

## ELA End of Year Requirements for Gifted 2<sup>nd</sup>

### Reading

<b>Standard 1: Reads at expected instructional level</b>	
Expectation:	IRL- P
Minimum Requirement:	IRL- O

<b>Standard 2: Asks and answers questions referring explicitly to a text</b>	
Expectation:	I can and independently and consistently: <ul style="list-style-type: none"><li>• ask questions referring explicitly to a text</li><li>• answer questions referring explicitly to a text</li></ul>
Minimum Requirement:	I can do one of the following or do the following some of the time: <ul style="list-style-type: none"><li>• ask questions referring explicitly to a text</li><li>• answer questions referring explicitly to a text I may be able to ask and answer questions about the text but may not refer explicitly to the text as a basis for my answer.</li></ul>

<b>Standard 3: Recounts events from a text in order</b>	
Expectation:	I can independently and consistently recount all key details of a text in order.
Minimum Requirement:	I can recount some details from a text in order  OR  some details may be out of order.

<b>Standard 4: Determines the main idea and supporting details of a text</b>	
Expectation:	I can independently and consistently: <ul style="list-style-type: none"><li>• determine the main idea</li><li>• determine supporting details of a text</li></ul>
Minimum Requirement:	I can do one of the following or do both some of the time: <ul style="list-style-type: none"><li>• determine the main idea</li><li>• determine supporting details of a text</li></ul>

<b>Standard 5: Determines central message or theme</b>	
Expectation:	I can independently and consistently: <ul style="list-style-type: none"><li>• determine the central message or theme of a text</li><li>• explain how the message is conveyed through key details</li></ul>
Minimum Requirement:	I can do one of the following or do the following some of the time: <ul style="list-style-type: none"><li>• determine the central message or theme of a text</li><li>• explain how the message is conveyed through key details</li></ul>

<b>Standard 6: Analyzes characters to comprehend a text</b>	
Expectation:	<p>I can independently and consistently analyze characters to comprehend a text by doing the following:</p> <ul style="list-style-type: none"> <li>• Infer a character’s feelings using evidence from the text</li> <li>• Predict character’s actions</li> <li>• Describe character’s personality traits</li> <li>• Describe how character’s change throughout the story</li> </ul>
Minimum Requirement:	<p>I can analyze characters to comprehend a text some of the time.</p> <p>I may be able to do some of the following:</p> <ul style="list-style-type: none"> <li>• Infer a character’s feelings using evidence from the text</li> <li>• Predict character’s actions</li> <li>• Describe character’s personality traits</li> <li>• Describe how character’s change throughout the story</li> </ul>

<b>Standard 7: Determines the meaning of new words and phrases in a text</b>	
Expectation:	<p>I can independently and consistently use a variety of strategies to determine the meaning of new words and phrases in a text.</p> <p>Strategies that I flexibly choose between include:</p> <ul style="list-style-type: none"> <li>• context clues</li> <li>• picture clues</li> <li>• glossary or dictionary</li> </ul>
Minimum Requirement:	<p>I can use a variety of strategies to determine the meaning of new words and phrases in text some of the time.</p> <p>I may rely solely on one or two strategies instead of choosing flexibly between the following:</p> <ul style="list-style-type: none"> <li>• context clues</li> <li>• picture clues</li> <li>• glossary or dictionary</li> </ul>

<b>Standard 8: Uses text features to comprehend a text</b>	
Expectation:	<p>I can independently and consistently use text features to comprehend a text.</p> <p>Text features I know and use include:</p> <ul style="list-style-type: none"> <li>• Headings and subheadings</li> <li>• Illustrations, photographs, and captions</li> <li>• Diagrams, charts, timelines, and maps</li> <li>• Glossary, table of contents, and index</li> </ul>
Minimum Requirement:	<p>I can use text features to comprehend a text some of the time.</p> <p>I may be able to use some of the text features but not all of the following:</p> <ul style="list-style-type: none"> <li>• Headings and subheadings</li> <li>• Illustrations, photographs, and captions</li> <li>• Diagrams, charts, timelines, and maps</li> <li>• Glossary, table of contents, and index</li> </ul>

**Standard 9: Compares and contrasts various elements in multiple texts**

Expectation:	I can independently and consistently compare and contrast various elements in multiple texts including: <ul style="list-style-type: none"><li>• Characters</li><li>• Setting</li><li>• Plot</li><li>• Theme</li></ul>
Minimum Requirement:	I can compare and contrast various elements in multiple texts some of the time  OR  I may be able to compare and contrast only some of the following elements: <ul style="list-style-type: none"><li>• Characters</li><li>• Setting</li><li>• Plot</li><li>• Theme</li></ul>

## Writing

<b>Standard 1: Produces writing that is appropriate for task and purpose</b>	
Expectation:	I can independently and consistently: <ul style="list-style-type: none"> <li>• develop a plan for my writing</li> <li>• set a purpose for my writing</li> <li>• write for a specific audience</li> </ul>
Minimum Requirement:	I can do some of the following or do the following some of the time: <ul style="list-style-type: none"> <li>• develop a plan for my writing</li> <li>• set a purpose for my writing</li> <li>• write for a specific audience</li> </ul>

<b>Standard 2: Produces writing that is organized and developed</b>			
Expectation:	<b>Narrative</b>  I can independently and consistently: <ul style="list-style-type: none"> <li>• introduce a narrator and/or characters</li> <li>• organize an event sequence</li> <li>• use dialogue and description</li> <li>• use transition words and phrases</li> <li>• use sensory details</li> <li>• provide a conclusion</li> </ul>	<b>Expository/ Informational</b>  I can independently and consistently: <ul style="list-style-type: none"> <li>• introduce the topic</li> <li>• develop the topic with facts, definitions, and details</li> <li>• use transition words and phrases</li> <li>• provide a conclusion</li> </ul>	<b>Opinion/ Persuasive</b>  I can independently and consistently: <ul style="list-style-type: none"> <li>• introduce the topic by stating an opinion</li> <li>• provide reasons to support the opinion</li> <li>• use transition words and phrases</li> <li>• provide a conclusion</li> </ul>
Minimum Requirement:	I can do some of the following: <ul style="list-style-type: none"> <li>• introduce a narrator and/or characters</li> <li>• organize an event sequence</li> <li>• use dialogue and description</li> <li>• use transition words and phrases</li> <li>• use sensory details</li> <li>• provide a conclusion</li> </ul>	I can do some of the following: <ul style="list-style-type: none"> <li>• introduce the topic</li> <li>• develop the topic with facts, definitions, and details</li> <li>• use transition words and phrases</li> <li>• provide a conclusion</li> </ul>	I can do some of the following: <ul style="list-style-type: none"> <li>• introduce the topic by stating an opinion</li> <li>• provide reasons to support the opinion</li> <li>• use transition words and phrases</li> <li>• provide a conclusion</li> </ul>

<b>Standard 3: Stays on topic</b>	
Expectation:	My writing independently and consistently stays on topic
Minimum Requirement:	My writing stays on topic some of the time

<b>Standard 4: Conducts research using print and digital resources</b>	
Expectation:	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> <li>• Research using print resources</li> <li>• Research using digital resources</li> <li>• Take brief notes</li> <li>• Sort evidence into categories</li> </ul>
Minimum Requirement:	<p>I can do some of the following or do the following some of the time:</p> <ul style="list-style-type: none"> <li>• Research using print resources</li> <li>• Research using digital resources</li> <li>• Take brief notes</li> <li>• Sort evidence into categories</li> </ul> <p>I may be able to research with print but not digital resources</p>

<b>Standard 5: Produces simple and complex sentences in writing</b>	
Expectation:	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> <li>• complete simple sentences</li> <li>• complete compound sentences</li> <li>• write a variety of detailed sentences</li> <li>• produce complex sentences</li> </ul>
Minimum Requirement:	<p>I can do some of the following or do the following some of the time:</p> <ul style="list-style-type: none"> <li>• complete simple sentences</li> <li>• complete compound sentences</li> <li>• write a variety of detailed sentences</li> <li>• produce complex sentences</li> </ul>

<b>Standard 6: Uses correct grammar</b>	
Expectation:	<p>I can independently and consistently use the following correctly in my writing:</p> <ul style="list-style-type: none"> <li>• irregular plural nouns (feet, children)</li> <li>• reflexive pronouns (myself, ourselves)</li> <li>• irregular verbs (sat, hid, told, drove)</li> <li>• adjectives and adverbs</li> <li>• verb tense to convey various times</li> <li>• recognize and correct inappropriate shifts in verb tense</li> </ul>
Minimum Requirement:	<p>I can use correct grammar in my writing some of the time.</p> <p>I can do some of the following:</p> <ul style="list-style-type: none"> <li>• irregular plural nouns (feet, children)</li> <li>• reflexive pronouns (myself, ourselves)</li> <li>• irregular verbs (sat, hid, told, drove)</li> <li>• adjectives and adverbs</li> <li>• verb tense to convey various times</li> <li>• recognize and correct inappropriate shifts in verb tense</li> </ul>

<b>Standard 7: Uses correct capitalization</b>	
Expectation:	<p>I can independently and consistently capitalize the following:</p> <ul style="list-style-type: none"> <li>● the first word in a sentence</li> <li>● the word I</li> <li>● dates</li> <li>● proper nouns</li> <li>● words in titles</li> </ul>
Minimum Requirement:	<p>I can capitalize the some of the following or do the following some of the time:</p> <ul style="list-style-type: none"> <li>● the first word in a sentence</li> <li>● the word I</li> <li>● dates</li> <li>● proper nouns</li> <li>● words in titles</li> </ul>

<b>Standard 8: Uses correct punctuation</b>	
Expectation:	<p>I can independently and consistently use:</p> <ul style="list-style-type: none"> <li>● correct end marks</li> <li>● commas in a series</li> <li>● commas in dates</li> <li>● apostrophes in possessives</li> <li>● apostrophes in contractions</li> <li>● commas in greetings of a letter</li> <li>● commas in closings of a letter</li> <li>● commas and quotations in dialogue in my writing.</li> </ul>
Minimum Requirement:	<p>I can use the following some of the time:</p> <ul style="list-style-type: none"> <li>● correct end marks</li> <li>● commas in a series</li> <li>● commas in dates</li> <li>● apostrophes in possessives</li> <li>● apostrophes in contractions</li> <li>● commas in greetings of a letter</li> <li>● commas in closings of a letter</li> <li>● commas and quotations in dialogue in my writing.</li> </ul>

<b>Standard 9: Uses processes and patterns to spell in their writing</b>	
Expectation:	<p>I can independently and consistently do the following:</p> <ul style="list-style-type: none"> <li>● use resources</li> <li>● spell the 3rd grade sight words correctly</li> <li>● spell other words phonetically</li> </ul>
Minimum Requirement:	<p>I can do the following some of the time:</p> <ul style="list-style-type: none"> <li>● use resources</li> <li>● spell the 3rd grade sight words correctly</li> <li>● spell other words phonetically</li> </ul>

## **Speaking and Listening**

<b>Standard 1: Engages effectively in a range of collaborative conversations</b>	
Expectation:	I can independently and consistently participate in conversations in a variety of settings by: <ul style="list-style-type: none"><li>● coming to discussions prepared having read or studied</li><li>● explicitly drawing on my preparation when discussing</li><li>● following agreed upon rules</li><li>● asking questions to check understanding</li><li>● linking comments to the remarks of others</li></ul>
Minimum Requirement:	I can participate in conversation in a variety of settings and do the following some of the time: <ul style="list-style-type: none"><li>● coming to discussions prepared having read or studied</li><li>● explicitly drawing on my preparation when discussing</li><li>● following agreed upon rules</li><li>● asking questions to check understanding</li><li>● linking comments to the remarks of others</li></ul>

<b>Standard 2: Determines the main idea and supporting details of information presented in diverse media</b>	
Expectation:	I can independently and consistently: <ul style="list-style-type: none"><li>● determine the main idea</li><li>● determine supporting details of information that is read aloud or presented through media.</li></ul>
Minimum Requirement:	I can do one of the following or do the following some of the time: <ul style="list-style-type: none"><li>● determine the main idea</li><li>● determine supporting details of information that is read aloud or presented through media.</li></ul>