| **Reading Literature & Informational Text** | **Term 1** | **Term 2** | **Term 3** |
| --- | --- | --- | --- |
| **Benchmark**  Reads and Comprehends Grade Level Text | - iReady diagnostic overall score **early 4**  - Instructional **Level Q** | - iReady diagnostic overall score **mid 4**  - Instructional **Level R** | - iReady diagnostic overall score **late 4**  - Instructional **Level S** |
| **Potential Assessment** | - iReady- overall score   * could also consider comprehension literature, comprehension informational   - iReady lesson mastery of 70% or more  - Fountas and Pinnell BAS  - Teacher observations during guided reading  - Informal running records  - Teacher observation in interactive read aloud, shared reading | - iReady- overall score   * could also consider comprehension literature, comprehension informational   - iReady lesson mastery of 70% or more  - Fountas and Pinnell BAS  - Teacher observations during guided reading  - Informal running records  - Teacher observation in interactive read aloud, shared reading | - iReady- overall score   * could also consider comprehension literature, comprehension informational   - iReady lesson mastery of 70% or more  - Fountas and Pinnell BAS  - Teacher observations during guided reading  - Informal running records  - Teacher observation in interactive read aloud, shared reading |
| **Benchmark**  Refers to details and examples in a text when explaining and/or summarizing and when drawing inferences | Summarizes a grade level text across curriculum, including key details.  Determines the main idea of a text and explains how it is supported by key details. | Summarizes a grade level text across curriculum, including key details.    Determines the main idea of a text and explains how it is supported by key details.  **Determines the theme of a story, drama, or poem using details from the text.**  **Explains how authors use reasons and evidence to support particular points in a text.** | Summarizes a grade level text across curriculum, including key details.    Determines the main idea of a text and explains how it is supported by key details.  Determines the theme of a story, drama, or poem using details from the text.  Explains how authors use reasons and evidence to support particular points in a text. |
| **Potential Assessment** | - iReady comprehension in literature, informational, and overall score  - iReady lesson mastery of 70% or more  - Teacher observation during guided reading  - Teacher observation during interactive read aloud  - Fountas and Pinnell BAS  - 1:1 Reading Conference | - iReady comprehension in literature, informational, and overall score  - iReady lesson mastery of 70% or more  - Teacher observation during guided reading  - Teacher observation during interactive read aloud  - Fountas and Pinnell BAS  - 1:1 Reading Conference  - MCAS practice | - iReady comprehension in literature, informational, and overall score  - iReady lesson mastery of 70% or more  - Teacher observation during guided reading  - Teacher observation during interactive read aloud  - Fountas and Pinnell BAS  - 1:1 Reading Conference |
| **Benchmark**  Describes the overall structure of events, ideas, concepts or information in a text or part of a text | Identifies and describes characters, setting, and events in a story or drama drawing on specific details from the text. | Identifies and describes characters, setting, and events in a story or drama drawing on specific details from the text.  **Explains major differences between poems, drama, and prose and refers to the structural elements of poems and dramas.**  **Describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**  **Locates and analyzes examples of similes and metaphors in stories, poems, folktales, and plays, and explains how these literary devices enrich the text.** | Identifies and describes characters, setting, and events in a story or drama drawing on specific details from the text.  Explains major differences between poems, drama, and prose and refers to the structural elements of poems and dramas.  Describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  Locates and analyzes examples of similes and metaphors in stories, poems, folktales, and plays, and explains how these literary devices enrich the text. |
| **Potential Assessments** | - iReady comprehension in literature, informational, and overall score  - iReady lesson mastery of 70% or more  - Teacher observation during guided reading  - Teacher observation during interactive read aloud  - Fountas and Pinnell BAS  - 1:1 Reading Conference | - iReady comprehension in literature, informational, and overall score  - iReady lesson mastery of 70% or more  - Teacher observation during guided reading  - Teacher observation during interactive read aloud  - Fountas and Pinnell BAS  - 1:1 Reading Conference  - MCAS practice | - iReady comprehension in literature, informational, and overall score  - iReady lesson mastery of 70% or more  - Teacher observation during guided reading  - Teacher observation during interactive read aloud  - Fountas and Pinnell BAS  - 1:1 Reading Conference |
| **Benchmark**  Determines the meaning of words and phrases as they are used in text | Determines meaning of words and phrases in text using context (e.g. definitions, examples, prefixes, similes) and reference materials (e.g. dictionaries, glossaries).  Understand words by relating them to antonyms and synonyms.  Determines meaning of academic and content specific words and phrases in informational text. | Determines meaning of words and phrases in text using context (e.g. definitions, examples or **restatements**) and reference materials (e.g. dictionaries, glossaries, **thesauruses**) **and grade appropriate suffixes, prefixes and roots and idioms.**  Understand words by relating them to antonyms and synonyms.  Determines meaning of academic and content specific words and phrases in informational text. | Determines meaning of words and phrases in text using context (e.g. definitions, examples or restatements) and reference materials (e.g. dictionaries, glossaries, thesauruses) and grade appropriate **affixes and roots.**  Understand words by relating them to antonyms and synonyms.  Determines meaning of academic and content specific words and phrases in informational text.  **Explains the meaning of simple similes and metaphors in text.**  **Explains the meaning of common idioms and proverb. (e.g. Don’t count your chickens until they hatch).** |
| **Potential Assessment** | - Teacher observation during interactive read aloud, shared reading  - Teacher observation during guided reading  - Teacher observation during Fundations  - Teacher observation during content area lessons  - scores of 70% or higher on iReady vocabulary lessons | - Teacher observation during interactive read aloud, shared reading  - Teacher observation during guided reading  - Teacher observation during Fundations  - Teacher observation during content area lessons  - scores of 70% or higher on iReady vocabulary lessons  - MCAS practice | - Teacher observation during interactive read aloud, shared reading  - Teacher observation during guided reading  - Teacher observation during Fundations  - Teacher observation during content area lessons  - scores of 70% or higher on iReady vocabulary lessons |

| **Foundational Skills** | **Term 1** | **Term 2** | **Term 3** |
| --- | --- | --- | --- |
| **Benchmark**  Reads with Accuracy and Fluency | Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context.  Reads grade level text with accuracy, appropriate rate and expression. | Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context.  Reads grade level text with accuracy, appropriate rate and expression. | Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context.  Reads grade level text with accuracy, appropriate rate and expression. |
| **Potential Assessment** | - FPC: Phonics, Spelling, and Word Study  - Teacher observation in guided reading  - Fountas and Pinnell BAS fluency scoring key  - Running Records  - Expected Rate from DIBELS 8 (**87 cwpm**) with appropriate expression  *- Optional: DIBELS 8 benchmark passage*   * *see reading specialist* | - FPC: Phonics, Spelling, and Word Study  - Teacher observation in guided reading  - Fountas and Pinnell BAS fluency scoring key  - Running Records  - Expected Rate from DIBELS 8 (**121 cwpm**) with appropriate expression  *- Optional: DIBELS 8 benchmark passage*   * *see reading specialist* | - FPC: Phonics, Spelling, and Word Study  - Teacher observation in guided reading  - Fountas and Pinnell BAS fluency scoring key  - Running Records  - Expected Rate from DIBELS 8 (**125 cwpm**) with appropriate expression  *- Optional: DIBELS 8 benchmark passage*   * *see reading specialist* |

| **Speaking & Listening** | **Term 1** | **Term 2** | **Term 3** |
| --- | --- | --- | --- |
| **Benchmark**  Participates in Class Discussion with Previously Read Material; Clarifies and follows up on information | Follows rules for discussion.  Adds relevant comments that stay on topic.  Asks and answers questions related to the topic. | Follows rules for discussion.  Adds relevant comments that stay on topic.  Asks and answers questions related to the topic. | Follows rules for discussion.  Adds relevant comments that stay on topic.  Asks and answers questions related to the topic. |
| **Potential Assessment** | - Teacher observation during IRA  - Teacher observation during guided reading  - Teacher observation during F&P BAS comprehension conversation  - Teacher observation of interaction with peers  - Content area discussions | - Teacher observation during IRA  - Teacher observation during guided reading  - Teacher observation during F&P BAS comprehension conversation  - Teacher observation of interaction with peers  - Content area discussions | - Teacher observation during IRA  - Teacher observation during guided reading  - Teacher observation during F&P BAS comprehension conversation  - Teacher observation of interaction with peers  - Content area discussions |
| **Benchmark**  Reports on a topic speaking clearly at understandable pace | Speaks clearly at an understandable pace.  Tells a story and reports on a topic or text with sufficient details. | Speaks clearly at an understandable pace.  Tells a story and reports on a topic or text with sufficient details **and with expression and appropriate volume.** | Speaks clearly at an understandable pace.  Tells a story and reports on a topic or text with sufficient details.  **Includes multimedia components and visual displays in presentations, when appropriate.**  **Considers audience.**  **Uses formal English when appropriate to task and situation.** |
| **Potential Assessment** | - Teacher observation during IRA  - Teacher observation during guided reading  - Teacher observation during F&P BAS comprehension conversation  - Teacher observation of interaction with peers  - Content area discussions  - Oral presentation i.e. book report, research project, sharing writing | - Teacher observation during IRA  - Teacher observation during guided reading  - Teacher observation during F&P BAS comprehension conversation  - Teacher observation of interaction with peers  - Content area discussions- Oral presentation i.e. book report, research project, sharing writing | - Teacher observation during IRA  - Teacher observation during guided reading  - Teacher observation during F&P BAS comprehension conversation  - Teacher observation of interaction with peers  - Content area discussions  - Oral presentation i.e. book report, research project, sharing writing |

| **Language** | **Term 1** | **Term 2** | **Term 3** |
| --- | --- | --- | --- |
| **Benchmark**  Forms and uses pronouns, verb tenses, adjectives, adverbs, and prepositional phrases in speaking and writing. | Uses appropriate pronouns in daily writing/speaking with growing independence.  Adjusts verb tense as needed in daily writing/speaking.  Uses descriptive adjectives in daily writing and speaking. | Uses appropriate pronouns in daily writing/speaking with growing independence.  Adjusts verb tense as needed in daily writing/speaking.  Uses descriptive adjectives in daily writing and speaking.  **Forms and uses adverbs and prepositional phrases.** | Uses appropriate pronouns in daily writing/speaking with growing independence.  Adjusts verb tense as needed in daily writing/speaking.  Uses descriptive adjectives in daily writing and speaking.  Forms and uses adverbs and prepositional phrases. |
| **Potential Assessment** | - FPC: Phonics, Spelling, and Word Study  - Interactive Read Aloud  - Response to Text  - Teacher observation in whole group and small group lessons.  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC: Phonics, Spelling, and Word Study  - Interactive Read Aloud  - Response to Text  - Teacher observation in whole group and small group lessons.  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC: Phonics, Spelling, and Word Study  - Interactive Read Aloud  - Response to Text  - Teacher observation in whole group and small group lessons.  - Writing across the curriculum in all three genres.  - Writing Prompts |
| **Benchmark**  Produces complete sentences; Corrects fragments and run-ons. | Produces complete sentences in speaking and writing (Simple sentences, punctuation)  **With support,** corrects fragments and run-ons. | Produces different types of complete sentences in speaking and writing (Variety of sentences, punctuation, Simple and Compound)  **With support,** corrects fragments and run-ons. | Produces complete sentences in speaking and writing (Variety of sentences, Simple, Compound and Complex, and punctuation period, exclamation, question mark)  **Independently** corrects fragments and run-ons. |
| **Potential Assessment** | - FPC: Phonics, Spelling, and Word Study  - Teacher observation in whole group and small group lessons.  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC: Phonics, Spelling, and Word Study  - Teacher observation in whole group and small group lessons.  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC: Phonics, Spelling, and Word Study  - Teacher observation in whole group and small group lessons.  - Writing across the curriculum in all three genres.  - Writing Prompts |
| **Benchmark**  Applies grade appropriate spelling patterns in daily writing. | Consistently applies grade appropriate spelling patterns and high frequency words in daily writing so that writing is easy to read and understand. | Consistently applies grade appropriate spelling patterns and high frequency words in daily writing so that writing is easy to read and understand. | Consistently applies grade appropriate spelling patterns and high frequency words in daily writing so that writing is easy to read and understand. |
| **Potential Assessment** | - FPC: Phonics, Spelling, and Word Study  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC: Phonics, Spelling, and Word Study  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC: Phonics, Spelling, and Word Study  - Writing across the curriculum in all three genres.  - Writing Prompts |
| **Benchmark**  Acquires and uses grade level vocabulary and phrases. | Gains new vocabulary by using context clues, common Greek and Latin roots, digital and print reference materials **with support.**  **With support,** applies grade appropriate content vocabulary. | Gains new vocabulary by using context clues, common Greek and Latin roots, digital and print reference materials **with support.**  **With support,** applies grade appropriate content vocabulary | Gains new vocabulary by using context clues, common Greek and Latin roots, digital and print reference materials.  Applies grade appropriate content vocabulary. |
| **Potential Assessment** | - FPC: Phonics, Spelling, and Word Study  - Formal and informal assessment of content area vocabulary  - Reading/Writing across the curriculum in all three genres  - Writing Prompts | - FPC: Phonics, Spelling, and Word Study  - Formal and informal assessment of content area vocabulary  - Reading/Writing across the curriculum in all three genres.  - Writing Prompts | - FPC: Phonics, Spelling, and Word Study  - Formal and informal assessment of content area vocabulary  - Reading/Writing across the curriculum in all three genres.  - Writing Prompts |

| **Writing** | **Term 1** | **Term 2** | **Term 3** |
| --- | --- | --- | --- |
| **Benchmark**  Introduces the Topic Clearly | Writes an introductory **sentence** that names a topic or event as pertaining to the genre **with some support.** | Writes an introductory **paragraph** that names a topic or event as pertaining to the genre **with minimal support.** | Writes an introductory **paragraph** that names a topic or event as pertaining to the genre **independently and consistently.** |
| **Potential Assessment** | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts |
| **Benchmark**  Develops the topic providing reasons, facts or events appropriately. | Provides 3 reasons, facts, definitions or events connecting to the main ideas pertaining to the genre.  Narrative writing should include actions, thoughts and feelings. | Provides 3 reasons, facts, definitions or events connecting to the main ideas pertaining to the genre.  Narrative writing should include actions, thoughts and feelings. | Provides 3 reasons, facts, definitions or events connecting to the main ideas pertaining to the genre.  Narrative writing should include actions, thoughts and feelings.  **Reasons, facts/definitions, or events can be easily pictured in the reader’s mind due to sufficient use of relevant details.** |
| **Potential Assessment** | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts |
| **Benchmark**  Uses linking words and phrases. | Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly. | Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly. | Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly. |
| **Potential Assessment** | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts |
| **Benchmark**  Provides a conclusion to the piece. | Provides a concluding statement or section that appropriately ends the writing or refers back to the main topic/idea as pertaining to the genre. | Provides a concluding statement or section that appropriately ends the writing or refers back to the main topic/idea as pertaining to the genre. | Provides a concluding statement or section that appropriately ends the writing or refers back to the main topic/idea as pertaining to the genre. |
| **Potential Assessment** | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts | - FPC- Response to Text  - Writing across the curriculum in all three genres.  - Writing Prompts |
| **Benchmark**  With adult and peer support, develops and strengthens writing with planning, revising, and editing. | Generates topic ideas **with support.**  Revises **with support.**  Edits **with support.** | Generates topic ideas **with minimal support.**  Revises **with minimal support.**  Edits **with minimal support.** | Generates topic ideas **with minimal support.**  Revises **with minimal support.**  Edits **with minimal support.** |
| **Potential Assessment** | - Writing across the curriculum in all three genres.  - Writing Prompts | - Writing across the curriculum in all three genres.  - Writing Prompts | - Writing across the curriculum in all three genres.  - Writing Prompts |
| **Benchmark**  Gathers relevant information to conduct short research projects that build knowledge through investigation. | Not assessed at this time. | Presents short research projects.  Takes Notes, **with support.**  Categorizes information.  Provides a list of sources, **with support.** | Presents short research projects.  Takes Notes.  Categorizes information.  Provides a list of sources. |
| **Potential Assessment** | Not assessed at this time. | Research Projects | Research Projects |