

FRIENDLY STANDARDS - KINDERGARTEN TO 6<sup>TH</sup> GRADE

English Language Arts

Grade - Kindergarten		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>							
1.0	Students apply knowledge of letters, words and sounds to read simple sentences						
<b>Concepts About Print</b>							
1.1	I know the parts of a book.						
1.2	I can read/track from left to right and top to bottom.						
1.3	I know that books tell me things.						
1.4	I know that sentences are made up of words.						
1.5	I can find letters, words, and sentences.						
1.6	I know uppercase and lowercase letters.						
<b>Phonemic Awareness</b>							
1.7	I know the difference between sounds.						
1.8	I can change a sound in a word to make a different word.						
1.9	I can blend sounds into words.						
1.10	I can rhyme.						
1.11	I know the beginning and ending sounds of words.						
1.12	I can count sounds in words.						
1.13	I can count syllables.						
<b>Decoding and Word Recognition</b>							
1.14	I know my sounds						
1.15	I can read simple words and high frequency words.						
1.16	I know that when letters change, sounds change too.						
1.17	I can sort words that are alike.						
1.18	I can talk about everyday things.						
<b>Reading Comprehension</b>							
2.0	Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.						
<b>Structural Features of Informational Materials</b>							
2.1	I know what authors and illustrators do.						

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<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>							
2.2	I can make predictions.						
2.3	I can make connections.						
2.4	I can retell stories.						
2.5	I can ask and answer questions about stories.						
<b>Literary Response and Analysis</b>							
3.0	Students read and respond to a wide variety of significant words of children's literature.						
3.1	I know the difference between non-fiction and fiction.						
3.2	I know different kinds of writing, like books, stories, newspapers.						
3.3	I know who is in a story, where the story takes place, and what happens in the story.						
<b>Writing Strategies</b>							
1.0	Students write words and sentences that are legible.						
<b>Organization and Focus</b>							
1.1	I can write about things I know.						
1.2	I can write simple words (CVC).						
1.3	I know where to start writing.						
<b>Penmanship</b>							
1.4	I write using uppercase and lowercase letters neatly and use spaces between words.						
<b>Written and Oral English Language Conventions</b>							
1.0	Students write and speak with a command of standard English conventions appropriate to this grade level.						
<b>Sentence Structure</b>							
1.1	I use complete, clear sentences when speaking.						
<b>Spelling</b>							
1.2	I can spell words correctly.						

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Grade - Kindergarten		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Listening and Speaking</b>							
1.0	Students listen and respond and speak in clear and coherent sentences.						
<b>Listening and Speaking Strategies</b>							
1.1	I can follow directions.						
1.2	I speak in complete sentences.						
<b>Speaking Applications</b>							
2.0	I can use listening and speaking strategies.						
2.1	I can talk about people, places, and things using describing words.						
2.2	I can recite poems and songs.						
2.3	I can tell a story that makes sense.						

English Language Arts

Grade 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>							
1.0	Students understand the basic features of reading.						
<b>Concepts About Print</b>							
1.1	I can match words that I hear to words that I see.						
1.2	I can find the title and author of a story.						
1.3	I can find letters, words, and sentences.						
<b>Phonemic Awareness</b>							
1.4	I can hear sounds in words.						
1.5	I know the short and long vowel sounds.						
1.6	I can make rhyming words.						
1.7	I can play with sounds in words. By changing letters I can make new words.						
1.8	I can blend sounds.						
1.9	I know all the sounds in a word.						
<b>Decoding and Word Recognition</b>							
1.10	I know the sounds and how to use them to spell them correctly.						
1.11	I can read my word wall words.						
1.12	I can use the sound/spelling cards to read words with special spellings.						
1.13	I can read compound words and contractions.						
1.14	I can read words with special endings.						
1.15	I know word families.						
1.16	I can read books aloud in a voice that others understand.						
1.17	I can sort words that are alike.						
<b>Reading Comprehension</b>							
2.0	Students read and understand grade-level-appropriate material.						
<b>Structural Features of Informational Materials</b>							
2.1	I can understand the order of a story						
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>							
2.2	I can tell who is in a story and what happened in a story.						
2.3	I can follow written directions.						
2.4	I use the other words in a sentence to help me understand a new word.						

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Grade 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
2.5	I use clues in a story to help me predict.						
2.6	I make connections when I read.						
2.7	I can retell the central ideas of the story.						
<b>Literary Response and Analysis</b>							
3.0	Students read and respond to a wide variety of significant words of children's literature.						
3.1	I can talk about the plot, setting, and characters in a story and put the events in order.						
3.2	I know what authors and illustrators do.						
3.3	I can remember, talk about, and write about books I have read.						
<b>Writing</b>							
<b>Writing Strategies</b>							
1.0	Students write clear and coherent sentences and paragraphs that develop a central idea.						
<b>Organization and Focus</b>							
1.1	I can write about a topic.						
1.2	I use describing words.						
<b>Penmanship</b>							
1.3	I print my letters nicely and leave spaces between words.						
<b>Writing Applications</b>							
2.1	I can write different kinds of stories.						
2.2	Using my senses, I can write about something real with describing words.						
<b>Written and Oral English Language Conventions</b>							
1.0	Students write and speak with a command of standard English conventions appropriate to this grade level.						
<b>Sentence Structure</b>							
1.1	I write and speak using complete sentences.						
<b>Grammar</b>							
1.2	I know when to use an 's' at the end of a noun.						
1.3	I know what contractions and possessive pronouns are.						

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Grade 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Punctuation</b>							
1.4	I know the three different kinds of sentences.						
1.5	I finish my sentence with a period, exclamation mark, or question mark.						
1.6	I use correct punctuation and capitals when I write.						
<b>Capitalization</b>							
1.7	I use a capital letter for the first words of a sentence, names of people, and the word "I".						
<b>Spelling</b>							
1.8	I can spell words with short vowels and my word wall words.						
<b>Listening and Speaking</b>							
<b>Listening and Speaking Strategies</b>							
1.0	Students listen critically and respond appropriately to oral communication.						
<b>Comprehension</b>							
1.1	I listen carefully to others.						
1.2	I ask questions when I do not understand.						
1.3	I can follow two directions given by the teachers.						
<b>Organization and Delivery of Oral Communication</b>							
1.4	I can talk about one topic.						
1.5	I use describing words when speaking about a topic.						
<b>Speaking Applications</b>							
2.0	Students give brief recitations and oral presentations.						
2.1	I can say poems, rhymes, songs, and stories.						
2.2	I can retell stories in the right order of events and answer questions about the story.						
2.3	I can tell a story that happened to me.						
2.4	I can describe things in detail.						

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Grade 2		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>		<b>22</b>	<b>34%</b>						
1.0	Students understand the basic features of reading.	√							
<b>Decoding and Word Recognition</b>									
1.1	I can use the sound/spelling cards to help read new words.	√							
1.2	I can divide words into syllables	√							
1.3	I can decode two syllable nonsense words and regular town-and three-syllable words.	√							
1.4	I recognize abbreviations.	√							
1.5	I know how to form plurals of nouns.	√							
1.6	I read fluently and with expression.	NA*							
<b>Vocabulary and Concept Development</b>									
1.7	I know antonyms and synonyms.	√							
1.8	I can figure out compound words and multiple meaning words.	√							
1.9	I know prefixes and suffixes.	√							
1.10	I can figure out simple words with more than one meaning.	√							
<b>Reading Comprehension</b>									
2.0	Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.	15	23%						
<b>Structural Features of Informational Materials</b>									
2.1	I use titles, tables of content, and headings to find information.	√							
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>									
2.2	I understand the purpose for reading.	NA*							
2.3	I understand the author's purpose.	√							
2.4	I can use the strategy of clarifying.	√							
2.5	I can retell the story using facts and details.	√							
2.6	I can find cause and effect relationships.	√							
2.7	I can use diagrams, charts, and graphs.	√							
2.8	I can follow two-step written directions.	√							

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<b>Literary Response and Analysis</b>									
3.0	Students read and respond to a wide variety of significant words of children's literature.	6	9%						
<b>Narrative Analysis</b>									
3.1	I can compare and contrast plots, settings, and characters.								
3.2	I can make up new endings to the story.								
3.3	I can compare and contrast similar stories from different cultures.								
3.4	I can identify rhythm, rhyme, and alliteration in poetry.								
<b>Writing</b>									
<b>Written and Oral English Language Conventions</b>									
1.0	Students write and speak with a command of standard English conventions appropriate to this grade level.	14	22%						
<b>Sentence Structure</b>									
1.1	I use complete sentences when I write.	√							
1.2	My sentences make sense.	NA*							
<b>Grammar</b>									
1.3	I know what nouns, pronouns, and verbs are and use them correctly	√							
<b>Punctuation</b>									
1.4	I use commas correctly in letter greetings and closings, dates, and words in a series.	√							
1.5	I can use quotation marks correctly.	√							
<b>Capitalization</b>									
1.6	I use capital letters for special nouns and abbreviations	√							
<b>Spelling</b>									
1.7	I can spell high frequency words.	√							
1.8	I use the sound/spelling cards to spell correctly.	√							

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Grade 2		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Listening and Speaking - Standards on the CST</b>									
1.0	Students listen critically and respond appropriately to oral communication.								
<b>Comprehension</b>									
1.1	I know why I am listening.								
1.2	I ask clarifying questions when I do not understand.								
1.3	I can retell what someone has said in my own words.								
1.4	I can give and follow three - and four - step spoken directions.								
<b>Organization and Delivery of Oral Communications</b>									
1.5	I can organize my ideas when speaking.								
1.6	I speak clearly so others can understand me.								
1.7	I can retell a story with events in the right order.								
1.8	I can retell stories using plot, settings, and characters.								
1.9	I can talk about a topic with facts and details.								
<b>Writing</b>									
<b>Writing Strategies</b>									
1.0	Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stage of the writing process.	8	12%						
<b>Organization and Focus</b>									
1.1	I keep similar ideas together and write sentences with a focus.	√							
<b>Penmanship</b>									
1.2	I write neatly.	NA*							
<b>Research</b>									
1.3	I can use a dictionary, atlas, glossary and word book.	√							
<b>Evaluation and Revision</b>									
1.4	I can improve my working by revising when I am writing.	√							
<b>TOTALS</b>		<b>65</b>	<b>100%</b>						

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Grade 3		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>		<b>20</b>	<b>31%</b>						
1.0	Students understand the basic features of reading.	√							
<b>Decoding and Word Recognition</b>									
1.2	I can use the sound/spelling cards to read words with many syllables.	√							
1.3	I can read fluently with expression.	NA*							
<b>Vocabulary and Concept Development</b>									
1.4	I can use my understanding of antonyms, synonyms, homophones, and homographs to figure out new words.	√							
1.5	I can explain how words are related. Dog/mammal animal living things	√							
1.6	I can use context to figure out the meaning of new words.	√							
1.7	I can use a dictionary to learn about words.	√							
1.8	I can use prefixes and suffixes to understand the meaning of words. (Un, re, pre, bi, mis, dis)(er, est, ful)	√							
<b>Reading Comprehension</b>									
2.0	Students read and understand grade-level-appropriate materials. They draw upon a variety of comprehension strategies as needed.	15	23%						
<b>Structural Features of Information Materials</b>									
2.1	I use titles, tables of content, glossaries, indexes and headings to find information.	√							
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>									
2.2	I ask questions and use prior knowledge when I read.	√							
2.3	I can make the correct response when answering a comprehension question.	√							
2.4	I use these reading strategies: making connections, confirming predictions, asking questions and drawing inferences.	√							
2.5	I know the difference between main idea and supporting detail.	√							
2.6	I use these reading skills: main idea and supporting detail, discussing the selection, drawing conclusions, finding problems and solutions.	√							

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Grade 3		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
2.7	I can follow written directions with many steps.	√							
<b>Literary Response and Analysis</b>									
3.0	Students read and respond to a wide variety of significant words of children's literature.	8	12%						
<b>Structural Features of Literature</b>									
3.1	I know about the common forms of literature, like poetry, plays, fiction, and non-fiction.	√							
<b>Narrative Analysis</b>									
3.2	I read and understand the basic plots of many types of literature like fairy tales, myths, folktales, and legends from many cultures.	√							
3.3	I can understand different types of characters by what they do or say. I know how the author and illustrator portray them to me.	√							
3.4	I understand that there are themes in literature and that the author has a point of view or message.	√							
3.5	I can show when authors use literary devices like alliteration to make literature more rhythmic and enjoyable.	√							
3.6	I know who the speaker is in a narrative selection.	√							
<b>Writing</b>									
<b>Written and Oral English Language Conventions</b>									
1.0	Students write and speak with a command of standard English conventions appropriate to this grade level.	13	20%						
<b>Sentence Structure</b>									
1.1	I use complete and correct declarative, interrogative, imperative, and exclamatory sentences when writing and speaking.	√							
<b>Grammar</b>									
1.2	I use the correct parts of speech when writing and speaking.	NA*							
1.3	I use the correct verb tenses (past, present, and future) when writing and speaking.	√							
1.4	I use subjects and verbs when writing and speaking.	√							
<b>Punctuation</b>									
1.5	I use the correct punctuation in dates, city and state, and titles of books.	√							
1.6	I use correct punctuation in dates, addresses, titles of	√							

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	books, and words in a series.								
<b>Capitalization</b>									
1.7	I use capital letters for proper names, holidays, historical periods, and special events.	√							
<b>Spelling</b>									
1.8	I use the sound/spelling cards to spell correctly, including contractions, compounds, irregular plurals, and homophones.	√							
1.9	I can alphabetize words.	√							
<b>Writing Strategies</b>									
1.0	Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stage of the writing process.	9	14%						
<b>Organization and Focus</b>									
1.1	I keep create a single paragraph with a topic sentence and supporting facts and details.	√							
<b>Penmanship</b>									
1.2	I write neatly in cursive or joined italics.	NA*							
<b>Research &amp; Technology</b>									
1.3	I can use a dictionary, atlas, glossary and word book.	√							
<b>Evaluation and Revision</b>									
1.4	I can improve my writing through revision.	√							
<b>TOTALS</b>		<b>65</b>	<b>100%</b>						

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Grade 4		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>		<b>18</b>	<b>24%</b>						
1.0	Students understand the basic features of reading.	√							
<b>Word Recognition</b>									
1.1	I can read narrative and expository text fluently with good expression.	NA*							
<b>Vocabulary and Concept Development</b>									
1.2 - 1.4	I can understand word meanings by thinking about their origins, roots, affixes, synonyms, antonyms, and by knowledge of idioms.	√							
1.5	I can use a thesaurus to build my vocabulary.	√							
1.6	I can understand multiple meaning words.	√							
<b>Reading Comprehension</b>									
2.0	Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.	15	20%						
<b>Structural Features of Informational Materials</b>									
2.1	I can use these skills to understand what I'm reading; compare and contrast, cause and effect, proposition and support, sequence, and chronological order.	√							
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>									
2-2 - 2.5	I use these reading strategies: making connections, confirming predictions, asking questions, and drawing inferences when reading for enjoyment or for finding information.	√							
2.6	I can distinguish between cause and effect and between fact and opinion in expository text.	√							
2.7	I can follow multiple-step instructions in explanatory text.	√							
<b>Literary Response and Analysis</b>									
3.0	Students read and respond to a wide variety of significant words of children's literature.	9	12%						
<b>Structural Features of Literature</b>									
3.1	I can describe the differences between different genres of literature: fantasies, fables, myths, legends, and fairy tales.	√							

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Grade 4		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Narrative Analysis</b>									
3.2	I can identify the main events of the plot and describe how the events affect what happens in a story.	√							
3.3	I can show why a character acts the way he does by using my knowledge of the character's traits and his motivation and by using the setting and plot of the story.	√							
3.4	I can compare and contrast tales from different cultures.	√							
3.5	I know that simile, metaphor, hyperbole, and personification are elements of figurative language and can show their use.	√							
<b>Writing</b>									
<b>Written and Oral English Language Conventions</b>									
1.0	Students write and speak with a command of standard English conventions appropriate to this grade level.	18	24%						
<b>Sentence Structure</b>									
1.1	I can use simple and compound sentences in my writing and speaking.	√							
1.2	I can combine short sentences with appositive, participial phrases, adjectives, and prepositional phrases.	√							
<b>Grammar</b>									
1.3	I can identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in my writing and speaking.	√							
<b>Punctuation</b>									
1.4	I can use parentheses, commas, and apostrophes correctly.	√							
1.5	I can use underlining, quotation marks or italics to identify titles.	√							
<b>Capitalization</b>									
1.6	I use capital letters for names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	√							
<b>Spelling</b>									
1.7	I can correctly spell roots, prefixes and suffixes, inflections, and syllable constructions.	√							

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<b>Writing Strategies</b>									
1.0	Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stage of the writing process.	15	20%						
<b>Organization and Focus</b>									
1.1	I can choose a subject and stay focused and organized in my writing. I can select a point of view and think about a. my purpose for writing, b. my audience, and c. the length and format of my assignment.	√							
1.2	I can create a multiple paragraph composition that will include: a. an introductory paragraph, b. a main idea with a topic sentence, c. one or more supporting paragraphs that have simple facts and details, d. and an ending paragraph that summarizes the important ideas and details of my composition. e. use correct indentation.	√							
1.3	I can make my writing more interesting by: a. using chronological order, b. cause and effect, c. similarity and difference, d. and asking and answering a question.	√							
<b>Penmanship</b>									
1.4	I can write in cursive or joined italics.	NA*							

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<b>Research &amp; Technology</b>									
1.5	I can quote other writers or use information in my own words. I know how to take notes and credit sources	√							
1.6	I can locate information in reference books by using prefaces and appendixes.	√							
1.7	I can use reference materials like a dictionary, thesaurus, card catalog, encyclopedia, and online information to make my writing better.	√							
1.8	I know how to use almanacs, newspapers, and periodicals.	√							
1.9	I have basic keyboarding skills and I am familiar with computer terminology like cursor, software, memory, disk drive, and hard drive.	NA*							
<b>Evaluation and Revision</b>									
1.10	I can improve my work by editing and revising when I am writing.	√							
<b>TOTALS</b>		<b>75</b>	<b>100%</b>						

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Grade 5		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>		14	19%						
1.0	Students understand the basic features of reading.	√							
<b>Word Recognition</b>									
1.1	I can read narrative and expository text fluently with good expression.	NA*							
<b>Vocabulary and Concept Development</b>									
1.2	I can use the origins of words to determine their meaning.	√							
1.3	I use synonyms, antonyms, and homographs correctly.	√							
1.4	I know Latin and Greek roots and can analyze the meanings of words from their roots.	√							
1.5	I can use "figurative" speech like similes and metaphors.	√							
<b>Reading Comprehension</b>									
2.0	Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.	16	21%						
<b>Structural Features of Informational Materials</b>									
2.1	I can use charts, maps, graphs and tables to get information.	√							
2.2	I understand how to define the sequence of a story by the order of events.	√							
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>									
2.3	I can determine a main idea in a story and provide evidence to support my belief.	√							
2.4	I can infer from reading. I am able to make conclusions and predictions.	√							
<b>Expository Critique</b>									
2.5	I know the difference between facts, opinions and inferences.	√							
<b>Literary Response and Analysis</b>									
3.0	Students read and respond to a wide variety of significant words of children's literature.	12	16%						
<b>Structural Features of Literature</b>									
3.1	I can analyze any kind of writing and talk about the author's purpose.	√							

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FRIENDLY STANDARDS - KINDERGARTEN TO 6<sup>TH</sup> GRADE

English Language Arts

Grade 5		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Narrative Analysis</b>									
3.2	I can identify the main problem in a story and tell how it was resolved.	√							
3.3	I can describe feelings and motives of characters and discuss how they impact the story.	√							
3.4	I can figure out the theme of the story whether it is stated or implied.	√							
3.5	I understand many ways to support a story like metaphor, imagery and symbolism.	√							
<b>Literary Criticism</b>									
3.6	I can evaluate all kinds of writing from diverse cultures using different kinds of symbolism.	√							
3.7	I know how to evaluate the author's use of technique to influence me.	√							
<b>Writing</b>									
<b>Written and Oral English Language Conventions</b>									
1.0	Students write and speak with a command of standard English conventions appropriate to this grade level.	17	23%						
<b>Sentence Structure</b>									
1.1	I can identify and correctly use a. prepositional phrases, b. appositives, c. independent and dependent clauses, d. and transitions and conjunctions to connect ideas	√							
<b>Grammar</b>									
1.2	I can identify and use verbs, modifiers, and pronouns.	√							
<b>Punctuation</b>									
1.3	I can use colons and quotation marks correctly.	√							
<b>Capitalization</b>									
1.4	I know how and when to capitalize.	√							

FRIENDLY STANDARDS - KINDERGARTEN TO 6<sup>TH</sup> GRADE

English Language Arts

Grade 5		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Spelling</b>									
1.5	I know how to spell root words, suffixes, prefixes, and contractions correctly.	√							
<b>Writing Strategies</b>									
1.0	Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stage of the writing process.	16	21%						
<b>Organization and Focus</b>									
1.1	I can write a narrative with many paragraphs developing a plot, describing the setting and determining an ending.	√							
1.2	I can write a narrative with many paragraphs that: <ul style="list-style-type: none"> <li>a. Establish a topic and write in sequence</li> <li>b. Provide transitions from one topic to another</li> <li>c. Offer a conclusion or an ending</li> </ul>	√							
<b>Research &amp; Technology</b>									
1.3	I can use a variety of methods to locate information and can document my sources.	√							
1.4	I can create research documents.	NA*							
1.5	I can use a thesaurus to provide alternative word choices.	√							
<b>Evaluation and Revision</b>									
1.6	I can edit and revise my writing to make sure that I am understood.	√							
<b>TOTALS</b>		<b>75</b>	<b>100%</b>						

FRIENDLY STANDARDS - KINDERGARTEN TO 6<sup>TH</sup> GRADE

English Language Arts

Grade 6		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>		13	17%						
1.0	Students understand the basic features of reading.	√							
<b>Word Recognition</b>									
1.1	I can read narrative and expository text fluently with good expression.	NA*							
<b>Vocabulary and Concept Development</b>									
1.2	I can understand and explain figurative language and metaphors in context.	√							
1.3	I can recognize common foreign words used in English.	√							
1.4	I can use context clues to find meanings unfamiliar words.	√							
1.5	I understand and can explain "shades of meaning: words like softly and quietly.	√							
<b>Reading Comprehension</b>									
2.0	Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.	17	23%						
<b>Structural Features of Informational Materials</b>									
2.1	I understand and use text features of newspapers, magazines, and online information to find information.	√							
2.2	I can analyze text that uses compare and contrast organization.	√							
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>									
2.3	I can connect and clarify main ideas from my own experiences and other sources.	√							
2.4	I can create outlines, logical notes, summaries, and reports.	√							
2.5	I can follow multiple step instructions for filling out applications.	√							

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FRIENDLY STANDARDS - KINDERGARTEN TO 6<sup>TH</sup> GRADE

English Language Arts

Grade 6		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Expository Critique</b>									
2.6	I can determine if an author's evidence for his conclusions is adequate and appropriate.	√							
2.7	I can discuss a text by finding accurate and supportive citations.	√							
2.8	I can find examples of faulty reasoning, persuasion, and propaganda, and unsupported inferences.	√							
<b>Literary Response and Analysis</b>									
3.0	Students read and respond to a wide variety of significant words of children's literature.	12	16%						
<b>Structural Features of Literature</b>									
3.1	I can identify and describe the major forms and characteristics of different forms of fiction.	√							
<b>Narrative Analysis</b>									
3.2	I can analyze the effects of characterization on the plot and resolution of a story.	√							
3.3	I understand the influence of setting on the problem and solution.	√							
3.4	I understand how tone and meaning are shown in poetry through word choice, figurative language, sentence structure, line length, and rhyme.	√							
3.5	I can tell who the speaker is in a story and explain the difference in the use of first- and third-person narration.	√							
3.6	I can identify and analyze features of themes conveyed through characters, actions, and images.	√							
3.7	I can explain the effects of common literary devices, like symbolism, imagery, and metaphor.	√							
<b>Literary Criticism</b>									
3.8	I can compare the use of fact and fantasy in historical fiction.	√							

FRIENDLY STANDARDS - KINDERGARTEN TO 6<sup>TH</sup> GRADE

English Language Arts

Grade 6		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Writing</b>									
<b>Written and Oral English Language Conventions</b>									
1.0	Students write and speak with a command of standard English conventions appropriate to this grade level.	16	21%						
<b>Sentence Structure</b>									
1.1	I can identify and correctly use simple, compound, and compound-complex sentences	√							
<b>Grammar</b>									
1.2	I can identify and use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses. I can also make sure that verbs agree with compound subjects.	√							
<b>Punctuation</b>									
1.3	I can use colons, semicolons, and commas linking two clauses correctly.	√							
<b>Capitalization</b>									
1.4	I know how to capitalize.	√							
<b>Spelling</b>									
1.5	I know how to spell frequently misspelled words correctly.	√							
<b>Writing Strategies</b>									
1.0	Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stage of the writing process.	17	23%						

FRIENDLY STANDARDS - KINDERGARTEN TO 6<sup>TH</sup> GRADE

English Language Arts

Grade 6		2003 Blueprint # of questions	% of CST	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Organization and Focus</b>									
1.1	I can choose the form of writing that best fits my purpose.	√							
1.2	I can create a multiple paragraph expository composition that <ul style="list-style-type: none"> <li>a. has a clear purpose and interest the reader,</li> <li>b. has supporting details,</li> <li>c. uses descriptive words,</li> <li>d. and concludes with a detailed summary linked to the purpose.</li> </ul>	√							
1.3	I can use a variety of organizational patterns that fit with my purpose for writing, like compare and contrast, arrangement by categories, spatial order, order of importance, and climactic order.	√							
<b>Research &amp; Technology</b>									
1.4	I can use organizational features of electronic text to locate information.	√							
1.5	I can use word-processing skills to create a well formatted document.	NA*							
<b>Evaluation and Revision</b>									
1.6	I can revise my writing to improve the ideas within and between paragraphs	√							
<b>TOTALS</b>		<b>75</b>	<b>100%</b>						

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