

Speaking and Listening Standards

	3rd grade students:		4th grade students:		5th grade students:
3.1	The student will use effective communication skills in a variety of settings.	4.1	The student will use effective oral communication skills in a variety of settings.	5.1	The student will use effective oral communication skills in a variety of settings.
	<p>a) Use active listening and speaking strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing.</p> <p>b) Present accurate directions to individuals and groups</p> <p>c) Ask and respond to questions from teachers and other group members.</p> <p>d) Orally summarize information expressing ideas clearly. Use eye contact.</p> <p>e) Use language appropriate for context and audience</p> <p>f) Increase listening and speaking vocabularies.</p>		<p>a) Use active listening and speaking strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing.</p> <p>b) Contribute to group discussions across content areas.</p> <p>c) Orally summarize information expressing ideas clearly.</p> <p>d) Ask specific questions to gather ideas and opinions from others.</p> <p>e) Use evidence to support opinions and conclusions.</p> <p>f) Connect comments to the remarks of others.</p>		<p>a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>b) Participate in and contribute to group discussions across content areas.</p> <p>c) Summarize information gathered in group activities.</p> <p>d) Orally express ideas clearly in pairs, diverse groups, and whole class settings.</p> <p>e) Use evidence to support opinions and conclusions.</p> <p>f) Summarize the main points a speaker makes, and connect comments to the remarks of others.</p> <p>h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.</p>

	<p>g) Participate in collaborative discussions.</p> <p>h) Work respectfully with others in pairs, diverse groups, and whole class settings.</p>		<p>g) Use specific vocabulary to communicate ideas.</p> <p>h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.</p> <p>i) Work respectfully with others, and show value for individual contributions.</p>		<p>i) Work respectfully with others and show value for individual contributions.</p>
3.2	The student will give oral presentations	4.2	The student will create and deliver multimodal, interactive presentations.	5.2	The student will create multimodal presentations that effectively communicate ideas.

	<p>a) Speak clearly using appropriate volume.</p> <p>b) Speak at an understandable rate.</p> <p>c) Make eye contact with the audience.</p> <p>d) Organize ideas</p>	<p>a) Locate, organize, and analyze information from a variety of multimodal texts.</p> <p>b) Speak audibly with appropriate pacing.</p> <p>c) Use language and style appropriate to the audience, topic, and purpose.</p> <p>d) Make eye contact with the audience.</p> <p>e) Ask and answer questions to gather or clarify information presented orally.</p>	<p>a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal presentations.</p> <p>b) Maintain eye contact with listeners.</p> <p>c) Organize content sequentially around major ideas and summarize the main points as they relate to the main idea and supporting details.</p> <p>d) Use language and style appropriate to the audience, topic, and purpose.</p> <p>e) Ask and answer questions to gather or clarify information presented orally.</p>
		<p>4.3 The student will learn how media messages are constructed and for what purposes.</p>	<p>5.3 The student will learn how media messages are constructed and for what purposes.</p>
		<p>a) Differentiate between auditory, visual, and written media messages and their purposes.</p> <p>b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>a) Identify the purpose and audience of auditory, visual, and written media messages.</p> <p>b) Identify the characteristics and effectiveness of a variety of media messages.</p> <p>c) Compare and contrast techniques used in a variety of media messages.</p>

	3rd Grade students:		4th grade students:		5th grade students:
3.3	The student will apply word-analysis skills when reading.				
	<p>a) Use knowledge of regular and irregular vowel patterns.</p> <p>b) Decode regular multisyllabic words using syllable pattern rules.</p>				
3.4	The student will expand vocabulary when reading.	4.4	The student will expand vocabulary when reading.	5.4	The student will expand vocabulary when reading.
	<p>a) Use knowledge of homophones.</p> <p>b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.</p>		<p>a) Use context to clarify meaning of unfamiliar words.</p> <p>b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>c) Use word-reference materials</p> <p>d) Use vocabulary from other content areas</p>		<p>a) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>d) Identify an author's use of figurative language.</p>

	<p>d) Use context to clarify meaning of unfamiliar words.</p> <p>e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.</p> <p>f) Use vocabulary from other content areas.</p> <p>g) Use word-reference resources including the glossary, dictionary, and thesaurus.</p>		<p>e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.</p>		<p>e) Use word-reference materials.</p> <p>f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.</p>
3.5	The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry	4.5	The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts and poetry.	5.5	The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts and poetry.
	<p>a) Explain the purpose for reading.</p> <p>b) Make connections between reading selections.</p> <p>c) Make, confirm, and revise predictions.</p> <p>d) Compare and contrast settings, characters, and plot events.</p>		<p>a) Describe how the choice of language, setting, and characters contributes to the development of plot.</p> <p>b) Identify the theme.</p> <p>c) Summarize events in the plot.</p> <p>d) Identify genres.</p> <p>e) Identify the narrator of a story</p>		<p>a) Summarize plot events.</p> <p>b) Discuss the impact of setting on plot development.</p> <p>c) Describe character development</p> <p>d) Identify the theme.</p> <p>e) Explain the resolution of conflict(s).</p> <p>f) Identify genres.</p>

	<p>e) Identify the author's purpose.</p> <p>f) Summarize plot events.</p> <p>g) Ask and answer questions about what is read.</p> <p>h) Draw conclusions using the text for support.</p> <p>i) Identify the conflict and resolution.</p> <p>j) Identify main idea and supporting details.</p> <p>k) Differentiate between fiction and nonfiction.</p> <p>l) Read with fluency, accuracy, and meaningful expression.</p>		<p>and the speaker of a poem.</p> <p>f) Identify the conflict and resolution.</p> <p>g) Identify sensory words.</p> <p>h) Draw conclusions/make inferences about text using the text as support.</p> <p>i) Compare/contrast details in literary and informational nonfiction texts.</p> <p>j) Identify cause and effect relationships.</p> <p>k) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>l) Read with fluency, accuracy, and meaningful expression.</p>		<p>g) Differentiate between first and third person point-of-view.</p> <p>h) Differentiate between free verse, and rhymed poetry.</p> <p>i) Draw conclusions and make inferences with support from the text.</p> <p>j) Identify cause and effect relationships.</p> <p>k) Compare/contrast details in literary and informational nonfiction texts.</p> <p>l) Use reading strategies throughout the reading process to monitor comprehension.</p>
3.6	The student will read and demonstrate comprehension of nonfiction texts.	4.6	The student will read and demonstrate comprehension of nonfiction texts.	5.6	The student will read and demonstrate comprehension of nonfiction texts.
	<p>a) Identify author's purpose.</p> <p>b) Use prior and background knowledge as context for new learning.</p>		<p>a) Use text features such as type, headings, and graphics, to predict and categorize information.</p> <p>b) Explain the author's purpose.</p>		<p>a) Use text features such as type, headings, subheadings, captions, and graphics, to predict and categorize information.</p>

<p>c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.</p> <p>d) Use encyclopedias, dictionaries, atlases, almanacs, and manuals.</p> <p>e) Ask and answer questions about what is read using the text for support.</p> <p>f) Draw conclusions using the text for support</p> <p>g) Identify main idea and supporting details.</p> <p>h) Understand and differentiate different genres.</p> <p>i) Use reading strategies throughout the reading process to monitor comprehension</p> <p>j) Read with fluency, accuracy, and expression.</p>	<p>c) Identify the main idea and summarize supporting details.</p> <p>d) Use encyclopedias, dictionaries, atlases, almanacs and manuals.</p> <p>e) Draw conclusions and make inferences using textual information as support.</p> <p>f) Distinguish between cause and effect.</p> <p>g) Distinguish between fact and opinion.</p> <p>h) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>i) Read with fluency, accuracy, and meaningful expression.</p>	<p>b) Analyze the author's purpose.</p> <p>c) Skim materials to develop a general overview of content and to locate specific information. ex. atlas, encyclopedia, dictionary, almanac, manuals</p> <p>d) Identify the main idea and summarize supporting ideas.</p> <p>f) Locate information from the text to support opinions, inferences, and conclusions.</p> <p>g) Identify cause and effect relationships.</p> <p>h) Differentiate between fact and opinion.</p> <p>i) Use reading strategies throughout the reading process to monitor comprehension.</p>
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	3rd grade students:		4th grade students:		5th grade student:
3.7	The student will write in a variety of forms /purposes to include narrative, descriptive, opinion, and expository.	4.7	The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.	5.7	The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.
	<p>a) Engage in writing as a process.</p> <p>b) Identify the audience and purpose.'</p> <p>c) Use a variety of prewriting strategies.</p> <p>d) Use organizational strategies to structure writing according to type.</p> <p>e) Write a clear topic sentence focusing on main idea.</p> <p>f) Elaborate writing by including supporting details.</p> <p>g) Use transition words to vary</p>		<p>a) Engage in writing as a process.</p> <p>b) Select audience and purpose.</p> <p>c) Narrow the topic.</p> <p>d) Use a variety of prewriting strategies.</p> <p>e) Recognize different forms of writing have different patterns of organization.</p> <p>f) Organize writing to convey a central idea.</p> <p>g) Write a clear topic sentence focusing on the main idea.</p> <p>h) Write related paragraphs on the</p>		<p>a) Engage in writing as a process.</p> <p>b) Select audience and purpose.</p> <p>c) Use a variety of prewriting strategies.</p> <p>d) Introduce and develop a topic, incorporating evidence and supporting details.</p> <p>e) Organize information to convey a central idea.</p> <p>f) Recognize different modes of writing have different patterns of organization including story structure for narrative writing.</p> <p>g) Write a clear topic sentence</p>

	<p>sentence structure.</p> <p>h) Express an opinion about a topic and provide fact-based reasons for support.</p> <p>i) Write a well-developed paragraph focusing on the main idea.</p> <p>j) Revise writing for clarity of content using specific vocabulary and information.</p>		<p>same topic.</p> <p>i) Elaborate writing by including details to support the purpose.</p> <p>j) Express an opinion about</p> <p>k) Use transition words and prepositional phrases for sentence variety.</p> <p>l) Utilize elements of style, including word choice and sentence variation.</p> <p>m) Revise writing for clarity of content using specific vocabulary and information.</p>		<p>focusing on the main idea.</p> <p>h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.</p> <p>i) Write multigraph compositions.</p> <p>j) Use precise and descriptive vocabulary to create tone and voice.</p> <p>k) Vary sentence structure by using transition words and prepositional phrase.</p> <p>l) Revise writing for clarity of content using specific vocabulary and information.</p>
3.8	The student will edit writing for capitalization, punctuation, spelling, and Standard English.	4.8	The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.	5.8	The student will self- and peer- edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.
	<p>a) Use complete sentences.</p> <p>b) Use the word I and me in correct form when writing compound subjects</p> <p>c) Use past and present verb tense.</p>		<p>a) Use subject-verb agreement.</p> <p>b) Eliminate double negatives.</p> <p>c) Use noun-pronoun agreement.</p> <p>d) Use commas in series, dates, and addresses.</p>		<p>a) Use plural possessives.</p> <p>b) Use adjective and adverb comparisons.</p> <p>c) Use quotation marks with dialogue.</p>

	<p>d) Use adjectives correctly.</p> <p>e) Use singular possessives.</p> <p>f) Use commas in a simple series.</p> <p>g) Use simple abbreviations.</p> <p>h) Use apostrophes in contractions with pronouns and in possessives.</p> <p>i) Use the articles a, an, and the correctly.</p> <p>j) Use correct spelling for sight words, high frequency words, and irregular plurals.</p> <p>k) Indicate paragraphing by indenting.</p>		<p>e) Correctly use adjectives and adverbs.</p> <p>f) Use quotation marks with dialogue.</p> <p>g) Use correct spelling including common homophones.</p> <p>h) Use singular possessives.</p>		<p>d) Use prepositional phrases.</p> <p>e) Use quotation marks with dialogue.</p> <p>f) Use commas to indicate interrupters, items in a series, and to indicate direct address.</p> <p>g) Use a hyphen to divide words at the end of a line.</p> <p>h) Edit for fragments and run-on sentences.</p> <p>i) Use correct spelling of commonly used words.</p> <p>j) Use coordinating conjunctions.</p>
3.9	The student will write legibly in cursive				
	<p>a) Write capital and lowercase letters of the alphabet.</p> <p>b) Sign his/her first and last name.</p>				

	3rd grade students:		4th grade students:		5th grade student:
3.10	The student will demonstrate comprehension of information resources to complete a research product.	4.10	The student will demonstrate comprehension of information resources to create a research project.	5.10	The student will find, evaluate, and select appropriate resources to create a research product.
	<p>a) Construct questions about the topic.</p> <p>b) Collect and organize information about the topic.</p> <p>c) Identify and access appropriate resources.</p> <p>d) Evaluate the relevance of the information.</p> <p>e) Avoid plagiarism and use own words.</p> <p>f) Use technology for reading and writing.</p> <p>f) Demonstrate ethical use of the Internet.</p>		<p>a) Construct questions about a topic.</p> <p>b) Collect and organize information from multiple resources.</p> <p>c) Evaluate the relevance and reliability of information.</p> <p>d) Give credit to sources used in research.</p>		<p>a) Construct questions about a topic.</p> <p>b) Collect and organize information from multiple resources.</p> <p>c) Use technology as a tool to research, organize, evaluate and communicate information.</p> <p>d) Give credit to sources used in research.</p> <p>e) Demonstrate ethical use of the Internet.</p>

