

**Kindergarten Language Arts
Curriculum Revision
Summer 2009**

South Dakota State Standards 2007

Reading

K.R.1.1 Students can **identify** and **manipulate** phonemes and words in spoken language.

Blooms Level: Application

Learning Targets:

- Listen to sounds and words and classify as same or different
- Recognize and count the number of sounds in a syllable, syllables in a word, and words in a sentence
- Identify and produce rhyming words
- Identify initial, medial, and final sounds in words
- Blend consonant-vowel-consonant (CVC) sounds aloud to make words
- Blend syllables
- Segment sounds within words and syllables
- Substitute phonemes to make new words
- Identify onset and rimes

Verbs Defined:

- Identify – show what I know by telling
- Manipulate – take apart, put together, and change one part for another

Key Terms Defined:

- Phonemes – the smallest units of sound

Teacher Speak:

Students can identify (show what I know by telling) and manipulate (take apart, put together, and change one part for another) phonemes (the smallest units of sound) in spoken language.

Student Speak:

I can show what I know by telling (identify) and take apart, put together, and change one part for another (manipulate) the smallest units of sound (phonemes) in spoken language.

Possible resources/references:

- Month by Month Phonics
- Word Family Posters
- Earobics
- Phonics Lessons---by Gay Su Pinnell and Irene Fountas
- Sounds Abound
- Jill Eggleton Poems/Shared Reading/Big Books/Guided Reading Books
- Blending Charts

- SMART Board
- Nursery Rhymes
- Literature Books
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin

Teaching Strategies to meet the Standard:

- White lap boards
- Magnetic Letters
- Manipulatives
- Morning message
- Name wall/word wall
- Reading center activities
- Small or large group instruction
- Readers/writers workshop
- Music

K.R.1.2 Students can **match** letters and sounds and use them in **decoding** and **making** C-V-C words.

Blooms Level: Application

Learning targets to meet this standard:

- Match all consonant and short vowel sounds to appropriate letters
- Recognize how changing the first letter of a word changes a word
- Word families

Verbs Defined:

- Match - point, show, or orally indicate that one is like another one
- Decoding - taking a word apart and saying it correctly
- Making - creating

Key Terms Defined:

- Letters and sounds – upper and lower-case letters and phonemes
- C-V-C words – three-letter words comprised of consonant/vowel/consonant

Teacher Speak:

- Students can match (point, show, or orally indicate that one that is like another one) letters and sounds (upper and lower-case letters and phonemes) and use them in decoding (taking a word apart and saying it correctly) and making C-V-C words (three letter words comprised of consonant/vowel/consonant).

Student Speak:

- I can point, show, or orally indicate that one that is like another one (match) with upper and lower-case letters and phonemes (letters and sounds) and use them in taking a word apart and saying it correctly (decoding) and making C-V-C words.

Possible resources/references:

- Month by Month Phonics
- Word Family Posters
- Earobics
- Phonics Lessons---by Gay Su Pinnell and Irene Fountas
- Sounds Abound
- Jill Eggleton Poems/Shared Reading/Big Books/Guided Reading Books
- Blending Charts
- SMART Board
- Literature Books
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin
- Houghton Mifflin Sound Boxes and Objects
- Alphabet Charts
- VoWac Cards
- Vocabulary Picture Cards

Teaching Strategies to meet the Standard:

- Make CVC words using letter tiles
- Manipulatives
- White lap boards
- Magnetic Letters
- Morning message
- Name wall/word wall
- Reading center activities
- Small or large group instruction
- Readers/writers workshop
- Music

K.R.1.3 Students can **comprehend and use** vocabulary from text read aloud.

Blooms Level: Application

Learning targets to meet this standard:

- Identify and sort pictures and common words into categories
- Use words to describe location, (above, below, in front of, behind) size, color, and shape
- Identify common signs and symbols: stop sign, McDonalds, restrooms
- Listen to stories read aloud and use the vocabulary from those stories in oral language

Verbs Defined:

- Comprehend and use – understand and make sense of

Key Terms Defined:

- Vocabulary from text – meanings of words from written material

Teacher Speak:

Students can comprehend and use (understand and make sense of) vocabulary from text (meanings of words from written material) read aloud.

Student Speak:

I can understand and make sense of (comprehend and use) vocabulary from text read aloud.

Possible resources/references:

- Month by Month Phonics
- Earobics
- Phonics Lessons---by Gay Su Pinnell and Irene Fountas
- Sounds Abound
- Jill Eggleton Poems/Shared Reading/Big Books/Guided Reading Books
- SMART Board
- Literature Books
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin
- Alphabet Charts
- Vocabulary Picture Cards
- Oral Language Concept Parts

Teaching Strategies to meet the Standard:

- Drawing and writing to re-tell
- Story extension activities
- Re-reading
- Listening Center
- Manipulatives
- White lap boards
- Morning message
- Reading center activities

- Small or large group instruction
- Readers/writers workshop
- Read alouds

K.R.2.1 Students can **comprehend** and **respond** to text read aloud.

Blooms Level: Application

Learning targets to meet this standard:

- Use picture and story clues to predict what will happen next
- Identify character, setting, and important events after listening to text
- Relate stories to personal experiences
- Retell a story using beginning, middle, and end
- Respond to stories by answering questions and participating in discussions

Verbs Defined:

- Comprehend – understand and make sense of
- Respond – tell, illustrate, or write about

Key Terms Defined:

- Text – written material

Teacher Speak:

Students can comprehend (understand and make sense of) and respond (tell, illustrate or write about) text (written material) read aloud.

Student Speak:

I can understand and make sense of (comprehend) and tell, illustrate, or write about (respond) text read aloud.

Possible resources/references:

- Month by Month Phonics
- Jill Eggleton Poems/Shared Reading/Big Books/Guided Reading Books
- SMART Board
- Literature Books
- Picture Books
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin
- Vocabulary Picture Cards
- Sequence Cards
- Author Studies
- Books on Tape or CD---Living Books

Teaching Strategies to meet the Standard:

- Cause and Effect
- Parts of a Story---character, setting, prediction, inferring, story details, sequencing, main idea
- Graphic Organizers
- Prior Knowledge
- Drawing and writing to re-tell
- Story extension activities
- Re-reading
- Listening Center

- Manipulatives
- Reading center activities
- Small or large group instruction
- Readers/writers workshop
- Read alouds

K.R.2.2 Students can **identify** all upper-case and lower-case letters and matching sounds with automaticity.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Identify upper and lower-case letters of the alphabet
- Match consonant and short vowel sounds in letters

Verbs Defined:

- Identify – show what I know by pointing, telling, and writing

Key Terms Defined:

- Upper and lower-case letters – all letters of the alphabet
- Sounds – phonemes
- Automaticity – quickness and ease

Teacher Speak:

Students can identify (show what I know by pointing, telling, and writing) all uppercase and lower-case letters and matching sounds (phonemes) with automaticity (quickness and ease).

Student Speak:

I can show what I know by pointing, telling, and writing (identify) all upper-case and lower-case letters and by matching sounds with quickness and ease (automaticity).

Possible resources/references:

- Month by Month Phonics
- Word Family Posters
- Earobics
- Phonics Lessons---by Gay Su Pinnell and Irene Fountas
- Jill Eggleton Poems/Shared Reading/Big Books/Guided Reading Books
- Blending Charts
- SMART Board
- Literature Books
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin
- Houghton Mifflin Sound Boxes and Objects
- Alphabet Charts
- VoWac Cards
- Vocabulary Picture Cards
- Watertown Curriculum website---Starfall, etc.

Teaching Strategies to meet the Standard:

- Make CVC words using letter tiles
- Manipulatives
- White lap boards
- Magnetic Letters
- Morning message

- Name wall/word wall
- Reading center activities
- Small or large group instruction
- Readers/writers workshop
- Music

K.R.2.3 Students can **read** sight words and high-frequency words with automaticity.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Recognizes sight words and high-frequency words in isolation
- Recognizes sight words and high-frequency words in text

Verbs Defined:

Key Terms Defined:

- Sight words and high-frequency words – words used often
- Automaticity – quickness and ease

Teacher Speak:

Students can read sight words and high-frequency words (words used often) with automaticity (quickness and ease).

Student Speak:

I can read words used often (sight words and high-frequency words) with quickness and ease (automaticity).

Possible resources/references:

- Sight or High Frequency Word Lists
- Shared Reading Books
- Guided Reading Books
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin
- Phonics Lessons---by Gay Su Pinnell and Irene Fountas
- Big Books/Guided Reading Books
- Poems/Nursery Rhymes

Teaching Strategies to meet the Standard:

- Morning message
- Make words using letter tiles
- Manipulatives
- White lap boards
- Magnetic Letters
- Name wall/word wall
- Reading center activities
- Small or large group instruction
- Readers/writers workshop
- Music

K.R.3.1 Students can **identify** concepts of print in text.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Using the following concepts of print:
 - identify the front cover, back cover, and title page of a book
 - track print from left to right and from top to bottom on the printed page
 - turn pages in the correct direction
 - distinguish between upper-case and lower-case letters
 - identify upper-case letters by name
 - identify lower-case letters by name
 - identify ending punctuation

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Concepts of print (see glossary)

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) concepts of print in text.

Student Speak:

I can show what I know by pointing speaking, drawing, or writing (identify) concepts of print in text.

Possible resources/references:

- Sight or High Frequency Word Lists
- Shared Reading Books
- Guided Reading Books
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin
- Phonics Lessons---by Gay Su Pinnell and Irene Fountas
- Big Books/Guided Reading Books
- Poems/Nursery Rhymes
- Literature Books
- Magnetic Punctuation
- Pointers

Teaching Strategies to meet the Standard:

- Morning message
- Make words using letter tiles
- Manipulatives
- White lap boards
- Magnetic Letters
- Name wall/word wall
- Reading center activities

- Small or large group instruction
- Readers/writers workshop
- Music

K.R.3.2 Students can **tell** what authors and illustrators do.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Point out author's and illustrator's names when reading

Verbs Defined:

Key Terms Defined:

- Authors – people who write the story
- Illustrators – people who create the pictures for a story

Teacher Speak:

Student can tell what authors (people who write the story) and illustrators (people who create the pictures for a story) do.

Student Speak:

I can tell what the people who write the story (authors) and the people who create the pictures for a story (illustrators) do.

Possible resources/references:

- Shared Reading Books
- Guided Reading Books
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin
- Big Books/Guided Reading Books
- Poems/Nursery Rhymes
- Literature Books
- Author Studies---websites, videos, and CD's
- Librarian
- Guest Authors and Illustrators

Teaching Strategies to meet the Standard:

- Reading center activities
- Small or large group instruction
- Readers/writers workshop
- Music

K.R.3.3 Students can **distinguish** fiction from nonfiction.

Blooms Level: Application

Learning targets to meet this standard:

- Identify whether books and stories are fiction or nonfiction

Verbs Defined:

- Distinguish – tell the difference between

Key Terms Defined:

- Fiction – make-believe
- Nonfiction – real

Teacher Speak:

Students can distinguish (tell the difference between) fiction (make-believe) from nonfiction (real).

Student Speak:

I can tell the difference between (distinguish) make-believe (fiction) and real (nonfiction).

Possible resources/references:

- Shared Reading Books
- Guided Reading Books
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin
- Big Books/Guided Reading Books
- Poems/Nursery Rhymes
- Literature Books
- Author Studies---websites, videos, and CD's
- Librarian
- Pair-It Books

Teaching Strategies to meet the Standard:

- Reading center activities
- Small or large group instruction
- Readers/writers workshop
- Music
- Read alouds
- Story extensions

K.R.4.1 Students can **recognize** that literature from various cultures shows differences.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Listen and respond to stories, poems, songs from various cultures
- Discuss the differences shown about various cultures

Verbs Defined:

- Recognize – show by pointing or explain by speaking, writing or drawing

Key Terms Defined:

- Cultures – groups of people (see glossary)

Teacher Speak:

Students can recognize (show by pointing, or explain by speaking, drawing, or writing) that literature from various cultures (groups of people) shows differences.

Student Speak:

I can show by pointing or explain by speaking, drawing, or writing (recognize) that literature from various groups of people (cultures) shows differences.

Possible resources/references:

- Jan Brett literature
- Multi-Cultural Center
- Literature
- Guest Speakers
- Music
- Art
- Internet

Teaching Strategies to meet the Standard:

- Celebrations
- Music
- Read alouds

K.R.5.1 Students can **locate** informational text at school.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Point or locate labeled printed materials including symbols

Verbs Defined:

- Locate – find

Key Terms Defined:

- Informational text – words or symbols that inform

Teacher Speak:

Students can locate (find) informational text (words or symbols that inform) at school.

Student Speak:

I can find (locate) words or symbols that inform (informational text) at school.

Possible resources/references:

- Bulletin Boards
- Word Walls
- Number Lines
- Calendars
- Environmental Print
- Big Books
- Stories
- Magazines
- Newspapers
- Maps
- Posters
- Signs

Teaching Strategies to meet the Standard:

- Scavenger Hunt
- Tours
- Large or small group instruction
- Reading or writing centers
- Field Trips

K.R.5.2 Students can **alphabetize** letters.

Blooms Level: Knowledge

Learning target to meet this standard:

- Say the alphabet
- Recognize the letter that comes before and after a letter

Verbs Defined:

- Alphabetize – put letters in A B C order

Key Terms Defined:

Teacher Speak:

Students can alphabetize (put letters in A B C order) letters.

Student Speak:

I can put letters in A B C order (alphabetize).

Possible resources/references:

- Magnetic Letters
- Letter Strips
- Alphabet Charts
- Websites and Software
- Alphabet Books
- Big Books
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin
- Phonics Lessons---by Gay Su Pinnell and Irene Fountas
- Earobics

Teaching Strategies to meet the Standard:

- Manipulatives
- White lap boards
- Magnetic Letters
- Name wall/word wall
- Reading center activities
- Small or large group instruction
- Readers/writers workshop
- Music

Writing

K.W.1.1 Students can **draw** a picture and **write** a simple sentence about the picture.

Blooms Level: Application

Learning targets to meet this standard:

- Generate an oral story
- Use pictures and words to tell a story
- Use detailed pictures and simple sentences

Verbs Defined:

Key Terms Defined:

Teacher Speak:

The student can draw a picture and write a simple sentence about the picture.

Student Speak:

I can draw a picture and write a simple sentence about the picture.

Possible resources/references:

---Literature Books

---Writing Tools

Teaching Strategies to meet the Standard:

---Writers Workshop---making books

---Shared Reading extension

---Read aloud extension

---Draw and dictate a story about the picture

---Teachers Modeling

K.W.2.1 Students can **write** a simple sentence using a capital letter and phonetic spelling.

Blooms Level: Application

Learning targets to meet this standard:

- Write words
- Write phrases
- Write simple sentences
- Use capital letters at the beginning of sentences

Verbs Defined:

Key Terms Defined:

- Phonetic spelling – the sounds I hear in words

Teacher Speak:

Students can write a simple sentence using a capital letter and phonetic spelling (the sounds they hear in words).

Student Speak:

I can write a simple sentence using a capital letter and the sounds I hear in words (phonetic spelling).

Possible resources/references:

- Marker boards, paper
- Sentence Strips
- Literature Books
- Picture Books
- Wordless Books
- Alphabet Charts

Teaching Strategies to meet the Standard:

- Morning message
- Interactive Writing
- Writing Workshop
- Teacher Modeling

K.W.2.2 Students can **write** the letters that match sounds in words.

Blooms Level: Application

Learning targets to meet this standard:

- Write letters that match sounds
- Write CVC words by sounding them out
- Use high-frequency words in writing

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can write the letters that match sounds in words.

Student Speak:

I can write the letters that match sounds in words.

Possible resources/reference:

- Month by Month Phonics
- Word Family Posters
- Phonics Lessons---by Gay Su Pinnell and Irene Fountas
- SMART Board
- Reading Texts---Macmillan McGraw-Hill or Houghton Mifflin
- Alphabet Charts
- VoWac Cards

Teaching Strategies to meet the Standard:

- Make CVC words
- Manipulatives
- White lap boards
- Magnetic Letters
- Morning message
- Name wall/word wall
- Reading center activities
- Small or large group instruction
- Readers/writers workshop
- Music

K.W.2.3 Students can **write** upper- and lower-case letters.

Blooms Level: Application

Learning targets to meet this standard:

- Write lower-case letters
- Write upper-case letters
- Use space between letters
- Write first and last name

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can write upper-case and lower-case letters.

Student Speak:

I can write upper-case and lower-case letters.

Possible resources/references:

- Alphabet Charts
- Tactile Cards---touch cards
- Name cards
- Stencils
- Blackline copies

Teaching Strategies to meet the Standard:

- Multi-sensory writing---in the air, on the carpet, with finger paints, etc.
- Line tracing
- Teacher modeling
- Literacy or writing centers
- Large or small group instruction

Listening, Viewing, and Speaking

K.LVS.1.1 Students can **follow** simple two-step oral directions.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Follow one-step directions

Verbs Defined:

Key Terms Defined:

Teacher Speak:

The student can follow a simple two-step oral direction.

Student Speak:

I can follow a simple two-step oral direction.

Possible resources/references:

---Trade Books---blackline masters

---Oral Finger Plays

Teaching Strategies to meet the Standard:

---Boys/Girls Town Social Skills

---Games and Activities

K.LVS.1.2 Students can **follow** rules of conversation in group situations.

Blooms Level: Application

Learning targets to meet this standard:

- Share through public speaking activities
- Face the speaker
- Listen carefully and quietly
- Raise your hand
- One person talks at a time
- Keep a still body with hands to self

Verbs Defined:

Key Terms Defined:

- Rules of conversation – rules of talking and listening

Teacher Speak:

The student can follow rules of conversation (rules of talking and listening) in group situations.

Student Speak:

I can follow rules of talking and listening (rules of conversation) in group situations.

Possible resources/references:

- Calendar
- Class meeting board
- Weather chart
- SAFE Curriculum

Teaching Strategies to meet the Standard:

- Show and Tell
- “Give Me Five”
- Boys/Girls Town Social Skills
- Field Trips and Presentations
- Partner Share
- Role-Playing---modeling

K.LVS.1.3 Students can **identify** different facial expressions, body language, and signals.

Blooms Level: Application

Learning targets to meet this standard:

- Identify basic feelings of happiness, sadness, anger, and fright
- Listen to and identify signals used in the school environment

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Signals – fire alarms, tornado drills, whistles, flashing lights, sign language signals, emergency alarms

Teacher Speak:

The students can identify (show what I know by pointing, writing, speaking, or drawing) different facial expressions, body language, and signals.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) facial expressions, body language, and signals.

Possible resources/references:

---All About Me Books

---SAFE Curriculum

---Literature Books

---Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin

Teaching Strategies to meet the Standard:

---Use scenarios

---Read aloud

---Role playing---modeling

K.LVS.1.4 Students can **use** patterns and picture organizers to remember everyday information.

Blooms Level: Application

Learning targets to meet this standard:

- Recite songs and poetry for patterning
- Use picture organizers to follow classroom routines

Verbs Defined:

Key Terms Defined:

Patterns – repeated words or ideas

Picture organizers – job boards, centers, calendars, schedules in the classroom

Teacher Speak:

Students can use patterns and picture organizers to remember everyday information.

Student Speak:

I can use patterns and picture organizers to remember everyday information.

Possible resources/references:

- Calendars
- Class schedule
- Class rules/expectations
- Boys/Girls Town Social Skills Charts
- Clocks
- Helper Chart

Teaching Strategies to meet the Standard:

- Morning message
- Routines and consistent language

K.LVS.1.5 Students can **speak** in complete sentences to tell about people, places, or things.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Use words and phrases
- Use complete sentences when prompted
- Use complete sentences independently

Verbs Defined:

Key Terms Defined:

- Complete sentences – a group of words that are in order and make sense

Teacher Speak:

Students can speak in complete sentences to tell about people, places or things.

Student Speak:

I can speak in complete sentences to tell about people, places, or things.

Possible resources/references:

- Calendar
- Class meeting board
- Weather chart
- Literature Books
- Picture Books
- Speech Therapist

Teaching Strategies to meet the Standard:

- Show and Tell
- Boys/Girls Town Social Skills
- Field Trips and Presentations
- Partner Share
- Role-Playing---modeling
- Shared writing
- Writing workshop---conferencing
- Think alouds

K.LVS.1.6 Students can **contribute** to group discussions on a topic.

Blooms Level: Application

Learning targets to meet this standard:

- Answer who, what, and where questions
- Volunteer information
- Make predictions and connections
- Use rules of conversation

Verbs Defined:

- Contribute – add

Key Terms Defined:

Teacher Speak:

Students can contribute (add) to group discussions on a topic.

Student Speak:

I can add (contribute) to group discussions on a topic.

Possible resources/references:

---SAFE Curriculum

---Literature

Teaching Strategies to meet the Standard:

---Boys/Girls Town Social Skills

---Large or small group instruction

---Repeat what has been stated

---Active listening

---Pair Share

---Making connections to prior experiences

K.LVS.1.7 Students can **tell** about an experience or story in sequence with or without visual aids.

Blooms Level: Application

Learning targets to meet this standard:

- Use appropriate tone and volume
- Speak to an audience – Show and Tell
- Select appropriate visual aids

Verbs Defined:

Key Terms Defined:

- Experience – something that happened
- Sequence – order
- Visual aids – things that help me tell my story

Teacher Speak:

Students can tell about an experience (something that happened) or story in sequence (order) with or without visual aids.

Student Speak:

I can tell about something that happened (an experience) or story in order (sequence) with or without visual aids.

Possible resources/references:

- Literature
- Fairy Tales
- Sequence Cards
- Reading and Math Texts

Teaching Strategies to meet the Standard:

- Modeling
- Shared writing
- Show and Tell
- Story Telling
- Puppets
- Boys/Girls Town Social Skills
- Building Conversational Skills
- Writing Workshop

K.LVS.1.8 Students can **recite** short poems, rhymes, songs, and stories with repeated patterns.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Listen and repeat phrases
- Memorize short poems, rhymes, and songs
- Respond chorally
- Identify the repeated patterns in a story

Verbs Defined:

- Recite – say from memory

Key Terms Defined:

Teacher Speak:

Students can recite (say from memory) short poems, rhymes, songs, and stories with repeated patterns.

Student Speak:

I can say from memory (recite) short poems, rhymes, songs, and stories with repeated patterns.

Possible resources/references:

- Poems
- Nursery Rhymes
- Music
- Literature---Big Books

Teaching Strategies to meet the Standard:

- Choral reading/shared reading
- Partner reading
- Large or small group instruction
- Boys/Girls Town Social Skills
- Reading centers

K.LVS.1.9 Students can **identify** personal and emergency information.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Memorize first and last name
- Memorize phone numbers
- Memorize emergency contact name
- Memorize 911 or 0 for Operator

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Personal and emergency information - information that I need to know

Teacher Speak:

Students can identify (show what I know by pointing, telling and writing) personal and emergency information (information that I need to know).

Student Speak:

I can show what I know by pointing, telling and writing (identify) information I need to know (personal and emergency information).

Possible resources/references:

- Social Worker
- Health Curriculum
- Parents
- Community resources
- Weekly Readers, Scholastic News, etc.
- Social Studies Curriculum

Teaching Strategies to meet the Standard:

- Practice writing and speaking

Kindergarten Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Application)	K.R.1.1 Students can identify and manipulate phonemes and words in spoken language.
(Application)	K.R.1.2 Students can match letters and sounds and use them in decoding and making C-V-C words.
(Application)	K.R.1.3 Students can comprehend and use vocabulary from text read aloud.

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	K.R.2.1 Students can comprehend and respond to text read aloud.
(Knowledge)	K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with automaticity.
(Knowledge)	K.R.2.3 Students can read sight words and high-frequency words with automaticity.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Knowledge)	K.R.3.1 Students can identify concepts of print in text.
(Knowledge)	K.R.3.2 Students can tell what authors and illustrators do.
(Application)	K.R.3.3 Students can distinguish fiction from nonfiction.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Comprehension)	K.R.4.1 Students can recognize that literature from various cultures shows differences.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Knowledge)	K.R.5.1 Students can locate informational text at school.
(Knowledge)	K.R.5.2 Students can alphabetize letters.

**Kindergarten Reading
Performance Descriptors**

Advanced	<p>Kindergarten students performing at the advanced level:</p> <ul style="list-style-type: none"> • read and manipulate words with blends, digraphs and short vowels; • comprehend and use vocabulary from text read independently; • comprehend and respond to text read independently; • use concepts of print in text; • compare and contrast other cultures and their own; • apply alphabetical order words to the first letter.
Proficient	<p>Kindergarten students performing at the proficient level:</p> <ul style="list-style-type: none"> • identify and manipulate phonemes and words in spoken language; • match letters and sounds and use them in decoding and making C-V-C words; • comprehend and use vocabulary from text read aloud; • comprehend and respond to text read aloud; • identify all upper-case and lower-case letters and matching sounds with automaticity; • read sight words and high-frequency words with automaticity; • identify concepts of print in text; • tell what authors and illustrators do; • distinguish fiction from nonfiction; • recognize that literature from various cultures shows differences; • locate informational text at school; • alphabetize letters.
Basic	<p>Kindergarten students performing at the basic level:</p> <ul style="list-style-type: none"> • identify phonemes and words in spoken language; • match letters and sounds; • retell with prompting a story read aloud; • identify the upper- and lower-case letters and sounds in their first and last names with automaticity; • identify some concepts of print in text; • identify that there are other cultures from literature read-aloud; • can locate informational text at school when prompted; • say the alphabet.

Reading

Indicator 1: Students can recognize and analyze words.

Kindergarten	1 st Grade	2 nd Grade
K.R.1.1 (Application) Students can identify and manipulate phonemes and words in spoken language.	1.R.1.1 (Application) Students can decode words using short vowel sounds.	2.R.1.1 (Analysis) Students can decode to read and recognize words.
K.R.1.2 (Application) Students can match letters and sounds and use them in decoding and making C-V-C words.	1.R.1.2 (Application) Students can read text by decoding word parts.	2.R.1.2 (Knowledge) Students can read simple contractions and identify the two words which are combined in text.
K.R.1.3 (Application) Students can comprehend and use vocabulary from text read aloud.	1.R.1.3 (Synthesis) Students can blend sounds of words to read text.	
	1.R.1.4 (Analysis) Students can separate two part words orally and in text.	
	1.R.1.5 (Knowledge) Students can identify root words and their inflectional forms in text.	
	1.R.1.6 (Comprehension) Students can interpret vocabulary when reading independently.	
	1.R.1.7 (Application) Students can read high-frequency words in text.	

Indicator 2: Students can comprehend and fluently read text.

Kindergarten	1 st Grade	2 nd Grade
K.R.2.1 (Application) Students can comprehend and respond to text read aloud.	1.R.2.1 (Application) Students can comprehend text by applying reading strategies.	2.R.2.1 (Application) Students can apply strategies to read and comprehend text.
K.R.2.2 (Knowledge) Students can identify all upper-case and lower-case letters and matching sounds with automaticity.	1.R.2.2 (Application) Students can utilize comprehension strategies.	2.R.2.2 (Comprehension) Students can read aloud fluently to comprehend text.
K.R.2.3 (Knowledge) Students can read sight words and high-frequency words with automaticity.	1.R.2.3 (Comprehension) Students can read fluently to comprehend text.	

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Kindergarten	1st Grade	2nd Grade
K.R.3.1 (Knowledge) Students can identify concepts of print in text.	1.R.3.1 (Knowledge) Students can identify major literary elements in text.	2.R.3.1 (Analysis) Students can recognize different genres of literature.
K.R.3.2 (Knowledge) Students can tell what authors and illustrators do.	1.R.3.2 (Analysis) Students can identify similarities and differences in text written by the same author.	2.R.3.2 (Analysis) Students can identify the literary elements of character, setting, plot, and theme in literature.
K.R.3.2 (Application) Students can distinguish fiction from nonfiction.	1.R.3.3.(Analysis) Students can identify the difference between genres including fiction, nonfiction, and poetry.	2.R.3.3 (Application) Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Kindergarten	1st Grade	2nd Grade
K.R.4.1 (Comprehension) Students can recognize that literature from various cultures shows differences.	1.R.4.1 (Analysis) Students can compare text from different cultures as read aloud by teacher.	2.R.4.1 (Analysis) Students can compare and contrast different versions of literature from different cultures.
		2.R.4.2 (Analysis) Students can compare and contrast different stories from various time periods.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Kindergarten	1st Grade	2nd Grade
K.R.5.1 (Knowledge) Students can locate informational text at school.	1.R.5.1 (Application) Students can locate and utilize a table of contents.	2.R.5.1 (Application) Students can identify and utilize text features to comprehend informational text.
K.R.5.2 (Knowledge) Students can alphabetize letters.	1.R.5.2 (Analysis) Students can apply alphabetize words to the first letter.	2.R.5.2 (Application) Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.

Kindergarten Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Application)	K.W.1.1 Students can draw a picture and write a simple sentence about the picture.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	K.W.2.1 Students can write a simple sentence using a capital letter and phonetic spelling.
(Application)	K.W.2.2 Students can write the letters that match sounds in words.
(Application)	K.W.2.3 Students can write upper- and lower-case letters.

**Kindergarten Writing
Performance Descriptors**

Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none">• compose detailed pictures and sentences;• write a sentence using a capital letter and a period;• write three- and four-letter words;• write words and use correct spacing.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none">• draw a picture and write a simple sentence about the picture;• write a simple sentence using a capital letter and phonetic spelling;• write the letters that match sounds in words;• write upper- and lower-case letters.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none">• draw and label pictures;• write words or phrases using phonetic spelling.

Writing

Indicator 1: Students can apply the writing process to compose text.

Kindergarten	1 st Grade	2 nd Grade
K.W.1.1 (Application) Students can draw a picture and write a simple sentence about the picture.	1.W.1.1 (Application) Students can illustrate and write text to express thoughts and ideas.	2.W.1.1 (Synthesis) Students can write three related sentences.
	1.W.1.2 (Application) Students can include details in pictures and writing.	2.W.1.2 (Application) Students can write a friendly letter.
		2.W.1.3 (Application) Students can write questions and statements.

Indicator 2: Students can apply Standard English conventions in their writing.

Kindergarten	1 st Grade	2 nd Grade
K.W.2.1 (Application) Students can write a simple sentence using a capital letter and phonetic spelling.	1.W.2.1 (Application) Students can write complete sentences using a capital letters and periods.	2.W.2.1 (Application) Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter.
K.W.2.2 (Application) Students can write the letters that match sounds in words.	1.W.2.2 (Application) Students can correctly spell three- and four-letter words and high-frequency words.	2.W.2.2 (Application) Students can capitalize proper names, days of the week and months of the year when writing.
K.W.2.3 (Application) Students can write upper- and lower-case letters.	1.W.2.3 (Application) Students can write legibly and space words within a sentence.	2.W.2.3 (Application) Students can spell high-frequency as well as words with phonetic elements.
		2.W.2.4 (Application) Students can form letters accurately, and space words and sentences correctly.

Kindergarten Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Knowledge)	K.LVS.1.1 Students can follow simple two-step oral directions.
(Application)	K.LVS.1.2 Students can follow rules of conversation in group situations.
(Application)	K.LVS.1.3 Students can identify different facial expressions, body language, and signals.
(Application)	K.LVS.1.4 Students can use patterns and picture organizers to remember everyday information.
(Comprehension)	K.LVS.1.5 Students can speak in complete sentences to tell about people, places, or things.
(Application)	K.LVS.1.6 Students can contribute to group discussions on a topic.
(Application)	K.LVS.1.7 Students can tell about an experience or story in sequence with or without visual aids.
(Knowledge)	K.LVS.1.8 Students can recite short poems, rhymes, songs, and stories with repeated patterns.
(Knowledge)	K.LVS.1.9 Students can identify personal and emergency information.

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**Kindergarten Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	<p>Kindergarten students performing at the advanced level:</p> <ul style="list-style-type: none"> • follow three-step directions; • listen for a purpose; • respond appropriately to different facial expressions, body language, and signals; • express their opinion in complete sentences; • formulate questions and express ideas on a topic; • tell a story in sequence with details; • identify extended personal and emergency information.
Proficient	<p>Kindergarten students performing at the proficient level:</p> <ul style="list-style-type: none"> • follow simple two-step oral direction; • follow rules of conversation in group situations; • identify different facial expressions, body language, and signals; • use patterns and picture organizers to remember everyday information; • speak in complete sentences to tell about people, places, or things; • contribute to a group discussion on a topic; • tell about an experience or story in sequence with or without visual aids; • recite short poems, rhymes, songs, and stories with repeated patterns; • identify personal and emergency information.
Basic	<p>Kindergarten students performing at the basic level:</p> <ul style="list-style-type: none"> • follow a one-step direction; • raise their hand and wait to be called upon; • name different facial expressions, body language and signals; • locate information in patterns and picture organizers; • use words or phrases to describe people, places, or things; • listen to a group discussion and answer specific questions; • tell an experience or story with teacher prompts; • recite phrases or parts of poems, rhymes, songs, and stories; • identify personal information.

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Kindergarten	1st Grade	2nd Grade
K.LVS.1.1 (Knowledge) Students can follow simple two-step oral directions.	1.LVS.1.1 (Application) Students can repeat and follow three-step oral directions.	2.LVS.1.1 (Application) Students can repeat and follow simple four-step oral directions.
K.LVS.1.2 (Application) Students can follow rules of conversation in group situations.	1.LVS.1.2 (Application) Students can follow the rules of conversation in a group situation.	2.LVS.1.2 (Application) Students can follow the rules of conversation and respond appropriately.
K.LVS.1.3 (Application) Students can identify different facial expressions, body language, and signals.	1.LVS.1.3 (Application) Students can utilize visual organizers which include words for listening and viewing.	2.LVS.1.3 (Analysis) Students can utilize graphic organizers to organize information gained through listening or viewing.
K.LVS.1.4 (Application) Students can use patterns and picture organizers to remember everyday information.	1.LVS.1.4 (Comprehension) Students can tell stories in sequence with details.	2.LVS.1.4 (Synthesis) Students can deliver information on topics using facts and details.
K.LVS.1.5 (Comprehension) Students can speak in complete sentences to tell about people, places, or things.	1.LVS.1.5 (Synthesis) Students can express ideas in complete sentences using correct grammar.	2.LVS.1.5 (Application) Students can express ideas using content area vocabulary.
K.LVS.1.6 (Application) Students can contribute to group discussions on a topic.	1.LVS.1.6 (Comprehension) Students can answer questions related to the topic.	2.LVS.1.6 (Analysis) Students can ask and respond to questions related to the topic.
K.LVS.1.7 (Application) Students can tell about an experience or story in sequence with or without visual aids.	1.LVS.1.7 (Knowledge) Students can tell extended personal information.	
K.LVS.1.8 (Knowledge) Students can recite short poems, rhymes, songs and stories with repeated patterns.		
K.LVS.1.9 (Knowledge) Students can identify personal and emergency information.		

These are the Kindergarten words your
child will be learning this year.

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**First Grade Language Arts
Curriculum Revision
Summer 2009**

South Dakota State Standards 2007

Reading

1.R.1.1 Students can **decode** words using short vowel sounds.

Blooms Level: Application

Learning targets to meet this standard:

- Decodes C-V-C pattern words

Verbs Defined:

- Decode – take a word apart and say it correctly

Key Terms Defined:

- Short vowel sounds: /ă/ /ĕ/ /ĭ/ /ŏ/ /ŭ/

Teacher Speak:

Students can decode (take a word apart and say it correctly) words using short vowel sounds.

Student Speak:

I can take a word apart and say it correctly (decode) using short vowel sounds.

Possible resources/references:

- Vowac Short Vowel Song Tape
- Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin
- Month by Month Phonics
- Phonics Lessons---by Gay Su Pinnell and Irene Fountas
- Daily Oral Language
- Sounds Abound
- Jill Eggleton Poems and Shared Reading
- Earobics
- Successmaker
- Early Concepts Sing-Along---Flip Chart & CD---Scholastic resource---colors, shapes, and numbers

Teaching Strategies that meet the Standard:

- Morning message
- Guided reading
- Reading centers
- Word walls
- Word families
- Shared reading

- Read alouds
- Making words

1.R.1.2 Students can **read** text by decoding word parts.

Blooms Level: Application

Learning targets to meet this standard:

- Decodes using onsets – the first part of the word up to the vowel
- Decodes using rimes – the last part of the word containing the vowel

Verbs Defined:

Key Terms Defined:

- Word parts – specifically onsets and rimes
- Decoding – taking a word apart and saying it correctly

Teacher Speak:

Students can read text by decoding (taking a word apart and saying it correctly) word parts (specifically onsets and rimes).

Student Speak:

I can read text by decoding word parts.

Possible resources/references:

---Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin
---Month by Month Phonics
---Phonics Lessons---by Gay Su Pinnell and Irene Fountas
---Daily Oral Language
---Sounds Abound
---Jill Eggleton Poems and Shared Reading
---Earobics
---Successmaker
---Early Concepts Sing-Along---Flip Chart & CD---Scholastic resource---colors, shapes, and numbers

Teaching Strategies that meet the Standard:

---Morning message
---Guided reading
---Reading centers
---Word walls
---Word families
---Shared reading
---Read alouds
---Making words

1.R.1.3 Students can **blend** sounds of words to read text.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Blending beginning, middle and ending sounds
- Students can apply consonant digraph – two consecutive consonants making one unique sound
- Students can apply initial blends – two consecutive consonants at the beginning of a word
- Students can apply final blends – two consecutive consonants at the end of a word

Verbs Defined:

- Blend – put together

Key Terms Defined:

- Sounds of words – phonemes

Teacher Speak:

Students can blend (put together) sounds of words to read text.

Student Speak:

I can put together (blend) sounds of words to read text.

Possible resources/references:

---Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin
---Month by Month Phonics
---Phonics Lessons---by Gay Su Pinnell and Irene Fountas
---Sounds Abound
---Jill Eggleton Poems and Shared Reading
---Earobics
---Successmaker
---Early Concepts Sing-Along---Flip Chart & CD---Scholastic resource---colors, shapes, and numbers

Teaching Strategies that meet the Standard:

---Morning message
---Guided reading
---Reading centers
---Word walls
---Word families
---Shared reading
---Read alouds
---Making words

1.R.1.4 Students can **separate** two-part words orally and in text.

Blooms Level: Analysis

Learning targets to meet this standard:

- Chunking – word segmentation
- Compound words – two or more words combined to form a new word
- Syllables – a unit of pronunciation with a single vocal sound

Verbs Defined:

- Separate – break apart

Key Terms Defined:

Teacher Speak:

Students can separate (break apart) two-part words orally and in text.

Student Speak:

I can break apart (separate) two-part words orally and in text.

Possible resource/references:

---Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin

---Month by Month Phonics

---Phonics Lessons---by Gay Su Pinnell and Irene Fountas

---Sounds Abound

---Jill Eggleton Poems and Shared Reading

---Earobics

---Successmaker

---Early Concepts Sing-Along---Flip Chart & CD---Scholastic resource---colors, shapes, and numbers

Teaching Strategies that meet the Standard:

---Morning message

---Guided reading

---Reading centers

---Word walls

---Word families

---Shared reading

---Read alouds

---Making words

1.R.1.5 Students can **identify** root words and their inflectional forms in text.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Adding word endings without changing the root word

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Root words – base words
- Inflectional forms – endings attached to a root word

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) root words (base words) and their inflectional forms (endings attached to a root word) in text.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) root words and their endings attached to a root word (inflectional forms) in text.

Possible resources/references:

---Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin
---Month by Month Phonics
---Phonics Lessons---by Gay Su Pinnell and Irene Fountas
---Sounds Abound
---Jill Eggleton Poems and Shared Reading
---Successmaker
---Early Concepts Sing-Along---Flip Chart & CD---Scholastic resource---colors, shapes, and numbers

Teaching Strategies that meet the Standard:

---Morning message
---Guided reading
---Reading centers
---Word walls
---Word families
---Shared reading
---Read alouds
---Making words

1.R.1.6 Students can **interpret** vocabulary when reading independently.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Match pictures to vocabulary meaning
- Retell story using vocabulary from text
- Answer comprehension questions related to vocabulary in story

Verbs Defined:

- Interpret – understand the meaning of

Key Terms Defined:

- Vocabulary – words in text

Teacher Speak:

Students can interpret (understand the meaning of) vocabulary (words in text) when reading independently.

Student Speak:

I can understand the meaning of (interpret) words in text (vocabulary) when reading independently.

Possible resources/references:

---Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin

---Month by Month Phonics

---Phonics Lessons---by Gay Su Pinnell and Irene Fountas

---Jill Eggleton Poems and Shared Reading

---Successmaker

---Early Concepts Sing-Along---Flip Chart & CD---Scholastic resource---colors, shapes, and numbers

Teaching Strategies that meet the Standard:

---Morning message

---Guided reading

---Reading centers

---Word walls

---Word families

---Shared reading

---Read alouds

1.R.1.7 Students can **read** high-frequency words in text.

Blooms Level: Application

Learning targets to meet this standard:

- Memorize high-frequency and sight words

Verbs Defined:

Key Terms Defined:

- High-frequency words – words found often in print

Teacher Speak:

Students can read high-frequency words (words found often in print) in text.

Student Speak:

I can read words that are used often in text (high-frequency words).

Possible resources/references:

- High-frequency word list by Ziao, Ivens, Millard, and Duvvuri (1995)
- High-frequency word list by Lucy Calkins
- High-frequency word list by Patricia Cunningham
- Sight word list
- Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin
- Month by Month Phonics
- Phonics Lessons---by Gay Su Pinnell and Irene Fountas
- Jill Eggleton Poems and Shared Reading
- Successmaker
- Early Concepts Sing-Along---Flip Chart & CD---Scholastic resource---colors, shapes, and numbers

Teaching Strategies that meet the Standard:

- Morning message
- Guided reading
- Reading centers
- Word walls
- Word families
- Shared reading
- Read alouds

1.R.2.1 Students can **comprehend** text by applying reading strategies.

Blooms Level: Application

Learning targets to meet this standard:

- Apply reading strategies
 - structure
 - visual cues
 - self correct
 - use pictures
 - skip word and come back to it
 - context clues
 - use glossary, bold words, maps, tables, graphs, and photos

Verbs Defined:

- Comprehend – understand or make sense of

Key Terms Defined:

- Reading strategies – methods for making sense of text

Teacher Speak:

Students can comprehend (understand or make sense of) text by applying reading strategies (methods for making sense of text).

Student Speak:

I can understand or make sense of (comprehend) text by applying methods for making sense of text (reading strategies).

Possible resources/references:

- Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin
- Jill Eggleton Poems and Shared Reading
- Successmaker
- Picture books
- Leveled reading books

Teaching Strategies that meet the Standard:

- “Guess the covered word”
- Guided reading
- Shared reading
- Read alouds
- Independent reading
- Graphic organizers
- Accelerated reader

1.R.2.2 Students can **utilize** comprehension strategies.

Blooms Level: Application

Learning targets to meet this standard:

- Apply comprehension strategies:
 - make connections between the text to self, text to text, and text to the world
 - answers questions about text
 - makes predictions

Verbs Defined:

- Utilize – put into use

Key Terms Defined:

- Comprehension strategies – methods used to comprehend text

Teacher Speak:

Students can utilize (put into use) comprehension strategies.

Student Speak:

I can put into use (utilize) comprehension strategies.

Possible resources/references:

- Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin
- Jill Eggleton Poems and Shared Reading
- Successmaker
- Picture books
- Leveled reading books

Teaching Strategies that meet the Standard:

- Guided reading
- Shared reading
- Read alouds
- Independent reading
- Graphic organizers
- Accelerated reader
- Think alouds
- Response journals

1.R.2.3 Student can **read** fluently to comprehend text.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Recognize high frequency words and read accurately
- Read with expression including phrasing voice
- Vary reading rate according to the text

Verbs Defined:

Key Terms Defined:

- Fluently – accurately with expression at an appropriate rate
- Comprehend – understand

Teacher Speak:

Students can read fluently (accurately with expression at an appropriate rate) to comprehend (understand) text.

Student Speak:

I can read accurately with expression at an appropriate rate (fluently) to understand (comprehend) text.

Possible resources/references:

- Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin
- Jill Eggleton Poems and Shared Reading
- Picture books
- Leveled reading books
- Readers Theater
- DRA---Developmental Reading Assessment
- Reads Naturally

Teaching Strategies that meet the Standard:

- Guided reading
- Shared reading
- Read alouds
- Independent reading
- Questioning techniques
- Modeling
- Re-reading
- Poetry
- Choral reading
- “Whisper phones”
- Audio taping students

1.R.3.1 Students can **identify** major literary elements in text.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Identify character
- Identify problem/solution
- Identify setting

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Literary elements – characters, setting, problem/solution (see glossary)

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) major literary elements (characters, setting, problem/solution) in text.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) the setting, characters, and problem/solution (literary elements) in text.

Possible resources/references:

- Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin
- Jill Eggleton Poems and Shared Reading
- Picture books
- Leveled reading books
- Fairy tales and fables
- Kidspiration

Teaching Strategies that meet the Standard:

- Graphic organizers
- Puppet theater
- Guided reading
- Shared reading
- Read alouds
- Questioning techniques
- Modeling
- Re-reading
- Poetry
- Choral reading

1.R.3.2 Students can **identify** similarities and differences in text written by the same author.

Blooms Level: Analysis

Learning targets to meet this standard:

- Name repeated phrases, sequencing, rhyming pattern
- Name similarities and differences of illustrations by the same author
- Determine difference between author and illustrator
- See 1.R.3.1

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Similarities and differences – how things are alike and not alike

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) similarities and differences in text written by the same author.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) how things are alike and not alike (about similarities and differences) in text written by the same author.

Possible resources/references:

- Units of Study for Primary Writing---by Lucy Caulkins
- Video tapes and CDs about different authors

Teaching Strategies that meet the Standard:

- Author studies
- Graphic organizers
- Modeling
- Think alouds

1.R.3.3 Students can **identify** the differences between genres including fiction, nonfiction, and poetry.

Blooms Level: Analysis

Learning targets to meet this standard:

- Distinguish between fiction and non-fiction
- Recognize the differences between a poem and a story

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Genres – categories of literature
- Fiction – make-believe
- Nonfiction – real
- Poetry – see glossary

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) the differences between genres (categories of literature) including fiction (makebelieve), nonfiction (real), and poetry.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) the differences between categories of literature (genres) including make-believe (fiction), real (nonfiction), and poetry.

Possible resources/references:

- Pair-It Books---guided reading books with fiction and non-fiction
- Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin
- Jill Eggleton Poems and Shared Reading
- Picture books
- Leveled reading books
- Fairy tales and fables
- Units of Study for Primary Writing---by Lucy Caulkins
- SMART Board Activities

Teaching Strategies that meet the Standard:

- Graphic organizers
- Puppet theater
- Guided reading
- Shared reading
- Read alouds
- Questioning techniques
- Modeling
- Poetry

1.R.4.1 Students can **compare** text from different cultures as read aloud by teacher.

Blooms Level: Analysis

Learning targets to meet this standard:

- Compare legends
- Compare celebrations
- Compare traditions

Verbs Defined:

- Compare – tell what is the same

Key Terms Defined:

- Text – written material
- Cultures – groups of people (see glossary)

Teacher Speak:

Students can compare (tell what is the same) text (written material) from different cultures (groups of people).

Student Speak:

I can tell what is the same (compare) about written material (text) from different groups of people (cultures).

Possible resources/references:

- Social Studies resources
- Weekly Reader, Scholastic News, Time for Kids, etc.
- Leveled books
- Watertown Multi-Cultural Center
- ESL Instructor

Teaching Strategies that meet the Standard:

- Celebrations---multi-cultural
- Guest speakers
- Graphic organizers

1.R.5.1 Students can **locate** and **utilize** a table of contents.

Blooms Level: Application

Learning targets to meet this standard:

- Identify the table of contents
- Locate table of contents
- Use the table of contents to find information regarding a specific topic

Verbs Defined:

- Locate – find
- Utilize – put into use

Key Terms Defined:

Teacher Speak:

Students can locate (find) and utilize (put into use) a table of contents.

Students Speak:

I can find (locate) and put into use (utilize) a table of contents.

Possible resources/references:

- Any content area text
- Non-fiction resources
- Leveled readers

Teaching Strategies that meet the Standard:

- Daily oral language
- Writers journal

1.R.5.2 Student can **alphabetize** words to the first letter.

Blooms Level: Analysis

Learning targets to meet this standard:

- Use informational text and index
- Alphabetize words in isolation

Verbs Defined:

- Alphabetize – put letters in A B C order

Key Terms Defined:

Teacher Speak:

Students can alphabetize (put letters in A B C order) words to the first letter.

Student Speak:

I can put letters in A B C order (alphabetize) words to the first letter.

Possible resources/references:

---SMART Board

---Dictionary

---Month by Month Phonics

---Phonics Lessons

---Successmaker

---Phone books

---Watertown Curriculum website---Language Arts link---Learn to Read @ Starfall

Teaching Strategies that meet the Standard:

---Name charts

---Word walls

---Reading centers

Writing

1.W.1.1 Students can **illustrate** and **write** text to express thoughts and ideas.

Blooms Level: Application

Learning targets to meet this standard:

- Illustrate and write personal experiences
- Illustrate and write non-fiction/informational writing
- Illustrate and write poetry

Verbs Defined:

Key Terms Defined:

- Illustrate – draw

Teacher Speak:

Students can illustrate (draw) and write text to express thoughts and ideas.

Student Speak:

I can draw (illustrate) and write text to express thoughts and ideas.

Possible resources/references:

---Write One

---Resources for Primary Writing---by Lucy Caulkins and Beth Neville

---Write Traits

---Reading Texts---Macmillan McGraw-Hill and Houghton Mifflin

---About the Authors---Lisa Cleveland and Katie Wood Ray

---Story Book Weaver---software program

---Kidspiration

---Writing Mini-Lessons for First Grade---by Hall, Cunningham, and Boger

Teaching Strategies that meet the Standard:

---Writers Workshop

---Modeling

---Journaling

---Writing centers

---Book making

1.W.1.2 Students can **include** details in pictures and writing.

Blooms Level: Application

Learning targets to meet this standard:

- Student can extend simple pictures and sentences
- Use sensory words
- Use descriptive words

Verbs Defined:

Key Terms Defined:

- Details – words or pictures that add information

Teacher Speak:

Students can include details (words or pictures that add information) in pictures and writing.

Student Speak:

I can include words or pictures that add information (details) in my pictures and writing.

Possible resources/references:

---Resources for Primary Writing---by Lucy Caulkins and Beth Neville

---About the Authors---Lisa Cleveland and Katie Wood Ray

---Draw and Write---by Evan-Moor

---Quality literature

Teaching Strategies that meet the Standard:

---Draw and write journals

---Book making

---5 colors, 5 things, 5 minutes

---Mini-lessons

---Strip sentences to add details

---Shared writing

1.W.2.1 Students can **write** complete sentences using capital letters and periods.

Blooms Level: Application

Learning targets to meet this standard:

The student will use the following in their writing:

- Capital letters
- Period
- Spacing
- Subjects and Predicates

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can write complete sentences using a capital letter and a period.

Student Speak:

I can write a complete sentence using a capital letter and a period.

Possible resources/references:

---Daily Oral Language

---Reading texts---Macmillan McGraw-Hill and Houghton Mifflin

---Jill Eggleton---Poems and Shared Reading

---Resources for Primary Writing---by Lucy Caulkins and Beth Neville

Teaching Strategies that meet the Standard:

---Morning message

---Modeling

---Shared writing

1.W.2.2 Students can correctly **spell** three- and four-letter words and high-frequency words.

Blooms Level: Application

Learning targets to meet this standard:

Verbs Defined:

Key Terms Defined:

- High-frequency words- words found often in print

Teacher Speak:

The student can correctly spell three- and four-letter words and high-frequency words (words found often in print).

Student Speak:

I can correctly spell three- and four-letter words and words found often in print (highfrequency words).

Possible resources/references:

---Month by Month Phonics

---Reading texts---Macmillan McGraw-Hill and Houghton Mifflin

---Word Wall Practice---Teachers Friend Publication---High Frequency Words Level 1

---ABC Books---Trade books

---Write One book

---www.spellingcity.com

Teaching Strategies that meet the Standard:

---Sound boxes

---Writing centers

1.W.2.3 Students can **write** legibly and space words within a sentence.

Blooms Level: Application

Learning targets to meet this standard:

- Uses correct pencil grip
- Forms letters (letters that are tall, fall, and rest on the line)
- Places spaces between letters and words
- Uses appropriate slants

Verbs Defined:

Key Terms Defined:

Teacher Speak:

The student can write legibly and space words within a sentence.

Student Speak:

I can write legibly and space words within a sentence.

Possible resources/references:

---D'Nealian Resources

Teaching Strategies that meet the Standard:

---"Space Man"---close pins, popsicle sticks, Q-Tips, etc.

---Modeling

---Shared writing

---Templates---stencils

---Highlighting the bottom line

Listening, Viewing, and Speaking

1.LVS.1.1 Students can repeat and **follow** three-step oral directions.

Blooms Level: Application

Learning targets to meet this standard:

Ability to follow one-step oral directions.

Ability to follow two-step oral directions.

Verbs Defined:

- Follow – act in agreement with

Key Terms Defined:

Teacher Speak:

Students can repeat (tell again in the same sequence) and follow (act in agreement with) three-step oral directions.

Student Speak:

I can repeat three-step oral directions.

I can act in agreement with (follow) three-step oral directions.

Possible resources/references:

---Model Me Kids.com

Teaching Strategies that meet the Standard:

--- Possible example of three-step oral direction - “Please go to your desk, get out your book, and turn to page fifty-two.”

---Boys/Girls Town

---Repeat the directions back to the teacher

---Role playing

---Puppet modeling

1.LVS.1.2 Students can **follow** the rules of conversation in a group situation.

Blooms Level: Application

Learning targets to meet this standard:

- Face the speaker
- Listen carefully and quietly
- Raise your hand
- One person talks at a time
- Sit still body with hands to self

Verbs Defined:

- Follow - act in agreement with

Key Terms Defined:

- Rules of conversation - rules of talking and listening

Teacher Speak:

Students can follow the rules of conversation (rules of talking and listening) and listen (make sense of what I hear) in a group situation.

Student Speak:

I can follow the rules of talking and listening (rules of conversation) and make sense of what I have heard (listen) in a group situation.

Possible resources/references:

---Model Me Kids.com

---Jill Eggleton---Shared Talking---Knee to Knee, Eye to Eye

Teaching Strategies that meet the Standard:

---Boys/Girls Town

---Role playing

---Puppet modeling

1.LVS.1.3 Students can **utilize** visual organizers which include words for listening and viewing.

Blooms Level: Application

Learning targets to meet this standard:

- Gathers information from classroom visual organizers to answer questions

Verbs Defined:

- Utilize – put into use

Key Terms Defined:

- Visual organizers – materials that I can see

Teacher Speak:

Students can utilize (put into use) visual organizers (materials that I can see) which include words for listening and viewing.

Student Speak:

I can put into use (utilize) materials that I can see (visual organizers) which include words for listening and viewing.

Possible resources/references:

---Venn Diagrams, calendars, word walls, charts, signs, posters

---Steck-Vaughn Vocabulary---Part 4

---Kidspiration

---SMART Board Graphic Organizers

Teaching Strategies that meet the Standard:

---Other content areas

1.LVS.1.4 Students can **tell** stories in sequence with details.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Tell personal stories
- Tell literature

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can tell stories in sequence with details.

Student Speak:

I can tell stories in sequence with details.

Possible resources/references:

---SMART Board Graphic Organizers

Teaching Strategies that meet the Standard:

- Re-telling of any story
- Shared reading
- Guided reading
- Fairy tales
- Peer stories
- Personal stories

1.LVS.1.5 Students can **express** ideas in complete sentences using correct grammar.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Uses correct grammar
- Includes who the story is about and what happened to them or what they did (subject-predicate)

Verbs Defined:

- Express - tell

Key Terms Defined:

Teacher Speak:

Students can express (tell) ideas in complete sentences using correct grammar.

Student Speak:

I can tell (express) ideas in complete sentences using correct grammar.

Possible resources/references:

---Reading texts---Macmillan McGraw-Hill and Houghton Mifflin

---Daily Oral Language

---Write One

Teaching Strategies that meet the Standard:

---Modeling

---Morning message

---Re-telling a story

---Conferencing

---Audio taping

1.LVS.1.6 Students can **answer** questions related to the topic.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Identify who
- Explain what
- Describe when
- Tell where
- Describe why
- Explain how

Verbs Defined:

- Answer - tell

Key Terms Defined:

Teacher Speak:

Students can answer questions related to the topic.

Student Speak:

I can answer questions related to the topic.

Possible resources/references:

---Any content text

---Fiction, non-fiction resources

Teaching Strategies that meet the Standard:

---Practice

---Modeling

---Read alouds

---All content areas

---Guided reading

1.LVS.1.7 Students can **tell** extended personal information.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Tell name – first, middle and last
- Tell names of parents/guardians
- Tell names of siblings
- Tell birthday
- Tell phone number (home number)
- Tell address (street, city, state, zip)

Verbs Defined:

Key Terms Defined:

- Extended personal information:
 - name – first, middle and last
 - names of parents/guardians
 - names of siblings
 - birthday
 - phone number (home number)
 - address (street, city, state, zip)

Teacher Speak:

Students can tell extended personal information.

Student Speak:

I can tell my extended personal information.

Possible resources/references:

- Social worker
- Month by Month Phonics
- Social Studies curriculum

Teaching Strategies that meet the Standard:

- Student interviews
- Student of the Week

First Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Application)	1.R.1.1 Students can decode words using short vowel sounds.
(Application)	1.R.1.2 Students can read text by decoding word parts.
(Synthesis)	1.R.1.3 Students can blend sounds of words to read text.
(Analysis)	1.R.1.4 Students can separate two part words orally and in text.
(Knowledge)	1.R.1.5 Students can identify root words and their inflectional forms in text.
(Comprehension)	1.R.1.6 Students can interpret vocabulary when reading independently.
(Application)	1.R.1.7 Students can read high-frequency words in text.

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	1.R.2.1 Students can comprehend text by applying reading strategies.
(Application)	1.R.2.2 Students can utilize comprehension strategies.
(Comprehension)	1.R.2.3 Students can read fluently to comprehend text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Knowledge)	1.R.3.1 Students can identify major literary elements in text.
(Analysis)	1.R.3.2 Students can identify similarities and differences in text written by the same author.
(Analysis)	1.R.3.3 Students can identify the differences between genres including fiction, nonfiction, and poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	1.R.4.1 Students can compare text from different cultures as read aloud by teacher.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Application)	1.R.5.1 Students can locate and utilize a table of contents.
(Analysis)	1.R.5.2 Students can alphabetize words to the first letter.

**First Grade Reading
Performance Descriptors**

Advanced	<p>First grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • decode words with long vowels and double vowel teams; • decode word parts with multiple word parts; • read and identify root words when -es, -ed, and is added; • apply learned vocabulary in other learning situations; • utilize comprehension strategies to interpret text; • identify the plot/theme of the text; • contrast texts from different cultures; • locate and distinguish between a glossary, index, and table of contents; • alphabetize words to the second letter.
Proficient	<p>First grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • decode words using short vowel sounds; • read text by decoding word parts; • blend sounds of words to read text; • separate two part words orally and in text; • identify root words and their inflectional forms in text; • interpret vocabulary when reading independently; • read high-frequency words in text; • comprehend text by applying reading strategies; • utilize comprehension strategies; • read fluently to comprehend text; • identify major literary elements in text; • identify similarities and differences in text written by the same author; • identify the difference between genres including fiction, nonfiction, and poetry; • compare text from different cultures as read aloud by teacher; • locate and utilize a table of contents; • alphabetize words to the first letter.
Basic	<p>First grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify short vowel sounds in isolation; • blend beginning, middle, and ending sounds in isolation; • separate a two part word orally in isolation; • read words when -s and -ing are added; • interpret vocabulary when text is read aloud; • comprehend and respond to text read aloud; • identify literary elements in text when prompted; • identify similarities or differences in text written by the same author; • identify fiction and nonfiction text; • recognize that literature from various cultures reflects differences; • locate the table of contents; • alphabetize letters.

Reading

Indicator 1: Students can recognize and analyze words.

Kindergarten	1 st Grade	2 nd Grade
K.R.1.1 (Application) Students can identify and manipulate phonemes and words in spoken language.	1.R.1.1 (Application) Students can decode words using short vowel sounds.	2.R.1.1 (Analysis) Students can decode to read and recognize words.
K.R.1.2 (Application) Students can match letters and sounds and use them in decoding and making C-V-C words.	1.R.1.2 (Application) Students can read text by decoding word parts.	2.R.1.2 (Knowledge) Students can read simple contractions and identify the two words which are combined in text.
K.R.1.3 (Application) Students can comprehend and use vocabulary from text read aloud.	1.R.1.3 (Synthesis) Students can blend sounds of words to read text.	
	1.R.1.4 (Analysis) Students can separate two part words orally and in text.	
	1.R.1.5 (Knowledge) Students can identify root words and their inflectional forms in text.	
	1.R.1.6 (Comprehension) Students can interpret vocabulary when reading independently.	
	1.R.1.7 (Application) Students can read high-frequency words in text.	

Indicator 2: Students can comprehend and fluently read text.

Kindergarten	1 st Grade	2 nd Grade
K.R.2.1 (Application) Students can comprehend and respond to text read aloud.	1.R.2.1 (Application) Students can comprehend text by applying reading strategies.	2.R.2.1 (Application) Students can apply strategies to read and comprehend text.
K.R.2.2 (Knowledge) Students can identify all upper-case and lower-case letters and matching sounds with automaticity.	1.R.2.2 (Application) Students can utilize comprehension strategies.	2.R.2.2 (Comprehension) Students can read aloud fluently to comprehend text.
K.R.2.3 (Knowledge) Students can read sight words and high-frequency words with automaticity.	1.R.2.3 (Comprehension) Students can read fluently to comprehend text.	

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Kindergarten	1st Grade	2nd Grade
K.R.3.1 (Knowledge) Students can identify concepts of print in text.	1.R.3.1 (Knowledge) Students can identify major literary elements in text.	2.R.3.1 (Analysis) Students can recognize different genres of literature.
K.R.3.2 (Knowledge) Students can tell what authors and illustrators do.	1.R.3.2 (Analysis) Students can identify similarities and differences in text written by the same author.	2.R.3.2 (Analysis) Students can identify the literary elements of character, setting, plot, and theme in literature.
K.R.3.2 (Application) Students can distinguish fiction from nonfiction.	1.R.3.3.(Analysis) Students can identify the difference between genres including fiction, nonfiction, and poetry.	2.R.3.3 (Application) Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Kindergarten	1st Grade	2nd Grade
K.R.4.1 (Comprehension) Students can recognize that literature from various cultures shows differences.	1.R.4.1 (Analysis) Students can compare text from different cultures as read aloud by teacher.	2.R.4.1 (Analysis) Students can compare and contrast different versions of literature from different cultures.
		2.R.4.2 (Analysis) Students can compare and contrast different stories from various time periods.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Kindergarten	1st Grade	2nd Grade
K.R.5.1 (Knowledge) Students can locate informational text at school.	1.R.5.1 (Application) Students can locate and utilize a table of contents.	2.R.5.1 (Application) Students can identify and utilize text features to comprehend informational text.
K.R.5.2 (Knowledge) Students can alphabetize letters.	1.R.5.2 (Analysis) Students can apply alphabetize words to the first letter.	2.R.5.2 (Application) Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.

First Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Application)	1.W.1.1 Students can illustrate and write text to express thoughts and ideas.
(Application)	1.W.1.2 Students can include details in pictures and writing.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	1.W.2.1 Students can write complete sentences using capital letters and periods.
(Application)	1.W.2.2 Students can correctly spell three- and four-letter words and high-frequency words.
(Application)	1.W.2.3 Students can write legibly and space words within a sentence.

**First Grade Writing
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none">• write and organize a three-sentence paragraph;• include descriptive detailed language and word choice when writing a story;• use other punctuation marks in addition to periods in writing;• write legibly and space words and sentences correctly;• correctly spell words of five or more letters.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none">• illustrate and write text to express thoughts and ideas;• include details in pictures and writing;• write complete sentences using capital letters and periods;• correctly spell three- and four-letter words and high-frequency words;• write legibly and space words within a sentence.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none">• draw a picture and write a simple sentence;• write a simple sentence using a capital letter;• spell three- and four-letter words phonetically;• write lower-case and capital letters legibly.

Writing

Indicator 1: Students can apply the writing process to compose text.

Kindergarten	1st Grade	2nd Grade
K.W.1.1 (Application) Students can draw a picture and write a simple sentence about the picture.	1.W.1.1 (Application) Students can illustrate and write text to express thoughts and ideas.	2.W.1.1 (Synthesis) Students can write three related sentences.
	1.W.1.2 (Application) Students can include details in pictures and writing.	2.W.1.2 (Application) Students can write a friendly letter.
		2.W.1.3 (Application) Students can write questions and statements.

Indicator 2: Students can apply Standard English conventions in their writing.

Kindergarten	1st Grade	2nd Grade
K.W.2.1 (Application) Students can write a simple sentence using a capital letter and phonetic spelling.	1.W.2.1 (Application) Students can write complete sentences using a capital letters and periods.	2.W.2.1 (Application) Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter.
K.W.2.2 (Application) Students can write the letters that match sounds in words.	1.W.2.2 (Application) Students can correctly spell three- and four-letter words and high-frequency words.	2.W.2.2 (Application) Students can capitalize proper names, days of the week and months of the year when writing.
K.W.2.3 (Application) Students can write upper- and lower-case letters.	1.W.2.3 (Application) Students can write legibly and space words within a sentence.	2.W.2.3 (Application) Students can spell high-frequency as well as words with phonetic elements.
		2.W.2.4 (Application) Students can form letters accurately, and space words and sentences correctly.

First Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Application)	1.LVS.1.1 Students can repeat and follow three-step oral directions.
(Application)	1.LVS.1.2 Students can follow rules of conversation in a group situation.
(Application)	1.LVS.1.3 Students can utilize visual organizers which include words for listening and viewing.
(Comprehension)	1.LVS.1.4 Students can tell stories in sequence with details.
(Synthesis)	1.LVS.1.5 Students can express ideas in complete sentences using correct grammar.
(Comprehension)	1.LVS.1.6 Students can answer questions related to the topic.
(Knowledge)	1.LVS.1.7 Students can tell extended personal information.

**First Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none">• follow the rules of conversation and ask appropriate questions;• tell stories using details, voice, and word choice;• express ideas in complete and detailed sentences using correct grammar;• ask and answer questions related to the topic;• utilize extended personal information in different contexts.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none">• repeat and follow three-step oral directions;• follow the rules of conversation in a group situation;• utilize visual organizers which include words for listening and viewing;• tell stories in sequence with details;• express ideas in complete sentences using correct grammar;• answer questions related to the topic;• tell extended personal information.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none">• repeat and follow two-step oral directions;• follow the rules of conversation when speaking to one person;• use patterns and visual organizers to recall everyday information;• tell stories in sequence;• express ideas in complete sentences;• contribute to group discussions;• tell first and last name, phone number, emergency contact name and 911.

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Kindergarten	1st Grade	2nd Grade
K.LVS.1.1 (Knowledge) Students can follow simple two-step oral directions.	1.LVS.1.1 (Application) Students can repeat and follow three-step oral directions.	2.LVS.1.1 (Application) Students can repeat and follow simple four-step oral directions.
K.LVS.1.2 (Application) Students can follow rules of conversation in group situations.	1.LVS.1.2 (Application) Students can follow the rules of conversation in a group situation.	2.LVS.1.2 (Application) Students can follow the rules of conversation and respond appropriately.
K.LVS.1.3 (Application) Students can identify different facial expressions, body language, and signals.	1.LVS.1.3 (Application) Students can utilize visual organizers which include words for listening and viewing.	2.LVS.1.3 (Analysis) Students can utilize graphic organizers to organize information gained through listening or viewing.
K.LVS.1.4 (Application) Students can use patterns and picture organizers to remember everyday information.	1.LVS.1.4 (Comprehension) Students can tell stories in sequence with details.	2.LVS.1.4 (Synthesis) Students can deliver information on topics using facts and details.
K.LVS.1.5 (Comprehension) Students can speak in complete sentences to tell about people, places, or things.	1.LVS.1.5 (Synthesis) Students can express ideas in complete sentences using correct grammar.	2.LVS.1.5 (Application) Students can express ideas using content area vocabulary.
K.LVS.1.6 (Application) Students can contribute to group discussions on a topic.	1.LVS.1.6 (Comprehension) Students can answer questions related to the topic.	2.LVS.1.6 (Analysis) Students can ask and respond to questions related to the topic.
K.LVS.1.7 (Application) Students can tell about an experience or story in sequence with or without visual aids.	1.LVS.1.7 (Knowledge) Students can tell extended personal information.	
K.LVS.1.8 (Knowledge) Students can recite short poems, rhymes, songs and stories with repeated patterns.		
K.LVS.1.9 (Knowledge) Students can identify personal and emergency information.		

**Second Grade Language Arts
Curriculum Revision
Summer 2009**

South Dakota State Standards 2007

Reading

2.R.1.1 Students can **decode** to read and **recognize** words.

Blooms Level: Analysis

Learning targets to meet this standard:

- Distinguish beginning, middle, and end sounds in words
- Identify:
 - long and short vowel sounds
 - diphthongs ex., oi, oy, au, aw, ow, ou and digraphs ch, sh, th, wh
 - syllabication – orally reading the number of syllables in a word
 - compound words
 - common abbreviations (months, days of the week)
 - singular possessives
 - regular inflectional endings, (e.g.), -s, -es, -ed; cat - cats; bench - benches; want - wanted

Verbs Defined:

- Decode – take a word apart and say it correctly
- Recognize – to show by pointing or explain by speaking, drawing, or writing

Key Terms Defined:

Teacher Speak:

Students can decode (take a word apart and say it correctly) to read and recognize (to show by pointing or explain by speaking, drawing, or writing) words.

Student Speak:

I can take a word apart and say it correctly (decode) to read and recognize (to show by pointing or explain by speaking, drawing, or writing) words.

Possible resources/references:

- Month by Month Phonics---by Cunningham
- Reading Text---Macmillan McGraw-Hill and Houghton Mifflin
- Quia
- Phonics They Use---by Cunningham
- Words Their Way---by Bear, Inbernizzi, Johnston, and Templeton

Teaching Strategies to meet the Standard:

- Word walls
- Guided reading

---Mini-lessons

---Making words

---Rhyming---finding patterns in words

2.R.1.2 Students can **read** simple contractions and **identify** the two words which are combined in text.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Recognize that:
 - two words put together form one word
 - an apostrophe takes the place of a letter or letters in a contraction

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking or drawing

Key Terms Defined:

- Simple contractions – the first word of the contraction remains the same,

Teacher Speak:

Students can read simple contractions and identify (show what I know by pointing, writing, speaking or drawing) the two words which are combined in text.

Student Speak:

I can read simple contractions and show what I know by pointing, writing, speaking or drawing (identify) the two words which are combined in text.

Possible resources/references:

- Month by Month Phonics---by Cunningham
- Phonics Practice---District Curriculum website
- www.readquarium.com---go to www.gamequarium.com first

Teaching Strategies to meet the Standard:

- Shared reading
- Matching game
- Reading centers
- Small group or large group mini-lessons

2.R.2.1 Students can **apply** strategies to read and comprehend text.

Blooms Level: Application

Learning targets to meet this standard:

- Using strategies such as:
 - asking wh-questions (who, what, where, when, why)
 - drawing conclusions
 - determining author’s purpose
 - relating prior knowledge
 - restating details
 - finding main idea
 - setting a purpose for reading
- Using vocabulary strategies
- Using inferences

Verbs Defined:

- Apply – use for a purpose

Key Terms Defined:

- Strategies – ways to do something
- Comprehend – understand and make sense of

Teacher Speak:

Students can apply (use for a purpose) strategies (ways to do something) to read and comprehend (understand and make sense of) text.

Student Speak:

I can use for a purpose (apply) ways to do something (strategies) to read and understand and make sense of (comprehend) text.

Possible resources/references:

- Reading text---Macmillan McGraw-Hill and Houghton Mifflin
- Leveled books---Guided Reading
- Strategies That Work---by Harvey and Goudvis
- Reading With Meaning---by Debbie Miller
- Mosaic of Thought---by Ellen Keene
- Visualizing and Verbalizing---by Lindamoodbell

Teaching Strategies to meet the Standard:

- Modeling of reading and thinking
- Shared reading
- Think Alouds and Read Alouds
- Guided reading groups
- Making connections
- Questioning
- Inferring and predicting
- Synthesizing

- Graphic organizers
- Visualizing

2.R.2.2 Students can **read** aloud fluently to comprehend text.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Read high-frequency words with accuracy
- Read with expression, including phrasing
- Vary reading rate according to text

Verbs Defined:

Key Terms Defined:

- Fluently – smoothly, accurately, and with expression
- Comprehend – understand and make sense of

Teacher Speak:

Students can read aloud fluently (smoothly, accurately, and with expression) to comprehend (understand and make sense of) text.

Student Speak:

I can read aloud smoothly, accurately, and with expression (fluently) to understand and make sense of (comprehend) text.

Possible resources/references:

- The Fluent Reading---by Rasinski
- Partner Poems for Building Fluency---by Bobbi Katz
- Read Naturally
- Accelerated Reader

Teaching Strategies to meet the Standard:

- Poetry
- Readers Theater---using plays
- “Whisper Phones”
- Audio taping of students
- Guided Reading Groups
- Repeated readings
- Modeling---Read alouds

2.R.3.1 Students can **recognize** different genres of literature.

Blooms Level: Analysis

Learning targets to meet this standard:

- Recognize that different genres have different characteristics

Verbs Defined:

- Recognize – show by pointing or explain by speaking, drawing, or writing

Key Terms Defined:

- Genres – categories of literature (see glossary)

Teacher Speak:

Students can recognize (show by pointing or explain by speaking, drawing, or writing) different genres (categories of literature) of literature.

Student Speak:

I can show by pointing or explain by speaking, drawing, or writing (recognize) different categories of literature (genres).

Possible resources/references:

---Varieties of books

---Jill Eggleton books

Teaching Strategies to meet the Standard:

---Book talks---students and/or teachers---using rubrics

---Guided reading book choices---different exposure

---Read alouds

---Other content areas---Social Studies, Science, etc.

---Bulletin board list of the different genres

--Exposure to different genres

2.R.3.2 Students can **identify** the literary elements of character, setting, plot, and theme in literature.

Blooms Level: Analysis

Learning targets to meet this standard:

- Recognize characters in stories
- Name the setting in stories
- Recognize the plot in stories
- Recognize main idea in stories

Verbs Defined:

- Identify – show what I know by pointing, speaking, drawing, or writing

Key Terms Defined:

- Literary elements – structures that contribute to the whole of a story

Teacher Speak:

- Students can identify (show what I know by pointing, speaking, drawing, or writing) the literary elements (structures that contribute to the whole of a story) of character, setting, plot, and theme in literature.

Student Speak:

- I can show what I know by pointing, speaking, drawing, or writing (identify) the structures that contribute to the whole of a story (literary elements) of character, setting, plot and theme in literature.

Possible resources/references:

- Varieties of books
- Jill Eggleton books
- Reading texts
- Guided reading books

Teaching Strategies to meet the Standard:

- Book talks---students and/or teachers---using rubrics
- Guided reading book choices---different exposure
- Read alouds
- Graphic organizers
- Literary centers for students
- Modeling and think alouds

2.R.3.3 Students can **identify** rhyme, rhythm, alliteration, and a simple pattern in poetry.

Blooms Level: Application

Learning targets to meet this standard:

- Listen for rhyme in literature
- Listen and respond to rhythm by using movement
- Listen and recognize alliteration in literature
- Listen and recognize patterns in poetry

Verbs Defined:

- Identify – show what I know by pointing, speaking, drawing, or writing

Key Terms Defined:

- Rhyme – the ending part of a word that sounds like the ending part of another word
- Rhythm – the beat of a poem
- Alliteration – using words with repeated initial sound
- Pattern – the ending part of the line that matches or rhymes the ending of another line

Teacher Speak:

Students can identify (show what I know by pointing, speaking, drawing, or writing) rhyme, rhythm, alliteration, and a simple pattern in poetry.

Student Speak:

I can show what I know by pointing, speaking, drawing, or writing (identify):

- the ending part of a word that sounds like the ending part of another word (rhyme),
- the beat of a poem (rhythm),
- using words with repeated initial sound (alliteration), and
- the ending part of the line that matches or rhymes the ending of another line (pattern) in poetry.

Possible resources/references:

- Jill Eggleton Poetry Posters and Big Books
- Poetry for Grade Levels
- Fontas and Pinnell Poetry book
- Google---ettceducationaltechnologytrain

Teaching Strategies to meet the Standard:

- Student poetry project---creating booklets of student created poems and reading poetry
- Choral reading
- Teaching word families

2.R.4.1 Students can **compare** and **contrast** different versions of literature from different cultures.

Blooms Level: Analysis

Learning targets to meet this standard:

- Determine how characters are the same and different in literature
- Determine cultural likenesses and differences in literature
- Compare versions of the same story using plot, character, setting
- Contrast versions of the same story using plot, character, setting

Verbs Defined:

- Compare – show how things are the same by telling, pointing, and writing
- Contrast – show how things are different by telling, pointing, and writing

Key Terms Defined:

- Culture – groups of people (see glossary)

Teacher Speak:

Students can compare (show how things are the same by telling, pointing, and writing) and contrast (show how things are different by telling, pointing, and writing) different versions of literature from different cultures (groups of people).

Student Speak:

I can show how things are the same by telling, pointing, and writing (compare), and I can show how things are different by telling, pointing, and writing (contrast) different versions of literature from different groups of people (cultures).

Possible resources/references:

---*Little Red Riding Hood, Lon Po Po, Mufaro's Beautiful Daughter*

---Reading texts

---Social Studies resources

Teaching Strategies to meet the Standard:

---Social studies content

---Graphic organizers

---Guided reading groups

---Folktales and fairy tales from various cultures

2.R.4.2 Students can **compare** and **contrast** different stories from various time periods.

Blooms Level: Analysis

Learning targets to meet this standard:

- Determine how characters are the same and different within time periods
- Compare and contrast versions of the same story using plot, character, setting

Verbs Defined:

- Compare – show how things are the same by telling, pointing, and writing
- Contrast – show how things are different by telling, pointing, and writing

Key Terms Defined:

- Various time periods – past, present or future

Teacher Speak:

Students can compare (show how things are the same by telling, pointing, and writing) and contrast (show how things are different by telling, pointing, and writing) different stories from various time periods (past, present, or future).

Students Speak:

I can show how things are the same (compare) and different (contrast) by telling, pointing, and writing different stories from past, present or future (various time periods).

Possible resources/references:

- Historical fiction (Laura Ingalls Wilder), Science Fiction
- Social Studies resources
- Foldables---graphic organizers
- Kidspiration
- Reading texts

Teaching Strategies to meet the Standard:

- Social Studies content
- Comparing historical stories to the lives of students today
- Graphic Organizers
- Guided reading groups
- Read alouds
- Compare and contrast activities
- Field trips and museums

2.R.5.1 Students can **identify** and **utilize** text features to comprehend informational texts.

Blooms Level: Application

Learning targets to meet this standard:

- Use title page, index, table of contents, body of book and glossary to locate information
- Identify and use text features (see glossary)
- Identify a non-fiction book

Verbs Defined:

- Utilize – put into use

Key Terms Defined:

- Informational texts – non-fiction texts intended to inform

Teacher Speak:

Students can identify and utilize (put into use) text features to comprehend informational texts (non-fiction texts intended to inform).

Student Speak:

I can identify and put into use (utilize) text features to comprehend non-fiction texts intended to inform (informational texts).

Possible resources/references:

- Guided reading books
- Reading texts
- Strategies That Work---by Harvey and Goudvis
- Weekly Reader, Scholastic News, etc.
- SMART Board

Teaching Strategies to meet the Standard:

- Reports and presentations
- Highlighting tape, sticky notes, wicky sticks---for important information in resources

2.R.5.2 Students can **apply** alphabetical order to the second letter when using dictionaries and encyclopedias.

Blooms Level: Application

Learning targets to meet this standard:

- Use encyclopedias to locate information
- Use dictionaries to locate information
- Use guide words, ABC order to the 1st letter, to locate information
- Use guide words, ABC order to the 2nd letter, to locate information

Verbs Defined:

- Apply - use for a purpose

Key Terms Defined:

Teacher Speak:

Students can apply (use for a purpose) alphabetical order to the second letter when using dictionaries and encyclopedias.

Student Speak:

I can use for a purpose (apply) alphabetical order to the second letter when using dictionaries and encyclopedias.

Possible resources/references:

- Reading texts
- Month by Month Phonics
- Phonics They Use
- SMART Board
- Dictionary
- www.dictionary.com
- Encyclopedias
- Quick Word Dictionary---yellow book
- Watertown School District Writing Handbook
- Successmaker
- District Curriculum website---under Kid Stuff---www.enchantedlearning.com
- Mrs. McGowan spelling website---google
- www.spellingcity.com

Teaching Strategies to meet the Standard:

- Spelling list written alphabetically
- Learning centers
- Modeling
- Word of the day activity

Writing

2.W.1.1 Students can **write** three related sentences.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Write a complete sentence
- Recognize and write a sentence with a main idea
- Write at least one supporting detail sentence
- Write to entertain or to explain

Verbs Defined:

Key Terms Defined:

- Related sentences – sentences related to a topic

Teacher Speak:

Students can write three related sentences (sentences related to a topic).

Student Speak:

I can write three sentences related to a topic (related sentences).

Possible resources/references:

- Craft Lessons---by Ralph Fletcher
- Write Traits
- Write Away
- Second Grade Writers---Units of Study---by Stephanie Parsons
- Katie Wood Ray writing books
- Units of Study for Primary Writing---by Lucy Calkins

Teaching Strategies to meet the Standard:

- Repetition
- Combining reading and writing---good literature
- Writing in other content areas
- Modeling---speaking and writing correctly
- Graphic organizers
- Letters---Thank you letters

2.W.1.2 Students can **write** a friendly letter.

Blooms Level: Application

Learning targets to meet this standard:

- Recognize parts of a letter: greeting, body, closing, and signature
- Use greeting, body, closing, and signature in a letter
- Write a letter using the parts of a friendly letter

Verbs Defined:

Key Term Defined:

Teacher Speak:

Students can write a friendly letter.

Student Speak:

I can write a friendly letter.

Possible resources/references:

---Flat Stanley

Teaching Strategies to meet the Standard:

---Writing letters that are meaningful

---Letter to Soldiers---that are known

---Pen Pals

2.W.1.3 Students can **write** questions and statements.

Blooms Level: Application

Learning targets to meet this standard:

- Distinguish a question vs. a statement
- Write a question
- Write a statement

Verbs Defined:

Key Terms Defined:

- Question - asking sentence
- Statement – telling sentence

Teacher Speak:

Students can write questions and statements.

Student Speak:

I can write questions and statements.

Possible resources/references:

- Craft Lessons---by Ralph Fletcher
- Write Traits
- Write Away
- Second Grade Writers---Units of Study---by Stephanie Parsons
- Katie Wood Ray writing books
- Units of Study for Primary Writing---by Lucy Calkins
- Internet
- SMART Board

Teaching Strategies to meet the Standard:

- Repetition
- Combining reading and writing---good literature
- Writing in other content areas
- Modeling---speaking and writing correctly
- Graphic organizers
- Letters---Thank you letters
- Other content areas
- Guided reading
- Use of sticky notes
- Write a complete sentence to a question

2.W.2.1 Students can use periods and question marks in **writing** and commas in the greeting and closing of a friendly letter.

Blooms Level: Application

Learning targets to meet this standard:

- Use periods at the end of a sentence
- Use question marks at the end of a sentence
- Use commas in greeting in friendly letter
- Use commas in closing of friendly letter

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can use periods and question marks in writing, and commas in the greeting and closing of a friendly letter.

Student Speak:

I can use periods and question marks in writing, and commas in the greeting and closing of a friendly letter.

Possible resources/references:

- Drops in the Bucket
- Daily Oral Language
- www.frog.com
- Internet games
- Successmaker

Teaching Strategies to meet the Standard:

- Modeling
- Writing mini-lessons
- Writing letters

2.W.2.2 Students can **capitalize** proper names, days of the week and months of the year when writing.

Blooms Level: Application

Learning target to meet this standard:

- Capitalize proper names in isolation
- Capitalize days of the week in isolation
- Capitalize months of the year in isolation
- Capitalize when writing a story

Verbs Defined:

Key Terms Defined:

- Proper names - the names of people, places, or things

Teacher Speak:

Students can capitalize proper names (the names of people, places or things) days of the week, and months of the year when writing.

Student Speak:

I can capitalize the names of people, places or things (proper names), days of the week, and months of the year when writing.

Possible resources/references:

- Drops in the Bucket
- Daily Oral Language
- www.frog.com
- Internet games
- Successmaker

Teaching Strategies to meet the Standard:

- Anchor charts
- Graphic---calendars
- Other content areas
- Modeling
- Calendar time---mini-lessons
- Morning messages

2.W.2.3 Students can **spell** high-frequency words as well as words with phonetic elements.

Blooms Level: Application

Learning targets to meet this standard:

- Spell words with short vowels
- Spell words with long vowels
- Spell r-controlled words
- Spell words with consonant blends
- Spell words that do not follow a specific phonetic pattern

Verbs Defined:

Key Terms Defined:

- High-frequency - words found often in print
- Phonetic elements - short and long vowel sounds, r-controlled vowels, consonant blend patterns

Teacher Speak:

Students can spell high-frequency words as well as words with phonetic elements.

Student Speak:

I can spell high-frequency words as well as words with phonetic elements.

Possible resources/references:

- Published high-frequency word lists (e.g. Dolch, Fry)
- Month by Month Phonics
- www.spellingcity.com
- Words Their Way---by Bear, Inbernizzi, Johnston, and Templeton
- Quick Word Dictionary---yellow book
- SMART Board---interactive activities

Teaching Strategies to meet the Standard:

- Word walls
- Word families
- Syllables
- Practice activities
- In student writing
- Shared reading
- Various spelling games and manipulatives

2.W.2.4 Students can **form** letters accurately, and space words and sentences correctly.

Blooms Level: Application

Learning targets to meet this standard:

- Form letters correctly
- Space words correctly in a sentence
- Space sentences in writing correctly

Verbs Defined:

- Form - write

Key Terms Defined:

Teacher Speak:

Students can form (write) letters accurately, and space words and sentences correctly.

Student Speak:

I can write (form) letters accurately, and space words and sentences correctly.

Possible resources/references:

---D'Nealian resources

Teaching Strategies to meet the Standard:

- Space man---popsicle sticks and clothes pins
- Handwriting and penmanship
- Any writing activities
- Grips and weights for pencils and pens

Listening, Viewing, and Speaking

2.LVS.1.1 Students can **repeat** and **follow** simple four-step oral directions.

Blooms Level: Application

Learning target to meet this standard:

- Repeat and follow two-step oral directions
- Repeat and follow three-step oral directions

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can repeat and follow simple four-step oral directions.

Student Speak:

I can repeat and follow simple four-step oral directions.

Possible resources/references:

---The STAR Program

Teaching Strategies to meet the Standard:

- Practice, practice, practice
- Boys/Girls Town Social Skills
- Other content areas
- Use visual, verbal, verbal and physical prompts
- Have students repeat back the directions
- Directions written on the board
- Games for following directions

2.LVS.1.2 Students can **follow** rules of conversation and **respond** appropriately.

Blooms Level: Application

Learning targets to meet this standard:

- Face the speaker
- Listen carefully and quietly
- Raise your hand
- One person talks at a time
- Keep a still body with hands to self
- Identify appropriate response to speaker's message
- Retell speaker's message

Verbs Defined:

Key Terms Defined:

- Rules of conversation - rules of talking and listening

Teacher Speak:

Students can follow the rules of conversation (rules of talking and listening) and respond appropriately.

Student Speak:

I can follow the rules of talking and listening (rules of conversation) and respond appropriately.

Possible resources/references:

---Video/DVD on rules of conversation

Teaching Strategies to meet the Standard:

---Practice

---Classroom meetings

---Talking time---show and tell---accountability for the other students

---Literature circles

---Readers and Writers Workshop---sharing time

---Boys/Girls Town Social Skills

---Four Corner Sharing---with rubric

---Modeling

2.LVS.1.3 Students can **utilize** graphic organizers to organize information gained through listening or viewing.

Blooms Level: Analysis

Learning targets to meet this standard:

- Listen and view to gather information
- Complete appropriate graphic organizers

Verbs Defined:

- Utilize - use

Key Terms Defined:

- Graphic organizers – visual representations (see glossary)

Teacher Speak:

Students can utilize graphic organizers (visual representations) to organize information gained through listening or viewing.

Student Speak:

I can use (utilize) visual representations (graphic organizers) to organize information gained through listening or viewing.

Possible resources/references:

---Steck-Vaughn Vocabulary---Elements of Reading---resource with graphic organizers

Teaching Strategies to meet the Standard:

- Works well in all content areas
- Modeling the use
- Kidspiration

2.LVS.1.4 Students can **deliver** information on topics using facts and details.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Distinguish between facts and opinions
- Distinguish between main idea and details
- Present information orally to class

Verbs Defined:

- Deliver - present

Key Terms Defined:

Teacher Speak:

Students can deliver (present) information on topics using facts and details.

Student Speak:

I can present (deliver) information on various topics using facts and details.

Possible resources/references:

- Reading texts
- Resources from all content areas
- Weekly Reader, Time for Kids, Scholastic News, etc.

Teaching Strategies to meet the Standard:

- Biographies about famous people
- Presentations
- Have students practice with their parents for presentations
- Booktalks
- All content areas

2.LVS.1.5 Students can **express** ideas using content area vocabulary.

Blooms Level: Application

Learning targets to meet this standard:

- Use content area vocabulary in a sentence to demonstrate knowledge
- Share subject knowledge with peers

Verbs Defined:

- Express - state orally

Key Terms Defined:

- Content area vocabulary – words from different subject areas

Teacher Speak:

Students can express ideas using content area vocabulary (words from different subject areas.)

Student Speak:

I can express ideas using words from different subject areas (content area vocabulary).

Possible resources/references:

---Social Studies, Science, and other content area texts

---Successmaker

---Steck-Vaughn Vocabulary---Elements of Reading---resource with graphic organizers

Teaching Strategies to meet the Standard:

---All content areas

---Prior knowledge

---Guided reading groups

---Acting out vocabulary words

---Drawings, creative artwork

---Synonyms and antonyms activity

---Learning centers for practice

2.LVS.1.6 Students can **ask** and **respond** to questions related to the topic.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify a question
- Identify a statement
- Determine main idea

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can ask and respond to questions related to the topic.

Student Speak:

I can ask and respond to questions related to the topic.

Possible resources/references:

- Current event magazines
- Guided reading books
- Successmaker

Teaching Strategies to meet the Standard:

- Guided reading groups
- Sharing time
- Modeling
- Good questions for speakers
- Authentic activities with students
- Anchor charts with question words

Second Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Analysis)	2.R.1.1 Students can decode to read and recognize words.
(Knowledge)	2.R.1.2 Students can read simple contractions and identify the two words which are combined in text.

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	2.R.2.1 Students can apply strategies to read and comprehend text.
(Comprehension)	2.R.2.2 Students can read aloud fluently to comprehend text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Analysis)	2.R.3.1 Students can recognize different genres of literature.
(Analysis)	2.R.3.2 Students can identify the literary elements of character, setting, plot, and theme in literature.
(Application)	2.R.3.3 Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	2.R.4.1 Students can compare and contrast different versions of literature from different cultures.
(Analysis)	2.R.4.2 Students can compare and contrast different stories from various time periods.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Application)	2.R.5.1 Students can identify and utilize text features to comprehend informational texts.
(Application)	2.R.5.2 Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.

**Second Grade Reading
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • choose strategies to read fluently; • compare or contrast different genres of literature; • compare literary elements in two stories; • identify rhyme, rhythm, alliteration in various patterns in poetry; • analyze stories from various time periods and cultures that are the same and different; • apply alphabetical order to the third letter when using dictionaries and encyclopedias.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • decode to read and recognize words; • read simple contractions and identify two words which are combined in text; • apply strategies to read and comprehend text; • read aloud fluently to comprehend text; • recognize different genres of literature; • identify the literary elements of character, setting, plot, and theme in literature; • identify rhyme, rhythm, alliteration, and a simple pattern in poetry; • compare and contrast different versions of literature from different cultures; • compare and contrast different stories from various time periods; • identify and utilize text features to comprehend informational text; • apply alphabetical order to the second letter when using dictionaries and encyclopedias.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • decode words using short vowels sounds; • read contractions; • use strategies to read and comprehend when prompted; • recognize characteristics of fairy tale/folktale; • identify character and setting in literature; • identify rhyme or rhythm in poetry; • compare different stories from various time periods or from different cultures; • use text features with assistance to comprehend information; • apply alphabetical order to the first letter when using dictionaries and encyclopedias.

Reading

Indicator 1: Students can recognize and analyze words.

Kindergarten	1 st Grade	2 nd Grade
K.R.1.1 (Application) Students can identify and manipulate phonemes and words in spoken language.	1.R.1.1 (Application) Students can decode words using short vowel sounds.	2.R.1.1 (Analysis) Students can decode to read and recognize words.
K.R.1.2 (Application) Students can match letters and sounds and use them in decoding and making C-V-C words.	1.R.1.2 (Application) Students can read text by decoding word parts.	2.R.1.2 (Knowledge) Students can read simple contractions and identify the two words which are combined in text.
K.R.1.3 (Application) Students can comprehend and use vocabulary from text read aloud.	1.R.1.3 (Synthesis) Students can blend sounds of words to read text.	
	1.R.1.4 (Analysis) Students can separate two part words orally and in text.	
	1.R.1.5 (Knowledge) Students can identify root words and their inflectional forms in text.	
	1.R.1.6 (Comprehension) Students can interpret vocabulary when reading independently.	
	1.R.1.7 (Application) Students can read high-frequency words in text.	

Indicator 2: Students can comprehend and fluently read text.

Kindergarten	1 st Grade	2 nd Grade
K.R.2.1 (Application) Students can comprehend and respond to text read aloud.	1.R.2.1 (Application) Students can comprehend text by applying reading strategies.	2.R.2.1 (Application) Students can apply strategies to read and comprehend text.
K.R.2.2 (Knowledge) Students can identify all upper-case and lower-case letters and matching sounds with automaticity.	1.R.2.2 (Application) Students can utilize comprehension strategies.	2.R.2.2 (Comprehension) Students can read aloud fluently to comprehend text.
K.R.2.3 (Knowledge) Students can read sight words and high-frequency words with automaticity.	1.R.2.3 (Comprehension) Students can read fluently to comprehend text.	

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Kindergarten	1st Grade	2nd Grade
K.R.3.1 (Knowledge) Students can identify concepts of print in text.	1.R.3.1 (Knowledge) Students can identify major literary elements in text.	2.R.3.1 (Analysis) Students can recognize different genres of literature.
K.R.3.2 (Knowledge) Students can tell what authors and illustrators do.	1.R.3.2 (Analysis) Students can identify similarities and differences in text written by the same author.	2.R.3.2 (Analysis) Students can identify the literary elements of character, setting, plot, and theme in literature.
K.R.3.2 (Application) Students can distinguish fiction from nonfiction.	1.R.3.3.(Analysis) Students can identify the difference between genres including fiction, nonfiction, and poetry.	2.R.3.3 (Application) Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Kindergarten	1st Grade	2nd Grade
K.R.4.1 (Comprehension) Students can recognize that literature from various cultures shows differences.	1.R.4.1 (Analysis) Students can compare text from different cultures as read aloud by teacher.	2.R.4.1 (Analysis) Students can compare and contrast different versions of literature from different cultures.
		2.R.4.2 (Analysis) Students can compare and contrast different stories from various time periods.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Kindergarten	1st Grade	2nd Grade
K.R.5.1 (Knowledge) Students can locate informational text at school.	1.R.5.1 (Application) Students can locate and utilize a table of contents.	2.R.5.1 (Application) Students can identify and utilize text features to comprehend informational text.
K.R.5.2 (Knowledge) Students can alphabetize letters.	1.R.5.2 (Analysis) Students can apply alphabetize words to the first letter.	2.R.5.2 (Application) Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.

Second Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Synthesis)	2.W.1.1 Students can write three related sentences.
(Application)	2.W.1.2 Students can write a friendly letter.
(Application)	2.W.1.3 Students can write questions and statements.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	2.W.2.1 Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter.
(Application)	2.W.2.2 Students can capitalize proper names, days of the week, and months of the year when writing.
(Application)	2.W.2.3 Students can spell high-frequency words as well as words with phonetic elements.
(Application)	2.W.2.4 Students can form letters accurately, and space words and sentences correctly.

**Second Grade Writing
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none">• write a paragraph;• write a multi-paragraph letter;• write questions and statements when writing a story;• capitalize holidays, and titles of people when writing.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none">• write three related sentences;• write a friendly letter;• write questions and statements;• use periods and question marks in writing and commas in the greeting and closing of a friendly letter;• capitalize proper names, days of the week, and months of the year when writing;• spell high frequency as well as words with phonetic elements;• form letters accurately, and space words and sentences correctly.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none">• write three non-related sentences;• write a friendly letter with assistance;• write a statement;• use periods and question marks in writing;• capitalize days of the week;• spell high frequency words with phonetic elements;• form letters correctly.

Writing

Indicator 1: Students can apply the writing process to compose text.

Kindergarten	1st Grade	2nd Grade
K.W.1.1 (Application) Students can draw a picture and write a simple sentence about the picture.	1.W.1.1 (Application) Students can illustrate and write text to express thoughts and ideas.	2.W.1.1 (Synthesis) Students can write three related sentences.
	1.W.1.2 (Application) Students can include details in pictures and writing.	2.W.1.2 (Application) Students can write a friendly letter.
		2.W.1.3 (Application) Students can write questions and statements.

Indicator 2: Students can apply Standard English conventions in their writing.

Kindergarten	1st Grade	2nd Grade
K.W.2.1 (Application) Students can write a simple sentence using a capital letter and phonetic spelling.	1.W.2.1 (Application) Students can write complete sentences using a capital letters and periods.	2.W.2.1 (Application) Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter.
K.W.2.2 (Application) Students can write the letters that match sounds in words.	1.W.2.2 (Application) Students can correctly spell three- and four-letter words and high-frequency words.	2.W.2.2 (Application) Students can capitalize proper names, days of the week and months of the year when writing.
K.W.2.3 (Application) Students can write upper- and lower-case letters.	1.W.2.3 (Application) Students can write legibly and space words within a sentence.	2.W.2.3 (Application) Students can spell high-frequency as well as words with phonetic elements.
		2.W.2.4 (Application) Students can form letters accurately, and space words and sentences correctly.

Second Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Application)	2.LVS.1.1 Students can repeat and follow four-step oral directions.
(Application)	2.LVS.1.2 Students can follow rules of conversation and respond appropriately.
(Analysis)	2.LVS.1.3 Students can utilize graphic organizers to organize information gained through listening or viewing.
(Synthesis)	2.LVS.1.4 Students can deliver information on topics using facts and details.
(Application)	2.LVS.1.5 Students can express ideas using content area vocabulary.
(Analysis)	2.LVS.1.6 Students can ask and respond to questions related to the topic.

**Second Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none">● repeat and follow complex four-step oral directions;● state, follow, and respond to the rules of conversation without reminders;● create and use their own graphic organizer to organize information through listening or viewing;● extend ideas using content area vocabulary;
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none">● repeat and follow simple four-step oral directions;● follow the rules of conversation and respond appropriately;● utilize graphic organizers to organize information gained through listening or viewing;● deliver information on topics using facts and details;● express ideas using content area vocabulary;● ask and respond to questions related to the topic.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none">● repeat and follow simple three-step oral directions;● follow the rules of conversation;● use graphic organizers with teacher/peer assistance;● discuss topics using facts and details when prompted;● use content area vocabulary when prompted;● ask and respond to questions related to the topic when prompted.

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Kindergarten	1st Grade	2nd Grade
K.LVS.1.1 (Knowledge) Students can follow simple two-step oral directions.	1.LVS.1.1 (Application) Students can repeat and follow three-step oral directions.	2.LVS.1.1 (Application) Students can repeat and follow simple four-step oral directions.
K.LVS.1.2 (Application) Students can follow rules of conversation in group situations.	1.LVS.1.2 (Application) Students can follow the rules of conversation in a group situation.	2.LVS.1.2 (Application) Students can follow the rules of conversation and respond appropriately.
K.LVS.1.3 (Application) Students can identify different facial expressions, body language, and signals.	1.LVS.1.3 (Application) Students can utilize visual organizers which include words for listening and viewing.	2.LVS.1.3 (Analysis) Students can utilize graphic organizers to organize information gained through listening or viewing.
K.LVS.1.4 (Application) Students can use patterns and picture organizers to remember everyday information.	1.LVS.1.4 (Comprehension) Students can tell stories in sequence with details.	2.LVS.1.4 (Synthesis) Students can deliver information on topics using facts and details.
K.LVS.1.5 (Comprehension) Students can speak in complete sentences to tell about people, places, or things.	1.LVS.1.5 (Synthesis) Students can express ideas in complete sentences using correct grammar.	2.LVS.1.5 (Application) Students can express ideas using content area vocabulary.
K.LVS.1.6 (Application) Students can contribute to group discussions on a topic.	1.LVS.1.6 (Comprehension) Students can answer questions related to the topic.	2.LVS.1.6 (Analysis) Students can ask and respond to questions related to the topic.
K.LVS.1.7 (Application) Students can tell about an experience or story in sequence with or without visual aids.	1.LVS.1.7 (Knowledge) Students can tell extended personal information.	
K.LVS.1.8 (Knowledge) Students can recite short poems, rhymes, songs and stories with repeated patterns.		
K.LVS.1.9 (Knowledge) Students can identify personal and emergency information.		

**Third Grade Language Arts
Curriculum Revision
Summer 2009**

South Dakota State Standards 2007

Reading

3.R.1.1 Students can **decode** using word recognition skills.

Blooms Level: Application

Learning targets to meet this standard:

Use word recognition skills such as:

- use three-letter blends
- use digraphs
- recognize high frequency sight words
- divide words into syllables using vcv and vccv patterns
- identify contractions
- identify root words to which prefixes and suffixes have been added
- use prefixes
- use suffixes
- use abbreviations for the days, months, and titles
- use plurals
- use irregular plurals
- recognize and create compound words
- identify and use vowel combinations and r-controlled vowel patterns

Verbs Defined:

- Decode – take a word apart and use it correctly

Key Terms Defined:

- Word recognition skills – consonant blends, vowel combinations, syllables, prefixes, sight words, root words, suffixes, plurals, irregular plurals, contractions, compound words and r-controlled vowels

Teacher Speak:

Students can decode (take a word apart and use it correctly) using word recognition skills (consonant blends, vowel combinations, syllables, prefixes, sight words, root words, suffixes, plurals, irregular plurals, contractions, compound words and r-controlled vowels).

Student Speak:

I can take a word apart and use it correctly (decode):

- consonant blends
- vowel combinations
- syllables
- root words
- prefixes
- sight words

- suffixes
 - plurals
 - irregular plurals
 - contractions
 - compound words
 - r-controlled vowels
- (word recognition skills).

Possible resources/references:

- Daily Oral Language
- Month by Month Phonics
- Making Big Words
- Word Journeys
- Phonics They Use
- Daily Language Review
- English Book---Houghton Mifflin
- Picture books
- Evan-Moor---Building Spelling Skills
- Spelling City.com

Teaching Strategies to meet the Standard:

- Word wall
- Multi-syllabic LIPS---Janet Workman and Connie Gertsen

3.R.2.1 Students can **apply** comprehension strategies to read and interpret text.

Blooms Level: Application

Learning targets to meet this standard:

Use comprehension strategies such as:

- prior knowledge to make connections from text-to-self, text-to-text, and text-to world
- who, what, when, where, and why to question the text
- context clues
- visualize a mental picture to understand the text
- determine what's important in a given text
- summarize
- synthesize
- prediction
- inferring
- sequencing
- following directions
- cause and effect
- compare and contrast

Verbs Defined:

- Apply – show what I know by reading orally and/or silently

Key Terms Defined:

- Comprehension strategies – methods to understand text

Teacher Speak:

Students can apply (show what I know by reading orally and/or silently) comprehension strategies (methods to understand text) to read and interpret text.

Student Speak:

I can show what I know by reading orally and/or silently (apply) to understand text by using methods to understand text (comprehension strategies).

Possible resources/references:

- Guiding Readers and Writers---First 20 Days
- Texts
- Picture Books
- Novels
- readwritethink.org
- Quia

Teaching Strategies to meet the Standard:

- Graphic Organizers
- SMART Board
- Journaling
- Guided reading groups
- Conferencing

3.R.2.2 Students can fluently **read** aloud and silently to comprehend text.

Blooms Level: Application

Learning targets to meet this standard:

- Read smoothly with accuracy
- Use phrasing and pacing
- Apply fluency strategies such as skimming, scanning, predicting, using contextual clues, re-reading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

Verbs Defined:

Key Terms Defined:

- Fluently – smoothly with phrasing and pacing

Teacher Speak:

Students can read fluently (smoothly with phrasing and pacing) aloud and silently to comprehend text.

Student Speak:

I can read smoothly with phrasing and pacing (fluently) aloud and silently to comprehend text.

Possible resources/references:

---Readings---Novels, texts, short stories, other literature sources, etc.

Teaching Strategies to meet the Standard:

- Modeling
- Choral reading
- Books on tape
- Poetry
- Story time---teacher read aloud
- Conferencing with parents about reading time at home
- Accelerated Reader program
- Plays

3.R.3.1 Students can **identify** and **describe** literary elements and devices in literature.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify and describe characters, setting, problem, events and solution within one text
- Identify rhyme patterns in poetry
- Identify alliteration

Verbs Defined:

- Identify – tell or explain in writing, speaking and/or drawing
- Describe – show in drawing, writing and/or speaking

Key Terms Defined:

- Literary elements – the commonly accepted structures that contribute to literature
- Literary devices – techniques used by a writer to convey or enhance literature

Teacher Speak:

Students can identify (tell or explain in writing, speaking and/or drawing) and describe (show in drawing, writing and/or speaking) literary elements (structures that contribute to literature) and literary devices (techniques used by a writer to convey or enhance literature) in literature.

Student Speak:

I can tell or explain in writing, speaking, and/or drawing (identify) and show in drawing, writing and/or speaking (describe) structures that contribute to literature (literary elements) and techniques used by a writer to convey or enhance literature (literary devices).

Possible resources/references:

- Guiding Readers and Writers---by Gay Su Pinnell
- Picture books
- Literature textbook---Macmillan McGraw-Hill
- Short stories
- Poetry
- Inspiration/Kidspiration

Teaching Strategies to meet the Standard:

- Poetry notebook
- Writing poetry
- Graphic Organizers

3.R.3.2 Students can **compare** and **contrast** different genres.

Blooms Level: Analysis

Learning targets to meet this standard:

- Compare and contrast fiction and nonfiction text
- Read a poem for meaning
- Identify the lesson in a fable
- Recognize a folktale
- Recognize that a text written about someone's life is a biography

Verbs Defined:

- Compare – show how things are the same by writing and/or speaking
- Contrast – show how things are different by writing and/or speaking

Key Terms Defined:

- Genres – categories of literature

Teacher Speak:

Students can compare and contrast (show how things are the same and different by writing and/or speaking) different genres (categories of literature).

Student Speak:

I can show how things are the same or different by writing and/or speaking (compare and contrast) in different categories of literature (genres).

Possible resources/references:

---Readings---Novels, texts, short stories, other literature sources, biographies, poetry, plays, etc.

---Pecos Bill---play and story

Teaching Strategies to meet the Standard:

---Read alouds

---Graphic Organizers

---Posters

---Book reports

---iMovies

---Plays

---Readers Theater

3.R.4.1 Students can **respond to** ideas and attitudes expressed in multicultural and historical texts by making connections.

Blooms Level: Analysis

Learning targets to meet this standard:

- Make connections to traditions and experiences of other cultures
- Identify the culture of text
- Identify the geographical location of a story
- Identify historical fiction and historical non-fiction
- Identify the facts in historical texts (fiction/nonfiction)

Verbs Defined:

- Respond to – tell, illustrate, or write about

Key Terms Defined:

- Ideas and attitudes – thoughts and feelings
- Multicultural and historical texts – various cultures and time periods
- Connections – text-to-self, text-to-text, text-to-world

Teacher Speak:

The students can respond to (tell, illustrate, or write about) ideas and attitudes (thoughts and feelings) expressed in multicultural and historical texts (various cultures and time period) by making connections (text-to-text, text-to-self, text-to-world).

Student Speak:

I can tell, illustrate, or write about (respond to) thoughts and feelings (ideas and attitudes) expressed in various cultures and time periods (multicultural and historical texts) by using text-to-self, text-to-text, and text-to-world (connections).

Possible resources/references:

- Guided Level Readers---Social Studies supplemental books
- Paul Goble---Native American Fables
- Novels and short stories related to different cultures
- Esperanza Rising---novel by Pam Munoz-Ryan
- Inspiration/Kidspiration
- Weekly Reader---Time for Kids

Teaching Strategies to meet the Standard:

- Read alouds
- Geography
- Graphic organizers

3.R.5.1 Students can determine and **utilize** organizational features of text.

Blooms Level: Application

Learning targets to meet this standard:

- Identify the purpose and use of text organizational features
 - Title page, table of contents, glossary and index
 - Diagrams, maps, photos, illustrations, captions, graphs
 - Bold and italics
 - Headings

Verbs Defined:

- Identify – recognize by telling or explaining in writing speaking and/or drawing
- Utilize – make use of

Key Terms Defined:

- Organizational features of text – ways to organize or emphasize text (see glossary)

Teacher Speak:

The student can identify (recognize by telling or explaining in writing, speaking and/or drawing) the purpose and utilize (make use of) organizational features of text (ways to organize or emphasize text).

Student Speak:

I can show what I know by telling or explaining in writing, speaking and/or drawing (identify) and make use of (utilize) ways to organize or emphasize (organizational features of text).

Possible resources/references:

- Social Studies and Science texts
- Non-fiction picture books
- Jill Eggleton non-fiction picture books
- Versatiles---ETA Cuisenaire---skill books
- Weekly Reader---Time for Kids

Teaching Strategies to meet the Standard:

- Repetition and review throughout the school year
- Having the students create text features for their writings

3.R.5.2 Students can **choose** reference materials to **locate** information.

Blooms Level: Application

Learning targets to meet this standard:

- Alphabetize words up to the third letter
- Locate and use text features of a dictionary – guide words, entry words, pronunciation, parts of speech, and definition
- Select reference material to locate specific information

Verbs Defined:

- Choose – pick or select
- Locate – find

Key Terms Defined:

- Reference materials - atlas, dictionary, encyclopedia, internet, telephone book, magazine, and newspaper

Teacher Speak:

The student can choose (pick or select) reference materials to locate (find) information.

Student Speak:

I can pick or select (choose) reference materials to find (locate) information.

Possible resources/references:

- Dictionary, encyclopedia, thesaurus, atlas, internet, telephone book, magazines, and newspapers, etc.
- Daily Oral Language
- Daily Language Review
- Word Journeys
- Literature textbook
- Successmaker
- Weekly Reader---Time for Kids

Teaching Strategies to meet the Standard:

- “Researcher of the Week”
- Determine validity of material

3.R.5.3 Students can **collect** information from two reference materials.

Blooms Level: Application

Learning targets to meet this standard:

- Locate information from various sources
- Use graphic organizers, sticky notes, highlighters and guided note taking
- Discussions to identify essential ideas

Verbs Defined:

- Collect – gather

Key Terms Defined:

- Information – data or facts

Teacher Speak:

The student can collect (gather) information (data or facts) from two reference sources.

Students Speak:

I can gather (collect) data or facts (information) from two reference sources.

Possible resources/references:

---Dictionary, encyclopedia, thesaurus, atlas, internet, telephone book, magazines, and newspapers, almanac, television, teacher tube, etc.

---Daily Oral Language

---Daily Language Review

---Literature textbook

---Successmaker

---Discovery Education.com---purchased

---Enchanted Learning.com---purchased

---Think Marks---Guiding Readers and Writers book

---Weekly Reader---Time for Kids

Teaching Strategies to meet the Standard:

Writing

3.W.1.1 Students can **write** statements, questions, commands, and exclamations.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Distinguish between statements, questions, commands and exclamations
- Write statements, questions, commands, and exclamations with correct punctuation
- Recognize sentence fragments
- Recognize run-on sentences
- Recognize incomplete and complete sentences

Verbs Defined:

- Write - express in written word

Key Terms Defined:

- Statement - telling sentence
- Question - asking sentence
- Command - sentence giving an order
- Exclamation - sentence showing surprise or excitement

Teacher Speak:

Students can write (express in written word) statements (telling sentences), questions (asking sentences), commands (sentences giving an order), and exclamations (sentences showing surprise or excitement).

Student Speak:

I can express in written word (write) telling sentences (statements), asking sentences (questions), sentences giving orders (commands), and sentences that show surprise or excitement (exclamations).

Possible resources/references:

- Daily Oral Language
- Versatiles
- English text---Houghton-Mifflin
- Quia
- SMART Board
- Watertown School District Writers Handbook

Teaching Strategies to meet the Standard:

- Journaling notebooks
- Peer writing activities

3.W.1.2 Students can **identify** a topic sentence, supporting details, and a conclusion in a paragraph.

Blooms Level: Application

Learning targets to meet this standard:

- Choose the topic sentence in a paragraph
- Recognize supporting details in a paragraph
- Locate the concluding sentence in a paragraph

Verbs Defined:

- Identify - show what you know by drawing, writing, or telling.

Key Terms Defined:

- Topic sentence - main idea of paragraph
- Supporting details - facts that tell more about the main idea
- Conclusion - sentence that summarizes the main idea

Teacher Speak:

Students can identify (show what you know by drawing, writing, or telling) a topic sentence (main idea of paragraph), supporting details (facts that tell more about the main idea), and a conclusion (sentence that summarizes the main idea) in a paragraph.

Student Speak:

I can show what I know by drawing, writing, or telling (identify) a topic sentence, supporting details, and a conclusion in a paragraph.

Possible resources/references:

- Write Traits
- Literature textbook---Macmillan McGraw-Hill
- Writers Workshop
- Weekly Reader---Time for Kids
- Watertown School District Writers Handbook
- Versatiles

Teaching Strategies to meet the Standard:

- “The Hand”
- “The Sandwich”

3.W.1.3 Students can **write** a paragraph using supporting details.

Blooms Level: Application

Learning targets to meet this standard:

- Use the writing process
- Indent the first line of a paragraph
- Introduce writing a topic sentence
- Introduce writing good leads for a paragraph
- Write three supporting details
- Introduce writing a concluding sentence
- Use words that create a picture in the reader's mind

Verbs Defined:

- Write - express in written word

Key Terms Defined:

- Supporting details - facts that tell more about the main idea

Teacher Speak:

Students can write (express in written word) a paragraph using supporting details (facts that tell more the main idea).

Student Speak:

I can express in written word (write) a paragraph using facts that tell more about the main idea (supporting details).

Possible resources/references:

- Scholastic Teaching Strategies*
- Twenty-Five Mini Lessons for Teaching Writing* by Adele Fiderer
- Guide to Writing 3-5* by Lucy Calkins, 2006
- 6+1 Traits of Writing* by Ruth Culham
- Thesaurus
- Dictionary
- Watertown School District Writers Handbook
- Inspiration/Kidspiration
- Story Starters---google

Teaching Strategies to meet the Standard:

- Graphic Organizers
- "The Hand"
- "The Sandwich"
- District Writing Prompts
- Response journals
- Class guided composition---modeling---start with class topic sentence and then students add to writing

3.W.1.4 Students can **write** a friendly letter, thank you notes, and invitations.

Blooms Level: Application

Learning targets to meet this standard:

- Recognize the heading, greeting, body, closing and signature of a friendly letter
- Write a letter using the five parts of a friendly letter
- Write thank you notes
- Write invitations
- Use the writing process

Verbs Defined:

- Write - express in written word

Key Terms Defined:

Teacher Speak:

Students can write (express in written word) friendly letters, thank you notes, and invitations.

Student Speak:

I can express in written words (write) friendly letters, thank you notes, and invitations.

Possible resources/references:

---Watertown School District Writers Handbook

---Versatiles

---Picture books---Click Clack Moo, I Wanna

Teaching Strategies to meet the Standard:

---Students write invitations for various class and school events

---Write thank you notes in the form of a friendly letter

3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Capitalize geographical names, e.g. city, continent, mountain ranges, and rivers
- Capitalize holidays, e.g. Thanksgiving
- Capitalize special events, e.g. St. Patrick's Day, Valentine's Day
- Capitalize book titles
- Capitalize titles of people, e.g. Mr., Mrs., Dr.

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can capitalize geographical names, holidays, special events, book titles and titles of people (proper names).

Student Speak:

I can capitalize geographical names, holidays, special events, book titles, and titles of people (proper names).

Possible resources/references:

---Daily Oral Language

---Versatiles

---Daily Language Review

---Watertown School District Writers Handbook

---English text---Houghton Mifflin

---Quia

---I Know That.com---Language Arts, Punctuation Paintball

---Wacky Web Tales---WSD website (curriculum website)

Teaching Strategies to meet the Standard:

---Peer editing

---Common nouns, proper nouns

3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.

Blooms Level: Application

Learning targets to meet this standard:

- Use a comma in dates between the day and the year
- Use a comma between city and state
- Use commas between items in a series

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can use commas in dates, city and state, items in a series.

Student Speak:

I can use commas in dates, city and state, items in a series.

Possible resources/references:

- Grammar and Punctuation book---Evan-Moor
- English text---Houghton Mifflin
- Daily Paragraph and Editing book---Evan-Moor
- Daily Oral Language
- Successmaker

Teaching Strategies to meet the Standard:

- Spacing strategy
- Other content areas
- Sound effects with punctuation

3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.

Blooms Level: Application

Learning targets to meet this standard:

- Correct pencil grip
- Correct letter formation (size and shape)
- Correct slant in cursive writing
- Spacing between letters and words in a sentence

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can write in manuscript and/or cursive with proper spacing of words and sentences.

Student Speak:

I can write in manuscript and/or cursive with proper spacing of words and sentences.

Possible resources/references:

---Hand writing books---D'Nealian, Daily handwriting
---Spelling City.com

Teaching Strategies to meet the Standard:

3.W.2.4 Students can **identify** and **incorporate** interjections in the writing process.

Blooms Level: Application

Learning targets to meet this standard:

- Use interjections in the writing process

Verbs Defined:

- Identify - show by drawing, telling or writing
- Incorporate - use

Key Terms Defined:

- Interjections - a word or phrase that shows strong emotion (Wow! Ouch!)
- Writing process - pre-write, rough draft, revise, edit and publish

Teacher Speak:

Students can identify (show by drawing, telling or writing) and incorporate (use) interjections (a word or phrase that shows strong emotion) in the writing process.

Student Speak:

I can show by drawing, telling or writing (identify) and use (incorporate) a word or phrase that shows strong emotion (interjections) in the writing process.

Possible resources/references:

- English text---Houghton Mifflin
- Daily Oral Language
- Picture books
- Grammar Songs---google---gardenofpraise.com

Teaching Strategies to meet the Standard:

- Teaching of nouns, verbs, adjectives, and pronouns
- Build a super sentence

3.LVS.1.1 Students can **incorporate** listening and viewing strategies to **identify** the content of the presentation.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Identify and use active listening skills - keep eyes on speaker, body still and mouth silent
- Connect and relate experiences and ideas to those of the speaker
- Follow multi-step directions independently

Verbs Defined:

- Incorporate – use
- Identify – show what I know by drawing, telling, or writing

Key Terms Defined:

- Content – information

Teacher Speak:

Students can incorporate (use) listening and viewing strategies to identify (show what I know by drawing, telling, or writing) the content (information) of the presentation.

Student Speak:

I can use (incorporate) listening and viewing strategies to show what I know by drawing, telling, or writing (identify) information (the content) of the presentation.

Possible resources/references:

Teaching Strategies to meet the Standard:

---Presentations---many ways

---KWL

---Knee to Knee and Eye to Eye---peer presentations

---Boys/Girls Town

3.LVS.1.2 Students can **recall** the content of a visual and auditory presentation.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Identify main idea and supporting details of the presentation

Verbs Defined:

- Recall – remember

Key Terms Defined:

- Visual – things seen
- Auditory – things heard
- Presentation – information shared formally

Teacher Speak:

Students can recall (remember) the content of a visual (things seen) and auditory (things heard) presentation (information shared formally).

Student Speak:

I can remember (recall) the content of things seen (visual) and things heard (auditory) in information shared formally (presentation).

Possible resources/references:

- I'm Through, What Can I Do book
- Mini Mysteries CD---Remedia Publications
- Various readings
- Listening Games for Elementary Grades
- Word Ladders
- LIPS Program

Teaching Strategies to meet the Standard:

- Recalling information activities

3.LVS.1.3 Students can **deliver** a presentation **incorporating** descriptive vocabulary.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Identify details to describe people, places, things, or experiences
- State details in an organized manner
- Express ideas with appropriate vocabulary and sentence structure

Verbs Defined:

- Deliver – present
- Incorporating – using

Key Terms Defined:

- Descriptive vocabulary – words that create a picture

Teacher Speak:

Students can deliver (present) a presentation incorporating (using) descriptive vocabulary (words that create a picture).

Student Speak:

I can present (deliver) a presentation using (incorporating) words that create a picture (descriptive vocabulary).

Possible resources/references:

- Elements of Reading---vocabulary series
- Poetry
- Plays

Teaching Strategies to meet the Standard:

- Charades

3.LVS.1.4 Students can **demonstrate** presentation skills.

Blooms Level: Application

Learning targets to meet this standard:

Presentation skills include:

- Use appropriate posture
- Use appropriate eye contact
- Speak clearly using appropriate pronunciation, rate, and diction
- Speak expressively using the appropriate volume and inflection
- Create visual aids to use in oral presentations
- Plan and present various works

Verbs Defined:

- Demonstrate – speak and show

Key Terms Defined:

Teacher Speak:

Students are able to demonstrate (speak and show) presentation skills.

Student Speak:

I can speak and show (demonstrate) presentation skills.

Possible resources/references:

Teaching Strategies to meet the Standard:

- “President of the Class” for the week---morning meetings
- “Birthday Bag Sharing”---show and tell
- “Four Corner Sharing”---show and tell
- Rubric for speaking
- “Your turn to share”---review for vocabulary

**Third Grade Language Arts
Curriculum Revision
Summer 2009**

South Dakota State Standards 2007

Reading

3.R.1.1 Students can **decode** using word recognition skills.

Blooms Level: Application

Learning targets to meet this standard:

Use word recognition skills such as:

- use three-letter blends
- use digraphs
- recognize high frequency sight words
- divide words into syllables using vcv and vccv patterns
- identify contractions
- identify root words to which prefixes and suffixes have been added
- use prefixes
- use suffixes
- use abbreviations for the days, months, and titles
- use plurals
- use irregular plurals
- recognize and create compound words
- identify and use vowel combinations and r-controlled vowel patterns

Verbs Defined:

- Decode – take a word apart and use it correctly

Key Terms Defined:

- Word recognition skills – consonant blends, vowel combinations, syllables, prefixes, sight words, root words, suffixes, plurals, irregular plurals, contractions, compound words and r-controlled vowels

Teacher Speak:

Students can decode (take a word apart and use it correctly) using word recognition skills (consonant blends, vowel combinations, syllables, prefixes, sight words, root words, suffixes, plurals, irregular plurals, contractions, compound words and r-controlled vowels).

Student Speak:

I can take a word apart and use it correctly (decode):

- consonant blends
- vowel combinations
- syllables
- root words
- prefixes
- sight words

- suffixes
 - plurals
 - irregular plurals
 - contractions
 - compound words
 - r-controlled vowels
- (word recognition skills).

Possible resources/references:

- Daily Oral Language
- Month by Month Phonics
- Making Big Words
- Word Journeys
- Phonics They Use
- Daily Language Review
- English Book---Houghton Mifflin
- Picture books
- Evan-Moor---Building Spelling Skills
- Spelling City.com

Teaching Strategies to meet the Standard:

- Word wall
- Multi-syllabic LIPS---Janet Workman and Connie Gertsen

3.R.2.1 Students can **apply** comprehension strategies to read and interpret text.

Blooms Level: Application

Learning targets to meet this standard:

Use comprehension strategies such as:

- prior knowledge to make connections from text-to-self, text-to-text, and text-to world
- who, what, when, where, and why to question the text
- context clues
- visualize a mental picture to understand the text
- determine what's important in a given text
- summarize
- synthesize
- prediction
- inferring
- sequencing
- following directions
- cause and effect
- compare and contrast

Verbs Defined:

- Apply – show what I know by reading orally and/or silently

Key Terms Defined:

- Comprehension strategies – methods to understand text

Teacher Speak:

Students can apply (show what I know by reading orally and/or silently) comprehension strategies (methods to understand text) to read and interpret text.

Student Speak:

I can show what I know by reading orally and/or silently (apply) to understand text by using methods to understand text (comprehension strategies).

Possible resources/references:

- Guiding Readers and Writers---First 20 Days
- Texts
- Picture Books
- Novels
- readwritethink.org
- Quia

Teaching Strategies to meet the Standard:

- Graphic Organizers
- SMART Board
- Journaling
- Guided reading groups
- Conferencing

3.R.2.2 Students can fluently **read** aloud and silently to comprehend text.

Blooms Level: Application

Learning targets to meet this standard:

- Read smoothly with accuracy
- Use phrasing and pacing
- Apply fluency strategies such as skimming, scanning, predicting, using contextual clues, re-reading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

Verbs Defined:

Key Terms Defined:

- Fluently – smoothly with phrasing and pacing

Teacher Speak:

Students can read fluently (smoothly with phrasing and pacing) aloud and silently to comprehend text.

Student Speak:

I can read smoothly with phrasing and pacing (fluently) aloud and silently to comprehend text.

Possible resources/references:

---Readings---Novels, texts, short stories, other literature sources, etc.

Teaching Strategies to meet the Standard:

---Modeling

---Choral reading

---Books on tape

---Poetry

---Story time---teacher read aloud

---Conferencing with parents about reading time at home

---Accelerated Reader program

---Plays

3.R.3.1 Students can **identify** and **describe** literary elements and devices in literature.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify and describe characters, setting, problem, events and solution within one text
- Identify rhyme patterns in poetry
- Identify alliteration

Verbs Defined:

- Identify – tell or explain in writing, speaking and/or drawing
- Describe – show in drawing, writing and/or speaking

Key Terms Defined:

- Literary elements – the commonly accepted structures that contribute to literature
- Literary devices – techniques used by a writer to convey or enhance literature

Teacher Speak:

Students can identify (tell or explain in writing, speaking and/or drawing) and describe (show in drawing, writing and/or speaking) literary elements (structures that contribute to literature) and literary devices (techniques used by a writer to convey or enhance literature) in literature.

Student Speak:

I can tell or explain in writing, speaking, and/or drawing (identify) and show in drawing, writing and/or speaking (describe) structures that contribute to literature (literary elements) and techniques used by a writer to convey or enhance literature (literary devices).

Possible resources/references:

- Guiding Readers and Writers---by Gay Su Pinnell
- Picture books
- Literature textbook---Macmillan McGraw-Hill
- Short stories
- Poetry
- Inspiration/Kidspiration

Teaching Strategies to meet the Standard:

- Poetry notebook
- Writing poetry
- Graphic Organizers

3.R.3.2 Students can **compare** and **contrast** different genres.

Blooms Level: Analysis

Learning targets to meet this standard:

- Compare and contrast fiction and nonfiction text
- Read a poem for meaning
- Identify the lesson in a fable
- Recognize a folktale
- Recognize that a text written about someone's life is a biography

Verbs Defined:

- Compare – show how things are the same by writing and/or speaking
- Contrast – show how things are different by writing and/or speaking

Key Terms Defined:

- Genres – categories of literature

Teacher Speak:

Students can compare and contrast (show how things are the same and different by writing and/or speaking) different genres (categories of literature).

Student Speak:

I can show how things are the same or different by writing and/or speaking (compare and contrast) in different categories of literature (genres).

Possible resources/references:

---Readings---Novels, texts, short stories, other literature sources, biographies, poetry, plays, etc.

---Pecos Bill---play and story

Teaching Strategies to meet the Standard:

---Read alouds

---Graphic Organizers

---Posters

---Book reports

---iMovies

---Plays

---Readers Theater

3.R.4.1 Students can **respond to** ideas and attitudes expressed in multicultural and historical texts by making connections.

Blooms Level: Analysis

Learning targets to meet this standard:

- Make connections to traditions and experiences of other cultures
- Identify the culture of text
- Identify the geographical location of a story
- Identify historical fiction and historical non-fiction
- Identify the facts in historical texts (fiction/nonfiction)

Verbs Defined:

- Respond to – tell, illustrate, or write about

Key Terms Defined:

- Ideas and attitudes – thoughts and feelings
- Multicultural and historical texts – various cultures and time periods
- Connections – text-to-self, text-to-text, text-to-world

Teacher Speak:

The students can respond to (tell, illustrate, or write about) ideas and attitudes (thoughts and feelings) expressed in multicultural and historical texts (various cultures and time period) by making connections (text-to-text, text-to-self, text-to-world).

Student Speak:

I can tell, illustrate, or write about (respond to) thoughts and feelings (ideas and attitudes) expressed in various cultures and time periods (multicultural and historical texts) by using text-to-self, text-to-text, and text-to-world (connections).

Possible resources/references:

- Guided Level Readers---Social Studies supplemental books
- Paul Goble---Native American Fables
- Novels and short stories related to different cultures
- Esperanza Rising---novel by Pam Munoz-Ryan
- Inspiration/Kidspiration
- Weekly Reader---Time for Kids

Teaching Strategies to meet the Standard:

- Read alouds
- Geography
- Graphic organizers

3.R.5.1 Students can determine and **utilize** organizational features of text.

Blooms Level: Application

Learning targets to meet this standard:

- Identify the purpose and use of text organizational features
 - Title page, table of contents, glossary and index
 - Diagrams, maps, photos, illustrations, captions, graphs
 - Bold and italics
 - Headings

Verbs Defined:

- Identify – recognize by telling or explaining in writing speaking and/or drawing
- Utilize – make use of

Key Terms Defined:

- Organizational features of text – ways to organize or emphasize text (see glossary)

Teacher Speak:

The student can identify (recognize by telling or explaining in writing, speaking and/or drawing) the purpose and utilize (make use of) organizational features of text (ways to organize or emphasize text).

Student Speak:

I can show what I know by telling or explaining in writing, speaking and/or drawing (identify) and make use of (utilize) ways to organize or emphasize (organizational features of text).

Possible resources/references:

- Social Studies and Science texts
- Non-fiction picture books
- Jill Eggleton non-fiction picture books
- Versatiles---ETA Cuisenaire---skill books
- Weekly Reader---Time for Kids

Teaching Strategies to meet the Standard:

- Repetition and review throughout the school year
- Having the students create text features for their writings

3.R.5.2 Students can **choose** reference materials to **locate** information.

Blooms Level: Application

Learning targets to meet this standard:

- Alphabetize words up to the third letter
- Locate and use text features of a dictionary – guide words, entry words, pronunciation, parts of speech, and definition
- Select reference material to locate specific information

Verbs Defined:

- Choose – pick or select
- Locate – find

Key Terms Defined:

- Reference materials - atlas, dictionary, encyclopedia, internet, telephone book, magazine, and newspaper

Teacher Speak:

The student can choose (pick or select) reference materials to locate (find) information.

Student Speak:

I can pick or select (choose) reference materials to find (locate) information.

Possible resources/references:

- Dictionary, encyclopedia, thesaurus, atlas, internet, telephone book, magazines, and newspapers, etc.
- Daily Oral Language
- Daily Language Review
- Word Journeys
- Literature textbook
- Successmaker
- Weekly Reader---Time for Kids

Teaching Strategies to meet the Standard:

- “Researcher of the Week”
- Determine validity of material

3.R.5.3 Students can **collect** information from two reference materials.

Blooms Level: Application

Learning targets to meet this standard:

- Locate information from various sources
- Use graphic organizers, sticky notes, highlighters and guided note taking
- Discussions to identify essential ideas

Verbs Defined:

- Collect – gather

Key Terms Defined:

- Information – data or facts

Teacher Speak:

The student can collect (gather) information (data or facts) from two reference sources.

Students Speak:

I can gather (collect) data or facts (information) from two reference sources.

Possible resources/references:

---Dictionary, encyclopedia, thesaurus, atlas, internet, telephone book, magazines, and newspapers, almanac, television, teacher tube, etc.

---Daily Oral Language

---Daily Language Review

---Literature textbook

---Successmaker

---Discovery Education.com---purchased

---Enchanted Learning.com---purchased

---Think Marks---Guiding Readers and Writers book

---Weekly Reader---Time for Kids

Teaching Strategies to meet the Standard:

Writing

3.W.1.1 Students can **write** statements, questions, commands, and exclamations.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Distinguish between statements, questions, commands and exclamations
- Write statements, questions, commands, and exclamations with correct punctuation
- Recognize sentence fragments
- Recognize run-on sentences
- Recognize incomplete and complete sentences

Verbs Defined:

- Write - express in written word

Key Terms Defined:

- Statement - telling sentence
- Question - asking sentence
- Command - sentence giving an order
- Exclamation - sentence showing surprise or excitement

Teacher Speak:

Students can write (express in written word) statements (telling sentences), questions (asking sentences), commands (sentences giving an order), and exclamations (sentences showing surprise or excitement).

Student Speak:

I can express in written word (write) telling sentences (statements), asking sentences (questions), sentences giving orders (commands), and sentences that show surprise or excitement (exclamations).

Possible resources/references:

- Daily Oral Language
- Versatiles
- English text---Houghton-Mifflin
- Quia
- SMART Board
- Watertown School District Writers Handbook

Teaching Strategies to meet the Standard:

- Journaling notebooks
- Peer writing activities

3.W.1.2 Students can **identify** a topic sentence, supporting details, and a conclusion in a paragraph.

Blooms Level: Application

Learning targets to meet this standard:

- Choose the topic sentence in a paragraph
- Recognize supporting details in a paragraph
- Locate the concluding sentence in a paragraph

Verbs Defined:

- Identify - show what you know by drawing, writing, or telling.

Key Terms Defined:

- Topic sentence - main idea of paragraph
- Supporting details - facts that tell more about the main idea
- Conclusion - sentence that summarizes the main idea

Teacher Speak:

Students can identify (show what you know by drawing, writing, or telling) a topic sentence (main idea of paragraph), supporting details (facts that tell more about the main idea), and a conclusion (sentence that summarizes the main idea) in a paragraph.

Student Speak:

I can show what I know by drawing, writing, or telling (identify) a topic sentence, supporting details, and a conclusion in a paragraph.

Possible resources/references:

- Write Traits
- Literature textbook---Macmillan McGraw-Hill
- Writers Workshop
- Weekly Reader---Time for Kids
- Watertown School District Writers Handbook
- Versatiles

Teaching Strategies to meet the Standard:

- “The Hand”
- “The Sandwich”

3.W.1.3 Students can **write** a paragraph using supporting details.

Blooms Level: Application

Learning targets to meet this standard:

- Use the writing process
- Indent the first line of a paragraph
- Introduce writing a topic sentence
- Introduce writing good leads for a paragraph
- Write three supporting details
- Introduce writing a concluding sentence
- Use words that create a picture in the reader's mind

Verbs Defined:

- Write - express in written word

Key Terms Defined:

- Supporting details - facts that tell more about the main idea

Teacher Speak:

Students can write (express in written word) a paragraph using supporting details (facts that tell more the main idea).

Student Speak:

I can express in written word (write) a paragraph using facts that tell more about the main idea (supporting details).

Possible resources/references:

- Scholastic Teaching Strategies*
- Twenty-Five Mini Lessons for Teaching Writing* by Adele Fiderer
- Guide to Writing 3-5* by Lucy Calkins, 2006
- 6+1 Traits of Writing* by Ruth Culham
- Thesaurus
- Dictionary
- Watertown School District Writers Handbook
- Inspiration/Kidspiration
- Story Starters---google

Teaching Strategies to meet the Standard:

- Graphic Organizers
- "The Hand"
- "The Sandwich"
- District Writing Prompts
- Response journals
- Class guided composition---modeling---start with class topic sentence and then students add to writing

3.W.1.4 Students can **write** a friendly letter, thank you notes, and invitations.

Blooms Level: Application

Learning targets to meet this standard:

- Recognize the heading, greeting, body, closing and signature of a friendly letter
- Write a letter using the five parts of a friendly letter
- Write thank you notes
- Write invitations
- Use the writing process

Verbs Defined:

- Write - express in written word

Key Terms Defined:

Teacher Speak:

Students can write (express in written word) friendly letters, thank you notes, and invitations.

Student Speak:

I can express in written words (write) friendly letters, thank you notes, and invitations.

Possible resources/references:

- Watertown School District Writers Handbook
- Versatiles
- Picture books---Click Clack Moo, I Wanna

Teaching Strategies to meet the Standard:

- Students write invitations for various class and school events
- Write thank you notes in the form of a friendly letter

3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Capitalize geographical names, e.g. city, continent, mountain ranges, and rivers
- Capitalize holidays, e.g. Thanksgiving
- Capitalize special events, e.g. St. Patrick's Day, Valentine's Day
- Capitalize book titles
- Capitalize titles of people, e.g. Mr., Mrs., Dr.

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can capitalize geographical names, holidays, special events, book titles and titles of people (proper names).

Student Speak:

I can capitalize geographical names, holidays, special events, book titles, and titles of people (proper names).

Possible resources/references:

---Daily Oral Language

---Versatiles

---Daily Language Review

---Watertown School District Writers Handbook

---English text---Houghton Mifflin

---Quia

---I Know That.com---Language Arts, Punctuation Paintball

---Wacky Web Tales---WSD website (curriculum website)

Teaching Strategies to meet the Standard:

---Peer editing

---Common nouns, proper nouns

3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.

Blooms Level: Application

Learning targets to meet this standard:

- Use a comma in dates between the day and the year
- Use a comma between city and state
- Use commas between items in a series

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can use commas in dates, city and state, items in a series.

Student Speak:

I can use commas in dates, city and state, items in a series.

Possible resources/references:

- Grammar and Punctuation book---Evan-Moor
- English text---Houghton Mifflin
- Daily Paragraph and Editing book---Evan-Moor
- Daily Oral Language
- Successmaker

Teaching Strategies to meet the Standard:

- Spacing strategy
- Other content areas
- Sound effects with punctuation

3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.

Blooms Level: Application

Learning targets to meet this standard:

- Correct pencil grip
- Correct letter formation (size and shape)
- Correct slant in cursive writing
- Spacing between letters and words in a sentence

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can write in manuscript and/or cursive with proper spacing of words and sentences.

Student Speak:

I can write in manuscript and/or cursive with proper spacing of words and sentences.

Possible resources/references:

---Hand writing books---D'Nealian, Daily handwriting
---Spelling City.com

Teaching Strategies to meet the Standard:

3.W.2.4 Students can **identify** and **incorporate** interjections in the writing process.

Blooms Level: Application

Learning targets to meet this standard:

- Use interjections in the writing process

Verbs Defined:

- Identify - show by drawing, telling or writing
- Incorporate - use

Key Terms Defined:

- Interjections - a word or phrase that shows strong emotion (Wow! Ouch!)
- Writing process - pre-write, rough draft, revise, edit and publish

Teacher Speak:

Students can identify (show by drawing, telling or writing) and incorporate (use) interjections (a word or phrase that shows strong emotion) in the writing process.

Student Speak:

I can show by drawing, telling or writing (identify) and use (incorporate) a word or phrase that shows strong emotion (interjections) in the writing process.

Possible resources/references:

- English text---Houghton Mifflin
- Daily Oral Language
- Picture books
- Grammar Songs---google---gardenofpraise.com

Teaching Strategies to meet the Standard:

- Teaching of nouns, verbs, adjectives, and pronouns
- Build a super sentence

3.LVS.1.1 Students can **incorporate** listening and viewing strategies to **identify** the content of the presentation.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Identify and use active listening skills - keep eyes on speaker, body still and mouth silent
- Connect and relate experiences and ideas to those of the speaker
- Follow multi-step directions independently

Verbs Defined:

- Incorporate – use
- Identify – show what I know by drawing, telling, or writing

Key Terms Defined:

- Content – information

Teacher Speak:

Students can incorporate (use) listening and viewing strategies to identify (show what I know by drawing, telling, or writing) the content (information) of the presentation.

Student Speak:

I can use (incorporate) listening and viewing strategies to show what I know by drawing, telling, or writing (identify) information (the content) of the presentation.

Possible resources/references:

Teaching Strategies to meet the Standard:

---Presentations---many ways

---KWL

---Knee to Knee and Eye to Eye---peer presentations

---Boys/Girls Town

3.LVS.1.2 Students can **recall** the content of a visual and auditory presentation.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Identify main idea and supporting details of the presentation

Verbs Defined:

- Recall – remember

Key Terms Defined:

- Visual – things seen
- Auditory – things heard
- Presentation – information shared formally

Teacher Speak:

Students can recall (remember) the content of a visual (things seen) and auditory (things heard) presentation (information shared formally).

Student Speak:

I can remember (recall) the content of things seen (visual) and things heard (auditory) in information shared formally (presentation).

Possible resources/references:

- I'm Through, What Can I Do book
- Mini Mysteries CD---Remedia Publications
- Various readings
- Listening Games for Elementary Grades
- Word Ladders
- LIPS Program

Teaching Strategies to meet the Standard:

- Recalling information activities

3.LVS.1.3 Students can **deliver** a presentation **incorporating** descriptive vocabulary.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Identify details to describe people, places, things, or experiences
- State details in an organized manner
- Express ideas with appropriate vocabulary and sentence structure

Verbs Defined:

- Deliver – present
- Incorporating – using

Key Terms Defined:

- Descriptive vocabulary – words that create a picture

Teacher Speak:

Students can deliver (present) a presentation incorporating (using) descriptive vocabulary (words that create a picture).

Student Speak:

I can present (deliver) a presentation using (incorporating) words that create a picture (descriptive vocabulary).

Possible resources/references:

- Elements of Reading---vocabulary series
- Poetry
- Plays

Teaching Strategies to meet the Standard:

- Charades

3.LVS.1.4 Students can **demonstrate** presentation skills.

Blooms Level: Application

Learning targets to meet this standard:

Presentation skills include:

- Use appropriate posture
- Use appropriate eye contact
- Speak clearly using appropriate pronunciation, rate, and diction
- Speak expressively using the appropriate volume and inflection
- Create visual aids to use in oral presentations
- Plan and present various works

Verbs Defined:

- Demonstrate – speak and show

Key Terms Defined:

Teacher Speak:

Students are able to demonstrate (speak and show) presentation skills.

Student Speak:

I can speak and show (demonstrate) presentation skills.

Possible resources/references:

Teaching Strategies to meet the Standard:

- “President of the Class” for the week---morning meetings
- “Birthday Bag Sharing”---show and tell
- “Four Corner Sharing”---show and tell
- Rubric for speaking
- “Your turn to share”---review for vocabulary

Third Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Application)	3.R.1.1 Students can decode using word recognition skills.

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	3.R.2.1 Students can apply comprehension strategies to read and interpret text.
(Application)	3.R.2.2 Students can fluently read aloud and silently to comprehend text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Analysis)	3.R.3.1 Students can identify and describe literary elements and devices in literature.
(Analysis)	3.R.3.2 Students can compare and contrast different genres.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	3.R.4.1 Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Application)	3.R.5.1 Students can determine and utilize organizational features of text.
(Application)	3.R.5.2 Students can choose reference materials to locate information.
(Application)	3.R.5.3 Students can collect information from two reference materials.

**Third Grade Reading
Performance Descriptors**

Advanced	<p>Third grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • analyze complex word patterns; • apply comprehension strategies and read using expression and inflection; • read using expression and inflection; • compare and contrast literary elements, literary devices and a variety of genres; • interpret and respond to ideas and attitudes expressed in multicultural and historical texts by making connections; • utilize and apply organizational features of informational text; • collect and organize information from reference materials.
Proficient	<p>Third grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • decode using word recognition skills; • apply comprehension strategies to read and interpret text; • fluently read aloud and silently to comprehend text; • identify and describe literary elements and devices in literature; • compare and contrast different genres; • respond to ideas and attitudes expressed in multicultural and historical texts by making connections; • determine and utilize organizational features of informational text; • choose reference materials to locate information; • collect information from two reference materials.
Basic	<p>Third grade students performing at the basic level:</p> <ul style="list-style-type: none"> • decode words to build vocabulary; • read aloud and silently applying comprehension strategies; • identify literary elements: character, setting, and problem; • recognize genres; • recognize similarities and differences in various cultures in text; • identify text organizational features; • choose reference materials, with guidance, to locate information.

Reading

Indicator 1: Students can recognize and analyze words.

3rd Grade	4th Grade	5th Grade
3.R.1.1 (Application) Students can decode using word recognition skills.	4.R.1.1 (Analysis) Students can analyze complex word patterns.	5.R.1.1 (Application) Students can construct meaning by using word parts and categories.
	4.R.1.2 (Comprehension) Students can identify meanings of unfamiliar vocabulary.	5.R.1.2 (Analysis) Students can determine word meaning using prior knowledge and context clues.

Indicator 2: Students can comprehend and fluently read text.

3rd Grade	4th Grade	5th Grade
3.R.2.1 (Application) Students can apply comprehension strategies to read and interpret text.	4.R.2.1 (Synthesis) Students can construct meaning from text by applying comprehension strategies.	5.R.2.1 (Application) Students can utilize comprehension strategies while constructing meaning.
3.R.2.2 (Application) Students can fluently read aloud and silently to comprehend text.	4.R.2.2 (Application) Students can develop fluency by utilizing fluency strategies independently.	5.R.2.2 (Application) Students can apply fluency strategies to gain meaning from text.
	4.R.2.3 (Application) Students can utilize fluency strategies to comprehend literature and other materials.	

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

3rd Grade	4th Grade	5th Grade
3.R.3.1 (Analysis) Students can identify and describe literary elements and devices in literature.	4.R.3.1 (Knowledge) Students can identify organizational and text structures within genres.	5.R.3.1 (Analysis) Students can distinguish literary genres based on characteristics, structures, and patterns.
3.R.3.2 (Analysis) Students can compare and contrast different genres.	4.R.3.2 (Analysis) Students can identify, explain, and use text features.	5.R.3.2 (Evaluation) Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.
	4.R.3.3 (Evaluation) Students can determine how word choice affects meaning.	5.R.3.3 (Application) Students can identify literary devices within text.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

3rd Grade	4th Grade	5th Grade
3.R.4.1 (Analysis) Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.	4.R.4.1 (Analysis) Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.	5.R.4.1 (Analysis) Students can examine and compare texts from various cultures, time periods, and geographical locations.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

3rd Grade	4th Grade	5th Grade
3.R.5.1 (Application) Students can determine and utilize organizational features of text.	4.R.5.1 (Application) Students can use organizational features of text.	5.R.5.1 (Analysis) Students can use select information from two or more reference sources to meet a goal.
3.R.5.2 (Application) Students can choose reference materials to locate information.	4.R.5.2 (Synthesis) Students can research a topic by gathering information from at least two sources.	5.R.5.2 (Knowledge) Students can identify the author's purpose in argumentative and persuasive text.
3.R.5.3 (Application) Students can collect information from two reference materials.		5.R.5.3 (Application) Students can choose references to meet the needs of an assigned task.

Third Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Knowledge)	3.W.1.1 Students can write statements, questions, commands, and exclamations.
(Application)	3.W.1.2 Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.
(Application)	3.W.1.3 Students can write a paragraph using supporting details.
(Application)	3.W.1.4 Students can write a friendly letter, thank you notes, and invitations.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Knowledge)	3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.
(Application)	3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.
(Application)	3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.
(Application)	3.W.2.4 Students can identify and incorporate interjections in the writing process.

**Third Grade Writing
Performance Descriptors**

Advanced	<p>Third grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • compose a paragraph with indentation, a topic sentence, supporting details, and a conclusion; incorporating questions, commands, statements and/or exclamations; • write friendly letters, thank you notes, invitations, letter to the editor or principal; • capitalize newspapers, magazines, first words in quotations, names, holidays, special events, book and story titles, and titles of people; • use commas in dates; city and state; and items in a series; and quotation marks in dialogue; • write legibly in cursive with proper spacing in a paragraph; • write a paragraph using multiple interjections.
Proficient	<p>Third grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • write statements, questions, commands, and exclamations; • identify a topic sentence, supporting details, and a conclusion in a paragraph; • write a paragraph using supporting details; • write a friendly letter, thank you notes, and invitations; • capitalize geographical names, holidays, special events, titles of books and stories, and titles of people; • use commas when writing dates, city and state, and items in a series; • write in manuscript and/or cursive with proper spacing of words and sentences; • identify and incorporate interjections in the writing process.
Basic	<p>Third grade students performing at the basic level:</p> <ul style="list-style-type: none"> • write a statement and a question; • write three sentences about a topic; • write friendly letters, thank you notes, or invitations with proper capitalization and punctuation with assistance; • write in manuscript with proper spacing.

Writing

Indicator 1: Students can apply the writing process to compose text.

3 rd Grade	4 th Grade	5 th Grade
3.W.1.1 (Knowledge) Students can write statements, questions, commands, and exclamations.	4.W.1.1 (Synthesis) Students can express ideas, personal thoughts, and observations in response to literature.	5.W.1.1 (Application) Students can compose narrative, descriptive, expository, and persuasive text of one paragraph.
3.W.1.2 (Application) Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.	4.W.1.2 (Synthesis) Students can create sentences using words that describe, explain, or provide additional details and connections.	5.W.1.2 (Synthesis) Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.
3.W.1.3 (Application) Students can write a paragraph using supporting details.	4.W.1.3 (Synthesis) Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.	
3.W.1.4 (Application) Students can write a friendly letter, thank you notes, and invitations.		

Indicator 2: Students can apply Standard English conventions in their writing.

3 rd Grade	4 th Grade	5 th Grade
3.W.2.1 (Knowledge) Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.	4.W.2.1 (Application) Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	5.W.2.1 (Application) Students can punctuate and capitalize text including dialogue.
3.W.2.2 (Application) Students can use commas when writing dates, city and state, and items in a series.	4.W.2.2. (Application) Students can identify and incorporate nouns in the writing process.	5.W.2.2 (Synthesis)) Students can identify and incorporate verbs in the writing process.
3.W.2.3 (Application) Students can write in manuscript and/or cursive with proper spacing of words and sentences.		
3.W.2.4 (Application) Students can identify and incorporate interjections in the writing process.		

Third Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Knowledge)	3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation.
(Comprehension)	3.LVS.1.2 Students can recall the content of a visual and auditory presentation.
(Synthesis)	3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary.
(Application)	3.LVS.1.4 Students can demonstrate presentation skills.

**Third Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none">• incorporate listening and viewing strategies to identify the purpose and content of a presentation;• explain the content of visual and auditory presentations;• incorporate expanding vocabularies into a presentation;• demonstrate presentation skills by using technology.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none">• incorporate listening and viewing strategies to identify the content of the presentation;• recall the content of a visual and auditory presentation;• deliver a presentation incorporating descriptive vocabulary;• demonstrate presentation skills.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none">• incorporate listening and viewing strategies with reminders;• recall the main idea of visual and auditory presentations;• deliver a dramatic or informational presentation.

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

3 rd Grade	4 th Grade	5 th Grade
3.LVS.1.1 (Knowledge) Students can incorporate listening and viewing strategies to identify the content of the presentation.	4.LVS.1.1 (Application) Students can identify and explain the purpose of the presentation through listening and viewing.	5.LVS.1.1 (Knowledge) Students can identify the purpose and content of a presentation through listening and viewing.
3.LVS.1.2 (Comprehension) Students can recall the content of a visual and auditory presentation.	4.LVS.1.2 (Comprehension) Students can record and explain information while listening and viewing.	5.LVS.1.2 (Comprehension) Students can explain the purpose and content of the presentation.
3.LVS.1.3 (Synthesis) Students can deliver a presentation incorporating descriptive vocabulary.	4.LVS.1.3 (Synthesis) Students can express ideas and convey information in an oral presentation.	5.LVS.1.3 (Application) Students can select and organize relevant information gathered through listening and viewing.
3.LVS.1.4 (Synthesis) Students can demonstrate presentation skills.	4.LVS.1.4 (Synthesis) Students can incorporate expanding vocabularies into a formal presentation.	5.LVS.1.4 (Application) Students can deliver a narrative oral presentation.
	4.LVS.1.5 (Synthesis) Students can integrate nonverbal techniques in oral communication.	

**Fourth Grade Language Arts
Curriculum Revision
Summer 2009**

South Dakota State Standards 2007

Reading

4.R.1.1 Students can **analyze** complex word patterns.

Blooms Level: Analysis

Learning targets to meet this standard:

Use skills such as:

- determine word meanings by applying knowledge of prefixes, suffixes, and root words
- identify possessives and contractions
- divide two and three syllable words using VCCV and VCV pattern
- combine two appropriate words to form contractions
- separate all contractions
- use plurals
- use irregular plurals

Verbs Defined:

- Analyze – match and/or relate the parts to the whole

Key Terms Defined:

- Complex word patterns – prefixes, suffixes, root words, syllables, contractions, and possessives

Teacher Speak:

- Students can analyze (match and/or relate the parts to the whole) complex word patterns (root words, prefixes, suffixes, syllables, contractions, and possessives).

Student Speak:

I can match and/or relate the parts to the whole (analyze):

- prefixes,
- suffixes,
- root words,
- syllables,
- contractions, and
- possessives (complex word patterns).

Possible resources/references:

- Word Journeys
- Month by Month Phonics
- Daily Oral Language
- Drops in the Bucket---Level Green
- Writers Express---Write Source
- Grammar Book---Silver Burdette

---www.wordcentral.com/buzzword
---Phonics They Use---by Patricia Cunningham

Teaching Strategies to meet the Standard:

---Dictionary entries
---Nifty Thrifty Fifty---in Month by Month Phonics book
---Quia
---Making words---in Month by Month Phonics book

4.R.1.2 Students can **identify** meanings of unfamiliar vocabulary.

Blooms Level: Comprehension

Learning targets to meet this standard:

Use skills such as:

- infer word meanings from background knowledge
- infer word meanings from learned roots, prefixes, suffixes
- infer specific word meanings in the context of reading passages
- identify and correctly use antonyms, synonyms, homophones, and homographs
- use a grade-appropriate dictionary to define unknown words
- use a thesaurus to find related words and ideas

Verbs Defined:

- Identify – tell or explain in writing, speaking, and drawing

Key Terms Defined:

- Unfamiliar vocabulary – unknown words

Teacher Speak:

Students can identify (tell or explain in writing, speaking, and drawing) meanings of unfamiliar vocabulary (unknown words).

Student Speak:

I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary).

Possible resources/references:

---Guiding Readers and Writers---First 20 Days---by Irene Fountas and Gay Su Pinnell

---Thesaurus

---Explaining Reading---by Gerald Duffy

---Dictionary

Teaching Strategies to meet the Standard:

---Vocabulary word(s) of the day

---Guess the covered word---in Month by Month Phonics book

4.R.2.1 Students can **construct** meaning from text by applying comprehension strategies.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Apply comprehension strategies such as
 - asking questions,
 - predicting,
 - using context clues,
 - making connections (text to text, text to self, text to world),
 - inferring,
 - sequencing,
 - following directions,
 - synthesizing,
 - summarizing,
 - comparing and contrasting,
 - cause and effect,
 - visualizing, and
 - determining main idea.

Verbs Defined:

- Construct – build

Key Terms Defined:

- Applying – use what I know by reading, writing, and/or speaking
- Comprehension strategies – methods used to understand text

Teacher Speak:

Students can construct (build) meaning from text by applying (use what I know by reading, writing, and/or speaking) comprehension strategies (methods used to understand text).

Student Speak:

I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies).

Possible resources/references:

- Strategies That Work---by Stephanie Harvey and Anne Goudvis
- Explaining Reading---by Gerald Duffy
- Seven Keys to Comprehension---by Susan Zimmermann
- Reading with Meaning---by Debbie Miller

Teaching Strategies to meet the Standard:

- Diagrams and games
- Graphic organizers
- Mini-lessons in Readers Workshop

4.R.2.2 Students can **develop** fluency by utilizing fluency strategies independently.

Blooms Level: Application

Learning targets to meet this standard:

- Use fluency strategies such as skimming, scanning, predicting, contextual clues, re-reading, cross-checking, repeated reading, and self-monitoring
- Utilize pace and accuracy while orally reading literature and other materials
- Read with expression
- Utilize phrasing to verbalize author's style and text features

Verbs Defined:

- Develop – improve

Key Terms Defined:

- Fluency – reading a text with accuracy, phrasing, and pace
- Fluency strategies – methods used to improve accuracy, phrasing and pace

Teacher Speak:

Students can develop (improve) fluency (reading a text with accuracy, phrasing, and pace) by utilizing fluency strategies (methods used to improve accuracy, phrasing and pace) independently.

Student Speak:

I can improve (develop) reading a text with accuracy, phrasing, and pace (fluency) by utilizing methods used to improve accuracy, phrasing and pace (fluency strategies).

Possible resources/references:

---www.aaronshep.com (Aaron Shepherd's website with multicultural reader's theatre that can be used in the classroom.)

---Readers Theater Books

Teaching Strategies to meet the Standard:

---Poetry

---Plays

---Readings from other content areas

---Photo Booth

---Voice Thread

4.R.2.3 Students can **utilize** fluency strategies to **comprehend** literature and other materials.

Blooms Level: Application

Learning targets to meet this standard:

- Apply fluency strategies such as skimming, scanning, predicting, using contextual clues, rereading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

Verbs Defined:

- Utilize – make use of
- Comprehend – understand

Key Terms Defined:

- Fluency strategies – methods used to improve accuracy, phrasing and pace

Teacher Speak:

Students can utilize (make use of) fluency strategies (methods used to improve accuracy, phrasing and pace) to comprehend (understand) literature and other materials.

Student Speak:

I can use (utilize) methods used to improve accuracy, phrasing and pace (fluency strategies) to help me understand (comprehend) what I read in literature and other materials.

Possible resources/references:

- Strategies That Work---by Stephanie Harvey and Anne Goudvis
- Explaining Reading---by Gerald Duffy
- Seven Keys to Comprehension---by Susan Zimmermann
- Reading with Meaning---by Debbie Miller
- Max Teaching with Reading and Writing---by Max Forget

Teaching Strategies to meet the Standard:

- Diagrams and games
- Graphic organizers
- Mini-lessons in Readers Workshop
- Social Studies and Science lessons

4.R.3.1 Students can **identify** organizational and text structures within genres.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Genres:
 - nonfiction
 - fiction
 - poetry
 - drama
 - realistic
 - historical
- Text Structures:
 - cause/effect
 - compare/contrast
 - description
 - sequential
 - concept/definition
 - proposition/support
- Literary Elements:
 - character
 - setting
 - plot
 - problem/solution
 - theme
 - goal/action/outcome

Verbs Defined:

- Identify - show what is known through writing and/or speaking

Key Terms Defined:

- Text structures – patterns an author uses to structure ideas in text (see glossary)
- Organizational structure – arrangement of text

Teacher Speak:

Students can identify (show what is known through writing and/or speaking) organizational structure (arrangement of text) and text structure (patterns an author uses to structure) ideas in text) within genres.

Student Speak:

I can show what I know through writing and/or speaking (identify) arrangement of text (organizational structure) and patterns an author uses to organize ideas in text (text structure) within genres.

Possible resources/references:

---Non-Fiction Matters---by Stephanie Harvey

---Teaching Students to Read Non-Fiction---by Alice Boynton---through Scholastic

Teaching Strategies to meet the Standard:

- Mini-lessons
- Through non-fiction readings
- Blogging with students

4.R.3.2 Students can **identify, explain, and use** text features.

Blooms Level: Analysis

Learning targets to meet this standard:

- Text features:
 - numbering
 - bold text
 - boxing
 - italicizing
 - listing
 - bulleting

Verbs Defined:

- Identify – show what I know through writing and/or speaking
- Explain – describe in writing and/or speaking

Key Terms Defined:

- Text features – different ways of drawing attention to important points on a page

Teacher Speak:

Students can identify (show what I know through writing and/or speaking), explain (describe in writing and/or speaking) and use text features (different ways of drawing attention to important points on a page).

Student Speak:

I can show (identify), describe (explain), and use what I know through writing and/or speaking the different ways of drawing attention to important points on a page (text features).

Possible resources/references:

- Non-Fiction Matters---by Stephanie Harvey
- Teaching Students to Read Non-Fiction---by Alice Boynton---through Scholastic
- Kidspiration/Inspiration
- Jill Eggleton books

Teaching Strategies to meet the Standard:

- Posters
- Non-fiction readings---books, magazines, newspapers, etc.
- Mini-lessons

4.R.3.3 Students can **determine** how word choice affects meaning.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Literary devices:
 - figures of speech
 - alliteration
 - personification
 - simile
 - metaphor
 - imagery

Verbs Defined:

- Determine – explain by writing and/or speaking

Key Terms Defined:

- Word choice – author’s choice of words

Teacher Speak:

Students can determine (explain by writing and/or speaking) how word choice (author’s choice of words) affects meaning.

Student Speak:

I can explain by writing and/or speaking (determine) how author’s choice of words (word choice) affects meaning.

Possible resources/references:

- Using Picture Books to Teach Literary Devices---Volume II---by Susan Hall
- Thesaurus
- Watertown School District Writers Handbook

Teaching Strategies to meet the Standard:

- Mini-lessons in reading and writing
- Wheel and spokes activity
- Literary posters

4.R.4.1 Students can **identify** and **distinguish** the characteristics of multicultural texts, historical texts, and time period texts.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify characteristics of multicultural, historical, and time period texts.
- Compare and contrast characteristics of multicultural, historical, and time period texts.

Verbs Defined:

- Identify – show what I know by pointing, telling, and/or writing
- Distinguish – tell the similarities and differences

Key Terms Defined:

- Multicultural text – passages about groups of people and their different ways of life and backgrounds
- Historical text – passages about time periods surrounding major events that influenced culture
- Time period text – passages about past, present or future time

Teacher Speak:

Students can identify (show what I know by pointing, telling, and/or writing) multicultural texts (passages about groups of people and their different ways of life and backgrounds), historical texts (passages about time periods surrounding major events that influenced culture), and time period texts (passages about past, present or future time).

Student Speak:

I can show what I know by pointing, telling, and/or writing (identify) passages about groups of people and their different ways of life and backgrounds (multicultural texts), passages about time periods surrounding major events that influenced culture (historical texts), and passages about past, present or future time (time period texts).

Possible resources/references:

- Novels and picture books
- District ESL Teacher and Multi-Cultural Center
- Exchange students and families from other countries that live in the community

Teaching Strategies to meet the Standard:

- South Dakota History lessons and units
- Mini-lessons

4.R.5.1 Students can **use** organizational features of text.

Blooms Level: Application

Learning targets to meet this standard:

- Organizational features of text:
 - title page
 - table of contents
 - glossary
 - index
 - diagrams/graphs/charts
 - illustrations/photos/captions

Verbs Defined:

Key Terms Defined:

- Organizational features of text – ways to organize or emphasize text (see glossary)

Teacher Speak:

Students can use organizational features of text (ways to organize or emphasize text).

Student Speak:

I can use ways to organize or emphasize text (organizational features).

Possible resources/references:

- Non-Fiction Matters---by Stephanie Harvey
- Teaching Students to Read Non-Fiction---by Alice Boynton---through Scholastic
- Kidspiration/Inspiration
- Jill Eggleton books

Teaching Strategies to meet the Standard:

- Posters
- Non-fiction readings---books, magazines, newspapers, etc.
- Mini-lessons
- Use in other content areas
- Manuals

4.R.5.2 Students can **research** a topic by gathering information from at least two sources.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Locate information from multiple sources for reference purposes
- Compare information about one topic found in different selections or texts (trade books, textbook, newspaper, magazine, encyclopedia entry, atlas, almanac, web sites)
- Use text-marking strategies to identify essential ideas
- Learn and use a form of note taking that is personally effective (webs, lists, inspiration software and other graphic organizers)
- Recompose headings into questions

Verbs Defined:

- Research - find out about

Key Terms Defined:

Teacher Speak:

Students can research (find out about) a topic to gather information.

Student Speak:

I can find out about (research) a topic to collect information.

Possible resources/references:

---iWorks Pages

---Internet

---Wikipedia

---Dictionary

Teaching Strategies to meet the Standard:

---Interviews of people

Writing

4.W.1.1 Students can **express** ideas, personal thoughts, and observations in response to literature.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Include sensory details
- Support judgments through references to both the text and prior knowledge
- Ask a central question about an issue or situation
- Use details to support the facts on the topic
- Use books, newspapers, media sources, and Internet to gain information
- Write summaries that contain the main ideas and supporting details
- Use varied word choices to make writing interesting

Verbs Defined:

- Express – tell in writing

Key Terms Defined:

Teacher Speak:

Students can express (tell in writing) ideas, personal thoughts, and observations in response to literature.

Student Speak:

I can tell in writing (express) ideas, personal thoughts, and observations in response to literature.

Possible resources/references:

- Guide to Writing 3-5*, Lucy Calkins, 2006
- Guiding Readers and Writers*---by Irene Fountas and Gay Su Pinnell
- Write Traits*---by Vicki Spandel
- Teaching the Qualities of Writing*---by Ralph Fletcher
- Notebook Know-How Strategies for the Writers Notebook*---by Aimee Buckner and Ralph Fletcher
- www.writingfix.com

Teaching Strategies to meet the Standard:

- Blogging
- Reading response journals
- Writing journals
- Discussions
- Posters
- Presentations
- Mini-lessons in Writers Workshop

4.W.1.2 Students can **create** sentences using words that describe, explain, or provide additional details and connections.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Provide details and transitions to link sentences
- Create sentences utilizing thesaurus and dictionary for word choice

Verbs Defined:

- Create – write

Key Terms Defined:

- Connections – word associations

Teacher Speak:

Students can create (write) sentences using words that describe, explain, or provide additional details and connections (word associations).

Student Speak:

I can write (create) sentences using words that describe, explain, or provide additional details and word associations (connections).

Possible resources/references:

---Thesaurus

---Dictionary

---*Guide to Writing 3-5*, Lucy Calkins, 2006

---6+1 Writing Traits

---Write Traits---by Vicki Spandel

---Teaching the Qualities of Writing---by Ralph Fletcher

---Notebook Know-How Strategies for the Writers Notebook---by Aimee Buckner and Ralph Fletcher

---www.writingfix.com

Teaching Strategies to meet the Standard:

---Tongue twisters

---Picture descriptions

---Picture book models

---Mini-lessons

---Explain how something works---presentations

4.W.1.3 Students can **compose** a paragraph with a topic sentence, supporting details, and a conclusion.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Write a variety of paragraphs for a specific audience

Verbs Defined:

- Compose – write

Key Terms Defined:

- Topic sentence – idea the paragraph develops
- Supporting details – ideas that support topic sentence
- Conclusion – restatement of topic

Teacher Speak:

Students can compose (write) a paragraph with a topic sentence (idea the paragraph develops), supporting details (ideas that support topic sentence), and a conclusion (restatement of topic).

Student Speak:

I can write (compose) a paragraph with an idea the paragraph develops (topic sentence), ideas that support the topic sentence (supporting details), and a restatement of the topic (conclusion).

Possible resources/references:

- Writing Workshop; The Essential Guide*, Ralph Fletcher & JoAnn Portalupi, Heinemann, Portsmouth, 2001.
- “Writing the No-Time Narrative”, *Craft Lessons; Teaching Writing K-8*, Ralph Fletcher & Joann Portalupi, Stenhouse Publishers, York Maine, 1998
- “Using Sensory Details”, *Craft Lessons; Teaching Writing K-8*, Ralph Fletcher & Joann Portalupi, Stenhouse Publishers, York Maine, 1998
- Nonfiction Craft Lessons*, Ralph Fletcher & Joann Portalupi, Stenhouse Publishers, York Maine, 1998
- Guide to Writing 3-5*, Lucy Calkins, 2006
- 6+1 Writing Traits
- Storyworks---Magazine through Scholastic
- Kidspiration/Inspiration
- Watertown School District Writers Handbook

Teaching Strategies to meet the Standard:

- Table with legs activity for main idea
- “The Hand”
- Mini-lessons
- Graphic Organizers

4.W.2.1 Students can **capitalize** names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

Blooms Level: Application

Learning targets to meet this standard:

- Identify proper nouns

Verbs Defined:

- Capitalize – use upper-case letters

Key Terms Defined:

Teacher Speak:

Students can capitalize (use upper-case letters) names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

Student Speak:

I can use upper-case letters (capitalize) names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

Possible resources/references:

---*Essentials of English* Fifth Edition, Hopper, Gale, Foote, and Griffith, Barron's, 2000.

---English Book---Silver Burdette

---Daily Oral Language

---Drops in a Bucket

---Writers Express---Write Source

---Mechanically Inclined---Jeff Anderson

---Storyworks---Magazine by Scholastic

Teaching Strategies to meet the Standard:

---Writing

---Mini-lessons

---Accountability across other content areas

---Highlight the first word of each sentence and names of people or places

---Peer editing

4.W.2.2 Students can **identify** and **incorporate** nouns in the writing process.

Blooms Level: Application

Learning targets to meet this standard:

- Use various types of nouns – singular, plural, common, proper, collective and possessive

Verbs Defined:

- Identify – recognize
- Incorporate - use

Key Terms Defined:

- Nouns– persons, places, things, or ideas
- Writing process – prewriting, drafting, revising, editing, and publishing

Teacher Speak:

Students can identify (recognize) and incorporate (use) nouns (persons, places, things, or ideas) in the writing process (prewriting, drafting, revising, editing, and publishing).

Student Speak:

I can recognize (identify) and use (incorporate) persons, places, things or ideas (nouns) in prewriting, drafting, revising, editing and publishing (writing process).

Possible resources/references:

- Essentials of English* Fifth Edition, Hopper, Gale, Foote, and Griffith, Barron's, 2000.
- English Book---Silver Burdette
- Daily Oral Language
- Drops in a Bucket
- Writers Express---Write Source
- Mechanically Inclined---Jeff Anderson
- Storyworks---Magazine by Scholastic
- ESL websites

Teaching Strategies to meet the Standard:

- Writing
- Mini-lessons
- Accountability across other content areas
- Finding pictures of nouns

Listening, Viewing, and Speaking

4.LVS.1.1 Students can **identify** and **explain** the purpose of the presentation through listening and viewing.

Blooms Level: Application

Learning targets to meet this standard:

- Question before and after the presentation
- Infer ideas based on presentation
- Identify verbal and non-verbal clues
- Recognize intent of presentation - entertainment, informational, persuasive
- Apply active listening skills

Verbs Defined:

- Identify - show
- Explain - tell

Key Terms Defined:

- Purpose - reason for

Teacher Speak:

Students can identify (show) and explain (tell) the purpose (reason) for the presentation through listening and viewing.

Student Speak:

I can show (identify) and tell (explain) the reason for (purpose) the presentation through listening and viewing.

Possible resources/references:

- Linking the Language Strands---by Jill Eggleton
- Storyworks---Magazine by Scholastic

Teaching Strategies to meet the Standard:

- Presentations---students, teachers, guests, etc.
- Writing
- Verbal explanations
- Posters
- Questions techniques
- Oral language---story telling
- Plays

4.LVS.1.2 Students can **record** and **explain** information while listening and viewing.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Identify the main idea of the presentation
- Connect and relate experiences and ideas to those of a presenter
- Use note-taking skills

Verbs Defined:

- Record – put down in writing
- Explain – describe

Key Terms Defined:

- Information - facts

Teacher Speak:

Students can record (put down in writing) and explain (describe) information while listening and viewing.

Student Speak:

I can put down in writing (record) and describe (explain) facts (information) while listening and viewing.

Possible resources/references:

---Materials for note-taking and writing

Teaching Strategies to meet the Standard:

---Note-taking skills and making lists

---Social Studies, Science, and Math course work

---DVD and Video---write down key words from the presentation

---Write down three things that you already knew and three new things that you learned

4.LVS.1.3 Students can **express** ideas and **convey** information in an oral presentation.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Summarize major ideas and supporting evidence
- Use visual aids
- Use appropriate delivery skills

Verbs Defined:

- Express – say
- Convey – show

Key Terms Defined:

- Information – facts

Teacher Speak:

The students can express (say) ideas and convey (show) information in an oral presentation.

Student Speak:

I can say (express) ideas and show (convey) information in an oral presentation.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Show and tell presentations, Powerpoint, posters, scripts, plays, demonstrations
- “Bag About Me” or “Book Bags”
- Commercials, podcasts, Kidspiration/Inspiration, Voice Thread

4.LVS.1.4 Students can **incorporate** expanding vocabularies into a formal presentation.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Present effective introductions and conclusions
- Use familiar and new vocabulary words
- Discuss and explain ideas across content areas

Verbs Defined:

- Incorporate – make use of

Key Terms Defined:

- Formal presentation – presentation for an audience

Teacher Speak:

Students can incorporate (make use of) expanding vocabularies into a formal presentation (presentation for an audience).

Student Speak:

I can make use of (incorporate) expanding vocabularies in a presentation for an audience (formal presentation).

Possible resources/references:

Teaching Strategies to meet the Standard:

- Content areas using vocabulary to explain the correct concepts
- Show and tell presentations, Powerpoint, posters, scripts, plays, demonstrations
- “Bag About Me” or “Book Bags”
- Commercials, podcasts, Kidspiration/Inspiration, Voice Thread
- Using appropriate vocabulary

4.LVS.1.5 Students can **integrate** non-verbal techniques in oral communication.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Use appropriate gestures
- Use appropriate facial expressions
- Use appropriate body posture
- Use appropriate eye contact

Verbs Defined:

- Integrate – incorporate

Key Terms Defined:

- Non-verbal techniques – ways of conveying meaning without speaking

Teacher Speak:

Students can integrate (incorporate) non-verbal techniques (ways of conveying meaning without speaking) in oral communication.

Student Speak:

I can incorporate (integrate) ways of conveying meaning without speaking (nonverbal techniques) in oral communication.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Boys/Girls Town Social Skills
- Plays
- Oral reading
- Sign language
- Picture books

Fourth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Analysis)	4.R.1.1 Students can analyze complex word patterns.
(Comprehension)	4.R.1.2 Students can identify meanings of unfamiliar vocabulary.

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Synthesis)	4.R.2.1 Students can construct meaning from text by applying comprehension strategies.
(Application)	4.R.2.2 Students can develop fluency by utilizing fluency strategies independently.
(Application)	4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Knowledge)	4.R.3.1 Students can identify organizational and text structures within genres.
(Analysis)	4.R.3.2 Students can identify, explain, and use text features.
(Evaluation)	4.R.3.3 Students can determine how word choice affects meaning.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Application)	4.R.5.1 Students can use organizational features of text.
(Synthesis)	4.R.5.2 Students can research a topic by gathering information from at least two sources.

**Fourth Grade Reading
Performance Descriptors**

Advanced	<p>Fourth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • analyze and classify complex word patterns; • construct meaning from text by applying and defending comprehension strategies; • read fluently using multiple strategies; • compare and contrast literary genres based on characteristics, structures and text features; • compare and contrast the characteristics of time period, multicultural and historical texts; • use and explain organizational features of text; • research a topic by gathering information from multiple sources.
Proficient	<p>Fourth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • analyze complex word patterns; • identify meanings of unfamiliar vocabulary; • construct meaning from text by applying comprehension strategies; • develop fluency by utilizing fluency strategies independently; • utilize fluency strategies to comprehend literature and other materials; • identify organizational and text structures within genres; • identify, explain, and use text features; • determine how word choice affects meaning; • identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts; • use organizational features of text; • research a topic by gathering information from at least two sources.
Basic	<p>Fourth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify word parts; • read aloud and silently to construct meaning from text using a guided comprehension strategy; • identify genres and text features; • identify time period, multicultural or historical texts; • identify organizational features of text; • research a topic by gathering information from a single source.

Reading

Indicator 1: Students can recognize and analyze words.

3 rd Grade	4 th Grade	5 th Grade
3.R.1.1 (Application) Students can decode using word recognition skills.	4.R.1.1 (Analysis) Students can analyze complex word patterns.	5.R.1.1 (Application) Students can construct meaning by using word parts and categories.
	4.R.1.2 (Comprehension) Students can identify meanings of unfamiliar vocabulary.	5.R.1.2 (Analysis) Students can determine word meaning using prior knowledge and context clues.

Indicator 2: Students can comprehend and fluently read text.

3 rd Grade	4 th Grade	5 th Grade
3.R.2.1 (Application) Students can apply comprehension strategies to read and interpret text.	4.R.2.1 (Synthesis) Students can construct meaning from text by applying comprehension strategies.	5.R.2.1 (Application) Students can utilize comprehension strategies while constructing meaning.
3.R.2.2 (Application) Students can fluently read aloud and silently to comprehend text.	4.R.2.2 (Application) Students can develop fluency by utilizing fluency strategies independently.	5.R.2.2 (Application) Students can apply fluency strategies to gain meaning from text.
	4.R.2.3 (Application) Students can utilize fluency strategies to comprehend literature and other materials.	

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

3 rd Grade	4 th Grade	5 th Grade
3.R.3.1 (Analysis) Students can identify and describe literary elements and devices in literature.	4.R.3.1 (Knowledge) Students can identify organizational and text structures within genres.	5.R.3.1 (Analysis) Students can distinguish literary genres based on characteristics, structures, and patterns.
3.R.3.2 (Analysis) Students can compare and contrast different genres.	4.R.3.2 (Analysis) Students can identify, explain, and use text features.	5.R.3.2 (Evaluation) Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.
	4.R.3.3 (Evaluation) Students can determine how word choice affects meaning.	5.R.3.3 (Application) Students can identify literary devices within text.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

3 rd Grade	4 th Grade	5 th Grade
3.R.4.1 (Analysis) Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.	4.R.4.1 (Analysis) Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.	5.R.4.1 (Analysis) Students can examine and compare texts from various cultures, time periods, and geographical locations.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

3 rd Grade	4 th Grade	5 th Grade
3.R.5.1 (Application) Students can determine and utilize organizational features of text.	4.R.5.1 (Application) Students can use organizational features of text.	5.R.5.1 (Analysis) Students can use select information from two or more reference sources to meet a goal.
3.R.5.2 (Application) Students can choose reference materials to locate information.	4.R.5.2 (Synthesis) Students can research a topic by gathering information from at least two sources.	5.R.5.2 (Knowledge) Students can identify the author's purpose in argumentative and persuasive text.
3.R.5.3 (Application) Students can collect information from two reference materials.		5.R.5.3 (Application) Students can choose references to meet the needs of an assigned task.

Fourth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Synthesis)	4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature.
(Synthesis)	4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and connections.
(Synthesis)	4.W.1.3 Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	4.W.2.1 Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.
(Application)	4.W.2.2 Students can identify and incorporate nouns in the writing process.

**Fourth Grade Writing
Performance Descriptors**

Advanced	<p>Fourth grade students performing at the advanced level:</p> <ul style="list-style-type: none">● compose a narrative and descriptive text with multiple paragraphs that include topic sentences, supporting details, and conclusions;● use capitalization and punctuation consistently in their writing;● use parts of speech correctly in writing a paragraph;● create a paragraph by using descriptive words to describe, explain, provide details, and make connections.
Proficient	<p>Fourth grade students performing at the proficient level:</p> <ul style="list-style-type: none">● express ideas, personal thoughts, and observations in response to literature;● create sentences by using words that describe, explain, or provide additional details and connections;● compose a narrative paragraph with a topic sentence, supporting details, and a conclusion;● capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations;● identify and incorporate nouns in the writing process.
Basic	<p>Fourth grade students performing at the basic level:</p> <ul style="list-style-type: none">● write a paragraph to explain or describe a topic;● identify common and proper nouns (geographical names, holidays, special events, book titles and titles of people).

Writing

Indicator 1: Students can apply the writing process to compose text.

3 rd Grade	4 th Grade	5 th Grade
3.W.1.1 (Knowledge) Students can write statements, questions, commands, and exclamations.	4.W.1.1 (Synthesis) Students can express ideas, personal thoughts, and observations in response to literature.	5.W.1.1 (Application) Students can compose narrative, descriptive, expository, and persuasive text of one paragraph.
3.W.1.2 (Application) Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.	4.W.1.2 (Synthesis) Students can create sentences using words that describe, explain, or provide additional details and connections.	5.W.1.2 (Synthesis) Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.
3.W.1.3 (Application) Students can write a paragraph using supporting details.	4.W.1.3 (Synthesis) Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.	
3.W.1.4 (Application) Students can write a friendly letter, thank you notes, and invitations.		

Indicator 2: Students can apply Standard English conventions in their writing.

3 rd Grade	4 th Grade	5 th Grade
3.W.2.1 (Knowledge) Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.	4.W.2.1 (Application) Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	5.W.2.1 (Application) Students can punctuate and capitalize text including dialogue.
3.W.2.2 (Application) Students can use commas when writing dates, city and state, and items in a series.	4.W.2.2. (Application) Students can identify and incorporate nouns in the writing process.	5.W.2.2 (Synthesis)) Students can identify and incorporate verbs in the writing process.
3.W.2.3 (Application) Students can write in manuscript and/or cursive with proper spacing of words and sentences.		
3.W.2.4 (Application) Students can identify and incorporate interjections in the writing process.		

Fourth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Application)	4.LVS.1.1 Students can identify and explain the purpose of the presentation through listening and viewing.
(Comprehension)	4.LVS.1.2 Students can record and explain information while listening and viewing.
(Synthesis)	4.LVS.1.3 Students can express ideas and convey information in an oral presentation.
(Synthesis)	4.LVS.1.4 Students can incorporate expanding vocabularies into a formal presentation.
(Synthesis)	4.LVS.1.5 Students can integrate nonverbal techniques in oral communication.

**Fourth Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none">• identify and explain the purpose and content of a visual and auditory presentation;• record and interpret information using listening and viewing skills;• express ideas and convey information with the use of multimedia in an oral presentation.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none">• identify and explain the purpose of the presentation through listening and viewing;• record and explain information while listening and viewing;• express ideas and convey information in an oral presentation;• incorporate expanding vocabularies into a formal presentation;• integrate nonverbal techniques in oral presentations.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none">• listen and view to identify the content of the presentation;• listen and identify the main idea of a presentation and one piece of evidence;• express ideas in an oral presentation.

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

3 rd Grade	4 th Grade	5 th Grade
3.LVS.1.1 (Knowledge) Students can incorporate listening and viewing strategies to identify the content of the presentation.	4.LVS.1.1 (Application) Students can identify and explain the purpose of the presentation through listening and viewing.	5.LVS.1.1 (Knowledge) Students can identify the purpose and content of a presentation through listening and viewing.
3.LVS.1.2 (Comprehension) Students can recall the content of a visual and auditory presentation.	4.LVS.1.2 (Comprehension) Students can record and explain information while listening and viewing.	5.LVS.1.2 (Comprehension) Students can explain the purpose and content of the presentation.
3.LVS.1.3 (Synthesis) Students can deliver a presentation incorporating descriptive vocabulary.	4.LVS.1.3 (Synthesis) Students can express ideas and convey information in an oral presentation.	5.LVS.1.3 (Application) Students can select and organize relevant information gathered through listening and viewing.
3.LVS.1.4 (Synthesis) Students can demonstrate presentation skills.	4.LVS.1.4 (Synthesis) Students can incorporate expanding vocabularies into a formal presentation.	5.LVS.1.4 (Application) Students can deliver a narrative oral presentation.
	4.LVS.1.5 (Synthesis) Students can integrate nonverbal techniques in oral communication.	

**Fifth Grade Language Arts
Curriculum Revision
Summer 2009**

South Dakota State Standards 2007

Reading

5.R.1.1 Students can **construct meaning** by using word parts and categories.

Blooms Level: Application

Learning targets to meet this standard:

Word Parts:

- Decode words with inflectional endings (affixes) with and without spelling change:
 - plurals (irregular)
 - verb tenses (past, present, future tense, past participle)
 - comparatives (er) and superlatives (est)
- Divide three and four syllable words
- Identify root words to which prefixes and suffixes have been added

Categories:

- Understand meaning of abbreviations and acronyms
- Use antonyms/synonyms
- Use homophones/homographs
- Distinguish between contractions and possessives

Verbs Defined:

- Construct meaning – build understanding

Key Terms Defined:

- Word parts – syllables, root words, prefixes, suffixes
- Categories – groups of words with similar characteristics

Teacher Speak:

Students can construct meaning (build understanding) by using word parts (syllables, root words, prefixes, suffixes) and categories (groups of words with similar characteristics).

Student Speak:

I can build understanding (construct meaning) by using:

- syllables,
 - root words,
 - prefixes, and
 - suffixes (word parts)
- and groups of words with similar characteristics:
- abbreviations and acronyms,
 - antonyms and synonyms,
 - homophones and homographs, and
 - contractions and possessives (categories)

Possible resources/references:

- Phonics They Use* – Richard Allington & Patricia Cunningham
- Month by Month Phonics* – Richard Allington & Patricia Cunningham
- Antonym & Synonym Handbooks* – Scholastic
- The King Who Rained* by Fred Gwynne
- Writers Express---Write Source
- Word Journeys
- Storyworks Magazine---by Scholastic
- Drops in the Bucket
- Daily Language Review
- Dictionary

Teaching Strategies to meet the Standard:

- Chunking words

5.R.1.2 Students can **determine** word meaning using prior knowledge and context clues.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify context clues in sentences and paragraphs
- Infer specific word meanings in the context of reading passages

Verbs Defined:

- Determine – figure out

Key Terms Defined:

- Prior knowledge – experiences and background knowledge to build meaning
- Context clues – surrounding words that clarify meaning

Teacher Speak:

Students can determine (figure out) word meaning using prior knowledge (experiences and background knowledge to build meaning) and context clues (surrounding words that clarify meaning).

Student Speak:

I can figure out (determine) word meaning using experiences and background knowledge (prior knowledge) and surrounding words that clarify meaning (context clues).

Possible resources/references:

- Strategies that Work
- Seven Keys to Comprehension---by Susan Zimmerman
- Caught Ya---Grammar with a Giggle---by Jane Bell Kiester
- 240 Vocabulary Words 5th Grade Kids Need To Know
- Daily Word Ladders---by Timothy Rasinski

Teaching Strategies to meet the Standard:

- Prior knowledge---schema
- Vocabulary focused

5.R.2.1 Students can **utilize** comprehension strategies while constructing meaning.

Blooms Level: Application

Learning targets to meet this standard:

- Comprehension strategies such as:
 - connect text to text, text to self, and text to world
 - formulates question before, during, and after reading
 - infer making predictions and drawing conclusions from text
 - form mental images during reading
 - summarize
 - synthesize (bringing together what i know to create an original idea)
 - distinguish fact from opinion
 - identify main idea
 - sequence events
 - determine cause and effect
 - compare and contrast
 - classify and categorize

Verbs Defined:

- Utilize – to make use of

Key Terms Defined:

- Comprehension strategies – methods used to understand text

Teacher Speak:

Students can utilize (to make use of) comprehension strategies (methods used to understand text) while constructing meaning.

Student Speak:

I can make use of (utilize) methods used to understand text (comprehension strategies) while constructing meaning.

- making connections
- predicting
- visualizing
- inferring
- questioning
- determining importance
- summarizing
- evaluating
- synthesizing

Possible resources/references:

- Strategies That Work* - Stephanie Harvey
- Guiding Readers and Writers* – Fountas & Pinnell
- Conversations* – Regie Routman
- Reading Essentials* – Regie Routman
- The Art of Teaching Reading* – Lucy Calkins
- Reflect, Revisit & Retell* – Linda Hoyt
- Snapshots* – Linda Hoyt

- Classrooms That Work* – Allington & Cunningham
- <http://www.readwritethink.org>
- Reading Handbook* – Great Source
- Seven Keys to Comprehension
- Junior Great Books---strategies applied to Literature circles---higher level comprehension/thinking skills
- Storyworks Magazine---by Scholastic

Teaching Strategies to meet the Standard:

- Teach the standard across all content areas and genres
- Graphic Organizers
- Area or South Dakota Reads Training
- Readers Workshop---Google or www.readersworkshop.org

5.R.2.2 Students can **apply** fluency strategies to gain meaning from text.

Blooms Level: Application

Learning targets to meet this standard:

- Apply fluency strategies: skimming, scanning, predicting, using contextual clues, re-reading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

Verbs Defined:

- Apply – make use of

Key Terms Defined:

- Fluency strategies – methods to increase accuracy, phrasing and pace

Teacher Speak:

Students can apply (make use of) fluency strategies (methods to increase accuracy, phrasing and pace) to gain meaning from text.

Student Speak:

I can make use of (apply) methods to increase accuracy, phrasing and pace (fluency strategies) to gain meaning from text.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Comprehension Strategies to gain meaning
- Use of taped readings from novels, Social Studies, read alouds, etc.
- Modeling of fluency

5.R.3.1 Students can **distinguish** literary genres based on characteristics, structures, and patterns.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify and distinguish within fiction genres
- Identify and distinguish within non-fiction genres
- Identify and distinguish within poetry genres
- Identify rhyme, rhythm, repetition, pattern, and stanza within poetry
- Identify and distinguish the characteristics of drama (plays)

Verbs Defined:

- Distinguish – separate into categories

Key Terms Defined:

- Genres – categories of literature
 - Characteristics – distinguishing traits
 - Structures – arrangements
 - Patterns – repeated works or ideas
- Poetry---verse, stanza, lines

Teacher Speak:

Students can distinguish (separate into categories) literary genre (categories of literature) based on characteristics (distinguishing traits), structure (arrangements), and patterns (repeated work or ideas).

Student Speak:

I can separate into categories (distinguish) categories of literature (literary genres) based on distinguishing traits (characteristics), arrangements (structures), and repeated work or ideas (patterns).

Possible resources/references:

- Storyworks
- Guiding Readers and Writers

Teaching Strategies to meet the Standard:

- Use a variety of genres in fiction, non-fiction, poetry

5.R.3.2 Students can **interpret** literary elements of character, setting, plot, theme, point of view, and mood.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Identify character traits
- Plot (problem/rising action/climax/solution)
- Determine setting (time and place)
- Identify point of view
- Determine the author's meaning (theme) and purpose
- Determine the feeling the author creates for the reader (mood)

Verbs Defined:

- Interpret – understand

Key Terms Defined:

- Literary elements – structures that contribute to a whole story

Teacher Speak:

Students can interpret (understand) literary elements (structures that contribute to a whole story) of character, setting, plot, theme, point of view, and mood.

Student Speak:

I can understand (interpret) structures that contribute to a whole story (literary elements) of character, setting, plot, theme, point of view, and mood.

Possible resources/references:

---Using Picture Storybooks to Teach Literary Devices---Volume II---by Susan Hall
---Novels, Short Stories, Anthologies, Poetry, etc.

Teaching Strategies to meet the Standard:

5.R.3.3 Students can **identify** literary devices within text.

Blooms Level: Application

Learning targets to meet this standard:

- Locate and recognize:
 - idiom
 - alliteration
 - onomatopoeia
 - slang
 - jargon
 - imagery
 - dialect
 - symbolism
 - simile
 - metaphor
 - personification

Verbs Defined:

- Identify – show what I know by telling and/or writing

Key Terms Defined:

- Literary devices – techniques used by the writer

Teacher Speak:

Students can identify (show what I know by telling and/or writing) literary devices (techniques used by the writer) within text.

Student Speak:

I can show what I know by telling and/or writing (identify) techniques used by the writer (literary devices) within text.

Possible resources/references:

---Using Picture Storybooks to Teach Literary Devices---Volume II---by Susan Hall

Teaching Strategies to meet the Standard:

- Conferencing with students
- Mini-lessons in Readers Workshop

5.R.4.1 Students can **examine** and **compare** texts from various cultures, time periods, and geographical locations.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify characteristics of texts that define cultures, time periods and geographical locations
- Compare characteristics of various cultures, time periods and geographical locations
- Recognize the universality of literary themes across cultures
- Identify how language reflects cultures, time periods and geographical locations

Verbs Defined:

- Examine – evaluate in writing and/or speaking
- Compare – show by writing and/or speaking how information is alike

Key Terms Defined:

- Culture – groups of people based on age, gender, religion, ethnicity and ways of life
- Time periods – a time surrounding major events that influenced culture

Teacher Speak:

Students can examine (evaluate in writing and/or speaking) and compare (show by writing and/or speaking how information is alike) text from various cultures (groups of people based on age, gender, religion, ethnicity and ways of life), time periods (a time surrounding major events that influenced culture) and geographical locations.

Student Speak:

I can evaluate in writing and/or speaking (examine) and show by writing and/or speaking how information is alike (compare) text from various groups of people based on age, gender, religion, ethnicity and ways of life (cultures), a time surrounding major events that influenced culture (time periods) and geographical locations.

Possible resources/references:

- Traditional Literature
- Native American Literature
- Anthologies

Teaching Strategies to meet the Standard:

- Graphic Organizers
- Social Studies coursework

5.R.5.1 Students can **select information from two or more** reference sources to meet a goal.

Blooms Level: Analysis

Learning targets to meet this standard:

- Select informational sources for use in study and research
- Use graphic aids found in text to enhance understanding
- Differentiate important from unimportant information
- Differentiate primary and secondary sources

Verbs Defined:

- Select - choose

Key Terms Defined:

- Reference sources - periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs

Teacher Speak:

Students can select (choose) information from two or more reference sources (periodical, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, journals, maps, globe, almanac, newspaper, dictionary, charts, and graphs) to meet a goal.

Student Speak:

I can choose (select) information from two or more periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs (reference sources) to meet a goal.

Possible resources/references:

- Daily Language Review
- Newspapers

Teaching Strategies to meet the Standard:

- Social Studies and Science projects and presentations
- Writing curriculum with word choice and mechanics (thesaurus and dictionary)

5.R.5.2 Students can **identify** the author's purpose in argumentative and persuasive text.

Blooms Level: Knowledge

Learning target to meet this standard:

- Recognize an argumentative and/or persuasive text by using content features
- Determine if argument is substantiated
- Identify persuasive devices and propaganda (glittering generalities, bandwagon, testimonial)
- Identify author's perspective and position
- Identify topic, central ideas, supporting ideas
- Identify contrasting viewpoints and perspectives

Verbs Defined:

- Identify – recognize by telling or explaining in writing and/or speaking

Key Terms Defined:

- Argumentative text/persuasive text – text used to persuade toward a specific viewpoint

Teacher Speak:

Students can identify (explain in writing and/or speaking) the author's purpose in argumentative and persuasive text (text used to persuade toward a specific viewpoint).

Student Speak:

I can explain in writing and/or speaking (identify) the author's purpose in (text used to persuade toward a specific viewpoint (argumentative and persuasive text).

Possible resources/references:

---Anthologies

---Teaching Students to Read Non-Fiction---by Alice Boynton---Scholastic resource

Teaching Strategies to meet the Standard:

---Social Studies---opposing viewpoints

5.R.5.3 Students can **choose** references to meet the needs of an assigned task.

Blooms Level: Application

Learning target to meet this standard:

- Use organizational features of reference material:
 - title page
 - table of contents
 - chapter headings
 - glossary
 - index
 - diagrams
 - maps
 - timelines
 - photos
 - illustrations
 - captions
 - graphs
 - charts
 - bold, italics, parenthesis

Verbs Defined:

- Choose – select

Key Terms Defined:

- References – periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs

Teacher Speak:

Students can choose (select) references (periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs) to meet the needs of an assigned task.

Student Speak:

I can select (choose) periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs (references) to meet the needs of an assigned task.

Possible resources/references:

- Teaching Students to Read Non-Fiction---by Alice Boynton---Scholastic resource
- Social Studies and Science textbooks
- www.portaportal.com

Teaching Strategies to meet the Standard:

- Social Studies and Science projects and presentations

Writing

5.W.1.1 Students can **compose** narrative, descriptive, expository, and persuasive text of one paragraph.

Blooms Level: Application

Learning targets to meet this standard:

- Use the writing process (see glossary)

Verbs Defined:

- Compose - write

Key Terms Defined:

- Narrative - tells a story (see glossary)
- Descriptive - describes person, place, thing (see glossary)
- Expository - explains something (see glossary)
- Persuasive – convinces reader (see glossary)

Teacher Speak:

Students can compose (write) narrative (tells a story), descriptive (describes a person, place, thing), expository (explains something), and persuasive text (convinces reader) of one paragraph.

Student Speak:

I can write (compose) to tell a story (narrative), describe a person, place, or thing (descriptive), explain something (expository), convince the reader (persuasive) in one paragraph.

Possible resources/references:

- Graphic organizers
- Rubrics
- 6+1 Writing Traits
- Writers Express
- Watertown School District Writing Handbook
- Write Traits
- Teaching the Qualities of Writing---by Portalupi and Fletcher
- Craft Lessons, Teaching Writing K-8---by Portalupi and Fletcher
- Non-Fiction Craft Lessons, Teaching Information Writing---by Portalupi and Fletcher
- Writing examples in Anthologies

Teaching Strategies to meet the Standard:

- Writing across the content areas
- Writing prompts
- Community/state writing contests
- Portfolios

5.W.1.2 Students can **express** ideas; **reflect** on personal thoughts, opinions, and observations; and **respond** to literature through writing.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Make observations and record findings
- Respond to literary work in reference to the text

Verbs Defined:

- Express - tell my thoughts in writing
- Reflect – ponder
- Respond - write what you think

Key Terms Defined:

Teacher Speak:

Students can express (tell their thoughts in writing) ideas; reflect (ponder) personal thoughts, opinions and observations; and respond (write what they think) to literature through writing.

Student Speak:

I can tell my thoughts in writing (express ideas); ponder (reflect) personal thoughts, opinions, and observations; and write what I know (respond) to literature through writing.

Possible resources/references:

- Writers Express
- Write Everyday
- Teaching the Qualities of Writing---by Portalupi and Fletcher

Teaching Strategies to meet the Standard:

- Personal journal and free writing strategies
- Literature responses
- Content area exit cards

5.W.2.1 Students can **punctuate** and **capitalize** text including dialogue.

Blooms Level: Application

Learning targets to meet this standard:

- Proofread for punctuation and capitalization
- Recognize direct and indirect quotes

Verbs Defined:

- Punctuate - insert standardized marks to clarify meaning
- Capitalize - use capital letters

Key Terms Defined:

Teacher Speak:

Students can punctuate (insert standardized marks to clarify meaning) and capitalize (use capital letters) text including dialogue.

Student Speak:

I can insert standardized marks to clarify meaning (punctuate) and use capital letters (capitalize) text including dialogue.

Possible resources/references:

- Drops in the Bucket---by Frog Publications
- Daily Language Review
- Grammar book---Houghton Mifflin
- Watertown School District Writers Handbook
- Writers Express
- Daily Paragraph Editing---by Lisa V. Mathews

Teaching Strategies to meet the Standard:

- Writing notes to each other

5.W.2.2 Students can **identify** and **incorporate** verbs in the writing process.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Use a variety of verbs – action, linking, and helping

Verbs Defined:

- Identify - show what I know by speaking and/or writing
- Incorporate - use

Key Terms Defined:

- Writing process – (see glossary)

Teacher Speak:

Students can identify show what they know by speaking and/or writing) and incorporate (use) verbs in the writing process.

Student Speak:

I can show what I know by speaking and/or writing (identify) and use (incorporate) verbs in the writing process.

Possible resources/references:

- Verbs, Verbs, Verbs*, Marvin Terban , Scholastic
- 6 + 1 Writing Traits---word choice
- Grammar book---Houghton Mifflin
- Watertown School District Writers Handbook
- Parts of Speech books---by Brian Cleary

Teaching Strategies to meet the Standard:

- Writing revision process

Listening, Viewing, and Speaking

5.LVS.1.1 Students can **identify** the purpose and content of a presentation through listening and viewing.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Actively participate in discussions
- Interpret the speaker's verbal and non verbal messages, purposes, and perspectives
- Make inferences, draw conclusions, and summarize

Verbs Defined:

- Identify - show what I know by telling and/or writing

Key Terms Defined:

Teacher Speak:

Students can identify (show what they know by telling and/or writing) the purpose and content of a presentation through listening and viewing.

Student Speak:

I can show what I know by telling and/or writing (identify) the purpose and content of a presentation through listening and viewing.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Field trips
- Guest presentations
- Project presentations
- Graphic organizers
- DVD or video presentations
- Teacher read aloud(s)

5.LVS.1.2 Students can **explain** the purpose and content of the presentation.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Ask and respond to questions
- Recognize and interpret nonverbal cues
- Distinguish between speaker's opinions and facts
- Make inferences and draw conclusions
- Interpret information from visuals

Verbs Defined:

- Explain - describe

Key Terms Defined:

Teacher Speak:

Students can explain (describe) the purpose and content of the presentation.

Student Speak:

I can describe (explain) the purpose and content of the presentation.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Field trips
- Guest presentations
- Project presentations
- Graphic organizers
- DVD or video presentations
- Teacher read aloud(s)

5.LVS.1.3 Students can **select** and **organize** relevant information gathered through listening and viewing.

Blooms Level: Application

Learning targets to meet this standard:

- Identify main ideas and supporting details
- Distinguish between opinions and facts
- Interpret information from visuals
- Interpret verbal and nonverbal cues

Verbs Defined:

- Select - choose
- Organize - sort

Key Terms Defined:

- Relevant information – appropriate and truthful

Teacher Speak:

Students can select (choose) and organize (sort) relevant information (appropriate and truthful) gathered through listening and viewing.

Student Speak:

I can choose (select) sort (organize) appropriate and truthful (relevant information) gathered through listening and viewing.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Graphic Organizers
- Note taking
- Outlining
- Oral Language Activity
- Junior Great Books

5.LVS.1.4 Students can **deliver** a narrative oral presentation.

Blooms Level: Application

Learning targets to meet this standard:

- Stay on topic when speaking
- Use delivery strategies
- Use visual aids
- Tell in chronological order
- Use language appropriate to situation and audience

Verbs Defined:

- Deliver - present

Key Terms Defined:

- Narrative – story (see glossary)

Teacher Speak:

Students can deliver (present) a narrative (story) in an oral presentation.

Student Speak:

I can present (deliver) a story (narrative) in an oral presentation.

Possible resources references:

---Morning Meeting Book---by Roxanne Kriete and Lynn Beethel

Teaching Strategies to meet the Standard:

- Student presentations---show and tell, narrative, etc.
- Quarterly speaking prompts
- Booktalks
- Readers Theatre---plays

**Fifth Grade Language Arts
Curriculum Revision
Summer 2009**

South Dakota State Standards 2007

Reading

5.R.1.1 Students can **construct meaning** by using word parts and categories.

Blooms Level: Application

Learning targets to meet this standard:

Word Parts:

- Decode words with inflectional endings (affixes) with and without spelling change:
 - plurals (irregular)
 - verb tenses (past, present, future tense, past participle)
 - comparatives (er) and superlatives (est)
- Divide three and four syllable words
- Identify root words to which prefixes and suffixes have been added

Categories:

- Understand meaning of abbreviations and acronyms
- Use antonyms/synonyms
- Use homophones/homographs
- Distinguish between contractions and possessives

Verbs Defined:

- Construct meaning – build understanding

Key Terms Defined:

- Word parts – syllables, root words, prefixes, suffixes
- Categories – groups of words with similar characteristics

Teacher Speak:

Students can construct meaning (build understanding) by using word parts (syllables, root words, prefixes, suffixes) and categories (groups of words with similar characteristics).

Student Speak:

I can build understanding (construct meaning) by using:

- syllables,
 - root words,
 - prefixes, and
 - suffixes (word parts)
- and groups of words with similar characteristics:
- abbreviations and acronyms,
 - antonyms and synonyms,
 - homophones and homographs, and
 - contractions and possessives (categories)

Possible resources/references:

- Phonics They Use* – Richard Allington & Patricia Cunningham
- Month by Month Phonics* – Richard Allington & Patricia Cunningham
- Antonym & Synonym Handbooks* – Scholastic
- The King Who Rained* by Fred Gwynne
- Writers Express---Write Source
- Word Journeys
- Storyworks Magazine---by Scholastic
- Drops in the Bucket
- Daily Language Review
- Dictionary

Teaching Strategies to meet the Standard:

- Chunking words

5.R.1.2 Students can **determine** word meaning using prior knowledge and context clues.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify context clues in sentences and paragraphs
- Infer specific word meanings in the context of reading passages

Verbs Defined:

- Determine – figure out

Key Terms Defined:

- Prior knowledge – experiences and background knowledge to build meaning
- Context clues – surrounding words that clarify meaning

Teacher Speak:

Students can determine (figure out) word meaning using prior knowledge (experiences and background knowledge to build meaning) and context clues (surrounding words that clarify meaning).

Student Speak:

I can figure out (determine) word meaning using experiences and background knowledge (prior knowledge) and surrounding words that clarify meaning (context clues).

Possible resources/references:

- Strategies that Work
- Seven Keys to Comprehension---by Susan Zimmerman
- Caught Ya---Grammar with a Giggle---by Jane Bell Kiester
- 240 Vocabulary Words 5th Grade Kids Need To Know
- Daily Word Ladders---by Timothy Rasinski

Teaching Strategies to meet the Standard:

- Prior knowledge---schema
- Vocabulary focused

5.R.2.1 Students can **utilize** comprehension strategies while constructing meaning.

Blooms Level: Application

Learning targets to meet this standard:

- Comprehension strategies such as:
 - connect text to text, text to self, and text to world
 - formulates question before, during, and after reading
 - infer making predictions and drawing conclusions from text
 - form mental images during reading
 - summarize
 - synthesize (bringing together what i know to create an original idea)
 - distinguish fact from opinion
 - identify main idea
 - sequence events
 - determine cause and effect
 - compare and contrast
 - classify and categorize

Verbs Defined:

- Utilize – to make use of

Key Terms Defined:

- Comprehension strategies – methods used to understand text

Teacher Speak:

Students can utilize (to make use of) comprehension strategies (methods used to understand text) while constructing meaning.

Student Speak:

I can make use of (utilize) methods used to understand text (comprehension strategies) while constructing meaning.

- making connections
- predicting
- visualizing
- inferring
- questioning
- determining importance
- summarizing
- evaluating
- synthesizing

Possible resources/references:

- Strategies That Work* - Stephanie Harvey
- Guiding Readers and Writers* – Fountas & Pinnell
- Conversations* – Regie Routman
- Reading Essentials* – Regie Routman
- The Art of Teaching Reading* – Lucy Calkins
- Reflect, Revisit & Retell* – Linda Hoyt
- Snapshots* – Linda Hoyt

- Classrooms That Work* – Allington & Cunningham
- <http://www.readwritethink.org>
- Reading Handbook* – Great Source
- Seven Keys to Comprehension
- Junior Great Books---strategies applied to Literature circles---higher level comprehension/thinking skills
- Storyworks Magazine---by Scholastic

Teaching Strategies to meet the Standard:

- Teach the standard across all content areas and genres
- Graphic Organizers
- Area or South Dakota Reads Training
- Readers Workshop---Google or www.readersworkshop.org

5.R.2.2 Students can **apply** fluency strategies to gain meaning from text.

Blooms Level: Application

Learning targets to meet this standard:

- Apply fluency strategies: skimming, scanning, predicting, using contextual clues, re-reading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

Verbs Defined:

- Apply – make use of

Key Terms Defined:

- Fluency strategies – methods to increase accuracy, phrasing and pace

Teacher Speak:

Students can apply (make use of) fluency strategies (methods to increase accuracy, phrasing and pace) to gain meaning from text.

Student Speak:

I can make use of (apply) methods to increase accuracy, phrasing and pace (fluency strategies) to gain meaning from text.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Comprehension Strategies to gain meaning
- Use of taped readings from novels, Social Studies, read alouds, etc.
- Modeling of fluency

5.R.3.1 Students can **distinguish** literary genres based on characteristics, structures, and patterns.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify and distinguish within fiction genres
- Identify and distinguish within non-fiction genres
- Identify and distinguish within poetry genres
- Identify rhyme, rhythm, repetition, pattern, and stanza within poetry
- Identify and distinguish the characteristics of drama (plays)

Verbs Defined:

- Distinguish – separate into categories

Key Terms Defined:

- Genres – categories of literature
 - Characteristics – distinguishing traits
 - Structures – arrangements
 - Patterns – repeated works or ideas
- Poetry---verse, stanza, lines

Teacher Speak:

Students can distinguish (separate into categories) literary genre (categories of literature) based on characteristics (distinguishing traits), structure (arrangements), and patterns (repeated work or ideas).

Student Speak:

I can separate into categories (distinguish) categories of literature (literary genres) based on distinguishing traits (characteristics), arrangements (structures), and repeated work or ideas (patterns).

Possible resources/references:

- Storyworks
- Guiding Readers and Writers

Teaching Strategies to meet the Standard:

- Use a variety of genres in fiction, non-fiction, poetry

5.R.3.2 Students can **interpret** literary elements of character, setting, plot, theme, point of view, and mood.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Identify character traits
- Plot (problem/rising action/climax/solution)
- Determine setting (time and place)
- Identify point of view
- Determine the author's meaning (theme) and purpose
- Determine the feeling the author creates for the reader (mood)

Verbs Defined:

- Interpret – understand

Key Terms Defined:

- Literary elements – structures that contribute to a whole story

Teacher Speak:

Students can interpret (understand) literary elements (structures that contribute to a whole story) of character, setting, plot, theme, point of view, and mood.

Student Speak:

I can understand (interpret) structures that contribute to a whole story (literary elements) of character, setting, plot, theme, point of view, and mood.

Possible resources/references:

---Using Picture Storybooks to Teach Literary Devices---Volume II---by Susan Hall
---Novels, Short Stories, Anthologies, Poetry, etc.

Teaching Strategies to meet the Standard:

5.R.3.3 Students can **identify** literary devices within text.

Blooms Level: Application

Learning targets to meet this standard:

- Locate and recognize:
 - idiom
 - alliteration
 - onomatopoeia
 - slang
 - jargon
 - imagery
 - dialect
 - symbolism
 - simile
 - metaphor
 - personification

Verbs Defined:

- Identify – show what I know by telling and/or writing

Key Terms Defined:

- Literary devices – techniques used by the writer

Teacher Speak:

Students can identify (show what I know by telling and/or writing) literary devices (techniques used by the writer) within text.

Student Speak:

I can show what I know by telling and/or writing (identify) techniques used by the writer (literary devices) within text.

Possible resources/references:

---Using Picture Storybooks to Teach Literary Devices---Volume II---by Susan Hall

Teaching Strategies to meet the Standard:

- Conferencing with students
- Mini-lessons in Readers Workshop

5.R.4.1 Students can **examine** and **compare** texts from various cultures, time periods, and geographical locations.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify characteristics of texts that define cultures, time periods and geographical locations
- Compare characteristics of various cultures, time periods and geographical locations
- Recognize the universality of literary themes across cultures
- Identify how language reflects cultures, time periods and geographical locations

Verbs Defined:

- Examine – evaluate in writing and/or speaking
- Compare – show by writing and/or speaking how information is alike

Key Terms Defined:

- Culture – groups of people based on age, gender, religion, ethnicity and ways of life
- Time periods – a time surrounding major events that influenced culture

Teacher Speak:

Students can examine (evaluate in writing and/or speaking) and compare (show by writing and/or speaking how information is alike) text from various cultures (groups of people based on age, gender, religion, ethnicity and ways of life), time periods (a time surrounding major events that influenced culture) and geographical locations.

Student Speak:

I can evaluate in writing and/or speaking (examine) and show by writing and/or speaking how information is alike (compare) text from various groups of people based on age, gender, religion, ethnicity and ways of life (cultures), a time surrounding major events that influenced culture (time periods) and geographical locations.

Possible resources/references:

- Traditional Literature
- Native American Literature
- Anthologies

Teaching Strategies to meet the Standard:

- Graphic Organizers
- Social Studies coursework

5.R.5.1 Students can **select information from two or more** reference sources to meet a goal.

Blooms Level: Analysis

Learning targets to meet this standard:

- Select informational sources for use in study and research
- Use graphic aids found in text to enhance understanding
- Differentiate important from unimportant information
- Differentiate primary and secondary sources

Verbs Defined:

- Select - choose

Key Terms Defined:

- Reference sources - periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs

Teacher Speak:

Students can select (choose) information from two or more reference sources (periodical, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, journals, maps, globe, almanac, newspaper, dictionary, charts, and graphs) to meet a goal.

Student Speak:

I can choose (select) information from two or more periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs (reference sources) to meet a goal.

Possible resources/references:

- Daily Language Review
- Newspapers

Teaching Strategies to meet the Standard:

- Social Studies and Science projects and presentations
- Writing curriculum with word choice and mechanics (thesaurus and dictionary)

5.R.5.2 Students can **identify** the author's purpose in argumentative and persuasive text.

Blooms Level: Knowledge

Learning target to meet this standard:

- Recognize an argumentative and/or persuasive text by using content features
- Determine if argument is substantiated
- Identify persuasive devices and propaganda (glittering generalities, bandwagon, testimonial)
- Identify author's perspective and position
- Identify topic, central ideas, supporting ideas
- Identify contrasting viewpoints and perspectives

Verbs Defined:

- Identify – recognize by telling or explaining in writing and/or speaking

Key Terms Defined:

- Argumentative text/persuasive text – text used to persuade toward a specific viewpoint

Teacher Speak:

Students can identify (explain in writing and/or speaking) the author's purpose in argumentative and persuasive text (text used to persuade toward a specific viewpoint).

Student Speak:

I can explain in writing and/or speaking (identify) the author's purpose in (text used to persuade toward a specific viewpoint (argumentative and persuasive text).

Possible resources/references:

---Anthologies

---Teaching Students to Read Non-Fiction---by Alice Boynton---Scholastic resource

Teaching Strategies to meet the Standard:

---Social Studies---opposing viewpoints

5.R.5.3 Students can **choose** references to meet the needs of an assigned task.

Blooms Level: Application

Learning target to meet this standard:

- Use organizational features of reference material:
 - title page
 - table of contents
 - chapter headings
 - glossary
 - index
 - diagrams
 - maps
 - timelines
 - photos
 - illustrations
 - captions
 - graphs
 - charts
 - bold, italics, parenthesis

Verbs Defined:

- Choose – select

Key Terms Defined:

- References – periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs

Teacher Speak:

Students can choose (select) references (periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs) to meet the needs of an assigned task.

Student Speak:

I can select (choose) periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs (references) to meet the needs of an assigned task.

Possible resources/references:

- Teaching Students to Read Non-Fiction---by Alice Boynton---Scholastic resource
- Social Studies and Science textbooks
- www.portaportal.com

Teaching Strategies to meet the Standard:

- Social Studies and Science projects and presentations

Writing

5.W.1.1 Students can **compose** narrative, descriptive, expository, and persuasive text of one paragraph.

Blooms Level: Application

Learning targets to meet this standard:

- Use the writing process (see glossary)

Verbs Defined:

- Compose - write

Key Terms Defined:

- Narrative - tells a story (see glossary)
- Descriptive - describes person, place, thing (see glossary)
- Expository - explains something (see glossary)
- Persuasive – convinces reader (see glossary)

Teacher Speak:

Students can compose (write) narrative (tells a story), descriptive (describes a person, place, thing), expository (explains something), and persuasive text (convinces reader) of one paragraph.

Student Speak:

I can write (compose) to tell a story (narrative), describe a person, place, or thing (descriptive), explain something (expository), convince the reader (persuasive) in one paragraph.

Possible resources/references:

- Graphic organizers
- Rubrics
- 6+1 Writing Traits
- Writers Express
- Watertown School District Writing Handbook
- Write Traits
- Teaching the Qualities of Writing---by Portalupi and Fletcher
- Craft Lessons, Teaching Writing K-8---by Portalupi and Fletcher
- Non-Fiction Craft Lessons, Teaching Information Writing---by Portalupi and Fletcher
- Writing examples in Anthologies

Teaching Strategies to meet the Standard:

- Writing across the content areas
- Writing prompts
- Community/state writing contests
- Portfolios

5.W.1.2 Students can **express** ideas; **reflect** on personal thoughts, opinions, and observations; and **respond** to literature through writing.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Make observations and record findings
- Respond to literary work in reference to the text

Verbs Defined:

- Express - tell my thoughts in writing
- Reflect – ponder
- Respond - write what you think

Key Terms Defined:

Teacher Speak:

Students can express (tell their thoughts in writing) ideas; reflect (ponder) personal thoughts, opinions and observations; and respond (write what they think) to literature through writing.

Student Speak:

I can tell my thoughts in writing (express ideas); ponder (reflect) personal thoughts, opinions, and observations; and write what I know (respond) to literature through writing.

Possible resources/references:

---Writers Express

---Write Everyday

--- Teaching the Qualities of Writing---by Portalupi and Fletcher

Teaching Strategies to meet the Standard:

---Personal journal and free writing strategies

---Literature responses

---Content area exit cards

5.W.2.1 Students can **punctuate** and **capitalize** text including dialogue.

Blooms Level: Application

Learning targets to meet this standard:

- Proofread for punctuation and capitalization
- Recognize direct and indirect quotes

Verbs Defined:

- Punctuate - insert standardized marks to clarify meaning
- Capitalize - use capital letters

Key Terms Defined:

Teacher Speak:

Students can punctuate (insert standardized marks to clarify meaning) and capitalize (use capital letters) text including dialogue.

Student Speak:

I can insert standardized marks to clarify meaning (punctuate) and use capital letters (capitalize) text including dialogue.

Possible resources/references:

- Drops in the Bucket---by Frog Publications
- Daily Language Review
- Grammar book---Houghton Mifflin
- Watertown School District Writers Handbook
- Writers Express
- Daily Paragraph Editing---by Lisa V. Mathews

Teaching Strategies to meet the Standard:

- Writing notes to each other

5.W.2.2 Students can **identify** and **incorporate** verbs in the writing process.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Use a variety of verbs – action, linking, and helping

Verbs Defined:

- Identify - show what I know by speaking and/or writing
- Incorporate - use

Key Terms Defined:

- Writing process – (see glossary)

Teacher Speak:

Students can identify show what they know by speaking and/or writing) and incorporate (use) verbs in the writing process.

Student Speak:

I can show what I know by speaking and/or writing (identify) and use (incorporate) verbs in the writing process.

Possible resources/references:

- Verbs, Verbs, Verbs*, Marvin Terban , Scholastic
- 6 + 1 Writing Traits---word choice
- Grammar book---Houghton Mifflin
- Watertown School District Writers Handbook
- Parts of Speech books---by Brian Cleary

Teaching Strategies to meet the Standard:

- Writing revision process

Listening, Viewing, and Speaking

5.LVS.1.1 Students can **identify** the purpose and content of a presentation through listening and viewing.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Actively participate in discussions
- Interpret the speaker's verbal and non verbal messages, purposes, and perspectives
- Make inferences, draw conclusions, and summarize

Verbs Defined:

- Identify - show what I know by telling and/or writing

Key Terms Defined:

Teacher Speak:

Students can identify (show what they know by telling and/or writing) the purpose and content of a presentation through listening and viewing.

Student Speak:

I can show what I know by telling and/or writing (identify) the purpose and content of a presentation through listening and viewing.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Field trips
- Guest presentations
- Project presentations
- Graphic organizers
- DVD or video presentations
- Teacher read aloud(s)

5.LVS.1.2 Students can **explain** the purpose and content of the presentation.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Ask and respond to questions
- Recognize and interpret nonverbal cues
- Distinguish between speaker's opinions and facts
- Make inferences and draw conclusions
- Interpret information from visuals

Verbs Defined:

- Explain - describe

Key Terms Defined:

Teacher Speak:

Students can explain (describe) the purpose and content of the presentation.

Student Speak:

I can describe (explain) the purpose and content of the presentation.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Field trips
- Guest presentations
- Project presentations
- Graphic organizers
- DVD or video presentations
- Teacher read aloud(s)

5.LVS.1.3 Students can **select** and **organize** relevant information gathered through listening and viewing.

Blooms Level: Application

Learning targets to meet this standard:

- Identify main ideas and supporting details
- Distinguish between opinions and facts
- Interpret information from visuals
- Interpret verbal and nonverbal cues

Verbs Defined:

- Select - choose
- Organize - sort

Key Terms Defined:

- Relevant information – appropriate and truthful

Teacher Speak:

Students can select (choose) and organize (sort) relevant information (appropriate and truthful) gathered through listening and viewing.

Student Speak:

I can choose (select) sort (organize) appropriate and truthful (relevant information) gathered through listening and viewing.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Graphic Organizers
- Note taking
- Outlining
- Oral Language Activity
- Junior Great Books

5.LVS.1.4 Students can **deliver** a narrative oral presentation.

Blooms Level: Application

Learning targets to meet this standard:

- Stay on topic when speaking
- Use delivery strategies
- Use visual aids
- Tell in chronological order
- Use language appropriate to situation and audience

Verbs Defined:

- Deliver - present

Key Terms Defined:

- Narrative – story (see glossary)

Teacher Speak:

Students can deliver (present) a narrative (story) in an oral presentation.

Student Speak:

I can present (deliver) a story (narrative) in an oral presentation.

Possible resources references:

---Morning Meeting Book---by Roxanne Kriete and Lynn Beethel

Teaching Strategies to meet the Standard:

- Student presentations---show and tell, narrative, etc.
- Quarterly speaking prompts
- Booktalks
- Readers Theatre---plays

Fifth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Application)	5.R.1.1 Students can construct meaning by using word parts and categories.
(Analysis)	5.R.1.2 Students can determine word meaning using prior knowledge and context clues.

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	5.R.2.1 Students can utilize comprehension strategies while constructing meaning.
(Application)	5.R.2.2 Students can apply fluency strategies to gain meaning from text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Analysis)	5.R.3.1 Students can distinguish literary genres based on characteristics, structures, and patterns.
(Evaluation)	5.R.3.2 Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.
(Application)	5.R.3.3 Students can identify literary devices within text.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	5.R.4.1 Students can examine and compare texts from various cultures, time periods, and geographical locations.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Analysis)	5.R.5.1 Students can select information from two or more reference sources to meet a goal.
(Knowledge)	5.R.5.2 Students can identify the author's purpose in argumentative and persuasive text.
(Application)	5.R.5.3 Students can choose references to meet the needs of an assigned task.

**Fifth Grade Reading
Performance Descriptors**

Advanced	<p>Fifth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> ● construct word meaning using word patterns, word categories and context clues; ● explain the comprehension strategies used to construct meaning; ● apply and explain when to use fluency strategies to gain meaning from text; ● describe the characteristics, structures, and patterns of literary genre; ● analyze how elements of character, setting, plot, theme, point of view and mood effect meaning of text; ● explain how literary devices enhance meaning of text; ● analyze text from various cultures, time periods, and geographical locations; ● retrieve, determine the importance of, and communicate the findings of information found in text; ● analyze argumentative and persuasive text to determine the author's purpose; ● use multiple references within a task.
Proficient	<p>Fifth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> ● construct meaning by using word parts and categories; ● determine word meaning using prior knowledge and context clues; ● utilize comprehension strategies while constructing meaning; ● apply fluency strategies to gain meaning from text; ● distinguish literary genres based on characteristics, structures, and patterns; ● interpret literary elements of character, setting, plot, theme, point of view, and mood; ● identify literary devices within text; ● examine and compare texts from various cultures, time periods, and geographical locations; ● select information from two or more reference sources to meet a goal; ● identify the author's purpose in argumentative and persuasive text; ● choose references to meet the needs of an assigned task.
Basic	<p>Fifth grade students performing at the basic level:</p> <ul style="list-style-type: none"> ● identify meaning by using word parts and context clues; ● identify word meaning using prior knowledge or context clues; ● use individual comprehension strategies to construct meaning; ● apply some fluency strategies to gain meaning from text; ● distinguish among fiction, non-fiction and poetry; ● identify character, setting, and sequence of events; ● locate a literary device within a text; ● identify the culture, time period, and geographical location within a given text; ● retrieve specified information from a single source; ● identify a persuasive and/or argumentative text; ● use a single reference within a task.

Reading

Indicator 1: Students can recognize and analyze words.

3 rd Grade	4 th Grade	5 th Grade
3.R.1.1 (Application) Students can decode using word recognition skills.	4.R.1.1 (Analysis) Students can analyze complex word patterns.	5.R.1.1 (Application) Students can construct meaning by using word parts and categories.
	4.R.1.2 (Comprehension) Students can identify meanings of unfamiliar vocabulary.	5.R.1.2 (Analysis) Students can determine word meaning using prior knowledge and context clues.

Indicator 2: Students can comprehend and fluently read text.

3 rd Grade	4 th Grade	5 th Grade
3.R.2.1 (Application) Students can apply comprehension strategies to read and interpret text.	4.R.2.1 (Synthesis) Students can construct meaning from text by applying comprehension strategies.	5.R.2.1 (Application) Students can utilize comprehension strategies while constructing meaning.
3.R.2.2 (Application) Students can fluently read aloud and silently to comprehend text.	4.R.2.2 (Application) Students can develop fluency by utilizing fluency strategies independently.	5.R.2.2 (Application) Students can apply fluency strategies to gain meaning from text.
	4.R.2.3 (Application) Students can utilize fluency strategies to comprehend literature and other materials.	

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

3rd Grade	4th Grade	5th Grade
3.R.3.1 (Analysis) Students can identify and describe literary elements and devices in literature.	4.R.3.1 (Knowledge) Students can identify organizational and text structures within genres.	5.R.3.1 (Analysis) Students can distinguish literary genres based on characteristics, structures, and patterns.
3.R.3.2 (Analysis) Students can compare and contrast different genres.	4.R.3.2 (Analysis) Students can identify, explain, and use text features.	5.R.3.2 (Evaluation) Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.
	4.R.3.3 (Evaluation) Students can determine how word choice affects meaning.	5.R.3.3 (Application) Students can identify literary devices within text.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

3rd Grade	4th Grade	5th Grade
3.R.4.1 (Analysis) Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.	4.R.4.1 (Analysis) Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.	5.R.4.1 (Analysis) Students can examine and compare texts from various cultures, time periods, and geographical locations.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

3rd Grade	4th Grade	5th Grade
3.R.5.1 (Application) Students can determine and utilize organizational features of text.	4.R.5.1 (Application) Students can use organizational features of text.	5.R.5.1 (Analysis) Students can use select information from two or more reference sources to meet a goal.
3.R.5.2 (Application) Students can choose reference materials to locate information.	4.R.5.2 (Synthesis) Students can research a topic by gathering information from at least two sources.	5.R.5.2 (Knowledge) Students can identify the author's purpose in argumentative and persuasive text.
3.R.5.3 (Application) Students can collect information from two reference materials.		5.R.5.3 (Application) Students can choose references to meet the needs of an assigned task.

Fifth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Application)	5.W.1.1 Students can compose narrative, and descriptive text of one paragraph.
(Synthesis)	5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	5.W.2.1 Students can punctuate and capitalize text including dialogue.
(Synthesis)	5.W.2.2 Students can identify and incorporate verbs in the writing process.

**Fifth Grade Writing
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none">• compose narrative and descriptive text with three or more paragraphs;• compare and contrast readers' responses to text through writing;• punctuate, capitalize and indent text, including dialogue in a paragraph;• identify and explain use of verbs in the writing process.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none">• compose narrative, descriptive, expository, and persuasive text of one paragraph;• express ideas; reflect on personal thoughts, opinions and observations; and response to literature through writing;• punctuate and capitalize text including dialogue;• identify and incorporate verbs in the writing process.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none">• compose a personal narrative using a topic sentence, supporting details and a conclusion;• writes personal thoughts in response to text;• punctuate and capitalize a simple sentence containing dialogue;• identify verbs.

Writing

Indicator 1: Students can apply the writing process to compose text.

3 rd Grade	4 th Grade	5 th Grade
3.W.1.1 (Knowledge) Students can write statements, questions, commands, and exclamations.	4.W.1.1 (Synthesis) Students can express ideas, personal thoughts, and observations in response to literature.	5.W.1.1 (Application) Students can compose narrative, descriptive, expository, and persuasive text of one paragraph.
3.W.1.2 (Application) Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.	4.W.1.2 (Synthesis) Students can create sentences using words that describe, explain, or provide additional details and connections.	5.W.1.2 (Synthesis) Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.
3.W.1.3 (Application) Students can write a paragraph using supporting details.	4.W.1.3 (Synthesis) Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.	
3.W.1.4 (Application) Students can write a friendly letter, thank you notes, and invitations.		

Indicator 2: Students can apply Standard English conventions in their writing.

3 rd Grade	4 th Grade	5 th Grade
3.W.2.1 (Knowledge) Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.	4.W.2.1 (Application) Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	5.W.2.1 (Application) Students can punctuate and capitalize text including dialogue.
3.W.2.2 (Application) Students can use commas when writing dates, city and state, and items in a series.	4.W.2.2. (Application) Students can identify and incorporate nouns in the writing process.	5.W.2.2 (Synthesis)) Students can identify and incorporate verbs in the writing process.
3.W.2.3 (Application) Students can write in manuscript and/or cursive with proper spacing of words and sentences.		
3.W.2.4 (Application) Students can identify and incorporate interjections in the writing process.		

Fifth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Knowledge)	5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.
(Comprehension)	5.LVS.1.2 Students can explain the purpose and content of the presentation.
(Application)	5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.
(Application)	5.LVS.1.4 Students can deliver a narrative oral presentation.

**Fifth Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none">• interpret the purpose and content of the presentation using verbal and nonverbal cues;• select, organize, and explain relevance of information gathered through listening and viewing;• deliver a narrative oral presentation using multimedia.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none">• identify the purpose and content of a presentation through listening and viewing;• explain the purpose and content of the presentation;• select and organize relevant information gathered through listening and viewing;• deliver a narrative oral presentation.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none">• listen and/or view to identify specified information within the presentation;• identify the content of the presentation;• select relevant information gathered through listening and viewing;• express ideas and convey information in an oral presentation.

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

3 rd Grade	4 th Grade	5 th Grade
3.LVS.1.1 (Knowledge) Students can incorporate listening and viewing strategies to identify the content of the presentation.	4.LVS.1.1 (Application) Students can identify and explain the purpose of the presentation through listening and viewing.	5.LVS.1.1 (Knowledge) Students can identify the purpose and content of a presentation through listening and viewing.
3.LVS.1.2 (Comprehension) Students can recall the content of a visual and auditory presentation.	4.LVS.1.2 (Comprehension) Students can record and explain information while listening and viewing.	5.LVS.1.2 (Comprehension) Students can explain the purpose and content of the presentation.
3.LVS.1.3 (Synthesis) Students can deliver a presentation incorporating descriptive vocabulary.	4.LVS.1.3 (Synthesis) Students can express ideas and convey information in an oral presentation.	5.LVS.1.3 (Application) Students can select and organize relevant information gathered through listening and viewing.
3.LVS.1.4 (Synthesis) Students can demonstrate presentation skills.	4.LVS.1.4 (Synthesis) Students can incorporate expanding vocabularies into a formal presentation.	5.LVS.1.4 (Application) Students can deliver a narrative oral presentation.
	4.LVS.1.5 (Synthesis) Students can integrate nonverbal techniques in oral communication.	

**Sixth Grade Language Arts
Curriculum Revision
Summer 2009**

South Dakota State Standards 2007

Reading

6.R.1.1 Students can **expand** word meanings using word categories and word parts.

Blooms Level: Analysis

Learning targets to meet this standard:

- Use word categories to determine meaning
- Use word parts to determine meaning

Verbs Defined:

- Expand – extend

Key Terms Defined:

- Word categories – antonyms, synonyms, homonyms, acronyms, abbreviations
- Word parts – prefixes, suffixes, root words, root origins

Teacher Speak:

Students can expand (extend) word meanings using word categories (antonyms, synonyms, homonyms, acronyms, abbreviations) and word parts (prefixes, suffixes, root words, root origins).

.Student Speak:

I can extend (expand) word meanings using:

- antonyms
- synonyms
- homonyms
- acronyms
- abbreviations (word categories) and
- prefixes
- suffixes
- root word
- root origins (word parts)

Possible resources/references:

- Words, Words, Words* – by Janet Allen - Teacher Use
- Word Journey---spelling program
- Daily Oral Language
- Word Wizards---vocabulary and spelling
- Spelling City---free online spelling program
- 240 Vocabulary Words All Sixth Graders Should Know---book

Teaching Strategies to meet the Standard:

- Vocabulary development in all content areas
- Graphic Organizers
- Prior knowledge activities
- Word sorts
- Poetry
- Conferencing
- Mary Barton Strategies
- Max Forget Teaching Strategies

6.R.1.2 Students can **utilize** context to comprehend words with multiple meanings.

Blooms Level: Application

Learning targets to meet this standard:

- Use dictionary skills
- Use context clues

Verbs Defined:

- Utilize – make use of

Key Terms Defined:

- Context – words and/or passages

Teacher Speak:

Students can utilize (make use of) context (words and/or passages) to comprehend words with multiple meanings.

Student Speak:

I can make use of (utilize) words and/or passages (context) to comprehend words with multiple meanings.

Possible resources/references:

---*I Read It But I Don't Get It* by Cris Tovani and Ellin Oliver King

---*Do I Really Have to Teach Reading?* by Cris Tovani

---Successmaker---isolated strands

Teaching Strategies to meet the Standard:

---Vocabulary development in all content areas

---Graphic Organizers

---Prior knowledge activities

---Word sorts

---Poetry

---Conferencing

---Mary Barton Strategies

---Max Forget Teaching Strategies

---Inferencing

6.R.2.1 Students can **utilize** direct and implied meaning to comprehend text.

Blooms Level: Analysis

Learning targets to meet this standard:

- Apply reading strategies such as:
 - connect to prior knowledge
 - question
 - visualize
 - monitor for meaning
 - infer
 - synthesize
 - determine importance

Verbs Defined:

- Utilize – make use of

Key Terms Defined:

- Direct meaning – denotation
- Implied meaning – connotation

Teacher Speak:

Students can utilize (make use of) direct (denotation) and implied (connotation) meaning to comprehend text.

Student Speak:

I can make use of (utilize) denotation (direct meaning) and connotation (implied meaning) to comprehend text.

Possible resources/references:

- Conversations* by Regie Routman
- South Dakota Reads

Teaching Strategies to meet the Standard:

- Cause/Effect
- Compare/Contrast

6.R.2.2 Students can **demonstrate** the elements of fluency to comprehend text.

Blooms Level: Application

Learning targets to meet this standard:

- Apply elements of fluency to various genres:
 - fiction
 - nonfiction
 - poetry
 - drama

Verbs Defined:

- Demonstrate – show what I know by reading orally

Key Terms Defined:

- Elements of fluency:
 - Accuracy – correctness
 - Rate – words per minute
 - Expression – voice inflection
 - Phrasing - smoothness

Teacher Speak:

Students can demonstrate (show what I know by reading orally) the elements of fluency (accuracy, rate, expression, phrasing) to comprehend text.

Student Speak:

I can show what I know by reading orally (demonstrate) with:

- accuracy
 - rate
 - expression, and
 - phrasing (elements of fluency)
- to comprehend text.

Possible resources/references:

---*Joyful Noise* by Paul Fleischmann - Student use

---Possible activities: Reader's Theater, paired reading, choral reading

Teaching Strategies to meet the Standard:

---Plays, poetry, oral reading practice, repeated readings, other content area reading, tape recordings, "whisper phones", conferencing oral reading

---Teacher modeling---motivation for students

6.R.3.1 Students can **describe** text structures to determine meaning in fiction, nonfiction, and poetry.

Blooms Level: Comprehension

Learning targets to meet this standard:

Examine text structures such as:

- compare/contrast
- sequence
- description
- stanza
- verse

Verbs Defined:

- Describe – explain in writing and/or speaking

Key Terms Defined:

- Text structures – the organizational patterns in text

Teacher Speak:

Students can describe (explain in writing and/or speaking) text structures (the organizational patterns in text) to determine meaning in fiction, nonfiction, and poetry.

Student Speak:

I can explain in writing and/or speaking (describe) the organizational patterns in text (text structures) to determine meaning in fiction, nonfiction, and poetry.

Possible resources/references:

---Required reading resources---textbooks, novels, etc.

Teaching Strategies to meet the Standard:

---Timelines, chapters, paragraphs, genres

---Exposure to various types of reading materials---newspapers, magazines, fiction, nonfiction, reference materials

6.R.3.2 Students can **describe** literary elements to determine meaning in fiction, nonfiction, and poetry.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Examine literary elements such as:
 - characterization
 - setting
 - conflict resolution
 - plot (rising/falling/climax)
 - theme
 - point of view

Verbs Defined:

- Describe – explain in writing and /or speaking

Key Terms Defined:

- Literary elements – features that contribute meaning to text

Teacher Speak:

Students can describe (explain in writing and /or speaking) literary elements (features that contribute meaning to text) to determine meaning in fiction, non-fiction, and poetry.

Student Speak:

I can explain in writing and /or speaking (describe) features that contribute meaning to text (literary elements) to determine meaning in fiction, non-fiction, and poetry.

Possible resources/references:

---Novels, textbooks, Inspiration (computer program), etc.

Teaching Strategies to meet the Standard:

---Retelling a story
---Graphic Organizer

6.R.3.3 Students can **describe** literary devices to determine meaning in fiction, nonfiction, and poetry.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Examine literary devices such as:
 - figurative language (see glossary)
 - alliteration
 - onomatopoeia
 - idiom
 - imagery
 - foreshadowing
 - flashback

Verbs Defined:

- Describe – explain in writing and/or speaking

Key Terms Defined:

- Literary devices – techniques used to convey or enhance the text

Teacher Speak:

Students can describe (explain in writing and/or speaking) literary devices (techniques used to convey or enhance the text) to determine meaning in fiction, nonfiction, and poetry.

Student Speak:

I can explain in writing and/or speaking (describe) techniques used to convey or enhance the text (literary devices) to determine meaning in fiction, nonfiction, and poetry.

Possible resources/references:

---Novels, textbooks, poetry, Achievement Series, etc.

Teaching Strategies to meet the Standard:

- Similes, metaphors, symbolism, assonance, hyperbole
- Using writing strategies to implement
- Oral reading and conversation

6.R.4.1 Students can **compare** and **contrast** text from different time periods, cultures, and historical events.

Blooms Level: Analysis

Learning targets to meet this standard:

- Locate and gather information to compare and contrast cultures
- Locate and gather information to compare and contrast time periods
- Locate and gather information to compare and contrast historical events
- Summarize information from expository text
- Compare and organize information from expository text

Verbs Defined:

- Compare – show in writing and/or speaking how information is similar
- Contrast – show in writing and/or speaking how information is different

Key Terms Defined:

- Cultures – groups of people based on age, gender, religion, ethnicity, and ways of life
- Time periods – time surrounding major events that influence culture
- Historical events – relating to past events

Teacher Speak:

Students can compare and contrast (show in writing and/or speaking how information is similar and different) text from different time periods (time surrounding major events that influence culture), cultures (groups of people based on age, gender, religion, ethnicity, and ways of life), and historical events (relating to past events).

Student Speak:

I can show in writing and/or speaking how information is similar (compare) and different (contrast) in text from different times that surround major events that influence culture (time periods), groups of people based on age, gender, religion, ethnicity, and ways of life (cultures), and relating to past events (historical events).

Possible resources/references:

- 6th grade Social Studies Standards
- Novels: The Pearl, Maniac Magee
- Poetry
- Myths and Tall Tales
- Internet documents from different viewpoints, time periods, cultures

Teaching Strategies to meet the Standard:

- Venn Diagrams
- Timelines
- Student created presentations

6.R.5.1 Students can **compare** and **contrast** information on one topic from multiple informational texts.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Locate, gather, and organize information from multiple print and electronic sources
- Identify similarities in information from multiple print and electronic sources
- Identify differences in information from multiple print and electronic sources
- Use expository, persuasive, and procedural text

Verbs Defined:

- Compare – show in writing and/or speaking how information is alike
- Contrast – show in writing and/or speaking how information is different

Key Terms Defined:

- Informational texts – nonfiction

Teacher Speak:

Students can compare and contrast (show in writing and/or speaking how information is alike and different) information on one topic from multiple informational (nonfiction) texts.

Student Speak:

I can show in writing and/or speaking how information is alike and different (compare and contrast) on one topic from multiple nonfiction (informational) texts.

Possible resources/references:

- Historical Documents
- Essays
- Letters To The Editor
- Editorials
- Bus Schedules
- Instruction Manuals
- Order Forms
- Graphs
- Tables
- Illustrations
- Posters
- Graphic Organizers
- Succesmaker
- Internet
- Daily Language Review

Teaching Strategies to meet the Standard:

- Research reports and presentations
- Note taking
- Study skills

6.R.5.2 Students can **evaluate** the credibility of informational texts.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Distinguish fact from opinion
- Determine author's purpose
- Determine credibility of various sources
- Use expository, persuasive, and procedural text

Verbs Defined:

- Evaluate – determine the importance or quality of

Key Terms Defined:

- Informational – nonfiction (see glossary)
- Credibility – truthfulness

Teacher Speak:

Students can evaluate (determine the importance or quality of) the credibility (truthfulness) of informational (nonfiction) texts.

Student Speak:

I can determine the importance or quality of (evaluate) the truthfulness (credibility) of nonfiction (informational) texts.

Possible resources/references:

- Tabloids
- Newspapers
- Internet Sites
- Magazines
- Editorials
- Wikipedia---possible changes in content

Teaching Strategies to meet the Standard:

- Social Studies lessons
- Propaganda
- Evaluating an advertisement
- Evaluation of websites---Credibility of a website based on other links

6.R.5.3 Students can **utilize** sources to locate information.

Blooms Level: Application

Learning targets to meet this standard:

- Locate and identify primary sources
- Locate and identify secondary sources

Verbs Defined:

- Utilize – make use of

Key Terms Defined:

Teacher Speak:

Students can utilize (make use of) sources to locate information.

Student Speak:

I can make use of (utilize) sources to locate information.

Possible resources/references:

- Reference sources, including print and electronic materials:
 - letters
 - diaries
 - interviews
 - autobiographies
 - encyclopedias
 - biographies
 - text books---Social Studies
 - magazine articles
 - websites
 - CD-ROMs
 - Maps

Teaching Strategies to meet the Standard:

- Research projects and presentations

Writing

6.W.1.1 Students can **compose** narrative and descriptive text of three paragraphs.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Use the writing process
- Use chronological order to develop an introduction, body, and conclusion
- Use specific details and examples to convey meaning (examples: show not tell, sensory details)
- Use specific nouns and active verbs
- Use compound sentences
- Examine ways to begin writing (examples: ask a question, fact, personal story, dialogue)
- Examine ways to end writing (examples: summary, a question, a call to action, full circle ending)
- Introduce transitions

Verbs Defined:

- Compose – put thoughts into written words

Key Terms Defined:

- Narrative text - writing that contains a sequence of events with a beginning, middle, and end
- Descriptive text - writing that describes a person, place, or object

Teacher Speak:

Students can compose (put thoughts into written words) narrative text (writing that contains a sequence of events with a beginning, middle, and end) and descriptive text (writing that describes a person, place, or object) of three paragraphs or more.

Student Speak:

I can put thoughts into written words (compose) writing that contains a sequence of events with a beginning, middle, and end (narrative text) and writing that describes a person, place or object (descriptive text) of three paragraphs or more.

Possible resources/references:

- 6 + 1 Traits of Writing by Ruth Culham, Books written by Nancy Atwell
- Watertown School District Writing Handbook
- Write Source Book

Teaching Strategies to meet the Standard:

- Pre-writing strategies
- Writing from an outline
- Teaching the writing process
- “The Hand”---main idea, supporting details, and summary
- Writers workshop

6.W.1.2 Students can **revise** the organization in narrative and descriptive writing.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Improve organization (for example: add, move, delete ideas; keep a consistent tense)
- Use feedback and peer writing groups to improve writing
- Introduce sentence fluency
- Introduce voice in writing

Verbs Defined:

- Revise - change by adding, cutting, or moving ideas and details

Key Terms Defined:

- Narrative texts -writing that contains a sequence of events with a beginning, middle, and end
- Descriptive texts - writing that describes a person, place, or object
- Organization – the internal structure of the writing

Teachers Speak:

Students can revise (change by adding, cutting, or moving ideas and details) the organization (the internal structure of the writing) in narrative texts (writing that contains a sequence of events with a beginning, middle, and end) and descriptive texts (writing that describes a person, place, or object).

Student Speak:

I can change by adding, cutting, or moving ideas and details (revise) the internal structure of the writing (organization) that contains a sequence of events with a beginning, middle, and end (narrative texts) and writing that describes a person, place, or object (descriptive texts).

Possible resources/references:

- Write Source 2000 by Patrick Sebranek, Verne Meyer, Dave Kemper
- 6 + 1 Writing Traits

Teaching Strategies to meet the Standard:

- Class revisions of student writing
- Peer revisions
- Revisions from teacher writing
- Sequencing activity
- Writers workshop activities
- Teacher conferencing

6.W.1.3 Students can **identify** purpose and audience in writing.

Blooms Level: Application

Learning targets to meet this standard:

- Review formal writing (poems, reader response to literature, autobiographical writing, editorials, business letters, and letters to the editor)
- Review informal writing (journal, e-mail, friendly letters, text messaging)
- Examine word choice in writing

Verbs Defined:

- Identify – recognize

Key Terms Defined:

- Purpose – the writer’s intent
- Audience – the intended reader

Teacher Speak:

Students can identify (recognize) purpose (the writer’s intent) and audience (the intended reader) in writing.

Student Speak:

I can recognize (identify) the writer’s intent (purpose) and the intended reader (audience) in types of writing.

Possible resources/references:

---Write Source

---6 + 1 Writing Traits

Teaching Strategies to meet the Standard:

---Letters---persuasive, friendly

---Teaching of writing genre

---Reading strategies

6.W.1.4 Students can **summarize** information from references to compose text.

Blooms Level: Application

Learning targets to meet this standard:

- Use writing to summarize what is read/heard (identify topic and main ideas, summarize the most important learning)
- Use a variety of graphic tools to categorize and organize information (webbing, note-taking, diagramming, Venn diagrams)
- Select sources that support personal interpretations of information (almanacs, atlases, encyclopedias, CD-ROMS)
- Summarize and credit ideas from various sources

Verbs Defined:

- Summarize – make a statement about essential ideas

Key Terms Defined:

- References – informational text

Teacher Speak:

Students can summarize (make a statement about essential ideas) information from references (informational text) to compose text.

Student Speak:

I can make a statement about essential ideas (summarize) from informational text (references) to compose text.

Possible resources/references:

---Summarization In Any Subject by Rick Wormeli, Nonfiction Matters by Stephanie Harvey

Teaching Strategies to meet the Standard:

---Outlining nonfiction

6.W.2.1 Students can **edit** text for subject-verb agreement.

Blooms Level: Application

Learning targets to meet this standard:

- Identify and incorporate nouns and verbs
- Use available technology to edit

Verbs Defined:

- Edit – review and change a document or text

Key Terms Defined:

- Subject-verb agreement – the subject and verb must agree in number

Teacher Speak:

Students can edit (review and change a document or text) for subject-verb agreement (the subject and verb must agree in number).

Student Speak:

I can review and change a document or text (edit) to make the subject and verb agree in number (subject-verb agreement).

Examples:

Don and Jane run three miles every day.

Don or Jane runs three miles every day.

Don or the girls run three miles every day.

The girls or Don runs three miles every day.

Possible resources/references:

---Write Source

---Grammar books

---6 + 1 Writing Traits

---Language Network

Teaching Strategies to meet the Standard:

---8 parts of speech

---Verb tenses

---Sentence diagramming

---Writers workshop activities

---Examples of writing---good or bad

---Oral reading

---Compound sentence structure

6.W.2.2 Students can **identify** and **incorporate** pronouns in the writing process.

Blooms Level: Application

Learning targets to meet this standard:

- Identify pronouns and their antecedents
- Incorporate pronouns and their antecedents

Verbs Defined:

- Identify – tell or explain in writing
- Incorporate – use

Key Terms Defined:

- Pronoun – words that take the place of nouns

Teacher Speak:

Students can identify (tell or explain in writing) and incorporate (use) pronouns (words that take the place of nouns) in the writing process.

Student Speak:

I can tell or explain in writing (identify) and use (incorporate) words that take the place of nouns (pronouns) in the writing process.

Possible resources/references:

- Language Network
- 6 + 1 Writing Traits
- Write Source
- Grammar books

Teaching Strategies to meet the Standard:

- Sentence diagramming
- Writers workshop activities
- Examples of writing---good or bad
- Oral reading
- Compound sentence structure

Listening, Viewing, and Speaking

6.LVS.1.1 Students can **interpret** the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Use viewing skills
- Use listening skills
- Identify main idea
- Identify non-verbal information
- Identify purpose

Verbs Defined:

- Interpret – explain the meaning of

Key Terms Defined:

- Verbal – spoken
- Nonverbal – unspoken
- Cue – signal

Teacher Speak:

Students can interpret (explain the meaning of) the purpose and content of the presentation by observing the speaker's verbal (spoken) and nonverbal (unspoken) cues (signal).

Student Speak:

I can explain the meaning of (interpret) the purpose and content of the presentation by observing the speaker's spoken (verbal) and unspoken (nonverbal) signal (cues).

Possible resources/references:

---Boys/Girls Town Skills

Teaching Strategies to meet the Standard:

- Voice tone, rate, pitch, volume
- Body language
- Listening skills
- Summarize lesson goals and objectives
- Summarizing a presentation

6.LVS.1.2 Students can **organize** and **present** narrative and informative presentations using main ideas and supporting details.

Blooms Level: Application

Learning targets to meet this standard:

- Identify main ideas and supporting details
- Use verbal and nonverbal cues
- Use delivery skills

Verbs Defined:

- Organize – arrange in logical order
- Present – bring before an audience

Key Terms Defined:

- Narrative – a story (see glossary)
- Informative – factual

Teacher Speak:

Students can organize (arrange in logical order) and present (bring before an audience) narrative (a story) and informative (factual) presentations using main ideas and supporting details.

Student Speak:

I can arrange in logical order (organize) and bring before an audience (present) a story (narrative) and factual (informative) presentations using main ideas and supporting details.

Possible resources/references:

Teaching Strategies to meet the Standard:

---Presentations, demonstrations, booktalks, oral poetry, plays, speeches

6.LVS.1.3 Students can **identify** facts and opinions in auditory and visual information.

Blooms Level: Knowledge

Learning targets meet this standard:

- Determine facts and opinions
- Distinguish fact from opinion in auditory and visual information

Verbs Defined:

- Identify – recognize

Key Terms Defined:

Teacher Speak:

Students can identify (recognize) facts and opinions in auditory and visual information.

Student Speak:

I can recognize (identify) facts and opinions in auditory and visual information.

Possible resources/references:

Teaching Strategies to meet the Standard:

- Editorial cartoons
- Propaganda
- TV Commercials

Sixth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Analysis)	6.R.1.1 Students can expand word meanings using word categories and word parts.
(Application)	6.R.1.2 Students can utilize context to comprehend words with multiple meanings.

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Analysis)	6.R.2.1 Students can utilize direct and implied meaning to comprehend text.
(Application)	6.R.2.2 Students can demonstrate the elements of fluency to comprehend text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Comprehension)	6.R.3.1 Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.
(Comprehension)	6.R.3.2 Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.
(Comprehension)	6.R.3.3 Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	6.R.4.1 Students can compare and contrast text from different time periods, cultures, and historical events.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Synthesis)	6.R.5.1 Students can compare and contrast information on one topic from multiple informational texts.
(Evaluation)	6.R.5.2 Students can evaluate the credibility of informational texts.
(Application)	6.R.5.3 Students can utilize sources to locate information.

**Sixth Grade Reading
Performance Descriptors**

Advanced	<p>Sixth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • analyze word meanings using word categories and word parts; • analyze context to comprehend words with multiple meanings; • analyze the context of a passage to support direct and implied meaning; • apply the elements of fluency to comprehend; • analyze text structures to determine meaning in fiction, nonfiction, and poetry; • analyze literary elements to determine meaning in fiction, nonfiction, and poetry; • analyze literary devices to determine meaning in fiction, nonfiction, and poetry; • compare, contrast, and evaluate text from different time periods, cultures, and historical events; • synthesize multiple sources to compare and contrast information when reading informational texts; • utilize and evaluate the credibility of texts to locate information.
Proficient	<p>Sixth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • expand word meanings using word categories and word parts; • utilize context to comprehend words with multiple meanings; • utilize direct and implied meaning to comprehend text; • demonstrate the elements of fluency to comprehend text; • describe text structures to determine meaning in fiction, nonfiction, and poetry; • describe literary elements to determine meaning in fiction, nonfiction, and poetry; • describe literary devices to determine meaning in fiction, nonfiction, and poetry; • compare and contrast text from different time periods, cultures, and historical events; • compare and contrast information on one topic from multiple informational texts; • evaluate the credibility of informational texts; • utilize sources to locate information.
Basic	<p>Sixth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify word meanings using word categories and word parts; • define words to comprehend; • utilize direct meaning to comprehend text; • demonstrate the elements of fluency; • identify text structures in fiction, nonfiction, and poetry; • identify literary elements to determine meaning in fiction, nonfiction, and poetry; • identify literary devices to determine meaning in fiction, nonfiction, and poetry; • compare text from different time periods, cultures, and historical events; • use two sources to compare or contrast information; • distinguish fact from opinion in informational texts; • utilize one source to locate information.

Reading

Indicator 1: Students can recognize and analyze words.

6 th Grade	7 th Grade	8 th Grade
6.R.1.1 (Analysis) Students can expand word meanings using word categories and word parts.	7.R.1.1 (Analysis) Students can analyze word parts to determine meaning and context.	8.R.1.1 (Application) Students can apply contextual knowledge of word origins to extend vocabulary.
6.R.1.2 (Application) Students can utilize context to comprehend words with multiple meanings.	7.R.1.2 (Analysis) Students can infer how word choice affects meaning.	

Indicator 2: Students can comprehend and fluently read text.

6 th Grade	7 th Grade	8 th Grade
6.R.2.1 (Analysis) Students can utilize direct and implied meaning to comprehend text.	7.R.2.1 (Application) Students can interpret text using comprehension strategies.	8.R.2.1 (Analysis) Students can analyze text using comprehension strategies.
6.R.2.2 (Application) Students can demonstrate the elements of fluency to comprehend text.	7.R.2.2 (Application) Students can read fluently to comprehend grade-level text.	8.R.2.2 (Application) Students can read fluently to comprehend grade-level text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

6 th Grade	7 th Grade	8 th Grade
6.R.3.1 (Comprehension) Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.	7.R.3.1 (Evaluation) Students can examine text structures for characteristics of fiction, nonfiction, drama, and poetry.	8.R.3.1 (Analysis) Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
6.R.3.2 (Comprehension) Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.	7.R.3.2 (Comprehension) Students can identify how authors use literary elements to create meaning.	8.R.3.2 (Analysis) Students can examine the effects of the author's use of literary devices.
6.R.3.3 (Comprehension) Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.	7.R.3.3 (Comprehension) Students can identify how authors use literary devices to create meaning.	

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

6 th Grade	7 th Grade	8 th Grade
6.R.4.1 (Analysis) Students can compare and contrast text from different time periods, cultures, and historical events.	7.R.4.1 (Application) Students can identify recurring themes in text from diverse cultures, time periods, and historical events.	8.R.4.1 (Analysis) Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

6 th Grade	7 th Grade	8 th Grade
6.R.5.1 (Synthesis) Students can compare and contrast information on one topic from multiple informational texts.	7.R.5.1 (Application) Students can determine which reference sources will provide the best information for the assigned task.	8.R.5.1 (Evaluation) Students can evaluate information and author's purpose about a topic gathered from informational text.
6.R.5.2 (Evaluation) Students can evaluate the credibility of informational texts.	7.R.5.2 (Analysis) Students can analyze and organize data from informational text.	8.R.5.2 (Knowledge) Students can recognize expository, persuasive, and procedural text.
6.R.5.3 (Application) Students can utilize sources to locate information.	7.R.5.3 (Evaluation) Students can evaluate the accuracy and credibility of information about a topic contained in multiple sources.	8.R.5.3 (Synthesis) Students can combine new information with existing knowledge to enhance understanding.
	7.R.5.4 (Analysis) Students can analyze the author's purpose in text.	

Sixth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Synthesis)	6.W.1.1 Students can compose narrative and descriptive text of three paragraphs.
(Evaluation)	6.W.1.2 Students can revise the organization in narrative and descriptive writing.
(Application)	6.W.1.3 Students can identify purpose and audience in writing.
(Application)	6.W.1.4 Students can summarize information from references to compose text.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	6.W.2.1 Students can edit text for subject-verb agreement.
(Application)	6.W.2.2 Students can identify and incorporate pronouns in the writing process.

**Sixth Grade Writing
Performance Descriptors**

Advanced	<p>Sixth grade students performing at the advanced level:</p> <ul style="list-style-type: none">• compose narrative, descriptive, and expository text of three paragraphs or more;• revise narrative and descriptive texts by reviewing ideas, sentence, fluency and voice;• independently choose formal or informal writing to address purpose and audience;• can elaborate on key ideas, issues, and/or situations as information is summarized from references to compose text;• edit text for subject-verb agreement, verb tense agreement, and phrases and clauses;• identify and incorporate interjections, nouns, verbs, pronouns, and adjectives.
Proficient	<p>Sixth grade students performing at the proficient level:</p> <ul style="list-style-type: none">• compose narrative and descriptive text of three paragraphs;• revise the organization in narrative and descriptive writing;• identify purpose and audience in writing;• summarize information from references to compose text;• edit text for subject-verb agreement;• identify and incorporate pronouns in the writing process.
Basic	<p>Sixth grade students performing at the basic level:</p> <ul style="list-style-type: none">• compose narrative and descriptive texts of less than three paragraphs;• revise the organization in narrative texts;• identify the purpose or audience in writing;• summarize information from references;• edit text;• identify pronouns.

Writing

Indicator 1: Students can apply the writing process to compose text.

6 th Grade	7 th Grade	8 th Grade
6.W.1.1 (Synthesis) Students can compose narrative and descriptive text of three paragraphs.	7.W.1.1 (Synthesis) Students can compose expository and persuasive text of three paragraphs.	8.W.1.1 (Synthesis) Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.
6.W.1.2 (Evaluation) Students can revise the organization in narrative and descriptive writing.	7.W.1.2 (Evaluation) Students can revise word choice in writing.	8.W.1.2 (Evaluation) Students can revise writing for ideas and content.
6.W.1.3 (Application) Students can identify purpose and audience in writing.	7.W.1.3 (Evaluation) Students can select language and style for writing.	8.W.1.3 (Synthesis) Students can compose text using information from multiple sources to support a topic.
6.W.1.4 (Application) Students can summarize information from references to compose text.	7.W.1.4 (Synthesis) Students can summarize and paraphrase information from references to compose text.	

Indicator 2: Students can apply Standard English conventions in their writing.

6 th Grade	7 th Grade	8 th Grade
6.W.2.1 (Application) Students can edit text for subject-verb agreement.	7.W.2.1 (Application) Students can edit text for verb tense agreement.	8.W.2.1 (Application) Students can edit text for run-on sentences and fragments.
6.W.2.2 (Application) Students can identify and incorporate pronouns in the writing process.	7.W.2.2 (Application) Students can identify and incorporate adjectives in the writing process.	8.W.2.2 (Application) Students can identify and incorporate adverbs in the writing process.

Sixth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Comprehension)	6.LVS.1.1 Students can interpret the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues.
(Application)	6.LVS.1.2 Students can organize and present narrative and informative presentations using main ideas and supporting details.
(Knowledge)	6.LVS.1.3 Students can identify facts and opinions in auditory and visual information.

**Sixth Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	Sixth grade students performing at the advanced level: <ul style="list-style-type: none">• evaluate the purpose and content of the presentation using verbal and nonverbal cues;• organize and present information using cause/effect or problem/solution;• interpret facts and opinions in auditory and visual information.
Proficient	Sixth grade students performing at the proficient level: <ul style="list-style-type: none">• interpret the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues;• organize and present narrative and informative presentations using main ideas and supporting details;• identify facts and opinions in auditory and visual information.
Basic	Sixth grade students performing at the basic level: <ul style="list-style-type: none">• recognize the purpose of the presentations using verbal cues;• organize and present information by main ideas;• identify facts in auditory and visual information.

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

6 th Grade	7 th Grade	8 th Grade
6.LVS.1.1 (Comprehension) Students can interpret the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues.	7.LVS.1.1 (Evaluation) Students can evaluate the purpose and content of the presentation using listening and viewing skills.	8.LVS.1.1 (Evaluation) Students can evaluate information in auditory and visual communication.
6.LVS.1.2 (Application) Students can organize and present narrative and informative presentations using main ideas and supporting details.	7.LVS.1.2 (Comprehension) Students can express orally how audience and purpose influence speech format.	8.LVS.1.2 (Analysis) Students can analyze audio/visual aids in presentations.
6.LVS.1.3 (Knowledge) Students can identify facts and opinions in auditory and visual information.	7.LVS.1.3 (Synthesis) Students can create clear and organized descriptive, informative, and narrative presentations.	8.LVS.1.3 (Application) Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.
	7.LVS.1.4 (Evaluation) Students can evaluate the use of facts and opinions expressed in auditory and visual information.	8.LVS.1.4 (Synthesis) Students can deliver a persuasive presentation.

