Completed	K Language Arts Benchmarks	Standards Addressed
	Students will be able to identify the beginning/middle/end of the story through drawing and retelling a story.	*K.RL.1, K.RL.2, K.RL.3*
	Students will be able to listen to different texts at a listening center and the groups will get together to discuss: • characters • setting • main idea • problem • solution • share ideas • author's purpose • unknown words The teacher will use kid notes to show progress.	*K.RL.4, K.RI.8*
	Students will be able to identify the type of text by checking off storybook, poem, or song on a teacher prepared checklist after a shared reading.	*K.RL.5*
	Students will be able to name the author and illustrator and define the roles of each. Teacher will use a checklist to record.	*K.RL.6*
	Students will be able to draw a picture after teacher reads aloud without showing the original pictures from the text.	*K.RL.7*
	Students will be able to listen to two different stories (i.e. Three Little Pigs, Frog and Toad, Miss Bindergarten) and be able to draw in a Venn diagram character experiences or adventures that were alike and different.	*K.RL.9*
	Students will be able to participate in group reading activities (i.e. guided reading groups). Teacher will use a checklist.	*K.RL.10*
	Students will be able to draw two facts about an informational text and present them to the class. Students will ask and answer questions based on their drawings.	*K.RI.1, K.RI.2*
	Students will be able to fill in a Venn diagram comparing two characters or events in a story.	*K.RI.3*

	Students will be able to orally answer questions about unknown words, identify parts of a book; identify author and illustrator, match pictures to the word and retell facts during and after reading an informational text using a checklist.	*K.RI.4, K.RI.7*
	Students will be able to identify parts of a book. The teacher will use a checklist to assess.	*K.RI.5, K.RI.6*
	Students will be able to draw a picture of similarities and differences after listening to two informational texts on the same topic.	*K.RI.9*
	Students will be able to write samples to show evidence of the above by collecting three writing samples. 1. Journals 2.Creative writing with revisions 3. Response to a story. This benchmark should be done at the end of the year.	*K.RI.10, K.L.1, K.L.2*
	Students will be able to use a print concept check list to identify a,b,c of the above standards; also use alphabet checklist.	*K.RF.1*
	Students will be able to demonstrate phonemic awareness. Teacher will evaluate using a Phonemic Awareness Checklist.	*K.RF.2*
	Students will be able to use letter sound correspondence assessment; Use word knowledge assessment or high-frequency word list.	*K.RF.3*
	Students will be able to read an emergent reader text. Teacher will take a running record.	*K.RF.4*
	Students will be able to write words/sentences and draw a picture showing their opinion of a book after listening to one read aloud by the teacher. They will share their illustrations/writing with peers. Peers will offer suggestions and questions. Collect writing sample for student portfolio.	*K.W.1, K.W.2, K.W.3*
	Students will be able to use a picture peer response checklist to help students make corrections. (The peer response checklist could have a sad, ok and happy face to evaluate their writing.)	*K.W.5*
	Students will be able to produce and publish a class book with digital tools (SMART board) with support from teacher/buddies.	*K.W.6*
	Students will be able to research an author together (i.e. Jan Brett, Dr. Seuss, Kevin Henkes), students then select their favorite book by that author, draw a picture and write about their favorite part.	*K.W.7*

	Students will be able to listen to a story, and write about how it connects to their own experiences after discussing a field trip or other whole-class experience.	*K.W.8*
	Students will be able to converse with peers and adults in small or large group to discuss texts by asking or answering questions, viewing pictures, or discussing topics related to Kindergarten. Teacher will use a check list for participation.	*K.SL.1, K.SL.2*
	Students will be able to write a question about a book that has been read to the class. Students will exchange questions. Students will then answer the question they received. Teacher will collect questions and responses for assessment.	*K.SL.3*
	Students will be able to draw a picture and share with the class using describing words. (ie.- Journal)	*K.SL.4, K.SL.5*
	Students will be able to present their show and tell in a clear and precise way. Teacher will use a checklist to assess speech is audible and ideas, thoughts, and feelings are expressed.	*K.SL.6*
	Students will be able to identify the meaning of two given words by drawing a picture to show their meanings. (i.e.- bark/bark, duck/duck, park/park, pet/pet)	*K.L.4*
	Students will be able to: • Complete center work/small groups- Have children sort word cards into groups and then make a list from teacher made BLM (Black line Master). • Journal writing and picture to make connection to a word and its use.	*K.L.5*
	Students will be able to complete center work/small groups- Have children sort word cards into groups and then make a list from teacher made BLM (Black line Master). Journal writing and picture to make connection to a word and its use.	*K.L.6*

Completed	1st Grade Language Arts Benchmarks	Standards Addressed
	Students will be able to identify details by completing a written assessment answering questions about the text.	*1.RL.1,*
	Students will be able to retell a story by drawing a picture and writing sentences about the beginning, middle, and end of the story.	*1.RL.2, 1.RL.3*
	Students will be able to orally read a poem, at appropriate complexity, and be able to identify feelings of the poem.	*1.RL.4*
	Students will be able to use a T-Chart to list 3-5 traits for each fiction and non-fiction (books that tell stories and books that give information).	*1.RL.5*
	Students will be able to read a book with multiple characters one day and re-read on a different day. Students identify which character is speaking. Teacher will create a numbered list (1. Clifford 2. Emily 3. T-Bone 4. Cleo 5. Fi-Fi).	*1.RL.6*
	Students will be able to draw and write about the story elements focusing on character, setting and an event.	*1.RL.7*
	Students will be able to use a graphic organizer (I.E. - Venn Diagram) to compare the similarities/differences of the adventures/experiences of characters in two different stories.	*1.RL.9*
	Students will be able to write an "I wonder" question in their journal, find the answer in their reading, and write the answer.	*1.RI.1*
	Students will be able to write a response after reading an informational text stating main idea and details.	*1.RI.2*
	Students will be able to write a response while making a connection to two individuals or events after reading an informational text.	*1.RI.3*
	Students will be able to listen to different texts at a listening center and the groups will get together to discuss: • characters • setting • main idea • problem • solution • share ideas	*1.RI.4*

	• author's purpose • unknown words The teacher will use kid notes to show progress.	
	Students will be able to identify text features through a given text by finding the headings, table of contents, glossaries, and electronic menus and icons. Teacher will use a checklist.	*1.RI.5*
	Students will be able to listen to a teacher chosen book and write a sentence stating something they learned from the pictures and a sentence stating something they learned from the words.	*1.RI.6*
	Students will be able to use a story map (divide into 4 squares) to draw and write sentences based on their understanding of illustrations and details in an informational text.	*1.RI.7*
	Students will be able to list three reasons the author gives to support the main idea.	*1.RI.8*
	Students will be able to use a Venn Diagram to find similarities and differences from two texts on same topic.	*1.RI.9*
	Students will be able to write three-four facts after reading an informational text.	*1.RI.10*
	Students will be able to identify print concepts (title, author/illustrator, front/back cover, title page). Use a print concept checklist.	*1.RF.1*
	Students will be able to separate words into groups by specific features and then write their responses on a teacher generated BLM.	*1.RF.2*
	Students will be able to read words from a teacher generated assessment.	*1.RF.3*
	Students will be able to read with fluency, expression, and accuracy. Teacher will keep a fluency checklist or running record.	*1.RF.4*
	Students will be able to listen to a book read by the teacher and write an opinion piece which includes their opinion, a title, and a closing.	*1.W.1*

	Students will be able to write an informative/explanatory piece naming the topic, giving at least 3-4 facts and having closure.	*1.W.2*
	Students will be able to write a narrative paragraph using transitional words that include at least two events in sequence and descriptive words.	*1.W.3*
	Students will be able to write about a topic, share it with peers, respond to suggestions and questions, and then revise adding details.	*1.W.5*
	Students will be able to write and produce a writing piece using digital tools via Smartboard/computer lab with support from the teachers/buddies.	*1.W.6*
	Students will be able to research together as a class on a specific topic (i.e. - "how-to" report) using sequential order and produce an individual "how-to" report.	*1.W.7*
	Students will be able to listen to a story read aloud by the teacher and write a narrative paragraph, with support, to recall information and relate it to their own experiences.	*1.W.8*
	Students will be able to converse with peers and adults following a, b, and c above using a picture prompt (Oral Language Lessons). Teacher will use a checklist to assess the students.	*1.SL.1*
	Students will be able to listen to a text read by the teacher and answer higher level questions. The teacher will record it on a checklist.	*1.SL.2*
	Students will be able to listen to a guest speaker and ask questions pertaining to the topic. Teacher will use a checklist.	*1.SL.3*
	Students will be able to draw a picture and write a descriptive paragraph expressing ideas and feelings clearly about a field trip.	*1.SL.4, 1.SL.5, 1.SL.6*
	Students will be able to: • Write samples to show evidence of the above, Standards A-J, by collecting one writing sample per marking period. • Write creatively or write a response to a story in their journal. • Teachers will collect a writing sample each marking period.	*1.L.1, 1.L.2*

	Students will be able to underline the base word given an inflectional word (i.e.: climb, climbs, climbing) through a teacher generated BLM.	*1.L.4*
	Students will be able to: • Center work/small groups - have children sort word cards into groups and then make a list. • Journal writing and picture to make connections to a new words and phrases and their use. • Draw a picture comparing like words (e.g. tiny, small, petite) on teacher made BLM.	*1.L.5, 1.L.6*

Completed	2nd Grade Language Arts Benchmarks	Standards Addressed
	Students will be able to listen to different texts at a listening center and the groups will get together to discuss: • characters • setting • main idea • problem • solution • share ideas • author's purpose • unknown words The teacher will use kid notes to show progress.	*2.RL.1, 2.RI.6*
	Students will be able to use a graphic organizer to identify the story elements (i.e.: characters, moral of the story and setting).	*2.RL.2, 2.RL.5, 2.RL.7*
	Students will be able to use a graphic organizer and write a paragraph to identify why a character(s) reacted to a specific event in a story.	*2.RL.3*
	Students will be able to orally read a poem at appropriate complexity and be able to describe the meaning of the poem. Teacher will use a checklist.	*2.RL.4*
	Students will be able to participate in a Reader's Theatre experimenting with different voices. Teacher will use a checklist.	*2.RL.6*
	Students will be able to use a graphic organizer (Venn Diagram) to explain likes/differences between two or more versions of the same story.	*2.RL.9*
	Students will be able to read and comprehend on a 2-3 grade level based on end of the year assessment. (i.e.: NJ Pass, Mondo Year End Assessment, or teacher made assessment)	*2.RL.10*
	Students will be able to use a graphic organizer to identify who, what, when, why and how after reading a text. The teacher will use the graphic organizer to assess.	*2.RI.1*
	Students will be able to use a step book to list the main topic and focus of a given text answering who, what, when, where, why and how.	*2.RI.2*

	Students will be able to use a graphic organizer to make connections between historical events, scientific ideas, or concepts or steps in technical procedures in a text.	*2.RI.3*
	Students will be able to maintain a student dictionary (journal, notebook, binder, etc). They will enter a minimum of 2 new words, and their definition, a week. These words should be words students encounter in their reading or class work which are new to them. These should be individual in order to assess words for each student (not all students struggle with the same words).	*2.RI.4*
	Students will be able to research together as a class on a specific topic and individually create a writing sample using captions, headings, and glossaries.	*2.RI.5*
	Students will be able to listen to an informational text and describe through writing how a particular picture helps you understand the text. The student will be able to write 2-4 reasons that support the author's purpose. (IE: Butterfly Life Cycle)	*2.RI.7, 2.RI.8*
	Students will be able to use a Venn Diagram to compare and contrast important points in two different texts on the same topic.	*2.RI.9*
	Students will be able to read and comprehend an informational text on 2-3 grade level based on an end of the year assessment. (Assessment of teacher choice; i.e. running record)	*2.RI.10*
	Students will be able to read high frequency word lists, phonics chart or complete word knowledge assessment.	*2.RF.3*
	Students will be able to read a grade level text while teacher completes a fluency checklist or running record.	*2.RF.4*
	Students will be able write an opinion piece in which their opinion is clearly stated and provide at least three supporting reasons. The student will be able to use linking words to connect ideas and have a concluding sentence.	*2.W.1, 2.SL.6*
	Students will be able to write an informative/explanatory text which includes a topic, facts, definitions and a conclusion. Students will be able to type this writing piece with support.	*2.W.2, 2.W.6*

	Students will be able to write a narrative text which includes personal experience, sequence of events, thoughts and feelings and has good closure. With support, student will be able to revise and edit their writing piece.	*2.W.3, 2.W.5, 2.W.8*
	Students will be able to research together as a class on a specific topic and create a writing sample.	*2.W.7*
	Students will be able to use a picture prompt to participate in a classroom discussion. Students will be able to follow A, B, C above. (IE: Oral Language Lessons) Teacher will use a checklist.	*2.SL.1*
	Students will be able to write down three things they learned and two questions they would like answered after listening to a guest speaker.	*2.SL.2, 2.SL.3*
	Students will be able to tell or recount a story or experience in complete sentences. (IE: Tell about your weekend.) Teacher will use a checklist or rubric.	*2.SL.4*
	Students will be able to create an audio recording (IE: tape recorder or computer) of stories or poems and add a drawing to enhance their story or poem.	*2.SL.5*
	Students will be able to write samples to show evidence of the following: • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a.) Use collective nouns (e.g., group). b.) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c.) Use reflexive pronouns (e.g. myself, ourselves). d.) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e.) Use adjectives and adverbs, and choose between them depending on what is to be modified. f.) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). g.) Capitalize holidays, product names, and geographic names. h.) Use commas in greetings and closings of letters. i.) Use an apostrophe to form contractions and frequently occurring possessive.	*2.L.1, 2.L.2, 2.L.3, 2.L.6*

	j.) Generalize learned spelling patterns when writing words. (e.g., cage > badge; boy > boil). k.) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. l.) Compare formal and informal uses in English. k.) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Teacher will collect a writing sample each marking period. Could be journals, creative writing, or a response to a story.	
	Students will be able to: • Perform center work/small groups: Have children match prefixes to root words to make new words, as well as, using root words to make new words using the original root word. The student will then list them on a BLM. • Perform center work/small groups: Children will match two words to create a compound word. Children will then place new words on a BLM. • Keep a personal dictionary to identify unfamiliar words and make connections to these words.	*2.L.4, 2.L.5*

Completed	3rd Grade Language Arts Benchmarks	Standards Addressed
	Students will be able to create a comprehension cube of six questions beginning with different question words about a text, that he/she can also answer in writing in order to demonstrate an understanding of a text. Students will share the page number where they found the question or answered it.	*3.RL.1*
	Students will be able to compare two versions of the same fairy tale by choosing between different characters, audiences, formats such as song, letter, phone call, poster, then share or present. Compare different texts with RAFT technique. R = role, A = which audience you are connecting to, F = format, T = title or topic. Choose different texts or characters to compare. Create a list of a variety of roles they might hold. Then, decide some different audiences for the writing. Choose a format for the work such as a song, letter.	*3.RL.2*
	Students will be able to construct a Mystery Cereal Box Book Project. Read the novel, complete large bookmarks called Thinkmarks, sharing three facts/details per chapter. Next, students will summarize their novels, share character traits for 2-3 main characters, the moment they solved the mystery, a written recommendation, and an illustration for a favorite part or a book cover picture that might be hand-drawn or found on-line. On one large side of the cereal box, write or type the detailed summary. On the other large side, include an illustration with a written/typed caption. On one small side, create the character traits list with hand-drawn pictures of each character as well as phrases that describe them. On the last small side, include the written/typed paragraph that explains the moment you discovered the solution to the mystery.	*3.RL.3, 3.RI.2*
	Students will be able to create an extensive ABC booklet including at least 18 details including literal and non-literal words and phrases from a text or novel. When the teacher formats clear instructions for this booklet project, he/she will include the following directions: there must be at least 3 descriptions of characters from the text, there must be at least 3 vocabulary or word wizard words defined and used in sentence context correctly, there must be at least 3 character traits explained, there must be at least 3 adjectives describing a situation or character in the plot, 3 sections must include parts that help retell the story, there must be at least 1 point that made the reader say “ah ha”, “oh”, or “I didn’t know that”, there must be a literal part shared as well as a nonliteral section, and the	*3.RL.4*

	student must share his/her opinion clearly and with reasoning.	
	Students will be able to hold think, pair, share discussions about parts or specific pages of texts. Teacher will use a checklist to assess.	*3.RL.5*
	Students will be able to create a Venn Diagram that compares personal point of view from that of the characters or the narrator.	*3.RL.6*
	Students will be able to write a paragraph to explain how two different illustrations assist in their understanding of the text read.	*3.RL.7*
	Students will be able to write an essay comparing and contrasting themes, settings, and plots of two books by the same author.	*3.RL.9*
	Students will be able to create an Interest Box Project – choose an informative topic of your choice that you are willing to study for two months or more. Locate two research articles per week, bring them to class, read them and write about them. Finally, create a 5-6 paragraph essay using the cumulated research. The essay should be edited by a peer who completes a peer evaluation form and the teacher should also conference with the student before the final paper is typed. The essay should be accompanied by a poster, props, and become the "Living Museum" scene, too, for parents and other 3rd graders.	*3.RL.10, 3.W.2, 3.W.4, 3.W.5, 3.W.6, 3.SL.4, 3.SL.6, 3.L.1, 3.L.2, 3.L.3*
	Students will be able to create a comprehension cube in order to demonstrate understanding of a text. The teacher will grade the questions students write before they are passed to a partner in order to try them out in writing for a written comprehension score.	*3.RI.1*
	Students will be able to create a cause and effect t-chart including 3 causes that match 3 effects from textual evidence from a historical event, scientific idea, or technical procedure.	*3.RI.3*
	Students will be able to write hink pink, hinky pinky, and hinkity pinkity clues in order to identify general academic words and phrases. Hink pinks are riddles that provide two word rhyming answers with one syllable each. Hinky pinkys are riddles that provide two word answers that have two syllables each, and they rhyme. Hinkity pinkitys are riddles that	*3.RI.4*

	provide two word responses that have three syllables each, and their answers rhyme. Think of the answers that remind us of topics we are studying in reading, social studies, science, or math. Then, write hink pinks, hinky pinkys, and hinkity pinkity riddles. Examples: hink pink – large porker (answer big pig) hinky pinky – twins are called this (double trouble) hinkity pinkity – fierce red vegetable wind storm (tomato tornado).	
	Students will be able to explain where to locate and use search tools in order to find out more about a non-fiction topic in a news article. The teacher will ask the students why titles are important, how pictures tell us more about the text, and why locating more information about the topic can be helpful when we are reading. The teacher will assess by maintaining a checklist to document each student's understanding.	*3.RI.5*
	Students will be able to create a Venn Diagram in order to distinguish their own point of view from that of the author of a text.	*3.RI.6*
	Students will be able to picture read for prior knowledge, discuss illustrations, read captions and share predictions (whole group, small group, partners). Teachers will use a checklist.	*3.RI.7*
	Students will be able to create a timeline on the floor with several meter sticks in a line. Then, add the ticks on it with 12 inch rulers along the timeline. Students show the correct sequence of events. Teacher will use checklist to assess.	*3.RI.8*
	Students will be able to read two texts on the same topic and compare and contrast the most important points in paragraph form.	*3.RI.9*
	Students will be able to complete an Informational Book Review that identifies key ideas and details in order to show comprehension of informational texts. A Book Review is a mini book report that states information about the characters in the text, their traits, a summary, and a recommendation.	*3.RI.10*
	Students will be able to identify unfamiliar words while reading, by use of phonics and word analysis skills, then create a word wizard list, locate the meanings of those terms, and plan to teach others the meanings of those words.	*3.RF.3*
	Students will be able to read aloud in small groups. Teacher will assess them on their fluency on an oral reading rubric.	*3.RF.4*

	Students will be able to write a three paragraph opinion composition on either a given topic or a text.	*3.W.1*
	Students will be able to select one of three given narrative story topics (or teacher may choose to let child choose their own topic), choose it, and write a 3 paragraph narrative, including dialogue and closure.	*3.W.3*
	Students will be able to create an in-school research project that includes 3 paragraphs, a poster, and a prop.	*3.W.7*
	Students will be able to write a 3 paragraph essay after gathering information from print and digital sources. Students should use other information they are able to recall or experiences they have had in the paragraph as well. Students should take notes and sort into categories to utilize in writing the essay.	*3.W.8*
	Students will be able to create a portfolio of multiple writings including a narrative, speculative, informational, and persuasive piece. The length of the pieces should vary to reflect different time allocations to complete the work.	*3.W.10*
	Students will be able to participate actively in discussions within their reading group. Teachers keep a checklist of discussion skills listed in the standard and mark-off when student demonstrates mastery of each.	*3.SL.1*
	Students will be able to create a 10 biography clues presentation. Study a person. Use at least one online source and one textual source. Write 10 clues from hardest to easiest. Dress up or bring in a prop that goes with your person, ask students to guess the biography. The presenter will ask 3 questions to the audience after his/her presentation, and the teacher will keep a list of who needs to answer a question before all presentations are complete, or the teacher can use chooser sticks to ensure that everyone answers at least one question after listening to the given biography presentations.	*3.SL.2*
	Students will be able to prepare three questions that might be posed to an anticipated speaker in the classroom or building. After the presentation, students will answer their own questions or write a summary of the presentation.	*3.SL.3*

	Students will be able to Utilize multimedia components in order to create audio recordings of stories or poems. Students will create a visual display to accompany the recording.	*3.SL.5*
	Students will be able to determine or clarify the meaning of personally unknown words in a Word Wizard activity attached to Literacy Circles.	*3.L.4*
	Students will be able to write a persuasive speech about a real-life topic that includes literal and non-literal phrasing. (Examples: Write a speech for one important improvement to our school. Be sure persuade your adult audience and to include at least one literal and one non-literal phrase. Write a persuasive speech in order to sell a gadget you've created or for an invention you think could help other children like you.)	*3.L.5*
	Students will be able to enter 3 words a week into a Language Arts journal, sharing meaning, as well as correct usage in sentence.	*3.L.6*

Completed	4th Grade Language Arts Benchmarks	Standards Addressed
	Students will be able to read a novel, appropriate for their reading level, within a small group of readers reading the same book. The following takes place within the literature circle: • Divide class into groups of 4 to 5 students, each group should be reading a book appropriate for their reading level. • Each student is assigned a "job" such as– discussion director, artful artist, summarizer, word wizard, passage master, and connector - Discussion director- Guides the group to keep them on task. - Artful artist- Illustrates chapter or passage read. - Summarizer- Summarizes the passage read. - Word Wizard- Searches for the most challenging words and defines them. - Passage Master – Chooses one or two parts of the passage, rewrites them in quotes, references the page number, and shares with the group why they were intrigued with the passage. - Connector – Connects the passage to self and the real world. • Students read assigned chapter/pages. • Group meets during class time and follows the above roles with the teacher monitoring and assessing. 2-3 times during the literature circle cycle, the teacher will hold a "grand discussion" with a thought provoking question about a given topic or moral that is tied to the story. Students not only discuss the question, but support it with the text.	*4.RI.1, 4.RI.2, 4.RI.4, 4.RI.8, 4.RF.3, 4.L.4, 4.L.5, 4.L.6, 4.SL.1, 4.RL.1, 4.RL.4, 4.RL.10*
	Students will be able to produce a power point book report. • Read a novel of the student's choice. (any genre) • Create slides to include details of theme, characters, setting, and events of the story. • Insert an audio recording, photos, pictures, and/or clip art to enhance slides. • Orally present. • Audience will be asked questions by the presenter to check for comprehension and attention. • Students will be assessed using the NJ Rubric or a teacher created checklist to ensure the following are mastered. a. Use correct capitalization.	*4.RL.2, 4.RL.3, 4.RL.7, 4.RI.5, 4.SL.5, 4.L.2*

	b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	
	Students will be able to write a compare and contrast essay: • Teacher will select one of the following: poem, story, speech, or movie. • Student will complete a Venn diagram to prepare for writing. • Student will identify the use of first and/or second hand accounts. • Student will write a compare and contrast essay.	*4.RL.5, 4.RL.6, 4.RL.9, 4.RI.6*
	Students will be able to create a biography presentation: • Read a biography text. Cover the book to hide the person the students are reading about from the others in the class. • As students read they need to keep a list of facts and details of the person. • Students choose 10 facts and organize them into clues in order from hardest to guess to easier. • Create a presentation with some form of prop and at least one visual. • Presenter will ask the audience comprehension questions.	*4.RI.3, 4.SL.3, 4.SL.4*
	Students will be able to prepare and deliver a formal or informal speech: • Teacher prepares a list of formal and informal speech topics. • Class will have a grand discussion to decide if the topic is formal or informal. • Select a topic (assigned, random, or student selected). • Student will then prepare a speech using note cards and a visual to aid the presentation. • Class will have an opportunity to ask questions of the presenter.	*4.RI.7, 4.SL.6*

	Students will be able to create a Specialty Research Project (Multicultural Month, Poetry Month, Civil Rights Activist, War Heroes, etc.): • Research the specialty using multiple sources. • Choose 10 details of the specialty. • Create an interactive slide/whiteboard presentation and have the audience members participate in revealing of the facts one at a time. • The presenter elaborates on the fact revealed. • Students will be assessed using the NJ rubric or teacher created checklist that include the following: a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. f. Students will complete on-going typing of at least a page per sitting.	*4.RI.9, 4.RI.10, 4.W.2, 4.W.4, 4.W.5, 4.W.6, 4.W.7, 4.W.8, 4.W.9, 4.W.10, 4.SL.2*
	Students will be able to read a grade appropriate text to the teacher. The teacher will complete the fluency assessment (preferably a running record) provided by the individual school district.	*4.RF.4*
	Students will be able to write an opinion essay: • Teacher or student will select topic. • Student will compose an essay that states and supports their opinion of the topic.	*4.W.1*
	Students will be able to write a narrative composition: • Students will compose a narrative piece of writing following the steps of the writing process. • Teacher will assess using the NJASK writing rubric.	*4.W.3*

	Students will be able to write a “How To Essay:” • Teacher or student will select topic. • Teacher will provide a rubric in advance to students detailing the requirements for the essay. (relative pronouns, relative adverbs, progressive verb tenses, use of modal auxiliaries, order adjectives within sentences, prepositional phrases, word usage and complete sentences) • Student will compose an essay to describe in detail how to accomplish/do a given topic. • Audience rates presenter and accuracy of details. (Perhaps the teacher will “perform” the steps to show accuracy.)	*4.W.3, 4.L.1, 4.L.3*

Completed	5th Grade Language Arts Benchmarks	Standards Addressed
	Students will be able to give a presentation (using appropriate eye contact, adequate volume, and clear pronunciation) about a location (e.g., U.S. state, country, vacation spot) that includes an oral report and a visual (e.g., photograph, object, display) and hold an informal grand discussion on the material presented.	*5.L.1, 5.SL.4, 5.SL.5, 5.SL.6, 5.SL.7*
	Students will be able to write a 2 page informative/explanatory essay about a topic (e.g., Civil Rights Movement, Revolutionary War, Japanese Internment Camps) and present it to the class (e.g., poster, PowerPoint, flip chart). Each essay should answer a specific question (e.g., How is this an example of people being treated unfairly?). The essay should be completed using the writing process, typed on a word processor, and include a works cited page (including at least 2 sources). Teacher and peers will use a checklist for recommended revisions and evaluation. The assignment must be completed within a specific time frame (e.g., 2 weeks).	*5.L.2, 5.L.3, 5.W.2, 5.W.5, 5.W.6, 5.W.7, 5.W.8, 5.W.9, 5.W.10, 5.RI.7, 5.RI.9, 5.RI.10*
	Students will be able to create a dictionary based off of vocabulary words in a text. Students will determine the meaning of new words and phrases (including figurative language, different types of speech, word relationships, and word connotations) using content clues, definitions, word origins, and parts of speech. Each definition should include a synonym, an antonym, word origin, and a sentence that contains the word.	*5.L.4, 5.L.5, 5.L.6, 5.RF.3, 5.RI.4, 5.RL.4*
	Students will be able to participate in a debate to recall, identify, and evaluate arguments or claims from at least 2 resources and write a reflection that identifies and paraphrases at least 2 points presented from the different perspectives represented.	*5.SL.1*
	Students will be able to create a movie poster/collage based on a novel. The poster should include a summary of the text, the theme, and the setting. Also, the main characters will be described through written descriptions of characteristics and how the characters responded to challenges in the text.	*5.SL.2, 5.RL.2, 5.RL.3*
	Students will be able to listen to a presentation and summarize a speaker's point by completing a t-chart of pros and cons.	*5.SL.3*

	Students will be able to write a persuasive essay using the class format (e.g., introduction with an opinion statement, supporting paragraphs, concluding statement related to the opinion presented) that includes reasons supported by facts and details as well as transition words.	*5.W.1*
	Students will be able to write a personal narrative that includes character development, sequencing of events, dialogue, transition words, descriptive details, and a conclusion	*5.W.3*
	When given a writing prompt, students will be able to write a narrative that includes character development, sequencing of events, dialogue, transition words, descriptive details, and a conclusion.	*5.W.4*
	Students will be able to act out a Readers' Theater performance of a grade appropriate text.	*5.RF.4*
	Students will be able to write a response to a comprehension question using specific details to summarize the main idea and quote accurately from the text to support the answer to receive at least a 4 on the NJ Holistic Rubric.	*5.RI.1, 5.RI.2, 5.RI.3*
	Students will be able to create a visual (e.g., timeline, cause/effect t-chart, comic strip) representing the structure of two or more texts.	*5.RI.5*
	Students will be able to read two texts on the same topic (e.g., Holocaust, Civil Rights Movement) and complete a Venn Diagram comparing and contrasting information from the texts.	*5.RI.6*
	Students will be able to write an essay identifying an author's points in a text and cite specific information from the text that supports the author's points to receive at least a 4 on the NJ Holistic Rubric.	*5.RI.8*
	Students will be able to choose a quote directly from a text and write a response including why the quote was chosen, how it related to the story, and if there are any text to self connections.	*5.RL.1*
	Students will be able to create a visual (e.g., story map, comic strip) that explains the sequencing and importance of events in each chapter to provide the overall structure.	*5.RL.5*

	Students will be able to choose an event in a story and write diary entries representing two character's different points of view (e.g., write from the point of view of the bully and the victim).	*5.RL.6*
	Students will be able to illustrate a scene or create a video by acting out a scene from a text.	*5.RL.7*
	Students will be able to read two texts on the same topic (e.g., Folk Tales, Fairy Tales) and complete a Venn Diagram comparing and contrasting information from the texts.	*5.RL.9*
	Students will be able to create a scrapbook that illustrates story elements of a novel (e.g., characters, setting, quotes, conflict/resolution).	*5.RL.10*

Completed	6th Grade Language Arts Benchmarks	Standards Addressed
	Students will be able to type an informative/explanatory essays about a topic, minimally 3 pages in one sitting (e.g., research an era and identify the music, economy, fashion trends, and government at that time) and present it to the class (e.g., poster, PowerPoint, flip chart). Students must write for various purposes and with various goals in mind. There should be some prompts that should be quick responses and others that should be written over an extended amount of time. The essays should be completed using the writing process, typed on a word processor, and include a works cited page (including at least 3 sources for the extended response). Teacher and peers will use a checklist for recommended revisions and evaluation.	*6.L.1, 6.L.2, 6.L.3, 6.W.2, 6.W.5, 6.W.6, 6.W.7, 6.W.8, 6.W.9, 6.W.10*
	Students will be able to create a dictionary based off of vocabulary words in a text. Students will determine the meaning of new words and phrases (including figurative language, different types of speech, word relationships, and word connotations) using content clues, definitions, word origins, and parts of speech. Each definition should include a synonym, an antonym, word origin, and a sentence that contains the word.	*6.L.4,6.L.5, 6.L.6, 6.RL.4*
	Students will be able to publish a newspaper or literary magazine about an ancient civilization (e.g., Egypt, Greece, China) where each writing element is represented (e.g., analysis, inference, central idea, summary, individuals, settings, events, vocabulary) while citing specific evidence to support inferences from the text.	*6.RI.1, 6.RI.2, 6.RI.4*
	Students will be able to write a biography about a person (e.g., a person from real life, history, current) and use examples or anecdotes to illustrate and elaborate characteristics of that person shown in a text.	*6.RI.3*
	Students will be able to use a direct quote from an historical figure (e.g., Abraham Lincoln, Rosa Parks, Dr. Martin Luther King, Dr. Seuss) to develop key ideas and speaker point of view in an essay explaining how it influenced events in history (at least 3 paragraphs). Students should also relate the quote to the original text as a whole.	*6.RI.6*

	Students will be able to read an article about a current event and watch a video or listen to a podcast on the same topic. Then the students will compare and contrast what is seen/heard and what is read by writing a compare/contrast essay (at least 3 paragraphs).	*6.RI.7*
	Students will be able to participate in a debate to recall, identify, and evaluate arguments or claims from a text and write a reflection that identifies at least 3 points presented.	*6.RI.8*
	Students will be able to read two different texts about the same topic in ancient history (e.g., Egypt, Greece, China). Then the students will compare and contrast the different texts by writing a compare/contrast essay (at least 3 paragraphs).	*6.RI.9*
	Students will be able to independently read a non-fiction piece from the grades 6-8 text complexity band and complete a project that displays key facts to show comprehension (e.g., poster, collage, yearbook).	*6.RI.10*
	Students will be able to create a project where each story element is represented (e.g., a pizza project where each slice identifies analysis, inference, theme, summary, characters development throughout the story, setting, and event using specific information from the text). Make sure to include a diagram describing the story elements and episodes.	*6.RL.1, 6.RL.2, 6.RL.3*
	Students will be able to present a visualization (e.g., drawing, collage, outline, story map) based on a teacher selected sentence, chapter, scene, or stanza from the text. The visualization should analyze how the sentence, chapter, scene, or stanza helps to develop the theme, setting, or plot.	*6.RL.5, 6.RI.5*
	Students will be able to read several newspaper articles on the same subject and identify the authors' points of view and compare them in a Venn diagram	*6.RL.6*
	Students will be able to read a novel and watch a video or listen to a podcast on the same topic. Then the students will compare and contrast what is seen/heard and what is read by writing a compare/contrast essay (at least 3 paragraphs).	*6.RL.7*

	Students will be able to read two texts from different genres about the same topic/theme (e.g., novel, graphic novel, fables, poems). Then the students will compare and contrast the different genres by writing a compare/contrast essay (at least 3 paragraphs).	*6.RL.9*
	Students will be able to read an independent reading novel from grades 6-8 text complexity band and complete a project that displays story elements to show comprehension (e.g., poster, collage, yearbook).	*6.RL.10*
	Students will be able to participate in a debate to recall, identify, and evaluate arguments or claims from at least 2 resources and write a reflection that identifies and paraphrases at least 3 points presented from the different perspectives represented.	*6.SL.1*
	Students will be able to give a presentation (using appropriate eye contact, adequate volume, and clear pronunciation) about a person that he/she admires (e.g., family member, historical figure, literary character) that includes an oral report and a visual (e.g., photograph, object, display) and hold an informal grand discussion on the material presented. Students will practice for their classmates in an informal manner and discuss how to elevate the presentation for when the guests are present. Students will discuss how to talk with loud clear tone.	*6.SL.2, 6.SL.4, 6.SL.5, 6.SL.6*
	Students will be able to listen to a presentation and summarize a speaker's point by completing a t-chart of pros and cons.	*6.SL.3*
	Students will be able to write a persuasive essay that convinces the reader that the writer's point of view is more credible (e.g., school uniforms, using a Kindle, extra recess). The essay should include claims with reasons and evidence that are backed up with credible sources, transition words to connect claims and relationships, formal writing, and a concluding statement.	*6.W.1*
	Students will be able to write a personal narrative that includes character development, sequencing of events, dialogue, transition words, descriptive details, and a conclusion.	*6.W.3*
	Students will be able to write a narrative, when given a prompt, that includes character development, sequencing of events, dialogue, transition words, descriptive details, and a conclusion.	*6.W.4*