

Kidspiration Standards Match: Virginia

Standards of Learning: English Language Arts - Elementary



Meeting curriculum standards is a major focus in education today. This document highlights the correlation of Kidspiration® with the English Standards of Learning for Virginia Public Schools.

The Kidspiration Standards Match is designed to demonstrate the many ways Kidspiration supports the standards and to give educators ideas for using this tool to meet learning goals across the curriculum.

How to read the Kidspiration Standards Match:

- Blue highlight indicates a standard or objective that is supported by the use of Kidspiration.
- Green note annotation includes the names of a Kidspiration template that corresponds to the highlighted standard. These templates are a part of the software program and act as starters or frameworks for student work.



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English Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

January 2010

English Standards of Learning

for Virginia Public Schools

Adopted in January 2010 by the Board of Education

Mark E. Emblidge, President
Ella P. Ward, Vice President
Thomas M. Brewster
Billy K. Cannaday
Isis M. Castro
David L. Johnson
K. Rob Krupicka
Virginia L. McLaughlin
Eleanor B. Saslaw

Superintendent of Public Instruction

Patricia I. Wright

Commonwealth of Virginia
Board of Education
Post Office Box 2120
Richmond, VA 23218-2120

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P.O.Box 2120
Richmond, Virginia 23218-2120
<http://www.doe.virginia.gov>

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Superintendent of Public Instruction
Patricia I. Wright

Assistant Superintendent for Instruction
Linda M. Wallinger

Office of Middle and High School Instructional Services
Tracy Fair Robertson, English Coordinator

Office of Elementary Instructional Services
Mark R. Allan, Director

Notice to Reader

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Introduction

The goals of the *English Standards of Learning* are to teach students to read, write, and communicate. They should be prepared to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the workplace, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary genres, exemplify universal themes, and relate to all subjects. Students in high school become familiar with a wide variety of authors and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. Students acquire the ability to make full and effective use of the written language in their future educational, occupational, and personal endeavors.

Organization of the English Standards of Learning

Standards for kindergarten through third grade are organized in three related strands: Oral Language, Reading, and Writing. Standards for fourth through twelfth grades are organized in four related strands: Communication: Speaking, Listening, and Media Literacy; Reading; Writing; and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a comprehensive instructional program and document a progression of expected achievement in each of the strands. This organization of standards also reflects the gradual progression in the development of skills.

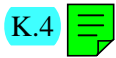
Oral Language includes speaking and listening in kindergarten through third grade. In the early grades, students learn to participate in classroom discussion. In grades three through twelve, students learn to prepare, deliver, and critique oral presentations. In grades four through twelve the Oral Language strand changes to become Communication: Speaking, Listening, and Media Literacy. Students will analyze, develop and produce media messages. However, students' home and cultural languages are the starting point for all language learning; competency in the use of standard English is the goal for all students. Therefore, daily speaking opportunities, both formal and informal, should be a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to study the structure of words and language and refine comprehension strategies throughout all grades. In the middle school and high school grades, students analyze what they read and apply that learning. Both reading in other content areas and reading of nonfiction texts are essential for all students. Students' appreciation for literary texts is enhanced by frequent interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word. The combination of teachers reading aloud and

Kindergarten

The kindergarten student will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction texts will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

Oral Language

- K.1 The student will demonstrate growth in the use of oral language.
- Listen to a variety of literary forms, including stories and poems.
 - Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
 - Participate in oral generation of language experience narratives.
 - Participate in creative dramatics.
 - Use complete sentences that include subject, verb, and object.
- K.2 The student will expand understanding and use of word meanings.
- Increase listening and speaking vocabularies.
 - Use number words.
 - Use words to describe/name people, places, and things.
 - Use words to describe/name location, size, color, and shape.
 - Use words to describe/name actions.
 - Ask about words not understood.
 - Use vocabulary from other content areas.
- K.3 The student will build oral communication skills.
- Express ideas in complete sentences and express needs through direct requests.
 - Begin to initiate conversations.
 - Begin to follow implicit rules for conversation, including taking turns and staying on topic.
 - Listen and speak in informal conversations with peers and adults.
 - Participate in group and partner discussions about various texts and topics.
 - Begin to use voice level, phrasing, and intonation appropriate for various language situations.
 - Follow one- and two-step directions.
 - Begin to ask how and why questions.
-  K.4 The student will identify, say, segment, and blend various units of speech sounds.
- Begin to discriminate between spoken sentences, words, and syllables.
 - Identify and produce words that rhyme.
 - Blend and segment multisyllabic words at the syllable level.
 - Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
 - Identify words according to shared beginning and/or ending sounds.

students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.





Writing begins with letter formation and the use of letters to represent speech sounds. From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, expository, and persuasive/argumentative skills. Daily writing experiences are essential for all students.

Research standards are also developed across grade levels. In kindergarten through third grade, research skills are incorporated in the reading and writing strands. In grades four through twelve, research is a separate strand where students learn to access information, evaluate the validity of sources, document those sources, and synthesize that information into a research-based product.

Technology enhances student learning and supports instruction in reading, writing, and research. In the writing process, technology enables students to compose, revise, edit, share, and publish their writing. Information technology is an integral part of student learning, assisting students to produce effective written and oral communication.



Although the strands are developed separately, they are integrated in the classroom. Proficiency in reading, writing, listening, speaking, media literacy, and research skills allows students to learn and to use knowledge to make meaningful connections between their lives and academic disciplines. There should be a concerted effort to relate required reading selections in English to studies in other core subjects, including mathematics, science, and history and social science. Standards that incorporate rigor in English help students develop the expected performance competencies.

Reading

- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
 - Identify the front cover, back cover, and title page of a book.
 - Distinguish between print and pictures.
 - Follow words from left to right and from top to bottom on a printed page.
 - Match voice with print. (concept of word).
- K.6 The student will demonstrate an understanding that print conveys meaning.
- Identify common signs and logos.
 - Explain that printed materials provide information.
 - Read and explain own writing and drawings.
 - Read his/her name and read fifteen meaningful, concrete words.
-  K.7 The student will develop an understanding of basic phonetic principles.
- Identify and name the uppercase and lowercase letters of the alphabet.
 - Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
 - Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
 - Identify beginning consonant sounds in single-syllable words.
-  K.8 The student will expand vocabulary.
- Discuss meanings of words.
 - Develop vocabulary by listening to a variety of texts read aloud.
-  K.9 The student will demonstrate comprehension of fictional texts.
- Identify what an author does and what an illustrator does.
 - Relate previous experiences to what is read.
 - Use pictures to make predictions.
 - Begin to ask and answer questions about what is read.
 - Use story language in discussions and retellings.
 - Retell familiar stories, using beginning, middle, and end.
 - Discuss characters, setting, and events.
-  K.10 The student will demonstrate comprehension of nonfiction texts.
- Use pictures to identify topic and make predictions.
 - Identify text features specific to the topic, such as titles, headings, and pictures.

Writing


- K.11 The student will print in manuscript.
- Print uppercase and lowercase letters of the alphabet independently.
 - Print his/her first and last names.

- K.12**  The student will write to communicate ideas for a variety of purposes.
- a) Differentiate pictures from writing.
 - b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
 - c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
 - d) Write left to right and top to bottom.
- K.13**  The student will use available technology for reading and writing.




Grade One


Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction texts through classroom discussion and will begin to communicate ideas in writing.


Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
- Listen and respond to a variety of electronic media and other age-appropriate materials.
 - Tell and retell stories and events in logical order.
 - Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - Participate in creative dramatics.
 - Express ideas orally in complete sentences.
- 1.2 The student will expand understanding and use of word meanings.
- Increase listening and speaking vocabularies.
 - Begin to ask for clarification and explanation of words and ideas.
 - Use common singular and plural nouns.
 - Use vocabulary from other content areas.
- 1.3 The student will adapt or change oral language to fit the situation.
- Initiate conversation with peers and adults.
 - Follow rules for conversation using appropriate voice level in small-group settings.
 - Ask and respond to questions.
 - Follow simple two-step oral directions.
 - Give simple two-step oral directions.
- 1.4  The student will orally identify, produce, and manipulate various units of speech sounds within words.
- Create rhyming words.
 - Count phonemes (sounds) in one-syllable words.
 - Blend sounds to make one-syllable words.
 - Segment one-syllable words into individual speech sounds (phonemes).
 - Add or delete phonemes (sounds) to make new words.

Reading


- 1.5 The student will apply knowledge of how print is organized and read.
- Read from left to right and from top to bottom.
 - Match spoken words with print.
 - Identify letters, words, sentences, and ending punctuation.
 - Read his/her own writing.
- 1.6  The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.
 - Use two-letter consonant blends to decode and spell single-syllable words.
 - Use beginning consonant digraphs to decode and spell single-syllable words.
 - Use short vowel sounds to decode and spell single-syllable words.
 - Blend beginning, middle, and ending sounds to recognize and read words.
 - Use word patterns to decode unfamiliar words.
 - Read and spell simple two-syllable compound words.
 - Read and spell commonly used sight words.
- 1.7 The student will use semantic clues and syntax to expand vocabulary when reading.
- Use words, phrases, and sentences.
 - Use titles and pictures.
 - Use information in the story to read words.
 - Use knowledge of sentence structure.
 - Use knowledge of story structure.
 - Reread and self-correct.
- 1.8  The student will expand vocabulary.
- Discuss meanings of words in context.
 - Develop vocabulary by listening to and reading a variety of texts.
 - Ask for the meaning of unknown words and make connections to familiar words.
 - Use text clues such as words or pictures to discern meanings of unknown words.
 - Use vocabulary from other content areas.
- 1.9  The student will read and demonstrate comprehension of a variety of fictional texts.
- Preview the selection.
 - Set a purpose for reading.
 - Relate previous experiences to what is read.
 - Make and confirm predictions.
 - Ask and answer who, what, when, where, why, and how questions about what is read.
 - Identify characters, setting, and important events.
 - Retell stories and events, using beginning, middle, and end.
 - Identify the main idea or theme.
 - Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.


- 1.10  The student will read and demonstrate comprehension of a variety of nonfiction texts.
- Preview the selection.
 - Use prior and background knowledge as context for new learning.
 - Set a purpose for reading.
 - Identify text features such as pictures, headings, charts, and captions.
 - Make and confirm predictions.
 - Ask and answer who, what, where, when, why, and how questions about what is read.
 - Identify the main idea.
 - Read and reread familiar passages with fluency, accuracy, and meaningful expression.

- 1.11  The student will use simple reference materials.
- Use knowledge of alphabetical order by first letter.
 - Use a picture dictionary to find meanings of unfamiliar words.

Writing

- 1.12 The student will print legibly.
- Form letters accurately.
 - Space words within sentences.
 - Use the alphabetic code to write unknown words phonetically.


- 1.13  The student will write to communicate ideas for a variety of purposes.
- Generate ideas.
 - Focus on one topic.
 - Revise by adding descriptive words when writing about people, places, things, and events.
 - Use complete sentences in final copies.
 - Begin each sentence with a capital letter and use ending punctuation in final copies.
 - Use correct spelling for commonly used sight words and phonetically regular words in final copies.
 - Share writing with others.

- 1.14  The student will use available technology for reading and writing.






Grade Two

Reading continues to be a priority in second grade. The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read familiar selections with fluency and expression. The student will learn comprehension strategies for fiction and nonfiction texts. The student will be asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.




Oral Language

- 2.1 The student will demonstrate an understanding of oral language structure.
- Create oral stories to share with others.
 - Create and participate in oral dramatic activities.
 - Use correct verb tenses in oral communication.
 - Use increasingly complex sentence structures in oral communication.
 - Begin to self-correct errors in language use.
- 2.2 The student will expand understanding and use of word meanings.
- Increase listening and speaking vocabularies.
 - Use words that reflect a growing range of interests and knowledge.
 - Clarify and explain words and ideas orally.
 - Identify and use synonyms and antonyms.
 - Use vocabulary from other content areas.
- 2.3 The student will use oral communication skills.
- Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
 - Share stories or information orally with an audience.
 - Participate as a contributor and leader in a group.
 - Retell information shared by others.
 - Follow three- and four-step directions.
 - Give three- and four-step directions.
- 2.4  The student will orally identify, produce, and manipulate various units of speech sounds within words.
- Count phonemes (sounds) within one-syllable words.
 - Blend sounds to make one-syllable words.
 - Segment one-syllable words into individual speech sounds (phonemes).
 - Add or delete phonemes (sounds) to make words.
 - Blend and segment multisyllabic words at the syllable level.

Reading

- 2.5**  The student will use phonetic strategies when reading and spelling.
- Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
 - Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
 - Decode regular multisyllabic words.
- 2.6 The student will use semantic clues and syntax to expand vocabulary when reading.
- Use information in the story to read words.
 - Use knowledge of sentence structure.
 - Use knowledge of story structure and sequence.
 - Reread and self-correct.
- 2.7**  The student will expand vocabulary when reading.
- Use knowledge of homophones.
 - Use knowledge of prefixes and suffixes.
 - Use knowledge of antonyms and synonyms.
 - Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
 - Use vocabulary from other content areas.
- 2.8**  The student will read and demonstrate comprehension of fictional texts.
- Make and confirm predictions.
 - Relate previous experiences to the main idea.
 - Ask and answer questions about what is read.
 - Locate information to answer questions.
 - Describe characters, setting, and important events in fiction and poetry.
 - Identify the problem and solution.
 - Identify the main idea.
 - Summarize stories and events with beginning, middle, and end in the correct sequence.
 - Draw conclusions based on the text.
 - Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.
- 2.9**  The student will read and demonstrate comprehension of nonfiction texts.
- Preview the selection using text features.
 - Make and confirm predictions about the main idea.
 - Use prior and background knowledge as context for new learning.
 - Set purpose for reading.
 - Ask and answer questions about what is read.
 - Locate information to answer questions.
 - Identify the main idea.
 - Read and reread familiar passages with fluency, accuracy, and meaningful expression.
- 2.10**  The student will demonstrate comprehension of information in reference materials.
- Use table of contents.
 - Use pictures, captions, and charts.
 - Use dictionaries, glossaries, and indices.
 - Use online resources.


Writing

- 2.11 The student will maintain legible printing and begin to make the transition to cursive.
- 2.12  The student will write stories, letters, and simple explanations.
- Generate ideas before writing.
 - Organize writing to include a beginning, middle, and end for narrative and expository writing.
 - Expand writing to include descriptive detail.
 - Revise writing for clarity.
- 2.13  The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- Recognize and use complete sentences.
 - Use and punctuate declarative, interrogative, and exclamatory sentences.
 - Capitalize all proper nouns and the word *I*.
 - Use singular and plural nouns and pronouns.
 - Use apostrophes in contractions and possessives.
 - Use contractions and singular possessives.
 - Use knowledge of simple abbreviations.
 - Use correct spelling for commonly used sight words, including compound words and regular plurals.
 - Use commas in the salutation and closing of a letter.
 - Use verbs and adjectives correctly in sentences.
- 2.14  The student will use available technology for reading and writing.



Grade Three


Reading continues to be a priority in third grade. Emphasis is on learning about words, reading text with fluency and expression, and learning comprehension strategies. The student will read a variety of fiction and nonfiction texts, which relate to all areas of the curriculum. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and electronic sources. The student also will write legibly in cursive.

Oral Language


- 3.1 The student will use effective communication skills in group activities.
- Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
 - Ask and respond to questions from teachers and other group members.
 - Explain what has been learned.
 - Use language appropriate for context.
 - Increase listening and speaking vocabularies.
- 3.2  The student will present brief oral reports using visual media.
- Speak clearly.
 - Use appropriate volume and pitch.
 - Speak at an understandable rate.
 - Organize ideas sequentially or around major points of information.
 - Use contextually appropriate language and specific vocabulary to communicate ideas.

Reading

- 3.3  The student will apply word-analysis skills when reading.
- Use knowledge of regular and irregular vowel patterns.
 - Decode regular multisyllabic words.
- 3.4  The student will expand vocabulary when reading.
- Use knowledge of homophones.
 - Use knowledge of roots, affixes, synonyms, and antonyms.
 - Apply meaning clues, language structure, and phonetic strategies.
 - Use context to clarify meaning of unfamiliar words.
 - Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
 - Use vocabulary from other content areas.
 - Use word reference resources including the glossary, dictionary, and thesaurus.

3.5 

- The student will read and demonstrate comprehension of fictional text and poetry.
- Set a purpose for reading.
 - Make connections between previous experiences and reading selections.
 - Make, confirm, or revise predictions.
 - Compare and contrast settings, characters, and events.
 - Identify the author's purpose.
 - Ask and answer questions about what is read.
 - Draw conclusions about text.
 - Identify the problem and solution.
 - Identify the main idea.
 - Identify supporting details.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - Differentiate between fiction and nonfiction.
 - Read with fluency and accuracy.


3.6 

- The student will continue to read and demonstrate comprehension of nonfiction texts.
- Identify the author's purpose.
 - Use prior and background knowledge as context for new learning.
 - Preview and use text features.
 - Ask and answer questions about what is read.
 - Draw conclusions based on text.
 - Summarize major points found in nonfiction texts.
 - Identify the main idea.
 - Identify supporting details.
 - Compare and contrast the characteristics of biographies and autobiographies.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - Identify new information gained from reading.
 - Read with fluency and accuracy.




- 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.
- Use encyclopedias and other reference books, including online reference materials.
 - Use table of contents, indices, and charts.

Writing

- 3.8 The student will write legibly in cursive.

3.9 




- The student will write for a variety of purposes.
- Identify the intended audience.
 - Use a variety of prewriting strategies.
 - Write a clear topic sentence focusing on the main idea.
 - Write a paragraph on the same topic.
 - Use strategies for organization of information and elaboration according to the type of writing.
 - Include details that elaborate the main idea.
 - Revise writing for clarity of content using specific vocabulary and information.

- 3.10  The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Use complete sentences.
 - b) Use transition words to vary sentence structure.
 - c) Use the word *I* in compound subjects.
 - d) Use past and present verb tense.
 - e) Use singular possessives.
 - f) Use commas in a simple series.
 - g) Use simple abbreviations.
 - h) Use apostrophes in contractions with pronouns and in possessives.
 - i) Use the articles *a*, *an*, and *the* correctly.
 - j) Use correct spelling for frequently used sight words, including irregular plurals.
- 3.11  The student will write a short report.
- a) Construct questions about the topic.
 - b) Identify appropriate resources.
 - c) Collect and organize information about the topic into a short report.
 - d) Understand the difference between plagiarism and using own words.
- 3.12  The student will use available technology for reading and writing.


Grade Four

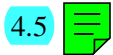
In fourth grade, reading and writing skills support an increased emphasis on content-area learning and utilization of a variety of resources to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science. The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension. The student will also read classic and contemporary literature selections by a variety of authors. The student will continue to increase communication skills in large- and small-group settings. The introduction of media messages will begin in fourth grade and continue in fifth grade. Additionally, the student will plan, draft, revise, and edit narratives and explanations. The student will routinely use word references while writing. The student will demonstrate comprehension of information resources to research a topic and understand the difference between plagiarism and using his/her own words.

Communication: Speaking, Listening, Media Literacy

- 4.1  The student will use effective oral communication skills in a variety of settings.
- a) Present accurate directions to individuals and small groups.
 - b) Contribute to group discussions across content areas.
 - c) Seek ideas and opinions of others.
 - d) Use evidence to support opinions.
 - e) Use grammatically correct language and specific vocabulary to communicate ideas.
 - f) Communicate new ideas to others.
 - g) Demonstrate the ability to collaborate with diverse teams.
 - h) Demonstrate the ability to work independently.
- 4.2  The student will make and listen to oral presentations and reports.
- a) Use subject-related information and vocabulary.
 - b) Listen to and record information.
 - c) Organize information for clarity.
 - d) Use language and style appropriate to the audience, topic, and purpose.
- 4.3  The student will learn how media messages are constructed and for what purposes.
- a) Differentiate between auditory, visual, and written media messages.
 - b) Identify the characteristics of various media messages.

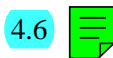
Reading

- 4.4  The student will expand vocabulary when reading.
- a) Use context to clarify meanings of unfamiliar words.
 - b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
 - c) Use word-reference materials, including the glossary, dictionary, and thesaurus.
 - d) Develop vocabulary by listening to and reading a variety of texts.
 - e) Use vocabulary from other content areas.



The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

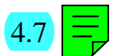
- a) Explain the author's purpose.
- b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
- c) Identify the main idea.
- d) Summarize supporting details.
- e) Identify the problem and solution.
- f) Describe the relationship between text and previously read materials.
- g) Identify sensory words.
- h) Draw conclusions/make inferences about text.
- i) Make, confirm, or revise predictions.
- j) Identify cause and effect relationships.
- k) Use reading strategies throughout the reading process to monitor comprehension.
- l) Read with fluency and accuracy.



The student will read and demonstrate comprehension of nonfiction texts.


- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- b) Formulate questions that might be answered in the selection.
- c) Explain the author's purpose.
- d) Identify the main idea.
- e) Summarize supporting details.
- f) Draw conclusions and make simple inferences using textual information as support.
- g) Distinguish between cause and effect.
- h) Distinguish between fact and opinion.
- i) Use prior knowledge and build additional background knowledge as context for new learning.
- j) Identify new information gained from reading.
- k) Use reading strategies throughout the reading process to monitor comprehension.
- l) Read with fluency and accuracy.

Writing




The student will write cohesively for a variety of purposes.

- a) Identify intended audience.
- b) Focus on one aspect of a topic.
- c) Use a variety of pre-writing strategies.
- d) Organize writing to convey a central idea.
- e) Recognize different modes of writing have different patterns of organization.
- f) Write a clear topic sentence focusing on the main idea.
- g) Write two or more related paragraphs on the same topic.
- h) Use transition words for sentence variety.
- i) Utilize elements of style, including word choice and sentence variation.
- j) Revise writing for clarity of content using specific vocabulary and information.
- k) Include supporting details that elaborate the main idea.

- 4.8  The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
- a) Use subject-verb agreement.
 - b) Include prepositional phrases.
 - c) Eliminate double negatives.
 - d) Use noun-pronoun agreement.
 - e) Use commas in series, dates, and addresses.
 - f) Incorporate adjectives and adverbs.
 - g) Use correct spelling for frequently used words, including common homophones.
 - h) Use singular possessives.




Research

- 4.9  The student will demonstrate comprehension of information resources to research a topic.
- a) Construct questions about a topic.
 - b) Collect information from multiple resources including online, print, and media.
 - c) Use technology as a tool to organize, evaluate, and communicate information.
 - d) Give credit to sources used in research.
 - e) Understand the difference between plagiarism and using own words.


Grade Five

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of a variety of resources to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project using online, print, and media resources. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, to explain, and to persuade. The student will define the meaning and consequences of plagiarism.

Communication: Speaking, Listening, Media Literacy


- 5.1**  The student will listen, draw conclusions, and share responses in subject-related group learning activities.
- Participate in and contribute to discussions across content areas.
 - Organize information to present in reports of group activities.
 - Summarize information gathered in group activities.
 - Communicate new ideas to others.
 - Demonstrate the ability to collaborate with diverse teams.
 - Demonstrate the ability to work independently.
- 5.2**  The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.
- Maintain eye contact with listeners.
 - Use gestures to support, accentuate, and dramatize verbal message.
 - Use facial expressions to support and dramatize verbal message.
 - Use posture appropriate for communication setting.
 - Determine appropriate content for audience.
 - Organize content sequentially around major ideas.
 - Summarize main points as they relate to main idea or supporting details.
 - Incorporate visual media to support the presentation.
 - Use language and style appropriate to the audience, topic, and purpose.
- 5.3**  The student will learn how media messages are constructed and for what purposes.
- Differentiate between auditory, visual, and written media messages.
 - Identify the characteristics and effectiveness of a variety of media messages.

Reading

5.4 


The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- d) Identify an author's use of figurative language.
- e) Use dictionary, glossary, thesaurus, and other word-reference materials.
- f) Develop vocabulary by listening to and reading a variety of texts.
- g) Study word meanings across content areas.

5.5 

The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

- a) Describe the relationship between text and previously read materials.
- b) Describe character development.
- c) Describe the development of plot and explain the resolution of conflict(s).
- d) Describe the characteristics of free verse, rhymed, and patterned poetry.
- e) Describe how an author's choice of vocabulary contributes to the author's style.
- f) Identify and ask questions that clarify various points of view.
- g) Identify main idea.
- h) Summarize supporting details from text.
- i) Draw conclusions and make inferences from text.
- j) Identify cause and effect relationships.
- k) Make, confirm, or revise predictions.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

5.6 

The student will read and demonstrate comprehension of nonfiction texts.

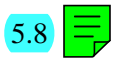
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- b) Use prior knowledge and build additional background knowledge as context for new learning.
- c) Skim materials to develop a general overview of content and to locate specific information.
- d) Identify the main idea of nonfiction texts.
- e) Summarize supporting details in nonfiction texts.
- f) Identify structural patterns found in nonfiction.
- g) Locate information to support opinions, predictions, and conclusions.
- h) Identify cause and effect relationships following transition words signaling the pattern.
- i) Differentiate between fact and opinion.
- j) Identify, compare, and contrast relationships.
- k) Identify new information gained from reading.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

Writing



The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

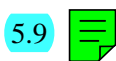
- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.



The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paraphrasing.

- a) Use plural possessives.
- b) Use adjective and adverb comparisons.
- c) Identify and use interjections.
- d) Use apostrophes in contractions and possessives.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters.
- g) Use a hyphen to divide words at the end of a line.
- h) Edit for fragments and run-on sentences.
- i) Eliminate double negatives.
- j) Use correct spelling of commonly used words.
- k) Identify and use conjunctions.

Research



The student will find, evaluate, and select appropriate resources for a research product.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Organize information presented on charts, maps, and graphs.
- e) Develop notes that include important concepts, summaries, and identification of information sources.
- f) Give credit to sources used in research.
- g) Define the meaning and consequences of plagiarism.