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| ***Language SPI’s*** | ***State Performance Indicator*** | **Date Taught** | **# Mastery** | **# Non Mastery** | **Date for Reteaching** | **# Mastery** | **#Non Mastery** |
| 0501.1.1  | Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.  |  |  |  |  |  |  |
| 0501.1.2  | Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.  |  |  |  |  |  |  |
| 0501.1.3  | Identify the correct use of adjectives (i.e., common/proper, comparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within context.  |  |  |  |  |  |  |
| 0501.1.4  | Recognize usage errors occurring within context (e.g., double negatives, troublesome words: {to/too/two, their/there/they’re, lie/lay, sit/set, leave/let, learn/teach}).  |  |  |  |  |  |  |
| 0501.1.5  | Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context.  |  |  |  |  |  |  |
| 0501.1.6  | Choose the correct use of quotation marks and commas in direct quotations.  |  |  |  |  |  |  |
| 0501.1.7  | Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.  |  |  |  |  |  |  |
| 0501.1.8  | Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+ coordinating conjunction, use of semicolon, introductory phrases and/or clauses).  |  |  |  |  |  |  |
| 0501.1.9  | Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.  |  |  |  |  |  |  |
| 0501.1.10  | Select the best way to correct incomplete sentences within context.  |  |  |  |  |  |  |
| 0501.1.14  | Identify compound words, contractions, and common abbreviations within context.  |  |  |  |  |  |  |
| ***Vocabulary******SPI’s*** | ***State Performance Indicator*** | **Date Taught** | **# Mastery** | **# Non Mastery** | **Date for Reteaching** | **# Mastery** | **#Non Mastery** |
| 0501.1.11  | Determine word meanings within context.  |  |  |  |  |  |  |
| 0501.1.12  | Recognize root words, prefixes, and syllabication as aids in determining meaning within context.  |  |  |  |  |  |  |
| 0501.1.13  | Select appropriate synonyms, antonyms, and homonyms within context.  |  |  |  |  |  |  |
| 0501.1.15  | Recognize and use grade appropriate vocabulary within context.  |  |  |  |  |  |  |
| 0501.1.16  | Determine the correct meaning/usage of multiple meaning words within context.  |  |  |  |  |  |  |
| ***Writing and Research SPI’s*** | ***State Performance Indicator*** | **Date Taught** | **# Mastery** | **# Non Mastery** | **Date for Reteaching** | **# Mastery** | **#Non Mastery** |
| 0501.3.1  | Identify the audience for which a text is written.  |  |  |  |  |  |  |
| 0501.3.2  | Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).  |  |  |  |  |  |  |
| 0501.3.3  | Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.  |  |  |  |  |  |  |
| 0501.3.4  | Identify the sentence irrelevant to a paragraph’s theme or flow.  |  |  |  |  |  |  |
| 0501.3.5  | Select an appropriate concluding sentence for a well-developed paragraph.  |  |  |  |  |  |  |
| 0501.3.6  | Rearrange sentences to form a sequential, coherent paragraph.  |  |  |  |  |  |  |
| 0501.3.7  | Select details that support a topic sentence.  |  |  |  |  |  |  |
| 0501.3.8  | Select vivid and active words for a writing sample.  |  |  |  |  |  |  |
| 0501.3.9  | Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.  |  |  |  |  |  |  |
| 0501.3.10  | Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.  |  |  |  |  |  |  |
| 0501.3.11  | Rearrange paragraphs in a narrative writing selection in sequential and chronological order.  |  |  |  |  |  |  |
| 0501.3.12  | Select an appropriate title that reflects the topic of a written selection.  |  |  |  |  |  |  |
| 0501.3.13  | Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.  |  |  |  |  |  |  |
| 0501.4.1  | Identify the most reliable information sources available for preparing a research report.  |  |  |  |  |  |  |
| 0501.4.2  | Identify information that should or should not be included in a citation.  |  |  |  |  |  |  |
| 0501.4.3  | Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.  |  |  |  |  |  |  |
| 0501.4.4  | Select appropriate sources from which to gather information on a given topic.  |  |  |  |  |  |  |
| ***Communication and Media SPI’s***  | ***State Performance Indicator.***  | **Date Taught** | **# Mastery** | **# Non Mastery** | **Date for Reteaching** | **# Mastery** | **#Non Mastery** |
| 0501.2.1  | Identify the audience for a given speech.  |  |  |  |  |  |  |
| 0501.2.2  | Identify the criteria necessary for a good group leader appropriate to a particular task (i.e., understands the group task, works well with others, keeps the group on task).  |  |  |  |  |  |  |
| 0501.2.3  | Choose the best summary of a speech.  |  |  |  |  |  |  |
| 0501.2.4  | Organize ideas in the most effective order for an oral presentation.  |  |  |  |  |  |  |
| 0501.7.1  | Select the most appropriate medium or media for accessing information, writing a report, or enhancing an oral presentation.  |  |  |  |  |  |  |
| 0501.7.2  | Determine the main idea in a visual image.  |  |  |  |  |  |  |
| 0501.7.3  | Identify the mood created by a visual image.  |  |  |  |  |  |  |
| 0501.7.4  | Identify the various functions of media in daily life (i.e., communication, entertainment, information, persuasion).  |  |  |  |  |  |  |
| ***Logic SPI’s*** | ***State Performance Indicator***  |  |  |  |  |  |  |
| 0501.5.1  | Locate information to support opinions, predictions, and conclusions.  |  |  |  |  |  |  |
| 0501.5.2  | Identify stated or implied cause and effect relationships in text.  |  |  |  |  |  |  |
| 0501.5.3  | Distinguish between fact/opinion and reality/fantasy.  |  |  |  |  |  |  |
| 0501.5.4  | Determine the conflict in a text and recognize its solution.  |  |  |  |  |  |  |
| 0501.5.5  | Select a logical word to complete an analogy using synonyms, antonyms, homonyms, categories, and subcategories.  |  |  |  |  |  |  |
| 0501.5.6  | Make inferences and draw appropriate conclusions from text.  |  |  |  |  |  |  |
| 0501.5.7  | Indicate the correct sequence of events in text.  |  |  |  |  |  |  |
| ***Informational Text SPI’s***  | ***State Performance Indicator***  | **Date Taught** | **# Mastery** | **# Non Mastery** | **Date for Reteaching** | **# Mastery** | **#Non Mastery** |
| 0501.6.1  | Select questions used to focus and clarify thinking before, during, and after reading text.  |  |  |  |  |  |  |
| 0501.6.2  | Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, sidebars).  |  |  |  |  |  |  |
| 0501.6.3  | Locate information using available text features (e.g., maps, charts, graphics)  |  |  |  |  |  |  |
| 0501.6.4  | Identify the stated main idea and supporting details in text.  |  |  |  |  |  |  |
| 0501.6.5  | Select the best summary of a text.  |  |  |  |  |  |  |
| 0501.6.6  | Arrange a set of instructions in sequential order.  |  |  |  |  |  |  |
| ***Literature SPI’s***  | ***State Performance Indicator*** | **Date Taught** | **# Mastery** | **# Non Mastery** | **Date for Reteaching** | **# Mastery** | **#Non Mastery** |
| 0501.8.1  | Identify setting, characters, plot, and theme.  |  |  |  |  |  |  |
| 0501.8.2  | Recognize reasonable predictions of future events within a given context.  |  |  |  |  |  |  |
| 0501.8.3  | Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).  |  |  |  |  |  |  |
| 0501.8.4  | Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.  |  |  |  |  |  |  |
| 0501.8.5  | Recognize that a story is told from first person point of view.  |  |  |  |  |  |  |
| 0501.8.6  | Determine whether the theme is stated or implied within a passage.  |  |  |  |  |  |  |
| 0501.8.7  | Identify similes, metaphors, personification, and hyperbole in context.  |  |  |  |  |  |  |
| 0501.8.8  | Identify the effect of sound within context (i.e., onomatopoeia, alliteration, rhythm, rhyme, repetition).  |  |  |  |  |  |  |
| 0501.8.9  | Identify the author’s purpose (i.e., to inform, to entertain, to share feelings, to describe, to persuade  |  |  |  |  |  |  |