

Kindergarten - Reading: Major Areas of focus

Word Recognition, Word Study, Fluency

Phonics:

R.WS.00.03 understand the alphabetic principle that sounds in words are expressed by the letters of the alphabet.

R.WS.00.05 automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.

R.SW.00.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts. (PC.10)

Vocabulary:

R.WS. 00.10 In context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people. (M/PC.11 with.12).

R.FL.00.01 Automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.

Narrative Text:

R.NT.00.02 identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.

Informational Text:

R.IT.00.02 with teacher guidance, discuss informational text, patterns including descriptive and sequential.

Comprehension:

R.CM.00.02 retell up to three events from familiar text using their own words or phrasing. (PC.03)

R.CM.00.03 begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts. (PC.05)

Reading Attitude:

R.AT.00.01 become enthusiastic about reading and learning how to read.

Writing Genre

Writing Process:

W.PR.00.03 draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.

Spelling:

W.SP.00.01 in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.

Handwriting:

W.HW.00.01 form upper and lowercase manuscript letters.

W.HW.00.02 leave space between words and work-like clusters of letters.

W.HW.00.03 write from left to right and top to bottom.

Writing Attitude:

W.AT.00.01 be enthusiastic about writing and learning to write.

Speaking, Listening, and Viewing

Conventions:

L.CN.00.01 understand and follow one and two-step directions.

L.CN.00.02 ask appropriate questions during a presentation or report.

L.CN.00.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in large and small group settings; listen to each other, interact and respond appropriately. (M.03 with .04)

First Grade - Reading: Major Areas of focus

Word Recognition, Word Study, Fluency

Phonetic Awareness::

R.WS.01.01 demonstrate phonemic awareness by the wide range of sounds manipulation competencies including sound blending and deletion.

R.WS.01.02 Recognize that words are composed of sounds, blended together and carry meaning.

Phonics:

R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound onset and rimes, whole word chunks, word families, digraphs th, ch,sh.

Word Recognition:

R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently across the school year.

R.WS.01.08 use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade appropriate texts.

R.WS.01.07 Use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic) and applying context clues to select between alternative meanings.

R.WS.01.09 Know the meaning of words encountered frequently in grade-level reading and oral language contexts.

Vocabulary:

R.WS. 01.10 In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms using strategies and resources including context clues, mental pictures, and questioning. (M/PC.11 with.12)

Fluency:

R.FL.01.01 automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.

Narrative Text:

R.NT.01.03 identify problems/solution, sequence of events, and sense of story (beginning, middle and end).

R.NT.01.04 identify how authors/illustrators use literacy devices including illustrations to support story elements and transitional words including before, after, and finally to indicate a sequence of events and sense of story.

Informational Text:

R.IT.01.03 Explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

Comprehension:

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text. (M.01 with .02 and .04).

R.CM.01.02 Retell in sequence up to three important ideas and details of familiar simple oral and written text.(PC.03)

Reading Attitude:

R.AT.01.02 do substantial reading and writing on their own, and during free time in school and at home.

Writing Genre

Writing Process:

W.PR.01.01 with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative and informational piece; begin to use specific strategies including graphic organizers when planning.

W.PR.01.02 draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.

W.PR. 01.04 attempt to proof read and edit writing/pictures using appropriate resources including a

word wall and a class-developed checklist, both individually and in groups (PC.06).
W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.

Spelling:
W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
W.SP.01.02 in the context of writing correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

Handwriting:
W.HW.01.01 legibly write upper and lower case manuscript letters.

Writing Attitude:
W.AT.00.01 be enthusiastic about writing and learning to write.

Speaking, Listening, and Viewing

L.CN.01.01 understand, restate and follow two-step directions
L.CN.01.02 ask appropriate questions for clarification and understanding during a presentation or report.
L.CN.01.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in large and small group settings; listen to the comments of a peer and respond on topic adding a connected idea.
(M.PC.04 with.05)

Conventions:
S.CN.01.01 use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because if, after, and inflected endings).
(M.01, .02, .03, and .04 with .05)
S.CN.01.04 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English). PC.08

Discourse:
S.DS.01.02 tell or retell familiar stories (e.g., realistic fiction, fantasy folktale) using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.

Second Grade - Reading: Major Areas of focus

Word Recognition:

- R.WS.02.10 use syntactic and semantic clues including reading context; picture clues; prefixes re-un; and suffixes –s,-ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.06 Make progress in automatically recognizing the 220 Dolch basic sight vocabulary and 95 common nouns for mastery in the third grade.
- R.WS.02.07 make progress to automatically read by sight the Dolch first 1000 words for mastery in fifth grade.
- R.WS.02.09 Know the meaning of words encountered frequently in grade-level reading and oral language contexts.

Vocabulary:

- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning. (M/PC.11 with .12)

Narrative Text:

- R.NT.02.03 identify and describe character’s actions and motivations, setting (time and place), problem/solution, and sequence of events.
- R.NT.02.04 identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters’ thoughts and actions.
- R.NT.02.05 respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding.

- R.IT.02.01 Identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, personal correspondence, and science and social studies magazines.

- R.IT.02.02 Discuss informational text patterns including descriptive, sequential, and enumerative and compare/contrast.

- R.IT. 02.03 Explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.

- R.IT.02.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding.

Comprehension:

- RCM.02.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses. (M.01with .02and .04)

- R.CM.02.02 Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. (PC.03)

- R.CM.02.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.(M/PC.05,.06, and .07, with .08)

Metacognition:

- R.MT.02.03 self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text. (M/PC.07 and .08 with .09)
- R.MT.02.06 determine which resources contain appropriate information for the intended task using teaching/student generated criteria. (PC.15)

Writing Genre:

- W.GN.02.01 write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting

major story events, using illustrations to match mood, and containing setting, problem/solution, and sequence events.
W.GN.02.02 approximate poetry based on reading a wide variety of grade-appropriate poetry.
W.GN.02.03 write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.
Writing Process: W.PR.02.01 set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece. (M.01with.02)
W.PR.02.02 develop a plan using a narrowed broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast. (PC.03)
W.PR.02.03 draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.(M/PC.04 with .06)
W.PR.02.05 draft a coherent piece with appropriate grammar, usage mechanics, and temporary spelling. (PC.07)
Grammar and Usage: W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
Spelling: W.SP.02.01 in the context of writing correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes). For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists
Speaking: Discourse S.DS.02.03 respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

Grade 3 Reading Major Areas of focus

Word Recognition:

R.WS.03.02 use structural, syntactic, and semantic cues including letter sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

R.WS.03.04 automatically recognize the 220 Dolch base sight words and 95 common nouns.

R.WS.03.05 make progress to automatically read by sight first 1000 words for mastery in fifth grade.

R.WS.03.03 know the meaning of words encountered frequently in grade-level reading and oral language contexts.

Narrative Text:

R.NT.03.02 identify and describe the basic elements and purpose of a variety of narrative genre including, folktales, fables, and realistic fiction.

R.NT.03.03 identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Informational Text:

R.IT.03.01 Identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.

R.IT.03.02 Identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.

Comprehension:

R.CM.03.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.03.02 Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

R.CM.03.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding including a narrative to informational text, a literature selection to a subject area text, and historical event to a current event.

Writing

Writing Genre:

W.GN.03.01 write a cohesive narrative piece such as a fable or folktale, or realistic fiction using personification, setting, and actions and thoughts that reveal important traits.

W.GN.03.03 write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, and problem/solution) with a title, heading, subheading, and a table of contents.

Writing Process:

W.PR.03.03 draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading, including varying patterns and/or organizational text structure (e.g., compare/contrast, cause/effect or problem/solutions). (M.03 with .04)

W.PR.03.04 revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions, (PC.05)

Speaking – Discourse:

S.DS.03.03 respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

Grade 4 Reading Major Areas of focus

Word Recognition:

R.WS. 04.02 use structural syntactic and semantic cues including letter-sound, rimes, base words, affixes, and syllabifications to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words.
R.WS.04.08 make progress to automatically read by sight the Dolch first 1000 words for mastery in fifth grade...
R.WS.04.07 In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary and literary terms, using strategies and resources including context clues, semantic feature analysis and a thesaurus.

Narrative Text:

R.NT.04.01 describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.
R.NT.04.03 analyze characters' thoughts and motivation through dialogue, various character roles and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Informational Text:

R.IT.04.01 identify and describe the structure, elements, features and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.
R.IT.04.02 identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

Comprehension:

R.CM.04.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.
R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.
R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Critical Standards:

R.CS.04.01 develop, discuss, and apply individual and shared standards using student/class crated rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.

Writing

Writing Genre:

W.GN.04.01 write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.
W.GN.04.03 write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.

Writing Process:

W.PR.04.02 apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot-connecting time, setting, conflict/resolutions, definition/description, or chronological sequence).
W.PR.04.03 draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

Grammar & Usage:

W.GR.04.01 in the context of writing, correctly use simple and compound sentences;

direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects, pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

Grade 5 Reading Major Areas of focus

Word Recognition:

WS.05.08 Fluently read by sight the Dolch first 1000 words for mastery.

Vocabulary:

R.WS.05.07 In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary and literary terms using strategies and resources including analogies, content glossaries, and electronic resources

Narrative Text:

R.NT.05.02 Analyze the structure, elements, style and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy and mystery.

R.NT.05.03 Analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

Informational Text:

R.IT.05.01 analyze the structure, elements, features, styles and purpose of informational genre including advertising, experiments, editorials, and atlases.

Comprehension:

R.CM.05.03 Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Critical Standards:

R.CS.05.01 develop, discuss and apply individual and shared standards using student/class created rubric to assess the qualities and accuracy of their own writing and the writing of others. Identify attainment to intended purpose to interpret authors' viewpoints, and determine effect on classroom or school-wide audiences.

Writing

Writing Genre:

W.GN.05.01 write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions

W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.

W.PR. 05.03 draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.

Grade 6 Reading Major Areas of focus

Word Recognition:

R.WS.06.04 know the meaning of words encountered frequently in grade-level reading and oral language contexts.

Narrative Text:

R.NT.06.03 analyze how dialogue, enhances the plot, characters and themes, differentiates major and minor character and builds climax.

Informational Text:

R.IT.06.02 analyze organizational text patterns including descriptive, chronological sequence, and problem/solutions...

Comprehension:

R.CM.06.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.

Writing

Writing Genre:

W.GN.06.02 write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.

Writing Process:

W.PR.06.02 apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution, or sequence

Grammar & Usage:

W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases, adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.