, twinkle little star...like a diamond in the sky</i>. Identify a metaphor, such as <i>You were the wind beneath my wings</i>. Identify an example of hyperbole, such as <i>Cleaner than clean, whiter than white</i>. Identify an example of personification, such as <i>The North Wind</i></p>	<p>importance of the contrasts to the plot or theme.</p> <p>Example: Read a book, such as <i>Mrs. Frisby and the Rats of NIMH</i> by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.</p> <p>5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.</p> <p>Example: Describe the themes in a fictional story, such as <i>A Wrinkle in Time</i> by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father.</p> <p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to create vivid pictures in the reader's mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>.
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	told the girl that he would blow so hard it would be impossible to walk up the steep hill.	
		<p>Literary Criticism</p> <p>5.3.5 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p> <p>Example: Discuss the meaning of the walls in <i>The Secret Garden</i> by Frances Hogsdon Burnett.</p> <p>5.3.6 Evaluate the author’s use of various techniques to influence readers’ perspectives.</p> <p>Example: Tell how the details in the pictures support and add to the text in a picture book, such~ as <i>Bill and Pete Go Down the Nile</i> by Tomie DePaola. In the fictional picture book about Emily Dickinson, <i>Emily</i> by Michael Bedard, tell how the realistic illustrations and the writing style that imitates the style of Emily Dickinson’s poetry make the story seem more realistic to the reader.</p>

<p>Standard 4 – WRITING: Writing Process</p> <p>Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising and editing multiple drafts</p>	<p>Standard 4 - WRITING: Writing Process</p> <p>Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p>	<p>Standard 4 - WRITING: Writing Process</p> <p><i>Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>
<p>Organization and Focus</p> <p>3.4.1 Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.</p> <p>3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.</p> <p>3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.</p>	<p>Organization and Focus</p> <p>4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.</p> <p>4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.</p> <p>4.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • provide an introductory paragraph. • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • conclude with a paragraph that summarizes the points. • use correct indentation at the beginning of paragraphs. <p>4.4.4 Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.</p>	<p>Organization and Focus</p> <p>5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.</p> <p>5.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details.

<p>Research and Technology</p> <p>3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).</p> <p>3.4.5 Use a computer to draft, revise, and publish writing.</p>	<p>Research and Technology</p> <p>4.4.5 Quote or paraphrase information sources, citing them appropriately.</p> <p>4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.</p> <p>4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.</p> <p>4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p>4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer technology.</p>	<p>Research and Technology</p> <p>5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.</p> <p>5.4.5 Use note-taking skills.</p> <p>5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.</p> <p>5.4.7 Use a thesaurus to identify alternative word choices and meanings.</p>
<p>Evaluation and Revision</p> <p>3.4.6 Review, evaluate, and revise writing for meaning and clarity.</p> <p>3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.</p> <p>3.4.8 Revise writing for others to read, improving the focus and progression of ideas.</p>	<p>Evaluation and Revision</p> <p>4.4.10 Review, evaluate, and revise writing for meaning and clarity.</p> <p>4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p> <p>4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.</p>	<p>Evaluation and Revision</p> <p>5.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p>

<p>Standard 5 – WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>Standard 5 – WRITING: Writing Application (Different Types of Writing and Their Characteristics)</p> <p>At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outline in Standard 4 – Writing Process. Writing demonstrates and awareness of the audience (intended reader) and purpose for writing.</p>	<p>Standard 5 - WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>
<p>In addition to producing the different writing forms introduced in earlier grades, Grade 3 students, use the writing strategies outlined in Standard 4 – Writing Process to:</p> <p>3.5.1 Write narratives (stories) that:</p> <ul style="list-style-type: none"> • provide a context within which an action takes place. • include details to develop the plot. <p>Example: Write a story based on an article in a magazine, such as Crick or Stone Soup, about what life was like 100 year ago.</p> <p>3.5.2 Write descriptive pieces about people, places, things, or experiences that:</p> <ul style="list-style-type: none"> • develop a unified main idea. • use details to support the main idea. <p>3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:</p> <ul style="list-style-type: none"> • Show awareness of the knowledge and interests of the audience and establish a purpose and context. • Include the date, proper salutation, body, closing, and signature. 	<p>In addition to producing the difference writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 – Writing Process to:</p> <p>4.5.1 Write narratives (stories) that:</p> <ul style="list-style-type: none"> • include ideas, observations, or memories of an event or experience. • provide a context to allow the reader to imagine the world of the event or experience. • use concrete sensory details. <p>Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.</p> <p>4.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of a literary work. • support judgments through references to both the text and prior knowledge. <p>4.5.3 Write informational literature that:</p> <ul style="list-style-type: none"> • ask a central question about an issue or situation. • include facts and details for focus. 	<p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 - Writing Process to:</p> <p>Write narratives (stories) that:</p> <ul style="list-style-type: none"> • establish a plot, point of view, setting, and conflict. • show, rather than tell, the events of the story. <p>Example: Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.</p> <p>Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of a literary work. • support judgments through references to the text and to prior knowledge. • develop interpretations that exhibit careful reading and understanding. <p>Example: Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. Write a personal reaction to books in</p>

<p>Example: Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom. Write a persuasive letter to your family asking for your favorite foods on your birthday.</p> <p>3.5.4 Use varied word choices to make writing interesting.</p> <p>Example: Write stories using varied words, such as cried, yelled, or whispered instead of said.</p> <p>3.5.5 Write for different purposes and to a specific audience or person.</p> <p>Example: Write an article about the library at your school. Include a list of ways that students use the library.</p>	<ul style="list-style-type: none"> • use more than one source of information, including speakers, books, newspapers, media sources, and online information. <p>Example: Use information from a variety of sources, such as speakers, books, newspapers, media sources, and the Internet, to provide facts and details for a report on life in your town when it was first settled or for a report about the water cycle.</p> <p>4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p>Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.</p> <p>4.5.5 Use varied word choices to make writing interesting.</p> <p>Example: Write stories using descriptive words in place of common words; for instance, use enormous, gigantic, or giant for the word big.</p> <p>4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.</p> <p>Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.</p>	<p>which a character deals with a problem, such as <i>The Best Bad Thing</i> by Yoshiko Uchida or <i>Shiloh</i> by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.</p> <p>Write research reports about important ideas, issues, or events by using the following guidelines: Frame questions that direct the investigation. Establish a main idea or topic. Develop the topic with simple facts, details, examples, and explanations. Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report.</p> <p>Example: After talking to local officials and conducting library research, write about the history of the different people and immigrant groups who settled in Maryland. Prepare a class book on <i>The History of Maryland</i> that includes information about where these groups came from, where they first lived in the state, and what work they did.</p> <p>5.5.4 Write persuasive letters or compositions that: state a clear position in support of a proposal. support a position with relevant evidence and effective emotional appeals. follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. address reader concerns.</p> <p>Example: Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.</p> <p>5.5.5 Use varied word choices to make writing interesting.</p>
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<p>Standard 6 – WRITING: Written English Language Conventions</p> <p>Students write using Standard English conventions appropriate to this grade level.</p>	<p>Standard 6 - WRITING: Written English Language Conventions</p> <p>Students write using Standard English conventions appropriate to this grade level.</p>	<p>Standard 6 – WRITING: Written English Language Conventions</p> <p><i>Students write using Standard English conventions appropriate to this grade level.</i></p>
<p>Handwriting</p> <p>3.6.1 Write legibly in cursive, leaving space between letters in a word, between words in a sentence, and between words and the edges of the paper.</p>	<p>Handwriting</p> <p>4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.</p>	
<p>Sentence Structure</p> <p>3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.</p> <ul style="list-style-type: none"> • Declarative: This tastes very good. • Imperative: Please take your seats • Interrogative: Are we there yet? • Exclamatory: It's a home run! 	<p>Sentence Structure</p> <p>4.6.2 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth and Dr. Stone checks for cavities.) in writing.</p> <p>4.6.3 Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.</p> <ul style="list-style-type: none"> • Adjectives: <u>brown</u> eyes, <u>younger</u> sisters • Adverbs: We walked <u>slowly</u>. • Appositives: noun phrases that function as adjectives, such as We played the Cougars, <u>the team from Newport</u>. • Participial phrases: verb phrases that function as adjectives, such as The man <u>walking down the street</u> saw the delivery truck. • Prepositional phrases: in the field, across the room, over the fence • Conjunctions: and, or, but 	<p>Sentence Structure</p> <p>5.6.1 Identify and correctly use prepositional phrases (<u>for school</u> or <u>In the beginning</u>), appositives (<u>We played the Cougars, the team from Newport</u>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p> <p><i>We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause).</i></p> <p><i>Although the weather, <u>a violent snowstorm</u>, (appositive) <u>threatened our trip</u>, we were never discouraged (main clause).</i></p> <p>5.6.2 Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas.</p>
<p>Grammar</p>	<p>Grammar</p>	<p>Grammar</p>

<p>3.6.3 Identify and use subjects and verbs that are in agreement (we are instead of we is).</p> <p>3.6.4 Identify and use past (he danced), present (he dances), and future (he will dance) verb tenses properly in writing.</p> <p>3.6.5 Identify and correctly use pronouns (it, him, her), adjectives (<u>brown</u> eyes, <u>two younger</u> sisters), compound nouns (summertime, snowflakes), and articles (a, an, the) in writing.</p>	<p>4.6.4 Identify and use in writing regular verbs (live/lived, shout/shouted) and irregular verbs (swim/swam), (ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between).</p> <p>4.6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (He said, "I'd be happy to go."), apostrophes to show possession (Jim's shoes, the dog's food) and apostrophe's in contractions (can't, didn't, won't).</p> <p>4.6.6 Use underlining, quotation marks, or italics to identify titles of documents.</p> <ul style="list-style-type: none"> • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer italicize the following, when writing by hand <u>underline</u> them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 	<p>5.6.3 Identify and correctly use appropriate tense (<i>present, past, present participle, past participle</i>) for verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>).</p> <p>5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (<i>he/his, she/her, they/their, it/its</i>).</p> <p>Correct: <i><u>On the walls</u> there are many pictures of people who have visited the restaurant.</i></p> <p>Incorrect: <i>There are many pictures of people who have visited the restaurant <u>on the walls</u>.</i></p> <p>Correct: <i>Jenny and Kate finished <u>their</u> game.</i></p> <p>Incorrect: <i>Jenny and Kate finished <u>her</u> game.</i></p>
<p>Punctuation</p> <p>3.6.6 Use commas in dates (August 15, 2005), locations (Hyattsville, Maryland), and addresses (362 Indiana Court, Silver Lake, Montana), and for items in a series (football, basketball, soccer, and tennis).</p>	<p>Punctuation</p> <p>Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (<i>He said, "I'd be happy to go."</i>), apostrophes to show possession (<i>Jim's shoes, the dog's food</i>), and apostrophes in contractions (<i>can't, didn't, won't</i>).</p> <p>Use underlining, quotation marks, or italics to identify titles of documents.</p> <ul style="list-style-type: none"> • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. 	<p>Punctuation</p> <p>5.6.5 Use a colon to separate hours and minutes (<i>12:20 a.m., 3:40 p.m.</i>) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>)</p>

	<ul style="list-style-type: none"> When writing on a computer <i>italicize</i> the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 	
<p>Capitalization</p> <p>3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events (We always celebrate Christmas Day by attending Mass at the Basilica of the National Shrine.)</p>	<p>Capitalization</p> <p>4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p> <p>4.6.8 Spell correctly roots (bases of words, such as <u>unnecessary</u>, <u>cowardly</u>), inflections (words like <u>care/careful/caring</u> or words with more than one acceptable spelling like <u>advisor/adviser</u>), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as <u>sur·prise</u> or <u>e·col·o·gy</u>).</p>	<p>Capitalization</p> <p>5.6.6 Use correct capitalization.</p>
<p>Spelling</p> <p>3.6.8 Spell correctly one-syllable words that have blends (<u>walk</u>, <u>play</u>, or <u>blend</u>), contractions (isn't, can't), compounds, common spelling patterns (qu-, changing win to winning, and changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings such as hair-hare).</p> <p>3.6.9 Arrange words in alphabetical order.</p> <p>Example: Given a list of words, such as apple, grapefruit, cherry, banana, pineapple, and peach, put them into correct alphabetical order: apple, banana, cherry, grapefruit, peach, pineapple.</p>	<p>Spelling</p> <p>Spell correctly roots (bases of words, such as <u>unnecessary</u>, <u>cowardly</u>), inflections (words like <u>care/careful/caring</u>), words with more than one acceptable spelling (like <u>advisor/adviser</u>), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as <u>sur·prise</u> or <u>e·col·o·gy</u>).</p>	<p>Spelling</p> <p>5.6.7 Spell roots or bases of words, prefixes (<u>understood/misunderstood</u>, <u>excused/unexcused</u>), suffixes (<u>final/finally</u>, <u>mean/meanness</u>), contractions (<u>will not/won't</u>, <u>it is/it's</u>, <u>they would/they'd</u>), and syllable constructions (in·for·ma·tion, mol·e·cule) correctly.</p>

<p>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Student delivers brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	<p>Standard 7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	<p>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>
<p>Comprehension</p> <p>3.7.1 Retell, paraphrase, and explain what a speaker has said.</p> <p>3.7.2 Connect and relate experiences and ideas to those of a speaker.</p> <p>3.7.3 Answer questions completely and appropriately.</p> <p>3.7.4 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).</p>	<p>Comprehension</p> <p>4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.</p> <p>4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.</p> <p>4.7.3 Identify how language use (sayings and expressions) reflects regions and cultures.</p> <p>4.7.4 Give precise directions and instructions.</p>	<p>Comprehension</p> <p>5.7.1 Ask questions that seek information not already discussed.</p> <p>5.7.2 Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.</p> <p>5.7.3 Make inferences or draw conclusions based on an oral report.</p>
<p>Oral Communication</p> <p>3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.</p> <p>3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.</p> <p>3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.</p> <p>3.7.8 Clarify and enhance oral presentations through the</p>	<p>Organization and Delivery of Oral Communication</p> <p>4.7.5 Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and details.</p> <p>4.7.6 Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.</p> <p>4.7.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p>	<p>Organization and Delivery of Oral Communication</p> <p>5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>5.7.5 Clarify and support spoken ideas with evidence and examples.</p> <p>5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.</p>

<p>use of appropriate props, including objects, pictures, and charts.</p> <p>3.7.9 Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.</p>	<p>4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.</p> <p>4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.</p>	
<p>Analysis and Evaluation of Oral and Media Communications</p> <p>3.7.10 Compare ideas and points of view expressed in broadcast, print media, or the Internet.</p> <p>3.7.11 Distinguish between the speaker’s opinions and verifiable facts.</p>	<p>Analysis and Evaluation of Oral Media Communication</p> <p>4.7.10 Evaluate the role of the media in focusing people’s attention on events and in forming their options</p>	<p>Analysis and Evaluation of Oral and Media Communications</p> <p>5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.</p> <p>5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. .</p>
<p>Speaking Applications</p> <p>3.7.12 Make brief narrative (story) presentations that:</p> <ul style="list-style-type: none"> • Provide a context for an event that is the subject of the presentation • Provide insight into why the selected event should be of interest to the audience. • Include well-chosen details to develop characters, setting, and plot. <p>3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays.</p> <p>3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>	<p>Speaking Applications</p> <p>4.7.11 Make narrative (story) presentations that:</p> <ul style="list-style-type: none"> • relate ideas, observations, or memories about an event or experience. • provide a context that allows the listener to imagine the circumstances of the event or experience. • provide insight into why the selected event or experience should be of interest to the audience. <p>4.7.12 Make information presentations that:</p> <ul style="list-style-type: none"> • focus on one main topic • include facts and details that help listeners to focus. • incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio 	<p>Speaking Applications</p> <p>5.7.9 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a situation, plot, point of view, and setting with descriptive words and phrases. • show, rather than tell, the listener what happens. <p>5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations. <p>5.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • summarize important events and details. . • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions.

	<p>reports, or Web sites).</p> <p>4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</p> <p>4.7.14 Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.</p>	
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