

## CAMBRIDGE PUBLIC SCHOOLS ELA LEARNING EXPECTATIONS

STRAND	STANDARD	Grade 3	Grade 4	Grade 5
<b>Language Strand</b>	<p><b>Standard 1: Discussion</b> Students will use agreed-upon rules for informal and formal discussions in small and large groups.</p>	<p><b>The student will be able to:</b> Follow rules for classroom discussions and understand their role as both a listener and a presenter.</p>	<p><b>The student will be able to:</b> -Stay on topic in classroom discussions and contribute their ideas in a respectful way. -Learn roles of leader, scribe, and reader in self-run small groups.</p>	<p><b>The student will be able to:</b> Use and apply discussion skills to make independent decisions for classroom activities.</p>
	<p><b>Standard 2: Questioning, Listening, &amp; Contributing</b> Students will pose questions, listen to ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.</p>	<p><b>The student will be able to:</b> Actively listen in order to ask questions and express their own ideas in relation to the ideas of others in classroom discussions, projects, or interviews.</p>	<p><b>The student will be able to:</b> Use or express their own ideas in relation to the ideas of others in group discussions or interviews.</p>	<p><b>The student will be able to:</b> Gather relevant information for a research project or composition through interviews.</p>
	<p><b>Standard 3: Oral Presentation</b> Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</p>	<p><b>The student will be able to:</b> Give oral presentations in sequential detail about personal interests, speaking clearly, with expression, appropriate volume, and eye contact.</p>	<p><b>The student will be able to:</b> Use teacher-developed criteria in oral presentations with an awareness of keeping an audience's attention, interest, and respect.</p>	<p><b>The student will be able to:</b> Use teacher-developed criteria in oral presentations for various purposes showing appropriate changes in delivery</p>

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STRAND	STANDARD	Grade 3	Grade 4	Grade 5
<b>Language Strand (cont'd.)</b>	<p><b>Standard 4: Vocabulary &amp; Concept Development</b> Students will understand and acquire new vocabulary and use it correctly in reading and writing.</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Recognize that words are constructed of many parts: letters, syllables, root words, prefixes, and suffixes.</li> <li>-Recognize that prefixes can change the meanings of root words.</li> <li>-Identify roots of words. (for example, that <i>-graph</i> is a common root in <i>autograph</i>, <i>photograph</i>, <i>biography</i> and other words.)</li> <li>-Recognize that many English words have Greek.</li> <li>-Recognize that words and phrases have a literal and a non-literal meaning (i.e. <i>take steps</i>).</li> <li>-Identify playful uses of language.</li> <li>-Determine the meaning of unknown word by using their context.</li> <li>-Use the context of the sentence to determine the correct meaning of a word with multiple meanings.</li> <li>-Determine the meanings of words using a beginning dictionary.</li> <li>-Identify and apply the meaning of the terms <i>antonym</i>, <i>synonym</i>, and <i>homophone</i>.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Continue to identify the meaning of common prefixes (ex, un, re, dis)</li> <li>-Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.</li> <li>-Identify the meaning of common idioms and figurative phrases (similes, metaphors)</li> <li>-Identify playful uses of language (puns, jokes, palindromes)</li> <li>-Determine meanings of words and alternate word choices using a dictionary or thesaurus.</li> <li>-Recognize and use words with multiple meanings and be able to determine which meaning is intended from the content of the sentence.</li> <li>-Determine the meaning of unknown words using their context.</li> <li>-Identify and apply the meaning of terms antonym, synonym, and homophone.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</li> <li>-Determine the meaning of unfamiliar words using context clues.</li> <li>-Use dictionaries and thesauruses to determine pronunciations, meanings, and alternate word choices, and parts of speech.</li> </ul>

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STRAND	STANDARD	Grade 3	Grade 4	Grade 5
<b>Language Strand (cont'd.)</b>	<p><b>Standard 5: Structure &amp; Origins of Modern English</b> Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Distinguish between a statement and a question.</li> <li>-Identify three basic parts of speech (<i>adjective, noun, and verb</i>).</li> <li>-Identify correct mechanics (for example, <i>end marks, capitalization, and comma in dates.</i>)</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Recognize subject-predicate relationship in sentences</li> <li>-Identify the four basic parts of speech (<i>adjective, noun, verb, adverb</i>).</li> <li>-Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).</li> <li>-Identify words or word parts from other languages that have been adopted into the English language.</li> <li>-Identify paragraph indentations and quotation marks, and apostrophes.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify correct mechanics (<i>apostrophe, quotation marks, comma use in compound sentences, paragraph indentations</i>)</li> <li>-Identify the seven basic parts of speech (<i>noun, pronoun, verb, adverb, adjective, conjunction, and preposition</i>).</li> <li>-Expand sentences (<i>for example, by adding modifiers or combining sentences</i>).</li> <li>-Identify past, present, and future verb tenses.</li> <li>-Identify simple and compound sentences.</li> <li>-Recognize that a word performs different functions according to its position in a sentence.</li> </ul>
	<p><b>Standard 6: Formal &amp; Informal English</b> Students will describe, analyze, and use appropriately formal and informal English.</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Recognize dialect in conversational voices in American folktales when they are read aloud.</li> <li>-Identify formal and informal language use in advertisements read, heard, and/or seen.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Recognize dialect in the conversational voices in Literature.</li> <li>-Identify formal and informal language in stories, poems, and plays.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Write stories using formal language.</li> </ul>

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<b>Reading and Literature Strand</b>	<p><b>Standard 7: Beginning Reading</b> Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Use letter-sound knowledge to decode written English.</li> <li>-Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Read grade-appropriate imaginative/literary and informational/expository text with comprehension.</li> <li>-Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Use appropriate spelling patterns to determine sounds of speech.</li> <li>-Read grade-appropriate imaginative/literary and information/expository text with comprehension.</li> <li>-Read aloud varied genre texts with fluent, expressive voice.</li> </ul>
	<p><b>Standard 8: Understanding a Text</b> Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify foreshadowing clues as the parts of a text that help the reader predict what will happen later in a story.</li> <li>-Identify sensory details in literature.</li> <li>-Identify the speaker of a poem or narrator of a story.</li> <li>-Retell the events of a story in sequence.</li> <li>-Identify narrative elements of character, setting, and plot.</li> </ul>	<p><b>The student will be able to:</b></p> <p><i>Narrative Text :</i></p> <ul style="list-style-type: none"> <li>-Use foreshadowing to make predictions.</li> <li>-Identify sensory details and figurative language.</li> <li>-Identify the speaker of a poem or story.</li> <li>-Make judgements and ask questions about setting, characters, and events with evidence from the text.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify and draw conclusions from the author’s use of sensory details.</li> <li>-Identify and draw conclusions from the author’s use of description of setting, characters, and events.</li> <li>-Identify and analyze main ideas and supporting details.</li> </ul>

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STRAND	STANDARD	Grade 3	Grade 4	Grade 5	
<b>Reading and Literature Strand (cont'd.)</b>	<b>Standard 8: Understanding a Text (Cont'd.)</b>	<ul style="list-style-type: none"> <li>-Form questions about the text and locate facts/details in order to answer those questions.</li> <li>-Distinguish cause from effect and fact from fiction.</li> <li>-Identify main ideas and supporting details.</li> </ul>	<p><i>Expository Text:</i></p> <ul style="list-style-type: none"> <li>-Locate facts that answer the reader's questions.</li> <li>-Distinguish fact from opinion or fiction.</li> <li>-Identify main ideas and supporting details.</li> </ul>		
	<b>Standard 9: Making Connections</b> Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.	<b>The student will be able to:</b>  Compare an author's life experience with the characters and events in a story.	<b>The student will be able to:</b>  <i>SAME AS GRADE 3</i>	<b>The student will be able to:</b>  <i>SAME AS GRADE 4</i>	<b>The student will be able to:</b>  <i>SAME AS GRADE 4</i>
	<b>Standard 10: Genre</b> Students will identify, analyze, and apply knowledge of the characteristics of different genres.	<b>The student will be able to:</b>  Distinguish among forms of literature (for example, poetry, fiction, nonfiction, and drama).	<b>The student will be able to:</b>  Distinguish among forms or literature (poetry, prose, fiction, nonfiction, drama) and apply this knowledge as a strategy for reading and writing.  <i>For example, after reading about bats, students may write a poem or a fiction story about bats.</i>	<b>The student will be able to:</b>  -Identify the characteristics of various genres ( <i>poetry, informational and expository nonfiction, dramatic literature, fiction and subgenres of fiction such as mystery, adventure, historical, or contemporary realistic novels and short stories</i> ).	

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<b>Reading and Literature Strand (cont'd.)</b>	<p><b>Standard 11: Theme</b> Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</p>	<p><b>The student will be able to:</b>  Identify themes as lessons in fables, stories, and poems.</p>	<p><b>The student will be able to:</b>  Identify themes in folktales, fables, and Greek Myths.</p>	<p><b>The student will be able to:</b>  Apply knowledge of the concept that themes refers to the main idea and meaning of a literary passage or selection.</p>
	<p><b>Standard 12: Fiction</b> Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</p>	<p><b>The student will be able to:</b>  -Identify the elements of fiction (problem, solution, character, and setting) and analyze how major events lead from problem to solution.  -Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.</p>	<p><b>The student will be able to:</b>  Identify and analyze the elements of plot, character, and setting in the stories they read and write.  <i>For example, after reading several adventure tales, students identify elements of the adventure story (leaving home, growing stronger through facing difficulty, returning home).</i></p>	<p><b>The student will be able to:</b>  -Identify the elements of setting, characterization, conflict, and plot structure.  -Identify personality traits of characters, and how their thoughts, words, and actions reveal their personalities.  -Describe how main characters change over time.</p>
	<p><b>Standard 13: Nonfiction</b> Students will identify, analyze and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</p>	<p><b>The student will be able to:</b>  -Identify and use knowledge of common textual features (<i>for example, title, headings, key words, paragraphs, table of contents, glossary, captions, accompanying illustrations or photographs</i>).</p>	<p><b>The student will be able to:</b>  <b>SAME AS GRADE 3 and</b></p>	<p><b>The student will be able to:</b>  -Identify and use knowledge of common textual features (<i>for example, title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary</i>).</p>

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STRAND	STANDARD	Grade 3	Grade 4	Grade 5
<b>Reading and Literature Strand (cont'd.)</b>	<b>Standard 13: Nonfiction (cont'd.)</b>	<ul style="list-style-type: none"> <li>-Identify and use knowledge of common graphic features (<i>maps, charts, diagrams, graphs, illustrations</i>).</li> <li>-Form questions about the text and locate facts/details in order to answer those questions.</li> <li>-Distinguish cause from effect and fact from opinion or fiction.</li> <li>-Identify main ideas and supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and use knowledge of topic sentences.</li> <li>-Locate facts that answer the reader's questions.</li> <li>-Summarize main ideas and supporting details.</li> <li>-Identify and use knowledge of common organizational structures (chronological order).</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and use knowledge of common graphic features (<i>for example, charts, graphs, maps, diagrams, captions, and illustrations</i>).</li> <li>-Identify common organizational structures (<i>for example chronological order and cause and effect</i>).</li> <li>-Identify and summarize main ideas, supporting ideas, and supporting details.</li> </ul>
	<b>Standard 14: Poetry</b> Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.	<b>The student will be able to:</b> <ul style="list-style-type: none"> <li>-Recognize that poetry can take many different forms.</li> <li>-Identify poetic elements (rhyme, rhythm, repetition, similes, and sensory images).</li> <li>-Identify poetic terminology (stanza, verse).</li> </ul>	<b>The student will be able to:</b>  <b><i>SAME AS GRADE 3 and</i></b>	<b>The student will be able to:</b>  <b><i>SAME AS GRADE 4 and</i></b>  Identify and respond to the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:  - <i>Sound</i> (alliteration, onomatopoeia, rhyme scheme). - <i>Figurative language</i> (metaphor and simile).
	<b>Standard 15: Style &amp; Language</b> Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.	<b>The student will be able to:</b>  Identify words appealing to the senses or involving direct comparison in literature and spoken language.	<b>The student will be able to:</b>  -Identify specific words (nouns, adjectives, verbs, adverbs) and phrases appealing to the senses or involving direct comparison (metaphor).	<b>The student will be able to:</b>  -Identify sensory details, figurative language, rhythm or flow when responding to literature.

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<p align="center"><b>Reading and Literature Strand</b> (cont'd.)</p>	<p><b>Standard 15: Style &amp; Language (cont'd.)</b></p>		<p>-Analyze the author's choice of words to create a specific image in a story.</p>	
	<p><b>Standard 16: Myth, Traditional Narrative, &amp; Classical Literature</b> Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify natural events explained in origin myths.</li> <li>-Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify the adventures or exploits of a character type in traditional literature (Anansi, Iktomi).</li> <li>-Identify phenomena explained in myths (for example, Prometheus/Fire, Pandora/Evil).</li> <li>-Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse Mythology and other traditional literature.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Compare examples of traditional literature from a culture (<i>for example, American folktales</i>).</li> <li>-Identify common structures of traditional literature (<i>for example, that characters or story elements often come in threes, such as three bears, three sisters, three wishes, three tasks; or that there are magic helpers, such as talking animals, fairies, or elves</i>).</li> <li>-Identify common stylistic elements in traditional literature (<i>such as repeated refrains, similes, or hyperbole</i>).</li> </ul>

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<b>Reading and Literature Strand (cont'd.)</b>	<p><b>Standard 17: Dramatic Literature</b> Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</p>	<p><b>The student will be able to:</b>  Identify and analyze the elements of plot and character, as presented through dialogue in plays that are read, viewed, listened to, or performed.</p>	<p><b>The student will be able to:</b>  <i>SAME AS GRADE 3 as well as</i>  Identify and analyze the elements of plot and character, as presented through dialogue in plays that are <i>written</i>.</p>	<p><b>The student will be able to:</b>  -Identify and analyze structural elements particular to dramatic literature (<i>for example, scenes, acts, cast of characters, stage directions</i>).  -Identify and analyze the similarities and differences between a narrative text and its film or play version.</p>
	<p><b>Standard 18: Dramatic Reading &amp; Performance</b> Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</p>	<p><b>The student will be able to:</b>  Plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.</p>	<p><b>The student will be able to:</b>  <i>SAME AS GRADE 3</i></p>	<p><b>The student will be able to:</b>  Develop characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail) and self-assess using teacher-developed criteria before performing.</p>

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<b>Composition Strand</b>	<p><b>Strand 19: Writing</b> Students will write with a clear focus, coherent organization, and sufficient detail.</p>	<p><b>The student will be able to:</b></p> <p><i>Literary Writing</i> -Write stories that have a beginning, middle, and end and contain details of setting.</p> <p>-Write short poems that contain simple sensory details (e.g., sounds.)</p> <p><i>Expository Writing</i> -Write brief summaries of information gathered through research.</p> <p>-Write a story based on a personal experience that has a clear focus and sufficient supporting detail.</p>	<p><b>The student will be able to:</b></p> <p style="text-align: center;"><b><i>SAME AS GRADE 3</i></b> <b><i>and</i></b></p> <p><i>Literary Writing</i> -Write <u>developed</u> stories with details of setting.</p> <p><i>Expository Writing</i> -Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.</p>	<p><b>The student will be able to:</b></p> <p><i>Literary Writing</i> -Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).</p> <p>-Write poems using poetic techniques (alliteration, onomatopoeia) figurative language (simile, metaphor) and graphic elements (capital letters, line length).</p> <p><i>Information/Expository Writing</i> -Write brief research reports with clear focus and supporting detail.</p> <p>-Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.</p>
	<p><b>Standard 20: Consideration of Audience &amp; Purpose</b> Students will write for different audiences and purposes.</p>	<p><b>The student will be able to:</b></p> <p>Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).</p>	<p><b>The student will be able to:</b></p> <p style="text-align: center;"><b><i>SAME AS GRADE 3</i></b></p>	<p><b>The student will be able to:</b></p> <p>Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p>

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<b>Composition Strand (cont'd.)</b>	<p><b>Standard 21: Revising</b> Students will demonstrate improvements in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Reread text to make sure it makes sense.</li> <li>-Revise writing to improve level of detail and clarity, determining what could be added or deleted.</li> <li>-Improve word choice by using a variety of resources (beginning dictionaries and thesauruses, word walls, conferences).</li> </ul>	<p><b>The student will be able to:</b></p> <p style="text-align: center;"><i><b>SAME AS GRADE 3</b></i></p>	<p><b>The student will be able to:</b></p> <p style="text-align: center;"><i><b>SAME AS GRADE 4 and</b></i></p> <ul style="list-style-type: none"> <li>-Revise writing to improve precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</li> </ul>
	<p><b>Standard 22: Standard English Conventions</b> Students will use knowledge of standard English conventions in their writing, revising, and editing.</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Write legibly leaving space between words and between words in a sentence.</li> <li>-Use knowledge of correct mechanics (capitalization, end marks, commas for a series), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.</li> </ul>	<p><b>The student will be able to:</b></p> <p style="text-align: center;"><i><b>SAME AS GRADE 3</b></i></p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons) and correct standard English spelling when writing, revising, and editing.</li> </ul>

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<b>Composition Strand (cont'd.)</b>	<b>Standard 22: Standard English Conventions (cont'd.)</b>	<p>-Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.</p> <p>-Spell most commonly used homophones correctly in their writing (there, they're; two, too, to).</p>		
	<p><b>Standard 23: Organizing Ideas in Writing</b> Students will organize ideas in writing in a way that makes sense for their purpose.</p>	<p><b>The student will be able to:</b></p> <p>-Organize ideas for a brief response to a reading.</p> <p>-Organize ideas in a story based on a personal experience in a way that makes sense.</p>	<p><b>The student will be able to:</b></p> <p style="text-align: center;"><i><b>SAME AS GRADE 3 and</b></i></p> <p>-Organize plot events of a story in an order that leads to a climax.</p>	<p><b>The student will be able to:</b></p> <p>-Decide on the placement of descriptive details about setting, characters, and events in stories. <i>For example, when writing a mystery story, students plan in advance where clues will be located, what complications will occur, and what special talents the detective will employ to solve the mystery.</i></p> <p>-Group related ideas and place them in logical order when writing summaries and reports.</p> <p>-Organize information about a topic sentence, sufficient supporting detail, and a concluding sentence.</p>

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<b>Composition Strand (cont'd.)</b>	<p><b>Standard 24: Research</b> Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Ask research questions.</li> <li>-Locate information from one or two sources.</li> <li>-Decide what information is important to answer their questions.</li> <li>-Organize the information for a project or report.</li> <li>-Decide if their questions have been answered.</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Define the need for information and formulate open-ended research questions.</li> <li>-Initiate a plan for searching for information.</li> <li>-Locate resources from a variety of sources.</li> <li>-Decide what information is relevant.</li> <li>-Organize the information for a report or project.</li> <li>-Evaluate the research project as a whole-(students determine how accurately and efficiently they answered their questions.)</li> </ul>	<p><b>The student will be able to:</b></p> <p>Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting individual and group projects:</p> <ul style="list-style-type: none"> <li>-use an expanded and varied range of print and non-print sources (atlases, data bases, on-line resources);</li> <li>-follow established criteria for evaluating information;</li> <li>-locate specific information within resources by using indexes, tables of contents, electronic search key words;</li> <li>-organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing;</li> <li>-provide appropriate documentation (bibliography)</li> </ul>

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STRAND	STANDARD	Grade 3	Grade 4	Grade 5
<b>Media Strand</b>	<p><b>Standard 25: Evaluating Writing &amp; Presentations</b> Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</p>	<p><b>The student will be able to:</b>  Understand and form criteria for standards of quality in published writing pieces.</p>	<p><b>The student will be able to:</b>  <i>SAME AS GRADE 3</i></p>	<p><b>The student will be able to:</b>  Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.</p>
	<p><b>Standard 26: Analysis of Media</b> Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.</p>	<p><b>The student will be able to:</b>  Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and setting.</p>	<p><b>The student will be able to:</b>  <i>SAME AS GRADE 3</i></p>	<p><b>The student will be able to:</b>  Compare techniques used by authors and illustrators of print material to techniques used in educational reference software and websites.</p>
	<p><b>Standard 27: Media Production</b> Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose and medium.</p>	<p><b>The student will be able to:</b>  Create presentations using computer technology.</p>	<p><b>The student will be able to:</b>  <i>SAME AS GRADE 3</i></p>	<p><b>The student will be able to:</b>  Create a media production using effective images, text, music, sound effects, or graphics.</p>