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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 |  |  |  |  |  |  |