

Oakley Union Elementary School District (O.U.E.S.D.)

Kid-Friendly California Standards & Benchmarks for English Language Arts



OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (Kindergarten)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Reading - 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development		
<i>Concepts About Print</i>		
1.1	Identify the front cover, back cover, and title page of a book.	<i>I can point to the front cover, back cover, and title of a book.</i>
1.2	Follow words from left to right and from top to bottom on the printed page.	<i>I can track from left to right and top to bottom.</i>
1.3	Understand that printed materials provide information.	<i>I know that words tell me things.</i>
1.4	Recognize that sentences in print are made up of separate words.	<i>I know that sentences are made up of words.</i>
1.5	Distinguish letters from words.	<i>I know the difference between letters and words.</i>
1.6	Recognize and name all uppercase and lowercase letters of the alphabet.	<i>I can find and name uppercase and lowercase letters out of alphabetical order.</i>
<i>Phonemic Awareness</i>		
1.7	Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes [e.g., /f, s, th/, /j, d, j/].	<i>I can hear and say all the sounds in a word and can tell which sounds come first, second, and third.</i>
1.8	Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	<i>I can change a sound in a word to make a different word.</i>
1.9	Blend vowel-consonant sounds orally to make words or syllables.	<i>I can put sounds together (blend) to make words.</i>
1.10	Identify and produce rhyming words in response to an oral prompt.	<i>I can hear and make rhyming words.</i>
1.11	Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	<i>I know the beginning and ending sounds of words.</i>
1.12	Track auditorily each word in a sentence and each syllable in a word.	<i>When I listen to a sentence, I can tell the order of the words and can hear each syllable in each word.</i>
1.13	Count the number of sounds in syllables and syllables in words.	<i>I can count syllables in words and the sounds in the syllables.</i>
<i>Decoding and Word Recognition</i>		
1.14	Match all consonant and short-vowel sounds to appropriate letters.	<i>I can match sounds to letters.</i>
1.15	Read simple one-syllable and high-frequency words (i.e., sight words).	<i>I can read simple and high-frequency words.</i>
1.16	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	<i>I know that when letters change, sounds change too.</i>

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<i>Vocabulary and Concept Development</i>		
1.17	Identify and sort common words in basic categories (e.g., colors, shapes, foods).	<i>I can sort words into groups that are alike in some way.</i>
1.18	Describe common objects and events in both general and specific language.	<i>I can talk about everyday things.</i>
Reading - 2.0 Reading Comprehension		
<i>Structural Features of Informational Materials</i>		
2.1	Locate the title, table of contents, name of author, and name of illustrator.	<i>I can find and name the author, illustrator, and parts of a book.</i>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
2.2	Use pictures and context to make predictions about story content.	<i>I can guess/predict what might happen next in a story.</i>
2.3	Connect to life experiences the information and events in texts.	<i>I use what I already know to make connections with a story.</i>
2.4	Retell familiar stories.	<i>I can retell a story I have heard or read.</i>
2.5	Ask and answer questions about essential elements of a text.	<i>I can ask and answer questions about a story I have heard or read.</i>
Reading - 3.0 Literary Response and Analysis		
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>		
3.1	Distinguish fantasy from realistic text.	<i>I can tell the difference between make-believe and true stories.</i>
3.2	Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	<i>I know there are different types of written materials to read.</i>
3.3	Identify characters, settings, and important events.	<i>I can tell who the characters are in a story, where the story takes place and what happens in the story.</i>

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CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Writing - 1.0 Writing Strategies		
<i>Organization and Focus</i>		
1.1	Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	<i>I can use letters and sounds to make written words that tell about things.</i>
1.2	Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	<i>I can write simple words (consonant-vowel-consonant).</i>
1.3	Write by moving from left to right and from top to bottom.	<i>I can write by moving from left to right and from top to bottom.</i>
<i>Penmanship</i>		
1.4	Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	<i>I write using uppercase and lowercase letters neatly and use spaces between words.</i>
Written and Oral English Language Conventions - 1.0 Written and Oral English Language Conventions		
<i>Sentence Structure</i>		
1.1	Recognize and use complete, coherent sentences when speaking.	<i>I speak in complete sentences that make sense.</i>
<i>Spelling</i>		
1.2	Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	<i>I can spell words by using letter sounds and can spell some sight words correctly.</i>
Listening and Speaking - 1.0 Listening and Speaking Strategies		
<i>Comprehension</i>		
1.1	Understand and follow one- and two-step oral directions.	<i>I can listen and follow simple directions.</i>
1.2	Share information and ideas, speaking audibly in complete, coherent sentences.	<i>I can speak and share with others using complete sentences that make sense.</i>
Listening and Speaking – 2.0 Speaking Applications (Genres and Their Characteristics)		
2.1	Describe people, places, things (e.g., size, color, shape), locations, and actions.	<i>I can use describing words to tell about people, places and things.</i>
2.2	Recite short poems, rhymes, and songs.	<i>I can recite poems, rhymes and songs.</i>
2.3	Relate an experience or creative story in a logical sequence.	<i>I can tell a story in an order that makes sense.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (1st Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Reading - 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development		
<i>Concepts About Print</i>		
1.1	Match oral words to printed words.	<i>I match the words I hear to the words I see.</i>
1.2	Identify the title and author of a reading selection.	<i>I can find the title and author of a story.</i>
1.3	Identify letters, words, and sentences.	<i>I know the difference between letters, words, and sentences.</i>
<i>Phonemic Awareness</i>		
1.4	Distinguish initial, medial, and final sounds in a single-syllable words	<i>I can hear beginning, middle and the last sounds in a word.</i>
1.5	Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., bit/bite]	<i>I can hear the difference between the short and the long vowel sounds in a word.</i>
1.6	Create and state a series of rhyming words, including consonant blends.	<i>I can make up rhyming words.</i>
1.7	Add, delete, or change target sounds to change words [e.g., change cow to how; pan to an].	<i>I can change letters in words to make new words.</i>
1.8	Blend two to four phonemes into recognizable words [e.g., /c/a/t/=cat].	<i>I can blend sounds to make words.</i>
1.9	Segment single-syllable words into their components [e.g., /s/p/l/a/t/= splat].	<i>I can break down a word to hear all the sounds.</i>
<i>Decoding and Word Recognition</i>		
1.10	Generate the sounds from all the letters and letter patterns, including consonant blends and long and short-vowel patterns (i.e., phonograms) and blend those sounds into recognizable words.	<i>I can blend sounds to read words.</i>
1.11	Read common, irregular sight words [e.g., the, have, said].	<i>I can read sight words.</i>
1.12	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	<i>I can use the “sound chunks” to read words with special spellings.</i>
1.13	Read compound words and contractions.	<i>I can read compound words and contractions.</i>

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1.14	Read inflectional forms [e.g., -s, -ed, -ing].	<i>I can read words with special endings.</i>
1.15	Read common word families [e.g., -ite, -ate].	<i>I can read words with the same “sound chunk.”</i>
1.16	Read aloud with fluency in a manner that sounds like natural speech.	<i>I can read books aloud without making mistakes and with expression.</i>
<i>Vocabulary and Concept Development</i>		
1.17	Classify grade appropriate categories of words (e.g., concrete collections of animals, foods, toys).	<i>I can sort words into groups that show how they’re alike.</i>
Reading - 2.0 Reading Comprehension		
<i>Structural Features of Informational Materials</i>		
2.1	Identify text that uses sequence or other logical order.	<i>I understand and can figure out the order of a story.</i>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
2.2	Respond to <i>who, what, when, where, and how</i> questions.	<i>I can answer who, what, where, when, and how questions about a story I’ve heard or read.</i>
2.3	Follow one-step written instructions.	<i>I can follow simple written directions.</i>
2.4	Use context to resolve ambiguities about word and sentence meanings.	<i>I use the other words in a sentence to help me understand a new word.</i>
2.5	Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	<i>I can predict what will happen next in a story.</i>
2.6	Relate prior knowledge to textual information.	<i>I use what I already know to help me to connect to what I’m reading.</i>
2.7	Retell the central ideas of simple expository or narrative passages.	<i>I can retell the main ideas of a story.</i>
Reading - 3.0 Literary Response and Analysis		
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>		
3.1	Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.	<i>I can talk about the plot, setting, and characters in a story and put the events in order.</i>
3.2	Describe the roles of authors and illustrators and their contributions to print materials.	<i>I know what authors and illustrators do.</i>
3.3	Recollect, talk, and write about books read during the school year.	<i>I can remember, talk about, and write about books I’ve heard or read.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (1st Grade)

Writing – 1.0 Writing Strategies		
<i>Organization and Focus</i>		
1.1	Select a focus when writing.	<i>I can choose a topic and stick to it when I write.</i>
1.2	Use descriptive words when writing.	<i>I use describing words when I write.</i>
<i>Penmanship</i>		
1.3	Print legibly and space letters, words, and sentences appropriately.	<i>I print my letters neatly and leave spaces between words.</i>
Writing - 2.0 Writing Applications (Genres and Their Characters)		
2.1	Write brief narratives (e.g., fictional, autobiographical) describing an experience.	<i>I can write different kinds of stories.</i>
2.2	Write a brief expository description of a real object, person, place, or event, using sensory details.	<i>Using my senses, I can write about something real using describing words.</i>
Written and Oral English Language Conventions - 1.0 Written and Oral English Language Conventions		
<i>Sentence Structure</i>		
1.1	Write and speak in complete, coherent sentences.	<i>I write and speak in complete sentences.</i>
<i>Grammar</i>		
1.2	Identify and correctly use singular and plural nouns.	<i>I know when to use an “s” at the end of a noun.</i>
1.3	Identify and correctly use contractions (e.g., <i>isn't, aren't, can't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her</i>) in writing and speaking.	<i>I can correctly use contractions and possessive pronouns in my writing.</i>
<i>Punctuation</i>		
1.4	Distinguish between declarative, exclamatory, and interrogative sentences.	<i>I understand the difference between the three different types of sentences.</i>
1.5	Use a period, exclamation point, or question mark at the end of sentences.	<i>I can correctly write sentences that end with a period, question mark, or an exclamation point.</i>
1.6	Use knowledge of the basic rules of punctuation and capitalization when writing.	<i>I use correct punctuation and capitals when I write.</i>

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<i>Capitalization</i>		
1.7	Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	<i>I use a capital at the beginning of a sentence, for the names of important people, places, and things, and the word “I.”</i>
<i>Spelling</i>		
1.8	Spell three-and-four letter short-vowel words and grade-level-appropriate sight words correctly.	<i>I can spell words with short vowels and my first grade sight words.</i>
Listening and Speaking - 1.0 Listening and Speaking Strategies		
<i>Comprehension</i>		
1.1	Listen attentively.	<i>I listen carefully to others.</i>
1.2	Ask questions for clarification and understanding.	<i>I ask questions when I don’t understand.</i>
1.3	Give, restate, and follow simple two-step directions.	<i>I can repeat and follow two- step directions.</i>
<i>Organization & Delivery of Oral Communication</i>		
1.4	Stay on the topic when speaking.	<i>I stay on one topic at a time while speaking.</i>
1.5	Use descriptive words when speaking about people, places, things, and events.	<i>I use describing words when talking about a topic.</i>
Listening and Speaking - 2.0 Speaking Applications (Genres and Their Characteristics)		
2.1	Recite poems, rhymes, songs, and stories.	<i>I can recite poems, rhymes, song,s and stories.</i>
2.2	Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions.	<i>I can retell stories in the right order of events and answer questions about the story.</i>
2.3	Relate an important life event or personal experience in a simple sequence.	<i>I can tell a story about an event that happened to me.</i>
2.4	Provide descriptions with careful attention to sensory detail.	<i>When I talk to others I can describe things in detail using my senses.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (2nd Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Reading – 1.0 Word Analysis, Fluency, and Systemic Vocabulary Development		
<i>Decoding and Word Recognition</i>		
1.1	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	<i>I use spelling patterns to read new words.</i>
1.2	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= su/ per]; vowel-consonant/consonant-vowel [= sup/ per]).	<i>I know how to “chunk” words into syllables.</i>
1.3	Decode two-syllable nonsense words and regular multi-syllable words.	<i>I use syllables to help read new words.</i>
1.4	Recognize common abbreviations [e.g., Jan., Sun., Mr., St.].	<i>I know how to read abbreviations.</i>
1.5	Identify and correctly use regular plurals [e.g., -s, -es, -ies] and irregular plurals [e.g., fly/ flies, wife/ wives].	<i>I know the plurals of words and how to form them.</i>
1.6	Read aloud fluently and accurately and with appropriate intonation and expression.	<i>I read fluently without making mistakes and with expression.</i>
<i>Vocabulary and Concept Development</i>		
1.7	Understand and explain common antonyms and synonyms.	<i>I know antonyms and synonyms.</i>
1.8	Use knowledge of individual words in unknown compound words to predict their meaning.	<i>I can figure out the meaning of compound words.</i>
1.9	Know the meaning of simple prefixes and suffixes [e.g., over-, un-, -ing, -ly].	<i>I know prefixes and suffixes and their meanings.</i>
1.10	Identify simple multiple-meaning words.	<i>I can figure out simple words with more than one meaning.</i>

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Reading – 2.0 Reading Comprehension		
<i>Structural Features of Informational Materials</i>		
2.1	Use titles, tables of contents, and chapter headings to locate information in expository text.	<i>I use titles, tables of contents, and headings to find information.</i>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
2.2	State the purpose in reading (i. e., tell what information is sought).	<i>I understand the purpose for reading.</i>
2.3	Use knowledge of the author's purpose(s) to comprehend informational text.	<i>I understand what the author is trying to say.</i>
2.4	Ask clarifying questions about essential textual elements of exposition [e.g., <i>why, what if, how</i>].	<i>I can ask clarifying questions about what I read.</i>
2.5	Restate facts and details in the text to clarify and organize ideas	<i>I can retell the story using facts and details.</i>
2.6	Recognize cause-and-effect relationships in a text.	<i>I can find cause-and-effect relationships in what I read.</i>
2.7	Interpret information from diagrams, charts, and graphs.	<i>I can gather information from diagrams, charts, and graphs.</i>
2.8	Follow two-step written instructions.	<i>I can follow two-step written directions.</i>
Reading – 3.0 Literary Response and Analysis		
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>		
3.1	Compare and contrast plots, settings, and characters presented by different authors.	<i>I can talk about how plots, settings, and characters in stories by different authors are alike and different.</i>
3.2	Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	<i>I can make up different endings to a story.</i>
3.3	Compare and contrast different versions of the same stories that reflect different cultures.	<i>I can compare and contrast similar stories from different cultures.</i>
3.4	Identify the use of rhythm, rhyme, and alliteration in poetry.	<i>I can identify rhythm, rhyme, and alliteration in poetry.</i>

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CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Writing – 1.0 Writing Strategies		
<i>Organization and Focus</i>		
1.1	Group related ideas and maintain a consistent focus.	<i>I keep similar ideas together and write sentences with a focus.</i>
<i>Penmanship</i>		
1.2	Create readable documents with legible handwriting.	<i>I write neatly.</i>
<i>Research</i>		
1.3	Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	<i>I know how to use a dictionary, thesaurus, and atlas to find information.</i>
<i>Evaluation and Revision</i>		
1.4	Revise original drafts to improve sequence and provide more descriptive detail.	<i>I can make my writing drafts better by revising and editing.</i>
Writing – 2.0 Writing Applications (Genres and Their Characteristics)		
2.1	Write brief narratives based on their experiences:	<i>I can write about things I have done.</i>
2.1.a	Move through a logical sequence of events.	<i>I can write events in a logical order.</i>
2.1.b	Describe the setting, characters, objects, and events in detail.	<i>I can write about something I have done using describing words for setting, characters, objects and events.</i>
2.2	Write a friendly letter complete with the date, salutation, body, closing, and signature.	<i>I can write a friendly letter using the date, salutation, body, closing, and signature.</i>
Written and Oral English Language Conventions – 1.0 Written and Oral English Language Convention		
<i>Sentence Structure</i>		
1.1	Distinguish between complete and incomplete sentences.	<i>I know the difference between complete and incomplete sentences.</i>
1.2	Recognize and use the correct word order in written sentences.	<i>I can write sentences with words in correct order.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (2nd Grade)

<i>Grammar</i>		
1.3	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	<i>I know what nouns, pronouns, and verbs are and use them correctly.</i>
<i>Punctuation</i>		
1.4	Use commas in the greeting and closure of a letter and with dates and items in a series.	<i>I can use commas correctly in letter greetings and closings, dates, and words in a series.</i>
1.5	Use quotation marks correctly.	<i>I can use quotation marks correctly.</i>
<i>Capitalization</i>		
1.6	Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	<i>I can correctly use capital letters for proper nouns, sentence beginnings, greetings, months, days of the week, titles, and initials of people.</i>
<i>Spelling</i>		
1.7	Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).	<i>I can spell high frequency words.</i>
1.8	Spell basic short-vowel, long-vowel, <i>r-</i> controlled, and consonant-blend patterns correctly.	<i>I know basic spelling patterns and use them to spell words.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (2nd Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Listening and Speaking – 1.0 Listening and Speaking Strategies		
<i>Comprehension</i>		
1.1	Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	<i>I know why I am listening.</i>
1.2	Ask for clarification and explanation of stories and ideas.	<i>I can ask clarifying questions when I do not understand.</i>
1.3	Paraphrase information that has been shared orally by others.	<i>I can retell what someone has said in my own words.</i>
1.4	Give and follow three- and four-step oral directions.	<i>I can give and follow three- and four-step spoken directions.</i>
<i>Organization and Delivery of Oral Communication</i>		
1.5	Organize presentations to maintain a clear focus.	<i>I can organize my ideas when speaking.</i>
1.6	Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	<i>I can speak clearly and appropriately so others can understand me.</i>
1.7	Recount experiences in a logical sequence.	<i>I can retell events of an experience in an order that makes sense.</i>
1.8	Retell stories, including characters, setting, and plot.	<i>I can retell stories using plot, setting, and characters.</i>
1.9	Report on a topic with supportive facts and details.	<i>I can speak about a topic with facts and details.</i>
Listening and Speaking – 2.0 Speaking Applications (Genres and Their Characteristics)		
2.1	Recount experiences or present stories	<i>I can tell about an experience I have had and retell stories I have heard.</i>
2.1.a	Move through a logical sequence of events.	<i>I can tell of the events of an experience in an order that makes sense.</i>
2.1.b	Describe story elements (e.g., characters, plot, setting).	<i>I can tell a story describing the plot, setting, and characters.</i>
2.2	Report on a topic with facts and details, drawing from several sources of information.	<i>I can learn about a topic from several information sources and report about it with facts and details.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (3rd Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Reading - 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development		
<i>Decoding and Word Recognition</i>		
1.1	Know and use complex word families when reading [e.g., -ight] to decode unfamiliar words.	<i>I know I can use word families to read words that are new.</i>
1.2	Decode regular multisyllabic words.	<i>I can use the “sound chunks” to read words with many syllables.</i>
1.3	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	<i>I can read fluently with expression.</i>
<i>Vocabulary and Concept Development</i>		
1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	<i>I can use my understanding of antonyms, synonyms, homophones, and homographs to figure out new words.</i>
1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations [e.g., dog/mamma/animal/living things].	<i>I can explain how words are related.</i>
1.6	Use sentence and word context to find the meaning of unknown words.	<i>I can use the words and sentences in a story to help me figure out the meaning of an unknown word.</i>
1.7	Use a dictionary to learn the meaning and other features of unknown words.	<i>I can use a dictionary to learn about words.</i>
1.8	Use knowledge of prefixes [e.g., un-.re-.pre-. bi-. mis-. dis-]and suffixes [e.g., -er, -est, -ful] to determine the meaning or words.	<i>I understand how a prefix or a suffix added to a word changes its meaning.</i>
Reading - 2.0 Reading Comprehension		
<i>Structural Features of Information Materials</i>		
2.1	Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	<i>I can use a title, table of contents, glossary, index or heading to find information.</i>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	<i>I ask questions and use prior knowledge when I read.</i>
2.3	Demonstrate comprehension by identifying answers in	<i>I can find the answer to a question within the text.</i>

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	the text.	
2.4	Recall major points in the text and make and modify predictions about forthcoming information.	<i>I use reading strategies I've learned to help make sense of stories.</i>
2.5	Distinguish the main idea and supporting details in expository text.	<i>I know the difference between the main idea of a story and the supporting details.</i>
2.6	Extract appropriate and significant information from the text, including problems and solutions.	<i>I can identify major ideas in a story including problems and solutions.</i>
2.7	Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	<i>I can follow written directions with many steps.</i>
Reading - 3.0 Literary Response and Analysis		
<i>Structural Features of Literature</i>		
3.1	Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	<i>I can identify forms of literature such as fiction, non-fiction, poetry, or drama.</i>
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>		
3.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	<i>I can understand the basic plots of many types of literature such as fairytales, fables, legends, and myths from around the world.</i>
3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	<i>I can tell about a character based on what they say or do in a story.</i>
3.4	Determine the underlying theme or author's message in fiction and nonfiction text.	<i>I understand that there are themes in literature and that authors often share their point of view or message in their writing.</i>
3.5	Determine the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	<i>I notice when authors use rhythmic patterns in their writing.</i>
3.6	Identify the speaker or narrator in a selection.	<i>I can identify the story teller.</i>
Writing – 1.0 Writing Strategies		
<i>Organization and Focus</i>		
1.1	Create a single paragraph;	<i>I can write a single paragraph with a topic sentence, supporting details and a closing.</i>
1.1a	Develop a topic sentence.	<i>I can develop a strong topic sentence.</i>
1.1b	Include simple supporting facts and details.	<i>I include supporting details when I write a paragraph.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (3rd Grade)

<i>Penmanship</i>		
1.2	Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	<i>I can write neatly in cursive.</i>
<i>Research</i>		
1.3	Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, and encyclopedia).	<i>I know how to use a variety of resources including a dictionary, thesaurus, atlas or encyclopedia.</i>
<i>Evaluation and Revision</i>		
1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	<i>I understand how a rubric works and can use the revision process to improve my writing.</i>
Writing - 2.0 Writing Applications (Genres and Their Characteristics)		
2.1	Write narratives:	<i>I can write a story.</i>
2.1a	Provide a context within which an action takes place.	<i>I can write a story with a plot, setting and supporting details.</i>
2.1b	Include well-chosen details to develop the plot.	<i>I can include details in my writing to improve my story.</i>
2.1c	Provide insight into why the selected incident is memorable.	<i>I can tell why I remember this event.</i>
2.2	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	<i>I can write about people, places, things or my experiences using details so that my reader can create a picture in their mind.</i>
2.3	Write personal and formal letters, thank-you notes, and invitations.	<i>I can write friendly letters, business letters, thank-you notes, and invitations.</i>
2.3a	Show an awareness of the knowledge and interest of the audience and establish a purpose.	<i>I know my audience and the purpose for my writing.</i>
2.3b	Include the date, proper salutation, body, closing, and signature.	<i>When I write personal or business letters I include the date, proper salutation, body, closing and signature.</i>
Written and Oral English Language Conventions - 1.0 Written and Oral English Language Conventions		
<i>Sentence Structure</i>		
1.1	Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	<i>I know what makes sentences different and how to use them correctly in writing and when speaking.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (3rd Grade)

<i>Grammar</i>		
1.2	Identify subjects and verbs that are in an agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	<i>I can correctly use different parts of speech in my writing and when I speak to others.</i>
1.3	Identify and use past, present, and future verb tenses properly in writing and speaking.	<i>I use the correct verb tenses (past, present, and future) when writing and speaking.</i>
1.4	Identify and use subjects and verbs correctly in speaking and writing simple sentences.	<i>I can identify the subject and verbs in a sentence and I can use these parts of speech correctly in my writing and when I speak.</i>
<i>Punctuation</i>		
1.5	Punctuate dates, city and state, and titles of books correctly.	<i>I use the correct punctuation in dates, city and state, and titles of books.</i>
1.6	Use commas in dates, locations, and addresses and for items in a series.	<i>I correctly use commas in dates, addresses, titles of books, and words in a series.</i>
<i>Capitalization</i>		
1.7	Capitalize geographical names, holidays, historical periods, and special events correctly.	<i>I use capital letters for proper names, holidays, historical periods, and special events.</i>
<i>Spelling</i>		
1.8	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., [qu], consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones [e.g., hair-hare].	<i>I can correctly spell words that have basic spelling patterns, compound words, contractions, irregular plurals, and common homophones.</i>
1.9	Arrange words in alphabetical order.	<i>I can alphabetize words.</i>
Listening and Speaking - 1.0 Listening and Speaking Strategies		
<i>Comprehension</i>		
1.1	Retell, paraphrase, and explain what has been said by a speaker.	<i>I can use my own words to retell what a speaker has said.</i>
1.2	Connect and relate prior experiences, insights, and ideas to those of a speaker.	<i>I can identify when I've made a personal connection to an experience someone else has shared.</i>
1.3	Respond to questions with appropriate elaboration.	<i>I can respond to questions and explain my ideas.</i>
1.4	Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	<i>I can identify different types of literary elements such as; rhymes, repeated sounds, and onomatopoeia (words that sound like what they mean).</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (3rd Grade)

<i>Organization and Delivery of Oral Communication</i>		
1.5	Organize ideas chronologically or around major points of information.	<i>I can organize my thoughts in the order of when they took place or around the most important pieces of information.</i>
1.6	Provide a beginning, middle, and an end, including concrete details that develop a central idea.	<i>I use a beginning middle and an end with details to explain what I am talking about.</i>
1.7	Use clear and specific vocabulary to communicate ideas and establish the tone.	<i>I can speak clearly to share my ideas.</i>
1.8	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	<i>I know how to use props to add interest to oral presentations.</i>
1.9	Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	<i>I can read aloud fluently, using the right speed and tone of voice, so that what I say can be understood.</i>
<i>Analysis and Evaluation of Oral and Media Communications</i>		
1.10	Compare ideas and points of view expressed in broadcast and print media.	<i>I can compare ideas that I learn from different media sources (e.g., t.v., podcast, print).</i>
1.11	Distinguish between the speaker’s opinions and verifiable facts.	<i>I know the difference between fact and opinion.</i>
Listening and Speaking - 2.0 Speaking Applications (Genres and Their Characteristics)		
2.1	Make brief narrative presentations:	<i>I can present a narrative in front of others.</i>
2.1a	Provide a context for an incident that is the subject of the presentation.	<i>I can tell about my experiences and provide the order of events.</i>
2.1b	Provide insight into why the selected incident is memorable.	<i>I can share why the experience is memorable.</i>
2.1c	Include well-chosen details to develop character, setting and plot.	<i>I can use details in my presentation to tell about the characters, setting and plot.</i>
2.2	Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	<i>I can prepare and present different stories, experiences, poems or plays so that others can understand what I am saying.</i>
2.3	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	<i>I can describe people, places, things, or experiences aloud so that others can picture what I am saying.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (4th Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Reading – 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development		
<i>Word Recognition</i>		
1.1	Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	<i>I can read narrative (stories) and expository (factual) text fluently and with good expression.</i>
<i>Vocabulary and Concept Development</i>		
1.2	Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	<i>I can figure out word meanings using the parts of the word I already know including origins, synonyms, antonyms, and expressions.</i>
1.3	Use knowledge of root words to determine the meaning of unknown words within a passage	<i>I can figure out word meanings using their roots in other languages.</i>
1.4	Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words [e.g., <i>international</i>].	<i>I can figure out the meaning of difficult words using my understanding of Greek and Latin roots, suffixes and prefixes.</i>
1.5	Use a thesaurus to determine related words and concepts.	<i>I can use a thesaurus to build my vocabulary.</i>
1.6	Distinguish and interpret words with multiple meanings.	<i>I can understand multiple meaning words.</i>
Reading – 2.0 Reading Comprehension		
<i>Structural Features of Informational Materials</i>		
2.1	Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	<i>To understand what I am reading, I can use patterns of text such as compare and contrast, cause and effect, order of events, proposition and support.</i>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
2.2	Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	<i>I use the right kind of reading strategies depending on the purposes for my reading.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (4th Grade)

2.3	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	<i>By using what I already know and ideas I find in the text including titles, topic sentences, important words and other clues, I can predict and see if my predictions are correct about what I read.</i>
2.4	Evaluate new information and hypotheses by testing them against known information and ideas.	<i>I can think about what I am reading by comparing it to what I already know.</i>
2.5	Compare and contrast information on the same topic after reading several passages or articles.	<i>I can compare and contrast information on the same topic after reading several different pieces.</i>
2.6	Distinguish between cause and effect and between fact and opinion in expository text.	<i>I can tell the difference between cause and effect and fact and opinion in expository (factual) text.</i>
2.7	Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	<i>I can read and follow multi-step instructions in explanatory text such as a technical manual.</i>
Reading – 3.0 Literary Response and Analysis		
<i>Structural Features of Literature</i>		
3.1	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	<i>I can describe the differences between different types of imaginative literature including fantasies, fables, myths, legends and fairy tales.</i>
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>		
3.2	Identify the main events of the plot, their causes, and the influence of each event on future actions.	<i>I can identify the main events of the plot and describe how the events affect what happens in a story.</i>
3.3	Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	<i>I can use my understanding of situation, setting, and character traits and motivations to determine a character's actions.</i>
3.4	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales)	<i>I can compare and contrast tales from different cultures.</i>
3.5	Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	<i>I know that simile, metaphor, hyperbole, and personification are elements of figurative language and can show their use.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (4th Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Writing – 1.0 Writing Strategies		
<i>Organization and Focus</i>		
1.1	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	<i>I can choose a subject/topic and stay focused and organized in my writing according to assignment requirements.</i>
1.2	Create multiple-paragraph compositions:	<i>I can write a multi-paragraph composition.</i>
1.2.a	Provide an introductory paragraph.	<i>I can write a multi-paragraph composition with an introductory paragraph.</i>
1.2.b	Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.	<i>I can write a multi-paragraph composition with a main idea supported by first or beginning paragraph topic sentence.</i>
1.2.c	Include supporting paragraphs with simple facts, details, and explanations.	<i>I can write a multi-paragraph composition with supporting paragraphs that have simple facts and details.</i>
1.2.d	Conclude with a paragraph that summarizes the points.	<i>I can write a multi-paragraph composition with an ending paragraph that summarizes the important ideas and details of my composition.</i>
1.2.e	Use correct indentation.	<i>I can write a multi-paragraph composition using correct indentation.</i>
1.3	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).	<i>I include structures that convey information in my writing such as chronological order, cause and effect, similarity and differences and asking and answering a question.</i>
<i>Penmanship</i>		
1.4	Write fluidly and legibly in cursive or joined italic.	<i>I can write neatly in cursive.</i>
<i>Research and Technology</i>		
1.5	Quote or paraphrase information sources, citing them appropriately.	<i>I can use my own words or quote from information sources and credit the sources properly.</i>
1.6	Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	<i>I can locate information in reference books by using prefaces, appendixes, and other organization sections.</i>
1.7	Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	<i>I can use a dictionary, thesaurus, card catalog, encyclopedia, and online resources to help with my writing.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (4th Grade)

1.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	<i>I know how almanacs, newspapers, and periodicals are organized and how to use them.</i>
1.9	Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	<i>I can effectively type on a computer and know basic computer terms.</i>
<i>Evaluation and Revision</i>		
1.10	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	<i>I can edit and revise my text to improve it.</i>
Writing – 2.0 Writing Applications (Genres and Their Characteristics)		
2.1	Write narratives:	<i>I can write narratives.</i>
2.1.a	Relate ideas, observations, or recollections of an event or experience.	<i>I can write a narrative of an event or experience that shares ideas, observations, or recollections.</i>
2.1.b	Provide a context to enable the reader to imagine the world of the event or experience.	<i>I can write a narrative of an event or experience with a setting that helps my reader picture where it is taking place.</i>
2.1.c	Use concrete sensory details.	<i>I can write a narrative containing sensory details.</i>
2.1.d	Provide insight into why the selected event or experience is memorable.	<i>I can write a narrative of an event or experience that includes why I remember it.</i>
2.2	Write responses to literature:	<i>I can write a response to a piece of literature.</i>
2.2.a	Demonstrate an understanding of the literary work.	<i>I can write a response to a piece of literature that shows my understanding of it.</i>
2.2.b	Support judgments through references to both the text and prior knowledge.	<i>I can write a response to a piece of literature that uses examples from the work to support my opinions.</i>
2.3	Write information reports	<i>I can write an information report.</i>
2.3.a	Frame a central question about an issue or situation.	<i>I can write an information report that frames a question to direct my research and writing.</i>
2.3.b	Include facts and details for focus.	<i>I can write an information report that is developed on a topic with simple facts and details to help my reader focus.</i>
2.3.c	Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	<i>I can write an information report and gather information from more than one source.</i>
2.4	Write summaries that contain the main ideas of the reading selection and the most significant details.	<i>I can write summaries that contain the main ideas and most important details from the piece.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (4th Grade)

Written and Oral English Language Conventions – 1.0 Written and Oral English Language Conventions		
<i>Sentence Structure</i>		
1.1	Use simple and compound sentences in writing and speaking.	<i>I can write and speak using simple and compound sentences.</i>
1.2	Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.	<i>I can combine short sentences with appositive, participial phrases, adjectives, and prepositional phrases.</i>
<i>Grammar</i>		
1.3	Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	<i>I can identify and use irregular verbs, adverbs, prepositions, and coordinating conjunctions in my writing and speaking.</i>
<i>Punctuation</i>		
1.4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	<i>I can correctly use parentheses, commas, and apostrophes.</i>
1.5	Use underlining, quotation marks, or italics to identify titles of documents.	<i>I can use underlining, quotation marks, or italics to punctuate titles of documents.</i>
<i>Capitalization</i>		
1.6	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	<i>I correctly use capital letters for names of magazines, newspapers, works of art, musical compositions, organizations and the first word in quotations.</i>
<i>Spelling</i>		
1.7	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	<i>I can correctly spell roots, inflections, suffixes and prefixes, and syllable constructions.</i>
Listening and Speaking – 1.0 Listening and Speaking Strategies		
<i>Comprehension</i>		
1.1	Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	<i>I can ask thoughtful questions and respond to questions.</i>
1.2	Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	<i>I can summarize the major ideas and supporting details presented in spoken messages.</i>
1.3	Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.	<i>I can identify how sayings and expressions are related to different parts of the country and different cultures.</i>
1.4	Give precise directions and instructions.	<i>I can give accurate directions and instructions.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (4th Grade)

<i>Organization and Delivery of Oral Communication</i>		
1.5	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.	<i>I can use introductions and conclusions to guide the audience towards understanding my important ideas.</i>
1.6	Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).	<i>I can use cause and effect, similarity and difference, questions and answers to communicate ideas.</i>
1.7	Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	<i>I can use emphasis of points to help the audience follow my important ideas.</i>
1.8	Use details, examples, anecdotes, or experiences to explain or clarify information.	<i>I can use details, examples, anecdotes, or experiences to explain or make my ideas clear.</i>
1.9	Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	<i>I can use my voice and body language to help my audience understand what I am saying.</i>
<i>Analysis and Evaluation of Oral Media Communication</i>		
1.10	Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	<i>I can assess how the media is delivering their message about an event and trying to form audience opinions.</i>
Listening and Speaking – 2.0 Speaking Applications (Genres and Their Characteristics)		
2.1	Make narrative presentations:	<i>I can tell a story aloud.</i>
2.1.a	Relate ideas, observations, or recollections about an event or experience.	<i>I can tell a story aloud about an event or experience that shares ideas, observations, or recollections.</i>
2.1.b	Provide a context that enables the listener to imagine the circumstances of the event or experience.	<i>I can tell a story aloud about an event or experience with a setting that helps my audience image it.</i>
2.1.c	Provide insight into why the selected event or experience is memorable.	<i>I can tell a story aloud about an event or experience that includes why I remember it.</i>
2.2	Make informational presentations:	<i>I can share information aloud.</i>
2.2.a	Frame a key question.	<i>I can share information aloud and frame an important question to direct my audience's listening.</i>
2.2.b	Include facts and details that help listeners to focus.	<i>I can share information aloud based on a topic with simple facts and details to help my audience focus.</i>
2.2.c	Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).	<i>I can share aloud information gathered from more than one source.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (4th Grade)

2.3	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	<i>I can summarize aloud about articles and books and talk about main ideas and important details.</i>
2.4	Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	<i>I can recite brief poems, speeches, or parts of plays using my voice clearly and so others can understand me.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (5th Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Reading - 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development		
<i>Word Recognition</i>		
1.1	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	<i>I can read stories and information text fluently and with good expression.</i>
<i>Vocabulary and Concept Development</i>		
1.2	Use word origins to determine the meaning of unknown words.	<i>I can use the origins of words to determine their meaning.</i>
1.3	Understand and explain frequently used synonyms, antonyms, and homographs.	<i>I use synonyms, antonyms, and homographs correctly.</i>
1.4	Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial)	<i>I know Latin and Greek roots and can figure out the meaning of words based on their root.</i>
1.5	Understand explain the figurative and metaphorical use of words in context.	<i>I can use figurative speech such as similes and metaphors.</i>
Reading - 2.0 Reading Comprehension		
<i>Structural Features of Information Materials</i>		
2.1	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	<i>I can use charts, maps, graphs, and tables to get information.</i>
2.2	Analyze text that is organized in sequential or chronological order.	<i>I understand and can describe the sequential or chronological order of stories.</i>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
2.3	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	<i>I can determine a main idea in a story and provide evidence from the text to support my belief.</i>
2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	<i>I can infer while I'm reading and am able to make conclusions and predictions.</i>
<i>Expository Critique</i>		
2.5	Distinguish facts, supported inferences, and opinions in text.	<i>I know the difference between facts, opinions and inferences.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (5th Grade)

Reading - 3.0 Literary Response and Analysis		
<i>Structural Features of Literature</i>		
3.1	Identify and analyze the characteristics of poetry, drama fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for specific purpose.	<i>I understand about and can explain the different forms of literature and can talk about the author’s purpose.</i>
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>		
3.2	Identify the main problem or conflict of the plot and explain how it is resolved.	<i>I can identify the main problem in a story and tell how it was resolved.</i>
3.3	Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	<i>I can describe the feelings, actions and motives of characters in fictional text and discuss how they impact the story.</i>
3.4	Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	<i>I understand that a theme refers to the meaning or moral of a written selection. I can identify the theme of a story whether it has been stated or implied.</i>
3.5	Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	<i>I know how to use imagery, metaphor and symbolism and understand how it impacts a story.</i>
<i>Literary Criticism</i>		
3.6	Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	<i>I can evaluate the symbolism and patterns in literature from diverse cultures and time periods.</i>
3.7	Evaluate the author’s use of various techniques (e.g., appeal of characters in picture book, logic and credibility of plots and settings, use of figurative language) to influence reader’s perspective.	<i>I understand and can discuss the impact an author’s style of writing has on the audience.</i>
Writing – 1.0 Writing Strategies		
<i>Organization and Focus</i>		
1.1	Create multiple-paragraph narrative compositions:	<i>I can stay on topic and write a narrative with multiple paragraphs.</i>
1.1a	Establish and develop a situation or plot.	<i>I am able to develop a story situation or plot within my writing.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (5th Grade)

1.1b	Describe the setting.	<i>I can describe a setting using sensory words, adjectives, showing the reader not just telling.</i>
1.1c	Present an ending.	<i>I am able to conclude my story with a strong ending.</i>
1.2	Create multiple-paragraph expository compositions:	<i>I can write an expository composition with many paragraphs.</i>
1.2a	Establish a topic, important ideas, or events in sequence or chronological order.	<i>I can write using a logical sequence.</i>
1.2b	Provide details and transitional expressions that link one paragraph to another in a clear line of thought.	<i>I know about and can use transitional words that help connect one paragraph to the next.</i>
1.2c	Offer a concluding paragraph that summarizes important ideas and details.	<i>In my conclusion I am able to summarize important information using details.</i>
<i>Research and Technology</i>		
1.3	Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	<i>I can use different organizational features such as citations, end notes, and bibliographies to locate and share important information.</i>
1.4	Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).	<i>I can use basic organizational features on the computer to help me create simple documents.</i>
1.5	Use a thesaurus to identify alternative word choices and meanings.	<i>I know how and can demonstrate the use of a thesaurus to identify different word choices and meanings.</i>
<i>Evaluation and Revision</i>		
1.6	Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	<i>I can edit and revise my writing to make sure that I am understood.</i>
Writing - 2.0 Writing Applications (Genres and Their Characteristics)		
2.1	Write narratives:	<i>I can write a story.</i>
2.1a	Establish a plot, point of view, setting and conflict.	<i>In my writing I can establish a plot, point of view, setting and conflict.</i>
2.1b	Show, rather than tell, the events of the story.	<i>In my writing I show, rather than tell, the events of the story using details and examples.</i>
2.2	Write responses to literature:	<i>I can write a response to literature sharing my thoughts and opinions about the text.</i>

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2.2a	Demonstrate an understanding of a literary work.	<i>I can demonstrate that I understand the piece of literature by citing the text that supports my ideas.</i>
2.2b	Support judgments through references to the text and to prior knowledge.	<i>I can support my ideas with references to the piece and to what I already know.</i>
2.2c	Develop interpretations that exhibit careful reading and understanding.	<i>In my response I am able to show that I understand the author's message by sharing my interpretations of the piece.</i>
2.3	Write research reports about important ideas, issues, or events by using the following guidelines:	<i>I can write a research report that includes the expected format and expectations.</i>
2.3a	Frame questions that direct the investigation.	<i>I can frame questions that give my research report direction.</i>
2.3b	Establish a controlling idea or topic.	<i>I can establish an idea or topic for my research report.</i>
2.3c	Develop the topic with simple facts, details, examples, and explanations.	<i>I can write a research report that includes facts, details, examples and explanations to help develop the topic.</i>
2.4	Write persuasive letters or compositions:	<i>I can write persuasive letters or compositions.</i>
2.4a	State a clear position in support of a proposal.	<i>In my persuasive writing I clearly state my opinion about the topic.</i>
2.4b	Support a position with relevant evidence.	<i>In my persuasive writing I support my position with good reasons.</i>
2.4c	Follow a simple organizational pattern.	<i>In my persuasive writing I use a simple organized pattern to share my thinking.</i>
2.4d	Address reader concerns.	<i>In my persuasive writing I address the concerns of my readers.</i>
Written and Oral English Language Conventions - 1.0 Written and Oral English Language Conventions		
<i>Sentence Structure</i>		
1.1	Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	<i>I can identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</i>
<i>Grammar</i>		
1.2	Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.	<i>I can use verbs, modifiers, and pronouns.</i>

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<i>Punctuation</i>		
1.3	Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	<i>I can use colons and quotation marks correctly.</i>
<i>Capitalization</i>		
1.4	Use correct capitalization.	<i>I know the rules for capitalization and I apply them.</i>
<i>Spelling</i>		
1.5	Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	<i>I know how to spell root words, suffixes, prefixes, and contractions correctly.</i>
Listening and Speaking - 1.0 Listening and Speaking Strategies		
<i>Comprehension</i>		
1.1	Ask questions that seek information not already discussed.	<i>I ask questions to learn new information.</i>
1.2	Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.	<i>I listen to and watch a speaker to understand their message, purpose and points of view.</i>
1.3	Make inferences or draw conclusions based on an oral report.	<i>I can listen to information and draw conclusions.</i>
<i>Organization and Delivery of Oral Communication</i>		
1.4	Select a focus, organizational structure, and point of view for an oral presentation.	<i>I can choose a focus, organize my thoughts and share my point of view in an oral presentation.</i>
1.5	Clarify and support spoken ideas with evidence and examples.	<i>I can make my ideas and opinions clear to the audience by sharing evidence and examples.</i>
1.6	Engage the audience with appropriate verbal cues, facial expressions, and gestures.	<i>I can keep my audience interested in my presentation with my voice, face, and body language.</i>
<i>Analysis and Evaluation of Oral and Media Communications</i>		
1.7	Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.	<i>I understand and can identify how persuasion techniques are used in oral presentations and media messages.</i>
1.8	Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	<i>I can listen to and discuss how media is used to inform, entertain, persuade, interpret events and share culture.</i>

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (5th Grade)

Listening and Speaking - 2.0 Speaking Applications (Genres and Their Characteristics)		
2.1	Deliver narrative presentations:	<i>I can tell stories aloud.</i>
2.1a	Establish a situation, plot, point of view, and setting with descriptive words and phrases.	<i>I can tell stories aloud that establish a situation, plot, point of view, and setting.</i>
2.1b	Show, rather than tell, the listener what happens.	<i>I can tell stories aloud using techniques that show, rather than tell, what happened.</i>
2.2	Deliver informative presentations about an important idea, issue, or event by the following means:	<i>I can deliver informational presentations aloud.</i>
2.2a	Frame questions to direct the investigation.	<i>I can pose a question to give my presentation direction.</i>
2.2b	Establish a controlling idea or topic.	<i>I can present an idea or topic.</i>
2.2c	Develop the topic with simple facts, details, examples, and explanations.	<i>I am able to develop the topic using facts, details, examples and explanations.</i>
2.3	Deliver oral responses to literature:	<i>I can deliver responses to literature aloud.</i>
2.3a	Summarize significant events and details.	<i>I can summarize significant events and details from the piece.</i>
2.3b	Articulate an understanding of several ideas or images communicated by the literary work.	<i>I can share my understanding of the ideas in the piece.</i>
2.3c	Use examples or textual evidence from the work to support conclusions.	<i>I can use evidence or examples from the text to support my oral presentation.</i>