

# CORRELATION

## OKLAHOMA'S PRIORITY ACADEMIC STUDENT SKILLS (READING & LANGUAGE ARTS)

and

## THE IPT<sup>®</sup> TESTS

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*The IPT<sup>®</sup> Tests provide comprehensive assessment of  
English listening, speaking, reading, and writing skills for grades 1-12.*



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# Correlation between Oklahoma’s PASS (Reading & Language Arts) and the IPT® Tests

GRADE 1	IPT Early Literacy – Reading	IPT Early Literacy – Writing	IPT I – Oral, Forms E & F
<b>I. READING PROCESS:</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.			
<b>A. Print Awareness:</b> Learners’ understanding of the characteristics of written language. The student will orally: *1. Read from left to right, top to bottom. *2. Match spoken word to print. *3. Recognize letter, words, and sentences.	A ●  A.1 ● A.2 ● A.3 ●		
<b>B. Phonemic Awareness:</b> Ability to detect and change sounds in spoken languages (precedes phonics instruction). The student will: *1. Create and state rhyming words (e.g., bat/cat). *2. Identify <b>onsets</b> and <b>rimes</b> (e.g., at in bat). *3. Count <b>phonemes</b> (e.g., bat, /b/ /a/ /t/ = 3 sound units). *4. Add or delete a <b>phoneme</b> to change a word (e.g., /b/ + at = bat, cat - /k/ = at). *5. Blend (e.g., /b/ /a/ /t/ = bat) or segment (e.g., bat = /b/ /a/ /t/) <b>phonemes</b> of one-syllable words. *6. Change (orally) beginning, middle, and final sounds in a one-syllable word (e.g., say “bat” and instead of /b/ say /k/; say “bat” and instead of /a/ say /i/; say “bat” and instead of /t/ say /d/).	B P   B.2 ●		
<b>C. Phonics:</b> Ability to apply sound-symbol relationships <b>Word Recognition:</b> Process of determining pronunciation and some degree of meaning. The student will: *1. Recognize, name, and match sounds of alphabet letters. *2. Apply phonics knowledge to decode one-syllable words. a. Use single consonant sounds in beginning, medial, and final positions. *b. Use short and long vowel patterns (e.g., CVC, a = mad; VC final e, a = made). *c. Begin to use <b>r-controlled</b> vowel patterns (e.g., er = “r” fern, ir = “r” in bird, ur = “r” turn). *d. Begin to use <b>blends</b> (e.g., fl, tr, sl, sm, sn, bl, gr, str), <b>digraphs</b> (e.g., sh, th, wh, th), and <b>diphthongs</b> (oi, oy, ou, ow) in beginning, middle, and final positions. *3. Use <b>onset</b> and <b>rime</b> to read common word families (e.g., c - at, h - am, h - op, l - ot, s - it, n - ip). *4. Apply knowledge of <b>structural analysis</b> to decode words. a. Build and understand words using <b>inflectional endings</b> (-s/-es, -ing, -ed). b. Build and understand <b>compound words</b> (e.g., cup + cake = cupcake, cow + boy = cowboy). *c. Begin to decode two-syllable words using phonics and syllable knowledge. *5. Recognize 100-200 <b>high-frequency</b> /irregularly spelled words in text (e.g., have, to, was, where, said).	C P  C.1 ●   C.2.c ● C.2.d ●   C.5 ●		
<b>D. Vocabulary:</b> Knowledge of words and word meanings. The student will: *1. Increase personal vocabulary by reading a variety of texts. *2. Use new vocabulary and language in own speech and writing.	D.1 ●	D.2 ●	D.2 ●



<b>GRADE 1 (continued)</b>	<b>IPT Early Literacy – Reading</b>	<b>IPT Early Literacy – Writing</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>III. INFORMATION AND RESEARCH:</b> Students read widely to acquire knowledge, conduct research, and organize information. The student will:			
<ul style="list-style-type: none"> <li>A. Alphabetize words to the first letter.</li> <li>B. Read and follow simple written directions.</li> <li>*C. Use a picture dictionary to gain information.</li> <li>D. Recognize author, illustrator, and title page as identifying items of information about a book.</li> <li>E. Use and interpret charts, maps, graphs, and calendars.</li> <li>*F. Generate questions about topics of personal interest.</li> <li>*G. Use books to gather information for research topics (e.g., use table of contents, examine pictures and charts).</li> </ul>	<ul style="list-style-type: none"> <li>B •</li> <li>C *</li> <li>E •</li> <li>G •</li> </ul>		
<b>IV. EFFECTIVE READING HABITS:</b> Students demonstrate the behaviors, habits, and attitudes of an effective reader. The student will:			
<ul style="list-style-type: none"> <li>*A. Participate in daily, independent reading of self-selected literature (e.g., <b>Sustained Silent Reading/Drop Everything and Read</b>; 10-20 minutes daily).</li> <li>*B. Share and discuss books daily, in pairs, in small groups, and in large groups.</li> <li>*C. Respond to daily oral reading led by teacher through discussion, art, drama, or writing.</li> <li>*D. Participate in shared book experiences (e.g., stories, poems, and songs).</li> <li>*E. Recommend and discuss favorite authors and reading selections (e.g., fiction and nonfiction).</li> <li>*F. Demonstrate familiarity with a variety of text (e.g., storybooks, poems, newspapers, telephone books, and everyday print such as signs, notices, and labels).</li> <li>*G. Read for the purpose of communication (e.g., journals, letters, messages).</li> </ul>	<ul style="list-style-type: none"> <li>A *</li> <li>B *</li> <li>C *</li> <li>D *</li> <li>E *</li> <li>F *</li> <li>G *</li> </ul>		
<b>V. WRITING:</b> The student will:			
<ul style="list-style-type: none"> <li>A. Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing or proofreading, publishing or sharing. <ul style="list-style-type: none"> <li>1. Participate in prewriting activities such as brainstorming, discussion, webbing, or story starters.</li> <li>2. Write first drafts.</li> <li>3. Revise selected drafts with a teacher or partner.</li> <li>4. Be introduced to editing.</li> <li>5. Share their writing with peers and adults.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>A.1 *</li> <li>A.2 *</li> <li>A.3 *</li> <li>A.4 *</li> <li>A.5 *</li> </ul>	
<ul style="list-style-type: none"> <li>B. Write for a variety of purposes and audiences. <ul style="list-style-type: none"> <li>1. Develop compositions that describe, explain, or tell a story about familiar objects, people, places, events, or experiences.</li> <li>2. Write “thank you” notes, friendly letters, and invitations.</li> <li>3. Make journal entries.</li> <li>4. Create poems and short stories.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>B P</li> <li>B.1 •</li> <li>B.3 *</li> <li>B.4 •</li> </ul>	
<ul style="list-style-type: none"> <li>C. Organize ideas into a chronological sequence such as 1st, 2nd, 3rd; sequence of events; or beginning, middle and end.</li> </ul>		<ul style="list-style-type: none"> <li>C •</li> </ul>	
<ul style="list-style-type: none"> <li>D. Use handwriting/penmanship to copy and/or compose text using correct formation and spacing of letters. <ul style="list-style-type: none"> <li>1. Print legibly.</li> <li>2. Space letters, words, and sentences appropriately.</li> <li>3. Recognize margins.</li> <li>4. Write messages that move left-to-right and top-to-bottom on the page.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>D.1 •</li> <li>D.2 •</li> <li>D.3 •</li> <li>D.4 •</li> </ul>	

<b>GRADE 1 (continued)</b>	<b>IPT Early Literacy – Reading</b>	<b>IPT Early Literacy – Writing</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>VI. GRAMMAR/USAGE AND MECHANICS</b> The student will begin to:			
<p>A. Write and speak using standard English conventions appropriate to the grade level.</p> <ol style="list-style-type: none"> <li>1. Grammar/Usage               <ol style="list-style-type: none"> <li>a. Nouns (naming words)</li> <li>b. Singular and plural nouns</li> <li>c. Singular possessive pronouns (my/mine, his/hers, your/yours)</li> <li>d. Verbs (acting words)</li> <li>e. Present and past tense verbs</li> <li>f. Contractions (isn't, aren't, can't, won't)</li> <li>g. Double negatives</li> <li>h. Adjective (describing words)</li> </ol> </li> <li>2. Capitalization.               <ol style="list-style-type: none"> <li>a. First word in a sentence</li> <li>b. Names of people and places</li> <li>c. Pronoun "I"</li> </ol> </li> <li>3. Punctuation.               <ol style="list-style-type: none"> <li>a. Period</li> <li>b. Exclamation point</li> <li>c. Question mark</li> <li>d. Period used in abbreviations</li> </ol> </li> <li>4. Spelling               <ol style="list-style-type: none"> <li>a. Write all the upper and lower case letters of the alphabet.</li> <li>b. Use phonics knowledge and basic patterns to spell three- and four-letter words accurately (e.g., CVC = hop; CVC e = hope).</li> <li>c. Represent with appropriate letters all the sounds of a word (phonetic spelling) when writing independently.</li> <li>d. Introduce basic elements of phonetic analysis (common letter/sound relationships) and structural analysis (syllables and basic prefixes and suffixes)</li> </ol> </li> </ol>		<p><b>A P</b></p> <p>A.1.a-h •</p> <p>A.2.a-c •</p> <p>A.3.a-d •</p> <p>A.4.a •</p> <p>A.4.b •</p> <p>A.4.c •</p>	
B. Recognize that spoken language can represent written language by specific sequence of letters.		B •	

<b>GRADE 1 (continued)</b>	<b>IPT Early Literacy – Reading</b>	<b>IPT Early Literacy – Writing</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>VII. LISTENING/SPEAKING</b>			
The student will:			
*A. Listen courteously and attentively and respond appropriately to a variety of oral language experiences. 1. Listen to stories read aloud. 2. Tell and write personal identification data such as name, home address, telephone number, and parents' names. 3. Retell a story or idea. 4. Use simple literary practices in talking such as "once upon a time" or "what is the moral of the story". 5. Give, restate, and follow two-step directions. 6. Ask questions for clarification and understanding. 7. Use descriptive words when speaking about people, places, things, and events. 8. Participate in class discussions			A <b>P</b> A.1     ●  A.3     ●  A.5     ● A.6     * A.7     ● A.8     *
*B. Speak articulately and audibly using appropriate language, enunciation, volume, and correct usage.			B     ●
*C. Express personal identification with a character or the idea or situation of a character in literature.			
*D. Express ideas and opinions in class discussion and present simple reports such as in show and tell.			D     *
*E. Show consideration for others.			E     *
<b>VIII. VISUAL LITERACY/LITERARY RESPONSE</b>			
The student will:			
*A. Respond to visual messages by distinguishing between realistic and nonrealistic in stories, films, and television programs. *B. Listen to, view, or read literature which tells of characters in American and other cultures. *C. Use a variety of electronic media (television, video, computer sources) to help them in developing their own stories. *D. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. *E. Describe how illustrations contribute to text. *F. Connect ideas and themes across texts.			A     *  C     *  D     * E     * F     *

● = This standard is assessed by the indicated IPT Test.

P = This standard is partially assessed by the indicated IPT Test.

\* = This standard is not directly assessed by the indicated IPT Test. It is more appropriately assessed by classroom observation of instructional tasks.

GRADE 2	IPT 1 – Reading, Forms 1A & 1B	IPT 1 – Writing, Forms 1A & 1B	IPT I – Oral, Forms E & F
<b>I. READING PROCESS:</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.			
<p><b>A. Phonics:</b> Ability to apply sound-symbol relationships</p> <p><b>Word Recognition:</b> Process of determining pronunciation and some degree of meaning.</p> <p>The student will:</p> <ol style="list-style-type: none"> <li>1. Apply phonics knowledge to decode multi-syllable words. <ul style="list-style-type: none"> <li>*a. Use consonant sounds in beginning, medial, and final positions</li> <li>*b. Use short (e.g., <b>CVC</b>, rob), long (e.g., <b>VC</b> final e, robe), and <b>r-controlled</b> (e.g., er = berth, ir = bird, ur = turn, ar = car, or = port) vowel sounds</li> <li>*c. Use <b>blends</b> (e.g., cr, sk, st, fw, squ, thr), <b>digraphs</b> (e.g., ch, sh, th, wh, ph), and <b>diphthongs</b> (oi, oy, ou, ow)</li> </ul> </li> <li>2. Apply knowledge of <b>structural analysis</b> to decode words. <ul style="list-style-type: none"> <li>*a. Build and understand words using <b>prefixes, suffixes, and base words</b> (e.g., un + happy = unhappy; care +ful = careful)</li> <li>*b. Build and understand <b>compound words</b> (e.g., straw + berry = strawberry)</li> <li>*c. Build and understand <b>contractions</b> (e.g., I am = I’m; he will = he’ll)</li> <li>*d. Apply knowledge of basic <b>syllabication</b> rules to decode words in text (e.g., <b>VC-CV</b>, rab-bit = rabbit, <b>V-CV</b>, pi-lot = pilot, or <b>VC-V</b>, cab-in = cabin)</li> </ul> </li> <li>*3. Accurately read 100-200 <b>high-frequency</b>/irregularly spelled words in text.</li> </ol>	<p>A P</p> <p>A.1.a •</p> <p>A.1.b •</p> <p>A.1.c •</p> <p>A.2.a •</p> <p>A.2.b •</p> <p>A.2.c •</p> <p>A.3 •</p>		
<p><b>B. Vocabulary:</b> Knowledge of words and word meanings.</p> <p>The student will:</p> <ol style="list-style-type: none"> <li>*1. Expand personal vocabulary by reading a variety of texts.</li> <li>*2. Extend the use of new vocabulary and language in own speech and writing.</li> <li>3. Understand and explain common <b>antonyms</b> (e.g., small/large) and <b>synonyms</b> (e.g., big/large).</li> </ol>	<p>B.1 *</p>	<p>B.2 •</p>	<p>B.2 •</p> <p>B.3 •</p>

<b>GRADE 2 (continued)</b>	<b>IPT 1 – Reading, Forms 1A &amp; 1B</b>	<b>IPT 1 – Writing, Forms 1A &amp; 1B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<p><b>C. Comprehension:</b> Ability to interact with words and concepts in the text to understand what the writer has said. The student will:</p> <ol style="list-style-type: none"> <li>1. Read and comprehend both <b>fiction</b> and <b>nonfiction</b> that is appropriately designed for the second half of Grade 2.</li> <li>2. Continue to use before reading strategies (teacher-assisted).               <ol style="list-style-type: none"> <li>a. Preview (e.g., use illustrations)</li> <li>b. Activate <b>prior knowledge</b></li> <li>c. Predict (e.g., use illustrations, title, <b>prior knowledge</b>, story details)</li> <li>d. Establish the purpose for reading</li> </ol> </li> <li>*3. Integrate the use of <b>semantic cues</b> (does it make sense?), <b>syntax cues</b> (does it sound right?), and <b>graphophonic cues</b> (does it look right?).</li> <li>*4. Self-monitor own difficulties when decoding and comprehending text.               <ol style="list-style-type: none"> <li>5. Make, confirm, and revise predictions during reading.</li> <li>6. Read on and reread to check predictions and clarify meaning.</li> <li>7. Create mental images from pictures and print (e.g., person, places, things, events).</li> </ol> </li> </ol>	<p>C P C.1 • C.2.b • C.2.c • C.3 •</p>		
<p><b>D. Fluency:</b> Ability to identify words rapidly so that attention is directed at the meaning of the text. The student will:</p> <ol style="list-style-type: none"> <li>*1. Independently read aloud level 2 books that have been previewed by the teacher, using intonation, pauses, and emphasis that signal the structure of the sentence and meaning of the text.</li> <li>*2. Use punctuation cues (e.g., commas, periods, question marks, quotation marks and exclamation marks) as a guide in getting meaning.</li> <li>*3. Continue to reread familiar text daily (e.g., 5-10 minutes).</li> <li>*4. Read silently for increased periods of time.</li> </ol>	<p>D.1 *  D.3 * D.4 *</p>		
<b>II. RESPONDING TO TEXT:</b> Students read, construct meaning, and respond to a wide variety of literary forms. The student will:			
<ol style="list-style-type: none"> <li>*A. Retell narrative text by identifying story elements (e.g., character, setting, plot).</li> <li>B. Identify stated and implicit <b>main idea</b> and details in <b>fiction</b> and <b>nonfiction</b> text.</li> <li>C. Identify cause/effect relationships in <b>fiction</b> and <b>nonfiction</b>.</li> <li>D. Recognize and explain the sequence of events.</li> <li>E. Draw conclusions, make predictions and comparisons based on what is read.</li> <li>F. Discuss and explain responses to how, why, and what-if questions about what is read.</li> <li>*G. Connect and compare information across reading selections to own experience and knowledge.</li> <li>H. Infer lesson or moral in a variety of text (e.g., <b>fairytale</b>s, <b>tall tale</b>s, <b>fables</b>, <b>legends</b>, and <b>myths</b>).</li> <li>I. Summarize main points of text in own words.</li> <li>J. Discuss cultural diversity in multicultural tales.</li> </ol>	<p>B • C • D • E •  G •</p>		

<b>GRADE 2 (continued)</b>	<b>IPT 1 – Reading, Forms 1A &amp; 1B</b>	<b>IPT 1 – Writing, Forms 1A &amp; 1B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>III. INFORMATION AND RESEARCH:</b> Students read widely to acquire knowledge, conduct research, and organize information. The student will:			
<ul style="list-style-type: none"> <li>A. Alphabetize words to the second letter.</li> <li>B. Read and follow a simple set of multiple directions.</li> <li>C. Use guide words to locate words in dictionaries and topics in encyclopedias.</li> <li>D. Use the title page, table of contents, glossary, and index to locate information.</li> <li>E. Use and interpret charts, maps, graphs, schedules, and directions.</li> <li>F. Read nonfiction text for answers to specific questions.</li> <li>G. Generate questions about topics.</li> <li>H. Begin to use a variety of media and technology resources for directed and independent learning activities (e.g., dictionaries, reference books, atlases, magazines, informational text, thesaurus, technology).</li> <li>I. Use graphic organizers, such as webbing and mapping, to organize and summarize information (with teacher guidance).</li> </ul>	<ul style="list-style-type: none"> <li>B •</li> <li>C *</li> <li>D •</li> <li>E •</li> <li>F •</li> <li>H *</li> <li>I *</li> </ul>		
<b>IV. EFFECTIVE READING HABITS:</b> Students demonstrate the behaviors, habits, and attitudes of an effective reader. The student will:			
<ul style="list-style-type: none"> <li>*A. Continue to participate in daily, independent reading of self-selected literature (e.g., <b>Sustained Silent Reading/Drop Everything and Read</b>; 10-20 minutes daily).</li> <li>*B. Continue to respond to daily oral reading led by teacher through discussion, art, drama, and writing.</li> <li>*C. Share and discuss books and authors daily in pairs, in small groups and in large groups.</li> <li>*D. Recommend and discuss favorite reading selections (fiction and nonfiction) with others.</li> <li>*E. Demonstrate an interest in a variety of text (e.g., <b>poems, informational text, plays, folk tales, fables, predictable books, legends, fairytales</b>).</li> <li>*F. Read for the purpose of communication (e.g., journals, letters, invitations, messages).</li> <li>*G. Select reading material at appropriate levels of difficulty for independent reading (e.g., “<b>rule of thumb</b>”).</li> </ul>	<ul style="list-style-type: none"> <li>A *</li> <li>B *</li> <li>C *</li> <li>D *</li> <li>E *</li> <li>F *</li> <li>G *</li> </ul>		

<b>GRADE 2 (continued)</b>	<b>IPT 1 – Reading, Forms 1A &amp; 1B</b>	<b>IPT 1 – Writing, Forms 1A &amp; 1B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>V. WRITING</b> The student will:			
A. Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing or proofreading, publishing or sharing. 1. Use prewriting activities such as brainstorming, discussion, drawing, reading, or <b>webbing</b> . 2. Write first drafts. 3. Revise selected drafts with a teacher, partner, or group. 4. Use basic rules of spelling, grammar usage, and mechanics to proofread and correct their work. 5. Share writings with peers and adults.		A <b>P</b> A.1    * A.2    * A.3    * A.4    ● A.5    *	
B. Recognize that language has many uses such as informing, persuading, entertaining, celebrating, and rhyming.			
C. Write for a variety of purposes and audiences. 1. Descriptive and narrative paragraphs and compositions. 2. Friendly letters, identifying the five parts of the letter. 3. “Thank you” notes and invitations. 4. Creative stories and poems.		C <b>P</b> C.1    ●  C.4    ●	
D. Organize ideas into a chronological or logical sequence such as 1st, 2nd, 3rd; sequence of events; or beginning, middle, and end.		D      ●	
E. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters.		E      ●	

<b>GRADE 2 (continued)</b>	<b>IPT 1 – Reading, Forms 1A &amp; 1B</b>	<b>IPT 1 – Writing, Forms 1A &amp; 1B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>VI. GRAMMAR/USAGE AND MECHANICS</b> The student will:			
<p>A. Write and speak using standard English conventions appropriate to the grade level.</p> <ol style="list-style-type: none"> <li>1. Grammar/Usage: Students are expected to recognize and use nouns, verbs, and adjectives in their writing. <ol style="list-style-type: none"> <li>a. Singular and plural nouns</li> <li>b. Common and proper nouns</li> <li>c. Subjects (naming part) and Predicates (action part)</li> <li>d. Complete sentences</li> <li>e. Pronouns</li> <li>f. Present and past tense verbs</li> <li>g. Helping verbs (is, are, was, were) with singular and plural nouns (subject-verb agreement)</li> <li>h. Avoid use of double negatives</li> </ol> </li> <li>2. Capitalization. <ol style="list-style-type: none"> <li>a. Proper nouns such as names of people, places, abbreviations, days of the week, months, holidays, streets, cities, states, and titles of respect</li> <li>b. First word in a sentence</li> <li>c. The pronoun “I”</li> </ol> </li> <li>3. Punctuation. <ol style="list-style-type: none"> <li>a. End punctuation (periods, question marks, exclamation points)</li> <li>b. Commas</li> <li>c. Apostrophes</li> <li>d. Quotation marks in a direct quotation</li> </ol> </li> <li>4. Spelling. <ol style="list-style-type: none"> <li>a. Use <b>onset</b> and <b>rime</b> to accurately spell word families (e.g., paw, draw, straw/right, night, light).</li> <li>b. Spell basic short vowel, long vowel, <b>r-controlled</b>, and consonant-blend patterns correctly.</li> <li>c. Spell frequently used, irregular words correctly (e.g., was, were, says, said, who).</li> <li>d. Apply phonics to write independently, moving from <b>temporary</b> to <b>conventional</b> spelling.</li> <li>e. Continue to spell <b>prefixes</b> and <b>suffixes</b> correctly.</li> <li>f. Recognize and use basic <b>homonyms/homophones</b>.</li> </ol> </li> </ol>		<p>A            P A.1.a-h    ●</p> <p>A.2.a-c    ●</p> <p>A.3.a-d    ●</p> <p>A.4.b       ● A.4.c       ● A.4.d       ● A.4.e       ● A.4.f       ●</p>	
B. Recognize that words represent ideas, experiences, objects, events, and actions.		B            ●	
C. Alphabetize words to the second letter.			

<b>GRADE 2 (continued)</b>	<b>IPT 1 – Reading, Forms 1A &amp; 1B</b>	<b>IPT 1 – Writing, Forms 1A &amp; 1B</b>	<b>IPT 1 – Oral, Forms E &amp; F</b>
<b>VII. LISTENING/SPEAKING</b> The student will:			
*A. Listen courteously and attentively and engage actively in a variety of oral language activities. 1. Listen for and apply information or respond to teacher-read material. 2. Respond appropriately to directions and questions. 3. Participate in rhymes, songs, conversations, and discussions.			A P A.1 ● A.2 ● A.3 *
*B. Speak articulately and audibly, using appropriate language, correct usage, enunciation, and volume. 1. Gain increasing control of grammar such as subject-verb agreement, complete sentences, and incorrect tense. 2. Express ideas and opinions in class discussions and simple reports such as in “show and tell.” 3. Use simple literary practices in talking and writing such as “once upon a time” or “what is the moral of the story.” 4. Read aloud their own writings or published works.			B P B.1 ● B.2 * B.4 *
*C. Ask and answer relative questions and make contributions in small or large group discussions.			C ●
*D. Show consideration for others.			D *
*E. Express identification with a character or the idea or situation of a character in literature.			E ●
*F. Use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions.			F *
<b>VIII. VISUAL LITERACY/LITERARY RESPONSE</b> The student will:			
*A. Use electronic media (television, videos, computers) to help him/her in developing one’s own stories and to access information.			A *
*B. Distinguish between selling and telling messages in such things as commercials, advertisements, and safety and drug public service announcements.			B *
*C. Listen to, view, or read literature which tells of characters in American and other cultures.			
*D. Understand the purpose of various reference materials such as dictionary, thesaurus, and atlas.	D ●		
*E. Recognize differences in types of writing such as fiction, nonfiction, and poetry.			
*F. Respond to stories and poems in ways that reflect understanding and interpretation in discussion, in writing, and through movement, music, art, and drama.	F ●	F ●	F ●
*G. Demonstrate understanding of informational texts in various ways such as through writing, illustrating, developing demonstrations, and using available technology.			
*H. Connect ideas and themes across texts.			H *
*I. Interpret information from diagrams, charts, and graphs.	I ●		

● = This standard is assessed by the indicated IPT Test.

P = This standard is partially assessed by the indicated IPT Test.

\* = This standard is not directly assessed by the indicated IPT Test. It is more appropriately assessed by classroom observation of instructional tasks.

GRADE 3	IPT 1 – Reading, Forms 1A & 1B	IPT 1 – Writing, Forms 1A & 1B	IPT I – Oral, Forms E & F
<b>I. READING PROCESS:</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.			
<b>A. Phonics:</b> Ability to apply sound-symbol relationships <b>Word Recognition:</b> Process of determining pronunciation and some degree of meaning. The student will: *1. Use phonics knowledge and structural analysis to decode multisyllable words (e.g., syllables, <b>suffixes, prefixes</b> , root words). *2. Increase instant recognition of sight vocabulary (300-500 words) through daily independent reading.	A <b>P</b>  A.2     •		
<b>B. Vocabulary:</b> Knowledge of words and word meanings. The student will: *1. Expand vocabulary through word study, the reading of literature, and class discussion (e.g., multiple meanings, definitions, and meaning in context). 2. Use knowledge of <b>prefixes</b> (e.g., un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-) <b>suffixes</b> (e.g., -er, -est, -ful, -ness, -ing, -ish, -less) to determine the meaning of words. 3. Use <b>synonyms</b> (e.g., pretty/beautiful), <b>antonyms</b> (e.g., day/night), <b>homonyms</b> (e.g., ate/eight), and multiple meaning words correctly. 4. Determine meaning of unknown words by using a glossary, dictionary, thesaurus.	B <b>P</b>  B.1     • B.2     • B.3     • B.4     *		
<b>C. Comprehension:</b> Ability to interact with the words and concepts in the text to understand what the writer has said. The student will: 1. Read and comprehend both fiction and nonfiction that is appropriately designed for second half of Grade 3. 2. Use before reading strategies independently. a. Preview (e.g., skim material) b. Activate <b>prior knowledge</b> c. Predict content of text (e.g., use <b>prior knowledge</b> , illustration, title, picture caption) d. Establish the purpose for reading 3. Predict, monitor, and cross-check using <b>semantic, syntactic</b> , and <b>graphophonic</b> cues. *4. Monitor comprehension by identifying specific words or phrases that are causing difficulty. 5. Clarify meaning by rereading, questioning, and checking whether text makes sense. 6. Organize and summarize information after reading . 7. Represent concrete information from text as mental pictures (e.g., person, place, thing, event).	C <b>P</b>  C.1     • C.2.a-d •  C.3     • C.5     • C.6     •		
<b>D. Fluency:</b> Ability to identify words rapidly so that attention is directed at the meaning of the text. The student will: *1. Independently read aloud level 3 books that have been previewed by the teacher using intonation, pauses, and emphasis that signal the structure of the sentence and meaning of the text. *2. Use punctuation cues as a guide for pausing, interjecting a sense of feeling, and getting meaning from the text. *3. Increase reading speed through daily independent reading. *4. Read silently for increased periods of time.	D.1     * D.2     * D.3     * D.4     *		

<b>GRADE 3 (continued)</b>	<b>IPT 1 – Reading, Forms 1A &amp; 1B</b>	<b>IPT 1 – Writing, Forms 1A &amp; 1B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>II. RESPONDING TO TEXT:</b> Students read, construct meaning, and respond to a wide variety of literary forms. The student will:			
<p>A. Summarize <b>narrative</b> text by identifying various story elements (e.g., character, setting, conflict, plot, resolution).</p> <p>B. Compare and contrast settings, characters, and plot from one text to another including multicultural tales.</p> <p>*C. Discuss reoccurring <b>themes</b> across works.</p> <p>D. Compare works by different authors in the same genre.</p> <p>E. Recognize stated and implicit <b>main idea</b> and/or key concepts in fiction (<b>narrative</b>) and <b>nonfiction</b> (expository).</p> <p>F. Distinguish between important and nonimportant details that support a <b>main idea</b>.</p> <p>*G. Discuss underlying <b>theme</b> or message when interpreting <b>fiction</b> and poetry.</p> <p>H. Support ideas by reference to evidence presented in texts.</p> <p>I. Make <b>inferences</b> and draw conclusions from evidence presented in texts.</p> <p>J. Analyze the causes, motivations, sequences, and results of events in <b>nonfiction</b> (expository).</p> <p>K. Discuss and explain responses to how, why, and what-if questions in sharing <b>fiction</b> and <b>nonfiction</b> text.</p> <p>*L. Describe in own words what new information was gained and how it relates to <b>prior knowledge</b>.</p> <p>*M. Connect and compare information and events from text to life experiences and other texts.</p> <p>N. Infer lesson or moral in a variety of text (e.g., <b>fairytails, tall tales, fables, legends, and myths</b>).</p> <p>O. Distinguish between fact and opinion in <b>expository</b> text.</p> <p>P. Interpret poetry and recognize stanza and rhyme as characteristics of poetry.</p> <p>Q. Begin to interpret the meaning of figurative language (e.g., <b>simile</b> - soft as a kitten; <b>metaphor</b> - her eyes are shining stars; idiom - raining cats and dogs).</p> <p>R. Know the defining characteristics of a variety of genre (e.g., plays, poetry, <b>fiction, nonfiction, fantasy, fairytales, fables, folktales, myths, biography</b>).</p> <p>*S. Take part in creative responses to text (e.g., art, drama, oral presentations).</p>	<p>C     *</p> <p>D     *</p> <p>E     •</p> <p>F     •</p> <p>I     •</p> <p>J     •</p> <p>O     •</p> <p>S     *</p>		

<b>GRADE 3 (continued)</b>	<b>IPT 1 – Reading, Forms 1A &amp; 1B</b>	<b>IPT 1 – Writing, Forms 1A &amp; 1B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>III. INFORMATION AND RESEARCH:</b> Students read widely to acquire knowledge, conduct research, and organize information. The student will:			
<ul style="list-style-type: none"> <li>A. Alphabetize to the third letter.</li> <li>B. Use guide words to locate words in dictionaries and topics in encyclopedias.</li> <li>C. Use and interpret charts, maps, graphs, schedules, directions, and diagrams.</li> <li>D. Use the title page, table of contents, glossary, chapter headings, and index to locate information.</li> <li>E. Use text formats as an aid in constructing meaning from <b>nonfiction</b> (expository) text (e.g., heading, subheading, bold print, and italics).</li> <li>*F. Begin the research process by selecting a topic, formulating questions, and identifying key words.</li> <li>*G. Locate, organize and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational text, thesaurus, and technology/Internet).</li> <li>*H. Compile information into written reports or summaries.</li> <li>*I. Use test-taking strategies.</li> </ul>	<ul style="list-style-type: none"> <li>B *</li> <li>C ●</li> <li>D ●</li> <li>F *</li> <li>G *</li> <li>H *</li> <li>I *</li> </ul>		
<b>IV. EFFECTIVE READING HABITS:</b> Students demonstrate the behaviors, habits, and attitudes of an effective reader. The student will:			
<ul style="list-style-type: none"> <li>*A. Continue to participate in daily, independent reading of self-selected literatures (e.g., <b>Sustained Silent Reading/Drop Everything and Read</b>; 10-20 minutes daily).</li> <li>*B. Share and discuss books and authors daily, in pairs, in small groups, and in large groups.</li> <li>*C. Continue to respond to daily oral reading led by teacher through discussion, art, drama, and writing.</li> <li>*D. Recommend and discuss favorite reading selections (fiction and nonfiction) with others. <ul style="list-style-type: none"> <li>E. Apply reading skills and strategies to various types of text (e.g., storybooks, poems, informational text, plays, <b>folktales, fables, predictable books, fairytales</b>, functional print).</li> </ul> </li> <li>*F. Select reading material appropriate for reading level, purpose, and interest (e.g., “<b>rule of thumb</b>”).</li> <li>*G. Read chapter books independently.</li> </ul>	<ul style="list-style-type: none"> <li>A *</li> <li>B *</li> <li>C *</li> <li>D *</li> <li>E ●</li> <li>F *</li> <li>G *</li> </ul>		

<b>GRADE 3 (continued)</b>	<b>IPT 1 – Reading, Forms 1A &amp; 1B</b>	<b>IPT 1 – Writing, Forms 1A &amp; 1B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>V. WRITING</b> The student will:			
A. Use a writing process to develop and refine composition skills. 1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, and webbing. 2. Compose first drafts. 3. Revise selected drafts, changing or adding details and vivid words. 4. Proofread/edit writing with peers or teacher. *5. Share writing with peers or adults.		A.1 * A.2 * A.3 * A.4 * A.5 *	
B. Communicate through a variety of written forms and for various purposes and audiences. For example, students are expected to write: 1. Four basic kinds of sentences (declarative, exclamatory, imperative, interrogative). 2. Simple narrative and descriptive paragraphs. 3. Persuasive paragraphs or letters. 4. <b>Journal</b> entries. 5. Poems and stories. 6. “Thank you” notes, invitations, and friendly letters.		B <b>P</b>  B.1 • B.2 •  B.4 * B.5 •	
C. Use descriptive language such as action verbs, vivid adjectives and adverbs.		C •	
D. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters in manuscript and cursive.		D •	

GRADE 3 (continued)	IPT 1 – Reading, Forms 1A & 1B	IPT 1 – Writing, Forms 1A & 1B	IPT I – Oral, Forms E & F
<b>VI. GRAMMAR/USAGE AND MECHANICS:</b> The student will:			
<p>A. Write and speak using standard English conventions appropriate to the grade level.</p> <ol style="list-style-type: none"> <li>1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing.               <ol style="list-style-type: none"> <li>a. Singular and plural forms of nouns</li> <li>b. Common and proper nouns</li> <li>c. Singular and plural possessive nouns</li> <li>d. Subject, object, and possessive pronouns</li> <li>e. Regular, irregular, and helping verbs</li> <li>f. Present, past, and future tenses</li> <li>g. Past participle of verbs</li> <li>h. Subject-verb agreement</li> <li>i. Descriptive, comparative, and superlative adjectives</li> <li>j. Avoid use of double negatives</li> </ol> </li> <li>2. Capitalization.               <ol style="list-style-type: none"> <li>a. Days, months, and holidays</li> <li>b. Names of people, places, and pets</li> <li>c. Streets, cities, and states</li> <li>d. Book titles, titles of respect</li> <li>e. Pronoun “I”</li> <li>f. Proper adjectives</li> <li>g. Parts of a letter</li> <li>h. Word beginning a sentence</li> <li>i. First word in quotation</li> </ol> </li> <li>3. Punctuation.               <ol style="list-style-type: none"> <li>a. Periods in abbreviations and sentence endings</li> <li>b. Question marks</li> <li>c. Commas in dates, addresses, series, quotes, and introductory words</li> <li>d. Apostrophes in contractions and possessives</li> <li>e. Colon in notation of time, letter writing, dates, and words in a series</li> </ol> </li> <li>4. Spelling.               <ol style="list-style-type: none"> <li>a. Demonstrate recall of spelling patterns (e.g., qu) consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural, (e.g., carry = carries) and common <b>homophones</b> (e.g., hair/hare).</li> <li>b. Spell regular multisyllabic words including contractions and compounds.</li> <li>c. Increase the number of <b>high frequency words</b> spelled correctly (e.g., were, where, could, would, should).</li> <li>d. Spell words ending in -tion and -sion correctly.</li> <li>e. Use reference materials to check and correct spelling.</li> </ol> </li> </ol>		<p>A            P A.1.a-j     •</p> <p>A.2.a-i     •</p> <p>A.3.a-e     •</p> <p>A.4            P A.4.a        •</p> <p>A.4.b        • A.4.c        •</p> <p>A.4.d        • A.4.e        *</p>	<p>A            P</p>
B. Identify and write the five parts of a letter with correct capitalization and punctuation			
C. Arrange words in alphabetical order.			

<b>GRADE 3 (continued)</b>	<b>IPT 1 – Reading, Forms 1A &amp; 1B</b>	<b>IPT 1 – Writing, Forms 1A &amp; 1B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>VII. LISTENING/SPEAKING</b> The student will:			
<p>A. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p> <p>*B. Listen for information and for pleasure. For example, students are expected to respond appropriately and courteously to directions and questions and to teacher-read stories.</p> <p>*C. Speak articulately and audibly using appropriate grammar, enunciation, and volume.</p> <p>*D. Participate in storytelling, give oral book reports, and present poems, stories, plays, and pantomime.</p> <p>*E. Retell, paraphrase, and explain what a speaker has said.</p> <p>*F. Express ideas and opinions in group or individual situations.</p> <p>*G. Use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions.</p> <p>*H. Show consideration for others.</p> <p>*I. Express identification with a character or the idea or situation of a character in literature.</p>			<p>A *</p> <p>B ●</p> <p>C ●</p> <p>D *</p> <p>E ●</p> <p>F *</p> <p>G *</p> <p>H *</p> <p>I *</p>
<b>VIII. VISUAL LITERACY/LITERARY RESPONSE</b> The student will:			
<p>*A. Distinguish fact, opinion, and fiction in print and nonprint media such as in advertising.</p> <p>*B. Use electronic media to access information from various sources including dictionary, encyclopedia, thesaurus, atlas, and Internet.</p> <p>*C. Expand vocabulary through word study, literature, and class discussion. For example, students should be introduced to multiple meanings, definitions, and meaning in context.</p> <p>*D. Listen to, view, or read literature which tells of characters in American and other cultures.</p> <p>*E. Evaluate print and nonprint media.</p> <p>*F. Recognize differences in types of writing such as <b>fiction, nonfiction</b>, and poetry.</p> <p>*G. Interpret information from diagrams, charts, and graphs</p>	<p>C ●</p> <p>G ●</p>		<p>B *</p> <p>C ●</p> <p>E *</p>

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<b>GRADE 4</b>	<b>IPT 2 – Reading, Forms 2A &amp; 2B</b>	<b>IPT 2 – Writing, Forms A &amp; 2B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>I. READING PROCESS:</b> Student will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.			
<b>A. Vocabulary:</b> Knowledge of words and meanings. The student will: <ol style="list-style-type: none"> <li>1. Expand vocabulary through word study, the reading of literature, and class discussion (e.g., multiple meanings, definitions, and meaning in context).</li> <li>2. Use knowledge of root words to determine the meaning of unknown words within a passage.</li> <li>3. Use <b>synonyms, antonyms, homonyms</b>, and multiple meaning words correctly.</li> <li>4. Determine the meaning of unknown words by using a glossary and/or dictionary.</li> <li>5. Use a thesaurus to determine related words and concepts.</li> </ol>	A <b>P</b>  A.1     *  A.2     ● A.3     ● A.4     * A.5     *		
<b>B. Comprehension:</b> Ability to interact with the words and concepts in the text to understand what the writer has said. The student will: <ol style="list-style-type: none"> <li>1. Read and comprehend both <b>fiction</b> and <b>nonfiction</b> that is appropriately designed for the second half of Grade 4.</li> <li>2. Use reading strategies independently (e.g., preview, activate <b>prior knowledge</b>, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).</li> <li>*3. Continue to predict, monitor and cross-check using semantic, <b>syntactic</b>, and <b>graphophonic</b> cues independently.</li> <li>4. Make, confirm, or revise predictions during reading.</li> <li>5. Visualize descriptions in written text.</li> <li>*6. Adjust reading rate to match difficulty of the text.</li> </ol>	B <b>P</b>  B.1     ●  B.2     ●		
<b>C. Fluency:</b> Independently read aloud level 4 books that have been previewed by the teacher using intonation, pauses, and emphasis that signal the structure of the sentence and meaning of the text. The student will: <ol style="list-style-type: none"> <li>*1. Use punctuation as a guide for pausing and interjecting a sense of feeling to get meaning from the text.</li> <li>*2. Increase silent reading speed through daily independent reading.</li> </ol>	C.1     *  C.2     *		

GRADE 4 (continued)	IPT 2 – Reading, Forms 2A & 2B	IPT 2 – Writing, Forms A & 2B	IPT I – Oral, Forms E & F
<b>II. RESPONDING TO TEXT:</b> Students read, construct meaning, and respond to a wide variety of literary forms. The student will:			
<p>A. Recognize the characteristics and organization of narrative text (e.g., characters, setting, plot, goal/conflict, resolution).</p> <p>B. Identify the characters’ actions, traits, feelings, and motives.</p> <p>C. Describe important lessons learned by characters in stories.</p> <p>D. Recognize structural patterns found in informational text (e.g., compare/contrast, cause/effect, problem/solution, sequential order) to strengthen comprehension</p> <p>E. Know the defining characteristics of a variety of genre (e.g., plays, poetry, <b>fiction, nonfiction, fantasy, fairytales, fables, folktales, legends, myths, historical fiction, biography, autobiography</b>).</p> <p>F. Identify the <b>theme</b> and <b>main idea</b> when interpreting narrative text.</p> <p>G. Paraphrase expository text by stating important ideas and supporting details.</p> <p>H. Use quotations from the text to support ideas, arguments, and generalizations.</p> <p>I. Distinguish between fact/opinion and fiction/nonfiction.</p> <p>J. Make <b>inferences</b> and draw conclusions from informational text and stories beyond personal experience.</p> <p>*K. Connect information and events from text to life experiences, other texts, and world events.</p> <p>L. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and <b>patterned [cinquain, diamante]</b>).</p> <p>M. Interpret meaning of figurative language (e.g., <b>similes, metaphors, idioms, and personification</b>).</p> <p>*N. Assimilate new ideas introduced in text through discussion, art, drama, <b>choral reading</b>, and writing.</p> <p>O. Recognize the author’s purpose for writing the text (e.g., to inform, to entertain).</p> <p>P. Support ideas by reference to evidence in the text.</p>	<p>B •</p> <p>D •</p> <p>E •</p> <p>F •</p> <p>G •</p> <p>J •</p> <p>K •</p> <p>N *</p>		
<b>III. INFORMATION AND RESEARCH:</b> Students read widely to acquire knowledge, conduct research, and organize information. The student will:			
<p>*A. Select a topic, formulate questions, and select appropriate resources for research.</p> <p>B. Identify key words to be used in searching for resources and information.</p> <p>*C. Take notes to paraphrase or summarize information.</p> <p>D. Interpret information from charts, maps, graphs, tables, and diagrams.</p> <p>E. Follow multiple-step directions to accomplish tasks.</p> <p>F. Understand the organization of and access information from electronic card catalogs and databases, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.</p> <p>G. Increase use of text format as an aid in constructing meaning from <b>nonfiction (expository)</b> text (heading, subheading, bold, and italic print).</p> <p>*H. Compile researched information into a written report or summary.</p> <p>*I. Continue to use test-taking strategies.</p>	<p>A *</p> <p>C *</p> <p>D •</p> <p>E *</p> <p>F •</p> <p>G •</p> <p>H *</p> <p>I *</p>		

<b>GRADE 4 (continued)</b>	<b>IPT 2 – Reading, Forms 2A &amp; 2B</b>	<b>IPT 2 – Writing, Forms A &amp; 2B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>IV. EFFECTIVE READING HABITS:</b> Students demonstrate the behaviors, habits, and attitudes of an effective reader. The student will:			
<p>*A. Continue to participate in daily, independent reading of self-selected literature (e.g., <b>Sustained Silent Reading/Drop Everything and Read:</b> 20-30 minutes daily).</p> <p>*B. Share and discuss favorite books and authors daily in pairs, in small groups, and in large groups.</p> <p>*C. Respond to daily oral reading led by teacher through discussion, art, drama, and writing.</p> <p>*D. Read for a variety of purposes such as for pleasure, to gain information, to communicate, or to support an opinion.</p> <p>*E. Read a variety of materials including contemporary and poetry, <b>historical fiction, mysteries, biographies, and nonfiction.</b></p> <p>*F. Select reading material appropriate for the reading level, purpose and interest (e.g., “<b>rule of thumb</b>”).</p> <p>*G. Read chapter books independently.</p>	<p>A *</p> <p>B *</p> <p>C *</p> <p>D *</p> <p>E *</p> <p>F *</p> <p>G *</p>		
<b>V. WRITING</b> The student will:			
<p>A. Use a writing process to develop and refine composition skills</p> <ol style="list-style-type: none"> <li>1. Participate in prewriting activities such as brainstorming, using graphic organizers, and freewriting.</li> <li>2. Select a focus and an organizational structure based upon purpose, audience, length, and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into longer text.</li> <li>3. Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</li> <li>4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</li> <li>5. Share writing with peers and adults.</li> </ol>		<p>A <b>P</b></p> <p>A.1 *</p> <p>A.2 *</p> <p>A.3 *</p> <p>A.4 ●</p> <p>A.5 *</p>	
<p>B. Communicate through a variety of written forms and for various audiences and purposes (to inform, to persuade, to entertain, to instruct, to describe).</p> <ol style="list-style-type: none"> <li>1. Simple and compound sentences with varied sentence structures.</li> <li>2. <b>Narrative, descriptive, and expository</b> paragraphs and longer compositions that have topic sentences, supporting details, and conclusions.</li> <li>3. Creative stories and poems using figurative language (<b>alliteration, personification, simile, and metaphor</b>).</li> <li>4. Friendly and business letters, “thank you” notes, and invitations.</li> </ol> <p>*5. Journals.</p> <p>*6. Reports.</p>		<p>B <b>P</b></p> <p>B.1 ●</p> <p>B.2 ●</p> <p>B.3 ●</p> <p>B.5 *</p> <p>B.6 *</p>	
<p>C. Use descriptive language including action verbs and vivid adjectives and adverbs.</p>		<p>C ●</p>	
<p>D. Use handwriting/penmanship to write legibly by selecting manuscript or cursive as appropriate.</p>		<p>D ●</p>	



<b>GRADE 4 (continued)</b>	<b>IPT 2 – Reading, Forms 2A &amp; 2B</b>	<b>IPT 2 – Writing, Forms A &amp; 2B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>VII. LISTENING/SPEAKING</b> The student will:			
<p>A. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p> <p>*B. Listen for information and for pleasure. For example, students are expected to listen for directions and questions and respond to teacher-read stories.</p> <p>*C. Speak before a group using appropriate delivery (volume, enunciation, and movement) and language skills (pronunciation, word choice, and usage).</p> <p>*D. Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.</p> <p>*E. Identify and analyze a speaker’s persuasive technique such as promise, dare, and flattery.</p> <p>*F. Show consideration for others.</p>			<p>A *</p> <p>B *</p> <p>C *</p> <p>D *</p> <p>E *</p> <p>F *</p>
<b>VIII. VISUAL LITERACY</b> The student will:			
<p>*A. Distinguish fact, opinion, and <b>fiction</b> in print and nonprint media in literature and advertising.</p> <p>*B. Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meaning.</p> <p>*C. Compare and contrast print, visual, and electronic media such as film with a written story.</p> <p>*D. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.</p> <p>*E. Listen to, view, or read literature which tells of characters in American and other cultures.</p> <p>*F. Access information from a variety of sources including dictionary, an encyclopedia, a thesaurus, an atlas, an almanac, and the Internet.</p>	<p>C *</p> <p>D ●</p> <p>F ●</p>		

● = This standard is assessed by the indicated IPT Test.

P = This standard is partially assessed by the indicated IPT Test.

\* = This standard is not directly assessed by the indicated IPT Test. It is more appropriately assessed by classroom observation of instructional tasks.

GRADE 5	IPT 2 – Reading, Forms 2A & 2B	IPT 2 – Writing, Forms 2A & 2B	IPT I – Oral, Forms E & F
<b>I. READING PROCESS:</b> The student will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.			
<b>A. Vocabulary:</b> Knowledge of words and word meanings. The student will: <ol style="list-style-type: none"> <li>1. Expand vocabulary through word study, the reading of literature, and class discussion (e.g., multiple meanings, dictionary definitions, and meanings in context).</li> <li>2. Interpret new words by analyzing the meaning of <b>prefixes, suffixes</b>, and word parts.</li> <li>3. Use <b>synonyms, antonyms, homonyms</b>, and multiple meaning words correctly.</li> <li>4. Determine the meaning of unknown words by using a glossary and dictionary.</li> <li>5. Use a thesaurus to identify alternative word choices and meanings.</li> <li>6. Identify technical and specialized terms and determine meanings of words using a variety of strategies including phonics, prediction, context, <b>structural analysis</b>, and references.</li> </ol>	A P  A.1 •  A.2 • A.3 • A.4 * A.5 * A.6 •		A.1 •    A.3 •
<b>B. Comprehension:</b> Ability to interact with the words and concepts on the page to understand what the writer has said. The student will: <ol style="list-style-type: none"> <li>1. Read and comprehend both <b>fiction</b> and <b>nonfiction</b> that is appropriately designed for the second half of Grade 5.</li> <li>2. Use before-reading strategies independently               <ol style="list-style-type: none"> <li>a. preview</li> <li>b. activate <b>prior knowledge</b></li> <li>c. predict content of text</li> <li>d. formulate questions</li> <li>e. determine the purpose for reading a passage</li> </ol> </li> <li>*3. Continue to predict, monitor, and cross-check using <b>semantic, syntactic</b>, and <b>graphophonic</b> cues independently.</li> <li>*4. Develop detailed mental pictures from the content of the text.</li> <li>*5. Apply appropriate reading strategies according to the purpose for reading and the nature of the text (e.g., content area reading, pleasure reading, technical reading).</li> <li>*6. Adjust reading rate according to the purpose for reading and the difficulty of the text.</li> <li>*7. Skim text to develop a general overview of content or to locate specific information.</li> </ol>	B P  B.1 •    B.2.b • B.2.c • B.2.d • B.2.e •   B.5 •		
<b>C. Fluency:</b> Ability to identify words rapidly so that attention is directed at the meaning of the text. The student will: <ol style="list-style-type: none"> <li>*1. Independently read aloud level 5 books that have been previewed by the teacher using intonation, pauses, and emphasis that signal the structure of the sentence and meaning of the text.</li> <li>*2. Use punctuation as a cue for pausing, characterization, and reading with expression.</li> <li>*3. Read silently for increased periods of time.</li> <li>*4. Increase silent reading speed through daily independent reading.</li> </ol>	C.1-4 *		

GRADE 5 (continued)	IPT 2 – Reading, Forms 2A & 2B	IPT 2 – Writing, Forms 2A & 2B	IPT I – Oral, Forms E & F
<b>II. RESPONDING TO TEXT:</b> Students read, construct meaning, and respond to a wide variety of literary forms. The student will:			
<p>A. Identify major elements of story structure (e.g., setting, characters, goal, conflict, major events of the plot, and resolution).</p> <p>*B. Construct the actions, appearances, and motives (e.g., loyalty, selfishness, conscientiousness), of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>*C. Describe how a character’s traits are revealed through dialogue.</p> <p>D. Recognize and interpret relationships in narrative and expository text (e.g., compare/contrast, cause/effect, problem/solution, sequential order).</p> <p>E. Identify and analyze the characteristics of a variety of <b>genre</b> (e.g., plays, poetry, <b>fiction, nonfiction, fantasy, fairytales, fables, folktales, legends, myths, historical fiction, biography, autobiography</b>).</p> <p>F. Identify similarities and differences between reading selections.</p> <p>*G. Compare different versions of the same stories from different cultures.</p> <p>H. Determine a statement of central purpose, theme, or key concept/main idea of a story, poem, or expository text.</p> <p>I. Locate and identify important details that support a <b>main idea</b> or describe a key concept.</p> <p>J. Distinguish between fact, supported inferences, and opinion in <b>expository</b> text.</p> <p>K. Make inferences and draw conclusions/generalizations from evidence presented in the text and the reader’s prior knowledge.</p> <p>*L. Synthesize the connections between personal experience and text through discussions, art, drama, <b>Reader’s Theater</b>, reading log/response journal.</p> <p>M. Interpret poetry and recognize characteristics of poetry (e.g., rhymed, unrhymed, shaped, patterned [<b>cinquain, diamante</b>]).</p> <p>N. Interpret meaning from the author’s use of <b>figurative language</b> in context (e.g., <b>simile, metaphor, personification, dialect, and idiom</b>).</p> <p>O. Determine the author’s purpose (persuade, inform, entertain) and point of view when not explicitly stated.</p> <p>P. Continue to support ideas by reference to evidence in the text.</p>	<p>B •</p> <p>D •</p> <p>H •</p> <p>I •</p> <p>K •</p> <p>L *</p>		

GRADE 5 (continued)	IPT 2 – Reading, Forms 2A & 2B	IPT 2 – Writing, Forms 2A & 2B	IPT I – Oral, Forms E & F
<b>III. INFORMATION AND RESEARCH:</b> Students read widely to acquire knowledge, conduct research, and organize information. The student will:			
<ul style="list-style-type: none"> <li>*A. Select a topic, formulate questions, and synthesize information from a variety of resources.</li> <li>*B. Develop notes that include important information on a selected topic.</li> <li>C. Use a variety of comprehension and study strategies to gather and record information for research topics (outlining, graphic organizers, summarizing).</li> <li>D. Demonstrate the use of functional print to gain information and accomplish tasks (e.g., schedules, letters, catalogs, directories, charts, maps, graphs, tables, diagrams, and directions).</li> <li>E. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).</li> <li>F. Demonstrate appropriate use of informational sources (e.g., from electronic card catalogs and databases, encyclopedias, dictionaries, thesauruses, atlases, almanacs, tables of contents, glossaries, indexes, magazines, newspapers, and technology/Internet).</li> <li>G. Understand how text features make information accessible and usable (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).</li> <li>*H. Summarize information from multiple sources into written report or summary.</li> <li>*I. Understand and apply test-taking strategies.</li> </ul>	<ul style="list-style-type: none"> <li>D •</li> <li>E *</li> <li>G •</li> </ul>	<ul style="list-style-type: none"> <li>A *</li> <li>B *</li> <li>C *</li> <li>H *</li> </ul>	
<b>IV. EFFECTIVE READING HABITS:</b> Students demonstrate the behaviors, habits, and attitudes of an effective reader. The student will:			
<ul style="list-style-type: none"> <li>*A. Expand participation in daily, independent reading of self-selected literature (e.g., <b>Sustained Silent Reading/Drop Everything and Read:</b> 20-30 minutes daily).</li> <li>*B. Share and discuss books and authors daily, in pairs, in small groups, and in large groups.</li> <li>*C. Respond to daily oral reading led by teacher through discussion, art, drama, technology, and multimedia projects.</li> <li>*D. Read a variety of materials including contemporary and poetry, <b>historical fiction, mysteries, science fiction, biographies, autobiographies, and nonfiction.</b></li> <li>*E. Read for a variety of purposes such as for pleasure, to gain information, to communicate, or to support an opinion.</li> <li>*F. Recommend favorite books and authors for others to read through book talks, class discussions, and response projects..</li> </ul>	<ul style="list-style-type: none"> <li>A-F *</li> </ul>		

GRADE 5 (continued)	IPT 2 – Reading, Forms 2A & 2B	IPT 2 – Writing, Forms 2A & 2B	IPT I – Oral, Forms E & F
<b>V. WRITING</b> The student will:			
<p>A. Use a writing process to develop and refine composition skills.</p> <ol style="list-style-type: none"> <li>1. Participate in prewriting activities such as brainstorming, using graphic organizers, freewriting, notes, and logs.</li> <li>2. Select a focus and an organizational structure based upon purpose, audience, length, and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger text.</li> <li>3. Revise selected drafts for coherence, progression, logical support of ideas, and word choice by adding, elaborating, deleting, combining, and/or rearranging text.</li> <li>4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</li> <li>5. Refine selected pieces frequently to “publish” for general and specific audiences.</li> </ol>		A.1-5 *	
<p>B. Communicate through a variety of written forms and for various audiences and purposes (to inform, to persuade, to entertain, to instruct, to describe).</p> <ol style="list-style-type: none"> <li>1. Simple, compound, and complex sentences.</li> <li>2. Narrative, descriptive, expository, and persuasive paragraphs and longer compositions that establish and support a central idea with a topic sentence; supporting paragraphs with facts, details, explanations, or examples; and a concluding paragraph that summarizes the points.</li> <li>3. Creative stories and poems using <b>figurative language (alliteration, personification, simile, and metaphor)</b>.</li> <li>4. Friendly and business letters, “thank you” notes, and invitations.</li> <li>*5. Journals.</li> <li>*6. Reports.</li> </ol>		<p>B      <b>P</b></p> <p>B.1    •</p> <p>B.2    •</p> <p>B.3    •</p> <p>B.5    *</p> <p>B.6    *</p>	
<p>C. Use descriptive language including action verbs and vivid adjectives and adverbs.</p>		C *	



<b>GRADE 5 (continued)</b>	<b>IPT 2 – Reading, Forms 2A &amp; 2B</b>	<b>IPT 2 – Writing, Forms 2A &amp; 2B</b>	<b>IPT I – Oral, Forms E &amp; F</b>
<b>VII. LISTENING/SPEAKING</b> The student will:			
<p>A. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a report that conveys ideas clearly and relates to the background and interest of the audience.</p> <p>*B. Speak before a group using appropriate delivery (volume, enunciation, and movement) and language skills (pronunciation, word choice, and usage).</p> <p>*C. Deliver oral responses to literature.</p> <ol style="list-style-type: none"> <li>1. Summarize significant events and details.</li> <li>2. Articulate an understanding of several ideas or images communicated by the literary work.</li> <li>3. Use examples or textual evidence from the work to support conclusions.</li> </ol> <p>*D. Determine the purposes for listening, such as to gain information, to solve problems, or to enjoy and appreciate.</p> <p>*E. Recognize barriers to effective listening.</p> <p>*F. Understand the major ideas and supporting evidence in spoken messages.</p> <p>*G. Distinguish between the speaker’s opinion and verifiable fact.</p> <p>*H. Demonstrate positive concepts of self and others.</p>	<p>A •</p>	<p>A •</p>	<p>A •</p> <p>B *</p> <p>C <b>P</b></p> <p>C.1 •</p> <p>C.2 •</p> <p>E *</p> <p>F •</p>
<b>VIII. VISUAL LITERACY</b> The student will:			
<p>*A. Distinguish fact, opinion, and fantasy in print and nonprint media, such as in literature, electronic media, and advertising.</p> <p>*B. Interpret and evaluate the various ways visual image makers, such as graphic artists, illustrators, and news photographers represent meaning.</p> <p>*C. Compare and contrast print, visual, and electronic media, such as film with a written story.</p> <p>*D. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.</p> <p>*E. Listen to, view, or read literature which tells of characters in American and other cultures.</p> <p>*F. Access information from a variety of sources including dictionary, an encyclopedia, a thesaurus, an atlas, an almanac, and the Internet.</p>	<p>C *</p> <p>D •</p> <p>F •</p>		

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<b>GRADES 6-8</b>	<b>IPT 2 – Reading, Forms 2A &amp; 2B</b> (Grade 6) <b>IPT 3 – Reading, Forms 3A &amp; 3B</b> (Grades 7&8)	<b>IPT 2 – Writing, Forms 2A &amp; 2B</b> (Grade 6) <b>IPT 3 – Writing, Forms 3A &amp; 3B</b> (Grades 7&8)	<b>IPT II – Oral, Forms C &amp; D</b> (All grades)
<b>I. READING PROCESS:</b> The student will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.			
<b>A. Vocabulary:</b> Knowledge of words and word meanings. The student will: <ol style="list-style-type: none"> <li>1. Recognize the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.</li> <li>2. Determine contextually appropriate meanings of multiple-meaning words (e.g., steer, patch), <b>homonyms</b> (e.g., there, their, they're), <b>synonyms</b> (e.g., wide, broad), and <b>antonyms</b> (e.g., together, separate).</li> <li>3. Identify and clarify meaning of technical and specialized terms using word analysis, context clues, definition, restatement, example, and comparison/contrast.</li> <li>4. Determine meaning of unknown words and vary word choice in writing by using a glossary, dictionary, and thesaurus.</li> <li>5. Relate dictionary definitions to context of the reading in order to aid understanding.</li> <li>*6. Monitor understanding of content area text by noting unknown words and applying strategies to determine the meaning (reread, read on, look it up, or ask an expert).</li> <li>*7. Associate words with new concepts across the curriculum (e.g., astronomy, microbe, sound frequency).</li> <li>8. Solve word analogy problems.</li> <li>9. Interpret literal and nonliteral meaning of words and phrases.</li> </ol>	A <b>P</b>  A.2    •  A.3    •  A.4    *  A.5    • A.6    *  A.9    •		

<b>GRADES 6-8 (continued)</b>	<b>IPT 2 – Reading, Forms 2A &amp; 2B</b> (Grade 6) <b>IPT 3 – Reading, Forms 3A &amp; 3B</b> (Grades 7&8)	<b>IPT 2 – Writing, Forms 2A &amp; 2B</b> (Grade 6) <b>IPT 3 – Writing, Forms 3A &amp; 3B</b> (Grades 7&8)	<b>IPT II – Oral, Forms C &amp; D</b> (All grades)
<p><b>B. Comprehension:</b> Ability to interact with the words and concepts on the page to understand what the writer has said. The student will:</p> <ol style="list-style-type: none"> <li>1. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level reading.</li> <li>2. Determine the purpose for reading a specific text (e.g., for entertainment, to gain information, to communicate with another person, or to support an opinion).</li> <li>3. Preview material and use <b>prior knowledge</b> to make a connection between text and personal experiences.</li> <li>*4. Skim text for an overall impression and scan text for particular information.</li> <li>5. Make, confirm, and revise predictions as needed when reading.</li> <li>*6. Monitor comprehension and use correction strategies when the meaning is not clear (e.g., read on, reread, ask questions, try alternate pronunciations, use resources).</li> <li>*7. Recognize words that signal transitions to determine sequence and its contribution to the meaning of the text (e.g., as a result, first of all, further more, finally).</li> <li>*8. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.</li> </ol>	<p>B      <b>P</b></p> <p>B.1      •</p> <p>B.4      •</p> <p>B.5      •</p> <p>B.8      •</p>		
<p><b>C. Fluency:</b> Ability to identify words rapidly so that attention is directed at the meaning of the text. The student will:</p> <ol style="list-style-type: none"> <li>*1. Increase reading speed and comprehension through daily independent reading.</li> <li>*2. Use punctuation as a cue for pausing and characterization.</li> <li>*3. Read with expression, interjecting a sense of feeling, anticipation, or characterization.</li> </ol>	<p>C.1-3    *</p>		



<b>GRADES 6-8 (continued)</b>	<b>IPT 2 – Reading, Forms 2A &amp; 2B</b> (Grade 6) <b>IPT 3 – Reading, Forms 3A &amp; 3B</b> (Grades 7&8)	<b>IPT 2 – Writing, Forms 2A &amp; 2B</b> (Grade 6) <b>IPT 3 – Writing, Forms 3A &amp; 3B</b> (Grades 7&8)	<b>IPT II – Oral, Forms C &amp; D</b> (All grades)
<b>III. INFORMATION AND RESEARCH:</b> Students read widely to acquire knowledge, conduct research, and organize information. The student will:			
<ul style="list-style-type: none"> <li>*A. Define the topic for research.</li> <li>*B. Plan and conduct multistep information searches (e.g., printed materials, computer-assisted searches).</li> <li>*C. Record important ideas, concepts, and direct quotes taken from information sources.</li> <li>D. Organize and display information on note cards, charts, outlines, and graphs.</li> <li>E. Summarize, or paraphrase relevant information from multiple sources into a written report or summary.</li> <li>F. Identify and credit reference sources in a researched report.</li> <li>G. Demonstrate use of functional print (e.g., schedules, letters, catalogs, directories, charts, maps, graphs, tables, diagrams, and directions).</li> <li>H. Follow multistep instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</li> <li>I. Demonstrate appropriate use of informational sources (e.g., reference books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, electronic card catalogs and databases, tables of contents, glossaries, indexes, magazines, newspapers, and the Reader’s Guide to Periodical Literature).</li> <li>J. Use appropriate strategies for studying and learning content area text (e.g., outlines, graphic organizers, or note cards).</li> <li>K. Analyze, synthesize, evaluate, summarize, and paraphrase information from multiple sources.</li> <li>*L. Use supplementary resources to enhance understanding of content area subjects (e.g., audio/video recordings, print materials, interviews).</li> <li>*M. Review and apply test-taking strategies.</li> </ul>	G •	A * B * C * D * E * F *  H * I *  J *  K * L *	
<b>IV. EFFECTIVE READING HABITS:</b> Students demonstrate the behaviors, habits, and attitudes of an effective reader. The student will:			
<ul style="list-style-type: none"> <li>*A. Continue to participate in daily, independent reading of self-selected literature (e.g., <b>Sustained Silent Reading/Drop Everything and Read:</b> 20-30 minutes daily).</li> <li>*B. Share and discuss daily books and authors, in pairs, in small groups, and in large groups.</li> <li>*C. Respond to daily oral reading by the teacher through discussion, arts, drama, and writing.</li> <li>*D. Read a variety of materials including traditional and contemporary literature, poetry, technical documents, <b>historical fiction, mysteries, biographies, nonfiction, and essays.</b></li> <li>E. Read for a variety of purposes such as for entertainment, to gain information, to communicate, or to support an opinion.</li> <li>*F. Use ideas gained from text to extend personal knowledge base.</li> <li>*G. Study an author’s craft by reading several books by the same author.</li> </ul>	A-G *		





<b>GRADES 6-8 (continued)</b>	<b>IPT 2 – Reading, Forms 2A &amp; 2B (Grade 6) IPT 3 – Reading, Forms 3A &amp; 3B (Grades 7&amp;8)</b>	<b>IPT 2 – Writing, Forms 2A &amp; 2B (Grade 6) IPT 3 – Writing, Forms 3A &amp; 3B (Grades 7&amp;8)</b>	<b>IPT II – Oral, Forms C &amp; D (All grades)</b>
<b>VII. LISTENING/SPEAKING</b> The student will:			
<p>A. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students, individually or in groups, will gather information, organize and analyze it, and generate a report that conveys ideas clearly and relates to the background and interest of the audience.</p> <p>*B. Prepare, organize, and deliver oral responses to literary works.</p> <ol style="list-style-type: none"> <li>1. Summarize significant events and details.</li> <li>2. Articulate an understanding of several ideas or images communicated by literary works.</li> <li>3. Use relevant examples or textual evidence from the work to support conclusions.</li> </ol> <p>*C. Understand the major ideas and supporting evidence of informative and persuasive messages.</p> <p>D. Draw on prior experiences and knowledge to speak and write proficiently across the curriculum.</p> <p>*E. Presents reports using appropriate delivery (volume, rate, enunciation, and movement) and language skills (pronunciation, word choice, and usage).</p> <p>*F. Determine the purposes for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions or learning concepts).</p> <p>*G. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, or conflicting demands).</p> <p>*H. Distinguish between speaker’s opinion and verifiable facts.</p> <p>*I. Evaluate the speaker’s message in terms of content, credibility, and delivery.</p> <p>*J. Show respect and consideration for others.</p> <ol style="list-style-type: none"> <li>1. Listen and speak to gain and share knowledge of one’s culture, the culture of others, and the common elements of cultures.</li> <li>2. Speak responsibly to present accurate, truthful, and ethical messages.</li> </ol>			<p>A *</p> <p>B.1-3 *</p> <p>E *</p> <p>G *</p> <p>J.1-2 *</p>

<b>GRADES 6-8 (continued)</b>	<b>IPT 2 – Reading, Forms 2A &amp; 2B</b> (Grade 6) <b>IPT 3 – Reading, Forms 3A &amp; 3B</b> (Grades 7&8)	<b>IPT 2 – Writing, Forms 2A &amp; 2B</b> (Grade 6) <b>IPT 3 – Writing, Forms 3A &amp; 3B</b> (Grades 7&8)	<b>IPT II – Oral, Forms C &amp; D</b> (All grades)
<b>VIII. VISUAL LITERACY:</b> The student will:			
<p>*A. Distinguish fact, opinion, and fiction in print and nonprint media such as in literature, electronic media, and advertising.</p> <p>*B. Interpret and evaluate the various ways visual image makers, such as graphic artists, illustrators, and news photographers represent meaning.</p> <p>C. Compare and contrast print, visual, and electronic media, such as film, with a written story.</p> <p>*D. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.</p> <p>*E. Access information from a variety of media (television, computers, videos, CD-ROMs) and evaluate the quality of material selected.</p>	<p>D •</p> <p>E *</p>	<p>C *</p>	
<b>IX. LITERATURE.</b> The student will:			
<p>*A. Demonstrate a knowledge of and an appreciation for various forms (<b>genres</b>) of literature, such as short story, novel, drama, narrative and lyric poetry, essay, biography, and informational texts.</p> <p>*B. Demonstrate a knowledge of literary elements and how they affect the development of a literary work. For example, students are expected to recognize and discuss plot, character, setting, conflict, point of view, <b>theme</b>, and <b>symbolism</b>.</p> <p>C. Comprehend and use figurative language and sound devices in speaking and writing. For example, students are expected to recognize and use <b>metaphor, simile, personification, alliteration, onomatopoeia</b>, and rhythm and rhyme.</p> <p>*D. Identify and discuss ways literary characters and conflicts relate to their own lives. For example, students are expected to recognize similar circumstances, events, or feelings.</p> <p>E. Demonstrate awareness of literature (<b>fables, legends, myths, nonfiction articles</b>) from other cultures.</p> <p>*F. Read and respond to historically or culturally significant works of literature. For example, students are expected to find ways to clarify the ideas and make connections between literary works.</p> <p>*G. Expand strategies to comprehend oral and written materials. For example, students are expected to use reading strategies, participate in class discussion, take notes, and/or outline information.</p> <p>H. Expand vocabulary through word study, literature, and class discussion. For example, students are expected to learn word origins, roots and <b>affixes</b>, and to understand meaning in context and distinguish levels of usage.</p> <p>*I. Interpret text ideas through such varied means as <b>journal</b> writing, discussion, enactment, and media.</p> <p>J. Draw inferences such as conclusions or generalizations and support them with text evidence and personal experience.</p>	<p>A-J *</p>		

• = This standard is assessed by the indicated IPT Test.

P = This standard is partially assessed by the indicated IPT Test.

\* = This standard is not directly assessed by the indicated IPT Test. It is more appropriately assessed by classroom observation of instructional tasks.

<b>GRADES 9-12</b>	<b>IPT 3 – Reading, Forms 3A &amp; 3B</b>	<b>IPT 3 – Writing, Forms 3A &amp; 3B</b>	<b>IPT II – Oral, Forms C &amp; D</b>
<b>I. READING PROCESS:</b> The student will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.			
<b>A. Vocabulary:</b> Knowledge of words and word meanings. The student will: <ol style="list-style-type: none"> <li>1. Continue to build personal vocabulary through word study, the reading of literature, and class discussion (e.g., multiple meanings, dictionary definitions, and meanings in context).</li> <li>2. Apply knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots and affixes to determine word meanings.</li> <li>3. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, comparison, and contrast.</li> <li>4. Connect technical and specialized terms with new concepts in content area text.</li> <li>5. Understand and explain the implied relationships in word analogies to extend vocabulary development.</li> <li>6. Understand and explain shades of meaning in related words (e.g., softly and quietly).</li> </ol>	A <b>P</b>  A.1    *   A.3    •  A.4    •   A.6    •		
<b>B. Comprehension:</b> Ability to interact with the words and concepts on the page to understand what the writer has said. The student will: <ol style="list-style-type: none"> <li>1. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level reading.</li> <li>2. Preview the material and determine the purpose for reading a specific text.</li> <li>3. Use <b>prior knowledge</b> to become actively engaged with the reading material and use a range of comprehension skills (e.g., <b>literal, inferential, and evaluative</b>).</li> <li>*4. Skim text for an overall impression and scan text for particular information.</li> <li>*5. Use correction strategies when the meaning is not clear (e.g., read on, reread, ask questions, try alternate pronunciations, use resources).</li> <li>*6. Recognize signal words and their contribution to the meaning of the text (e.g., in spite of, for example, a major force, consequently, especially relevant).</li> <li>*7. Vary reading speed and strategies according to the type of material and the purpose for reading.</li> </ol>	B <b>P</b>  B.1    •  B.2    • B.3    •  B.4    •   B.6    •		
<b>C. Fluency:</b> Ability to identify words rapidly so that attention is directed at the meaning of the text. The student will: <ol style="list-style-type: none"> <li>*1. Increase reading speed and comprehension through daily independent reading.</li> <li>*2. Continue to read with expression, interjecting a sense of feeling, anticipation, or characterization.</li> </ol>	C.1-2    *		

<b>GRADES 9-12 (continued)</b>	<b>IPT 3 – Reading, Forms 3A &amp; 3B</b>	<b>IPT 3 – Writing, Forms 3A &amp; 3B</b>	<b>IPT II – Oral, Forms C &amp; D</b>
<b>II. RESPONDING TO TEXT:</b> Students read, construct meaning, and respond to a wide variety of literary forms. The student will:			
<p>A. Recall and organize information, make inferences, and draw conclusions by using story structure (e.g., setting, character, goal, plot, conflict, and resolution).</p> <p>B. Compare and evaluate the effectiveness of plot, <b>theme</b>, setting, and characterization in selections of American and world literature.</p> <p>*C. Develop an understanding of the effect of history on American literature (e.g., literary movements and periods).</p> <p>*D. Evaluate works of world literature as reflections of time and culture.</p> <p>*E. Analyze the recurrence of <b>archetypal</b> characters, settings, and <b>themes</b> in world literature.</p> <p>F. Analyze and trace the author’s development of time and sequence, including the use of complex literary devices (e.g., <b>foreshadowing</b> and <b>flashbacks</b>).</p> <p>G. Analyze interactions among main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>H. Use text organization as an aid to comprehension of increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).</p> <p>I. Use knowledge of literary <b>genre</b> and text structures to aid comprehension (drama, poetry, short stories, <b>essays</b>, speeches, and novels).</p> <p>J. Summarize fiction/nonfiction by determining the <b>main idea</b> and supporting details.</p> <p>K. Analyze details for relevancy and accuracy.</p> <p>*L. Discuss underlying <b>theme</b> or message when interpreting fiction and poetry.</p> <p>M. Analyze the poet’s use of imagery, <b>personification</b>, <b>symbolism</b>, and figures of speech.</p> <p>*N. Explain how the use of sound devices in poetry supports the subject and <b>mood</b> (e.g., rhyme, rhythm, <b>alliteration</b>, and <b>onomatopoeia</b>).</p> <p>O. Support ideas, make inferences, and draw conclusions from evidence presented in text.</p> <p>*P. Evaluate, react, and respond to reading material through activities such as discussions, correspondence, family histories, <b>Reader’s Theater</b>, and multimedia projects.</p> <p>Q. Interpret the use of figurative language and literary devices within text (e.g., <b>metaphor</b>, <b>simile</b>, <b>hyperbole</b>, <b>dialect</b>, and <b>irony</b>).</p> <p>R. Identify the author’s writing style.</p> <p>S. Determine the author’s purpose (persuade, inform, entertain) and point of view to evaluate source credibility and reliability.</p> <p>T. Analyze the effect of bias, stereotyping, unsupported <b>inferences</b>, fallacious reasoning, and <b>propaganda</b> techniques in <b>expository</b> text (e.g., flag waving, prestige identification, exigency).</p> <p>U. Evaluate advertisements, editorials, and feature stories for relationships between intent and factual content.</p>	<p>H •</p> <p>J •</p> <p>K •</p> <p>O •</p> <p>P *</p>		

<b>GRADES 9-12 (continued)</b>	<b>IPT 3 – Reading, Forms 3A &amp; 3B</b>	<b>IPT 3 – Writing, Forms 3A &amp; 3B</b>	<b>IPT II – Oral, Forms C &amp; D</b>
<b>III. INFORMATION AND RESEARCH:</b> Students read widely to acquire knowledge, conduct research, and organize information. The student will:			
<ul style="list-style-type: none"> <li>*A. Use clear research questions and suitable research methods (e.g., library, electronic media, and personal interview) to elicit and present evidence from primary and secondary sources.</li> <li>*B. Analyze, synthesize, evaluate, summarize, or paraphrase relevant information from multiple sources into a written report or summary.</li> <li>*C. Give credit for both quoted and paraphrased information in a bibliography.</li> <li>D. Interpret information from schedules, letters, catalogs, directories, charts, maps, graphs, tables, diagrams, and directions, as appropriate to content area curriculum.</li> <li>E. Understand technical directions to complete tasks (e.g., home or auto repair, use of computer software, assembling equipment), as appropriate to content area curriculum.</li> <li>F. Select the best source for a given purpose (e.g., reference books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, electronic card catalogs and databases, tables of contents, glossaries, indexes, magazines, newspapers, and the Reader’s Guide to Periodical Literature).</li> <li>G. Compare and contrast the features of consumer materials to gain meaning from the documents (e.g., warranties, contracts, instructional manuals, and product information), as appropriate to content area curriculum.</li> <li>*H. Develop and organize notes from content area text using graphic organizers, note cards, or outlines.</li> <li>*I. Use supplementary resources to enhance understanding of content area subjects (e.g., audio/video recordings, print materials, interviews).</li> <li>*J. Analyze, synthesize, evaluate, summarize, and paraphrase information from multiple sources.</li> <li>*K. Continue to apply test-taking strategies.</li> </ul>	<ul style="list-style-type: none"> <li>A *</li> <li>B *</li> <li>C *</li> <li>D •</li> <li>E *</li> <li>H *</li> <li>I *</li> <li>J *</li> <li>K *</li> </ul>		
<b>IV. EFFECTIVE READING HABITS:</b> Students demonstrate the behaviors, habits, and attitudes of an effective reader. The student will:			
<ul style="list-style-type: none"> <li>*A. Participate in daily, independent reading of self-selected literature (e.g., <b>Sustained Silent Reading/Drop Everything and Read</b>: 20-30 minutes daily).</li> <li>*B. Share and discuss daily books and authors in pairs, in small groups, and in large groups.</li> <li>*C. Respond to oral reading led by teacher through discussion, art, drama, and writing.</li> <li>*D. Read for a variety of purposes such as for pleasure, to gain information, to communicate, or to support an opinion.</li> <li>E. Read, discuss, and analyze short stories, novels, <b>essays</b>, speeches, technical documents, and other works representing diversity (e.g., gender, ethnicity, and nationality).</li> </ul>	<ul style="list-style-type: none"> <li>A-E *</li> </ul>		

<b>GRADES 9-12 (continued)</b>	<b>IPT 3 – Reading, Forms 3A &amp; 3B</b>	<b>IPT 3 – Writing, Forms 3A &amp; 3B</b>	<b>IPT II – Oral, Forms C &amp; D</b>
<b>V. WRITING</b> The student will:			
<p>*A. Use a writing process to develop and refine composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.</p> <p>*B. Write a variety of <b>narrative, descriptive, expository</b>, persuasive, and reflective compositions that establish and support a central idea with a thesis statement, supporting paragraphs with facts, details, explanations, or examples, and a concluding paragraph that summarizes the points.</p> <p>*C. Write analytically about literature using appropriate literary terms such as character types and development, plot structure, setting, <b>point of view</b>, and <b>theme</b>.</p> <p>*D. Write a documented essay using research methods, incorporating the techniques of Modern Language Association or similar parenthetical styles.</p> <p>*E. Demonstrate essay test-taking techniques by addressing and analyzing the question and using such methods as comparison/contrast, analysis, exposition, and persuasion.</p> <p>*F. Select and use reference materials and resources as needed for writing, revising, and editing final drafts.</p>		<p>A *</p> <p>B •</p> <p>D *</p> <p>E •</p> <p>F *</p>	
<b>VI. GRAMMAR/USAGE AND MECHANICS</b> The student will:			
A. Demonstrate appropriate practices in speaking and writing. Students are expected to write using complete sentences and edit for usage, mechanics, and spelling.		A •	A •
<p>B. Demonstrate correct use of standard English usage.</p> <ol style="list-style-type: none"> <li>1. Capitalization and punctuation.</li> <li>2. Commonly confused terms (e.g., there, their, they're; two, too, to; accept, except; affect, effect).</li> <li>3. Formation of plurals.</li> <li>4. Pronoun usage, pronoun/antecedent agreement, and clear pronoun reference.</li> <li>5. Subject-verb agreement.</li> <li>6. Verb forms and tenses.</li> <li>7. Sentence structure.</li> <li>8. Parallel structure.</li> <li>9. Spell frequently used and previously studied words correctly.</li> <li>10. Use reference materials and technology to check and correct spelling.</li> <li>11. Avoid dangling and misplaced modifiers.</li> <li>12. Avoid run-ons and fragments.</li> </ol>		B.1-12 •	
C. Identify some major influences on language and how language changes. For example, vowel shift and fewer inflections are typical of patterns of change. Changes in politics (glasnost, apartheid) and technology (Internet, laser) are examples of how new words are added to our vocabulary.			

<b>GRADES 9-12 (continued)</b>	<b>IPT 3 – Reading, Forms 3A &amp; 3B</b>	<b>IPT 3 – Writing, Forms 3A &amp; 3B</b>	<b>IPT II – Oral, Forms C &amp; D</b>
<b>VII. LISTENING/SPEAKING</b> The student will:			
<p>A. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students, individually or in groups, will gather information, organize and analyze it, and generate a report that conveys ideas clearly and relates to the background and interest of the audience.</p> <p>*B. Prepare, organize, and deliver oral responses to literary works.</p> <p>    *1. Summarize significant events and details.</p> <p>    *2. Articulate an understanding of several ideas and images communicated by literary works.</p> <p>    *3. Use relevant examples or textual evidence from the work to support conclusions.</p> <p>*C. Understand the major ideas and supporting evidence in informative and persuasive messages, and defend a point of view using precise language and appropriate details.</p> <p>*D. Present reports using appropriate delivery (volume, rate, enunciation, and movement) and language skills (pronunciation, word choice, and usage).</p> <p>*E. Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.</p> <p>*F. Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).</p> <p>*G. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).</p> <p>*H. Predict, clarify, analyze, and critique a speaker’s information and point of view.</p> <p>*I. Distinguishes between speaker’s opinion and verifiable facts.</p> <p>*J. Evaluate the spoken message in terms of content, credibility, and delivery.</p> <p>*K. Show consideration and respect for others.</p> <p>    1. Listen and speak to gain and share knowledge of one’s culture, the culture of others, and the common elements of cultures.</p> <p>    2. Speak responsibly to present accurate, truthful, and ethical messages.</p>			<p>A      *</p> <p>B.1-3   *</p> <p>D      *</p> <p>E      *</p> <p>G      *</p> <p>K.1-2   *</p>

GRADES 9-12 (continued)	IPT 3 – Reading, Forms 3A & 3B	IPT 3 – Writing, Forms 3A & 3B	IPT II – Oral, Forms C & D
<b>VIII. VISUAL LITERACY</b> The student will:			
<p>A. Distinguish fact, opinion, and fiction in print and nonprint media, such as in literature, electronic media, and advertising.</p> <p>*B. Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meaning.</p> <p>C. Compare and contrast print, visual, and electronic media, such as film, with a written story.</p> <p>*D. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.</p> <p>*E. Access information from a variety of media (television, computers, videos, CD-ROMs) and evaluate the quality of material selected.</p> <p>*F. Analyze and evaluate the effectiveness of the techniques used in media messages for a particular audience.</p>	<p>D •</p> <p>E *</p>		
<b>IX. LITERATURE</b> The student will:			
<p>A. Demonstrate a knowledge of and an appreciation for various forms (<b>genres</b>) of literature, such as short story, novel, drama, narrative and lyric poetry, essay, and informational texts.</p> <p>B. Demonstrate a knowledge of literary elements and techniques and how they affect the development of a literary work. For example, students are expected to recognize and explain plot, character, setting, <b>theme</b>, conflict, symbolism, <b>point of view</b>, imagery, <b>flashback</b>, <b>foreshadowing</b>, irony, tone, and illusion.</p> <p>C. Identify and use figurative language and sound devices in speaking and writing. For example, students are expected to recognize and use analogy, rhyme, <b>metaphor</b>, <b>simile</b>, <b>personification</b>, <b>alliteration</b>, <b>onomatopoeia</b>, and <b>hyperbole</b>.</p> <p>D. Read and respond to historically or culturally significant works of literature. For example, students are expected to find ways to clarify the ideas and make connections between literary works.</p> <p>*E. Expand vocabulary through word study, literature, and class discussion. For example, students are expected to distinguish connotation and denotation of words, <b>etymology</b>, levels of usage, and <b>neologisms</b>.</p> <p>*F. Draw inferences such as conclusions or generalizations and support them with text evidence and personal experience.</p> <p>*G. Recognize and discuss universal themes (<b>archetypal</b> patterns) in literature.</p> <p>*H. Analyze characteristics of subgenres such as satire, parody, allegory, and pastorals that are used in poetry, prose, plays, novels, short stories, <b>essays</b>, and other basic <b>genres</b>.</p> <p>*I. Analyze, evaluate, and explain the thinking or behavior represented in a work of literature from or about various past and/or present cultures and relate it to own culture.</p>	<p>A-I *</p>		

• = This standard is assessed by the indicated IPT Test.

P = This standard is partially assessed by the indicated IPT Test.

\* = This standard is not directly assessed by the indicated IPT Test. It is more appropriately assessed by classroom observation of instructional tasks.