



K-5 Reading, Writing, Speaking, Listening and Viewing Communication Standards & Benchmarks - Grouped by Grade Level

Kindergarten

S1.0 The student will demonstrate competence in general skills and strategies in reading.

B1.1 Demonstrates knowledge of print concepts

- CI 1 Identifies upper and lower case letters
- CI 2 Recognizes parts of print (letters, words, and spacing)
- CI 3 Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order
- CI 4 Identifies periods, question marks, and exclamation points
- CI 5 Identifies the title
- CI 6 Explains the role of the author and illustrator
- CI 7 Tracks words while text is being read (1:1 match)

B1.2 Understands elements of phonemic awareness

- CI 1 Identifies and produces rhyming words in response to an oral prompt
- CI 2 Identifies each word spoken in a sentence
- CI 3 Identifies each syllable in a word
- CI 4 Uses deletion to recognize word parts
(EXAMPLE: shed without the /sh/ is -ed; hippopotamus without the hippo is -potamus)
- CI 5 Blends spoken syllables and phonemes into meaningful words
(EXAMPLE: con - crete is concrete; /c - a - t/ is cat)
- CI 6 Isolates initial, medial, and final sounds in single-syllable words

B1.3 Understands elements of phonics for decoding and word recognition

- CI 1 Demonstrates each consonant letter sound
- CI 2 Demonstrates long and short vowel sounds
- CI 3 Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words

B1.4 Understands grade-level vocabulary

- CI 1 Learns new words everyday from talk and texts read aloud and demonstrates knowledge through speaking and writing
- CI 2 Classifies categories of given words/ pictures by concept
- CI 3 Uses knowledge of position words and content words

(Kindergarten, cont.)

B1.5 Reads with fluency and accuracy

CI 1 Reads with 90% accuracy a previewed Level B text

(Previewing means telling the student the title of the book and discussing the cover. The content of the story must NOT be expanded upon during this introduction.)

S2.0 The student will construct meaning from a wide range of text and create multiple forms of communication.

B2.1 Comprehends material from a variety of informational print and non-print sources

CI 1 Applies comprehension strategies to gain meaning from text

(makes connections to clarify meaning, uses schema, and asks questions)

CI 2 Retells stories in proper sequence

CI 3 Recognizes elements of fictional text (character and setting)

CI 4 Recognizes the conventions of print (close-ups, photographs, types of print, comparisons, cut-aways)

CI 5 Uses pictures or parts of text, including title, to access schema

CI 6 Provides evidence from pictures or parts of text when making predictions

CI 7 Self-monitors and corrects

CI 8 Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems)

B2.2 Demonstrates reading habits of proficient readers

CI 1 Reads texts from a variety of genre

CI 2 Reads or rereads one or more familiar texts each day

CI 3 Selects and returns books from a variety of categories within the classroom collection.

B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or personal experiences (narrative account, literary response or retelling)

CI 1 Includes one or more events

B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions

CI 1 Includes information specific to the topic

CI 2 Uses organizational structure (labeling, sequence, compare/contrast)

S3.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss written and oral language.

B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning

CI 1 Uses the syntax of oral language

CI 2 Applies knowledge of directionality and spacing between words

CI 3 Uses phonetic and conventional spelling (e.g. Mi frd is nis. – My friend is nice.)

First Grade

S1.0 The student will demonstrate competence in general skills and strategies in reading.

B1.1 Demonstrates knowledge of print concepts

- CI 1 Sequences alphabet letters
- CI 2 Identifies and understands ending punctuation, apostrophe, comma, and quotation marks
- CI 3 Explains the role of author and illustrator

B1.2 Understands elements of phonemic awareness

- CI 1 Identifies each word spoken in a sentence
- CI 2 Identifies each syllable in a word
- CI 3 Demonstrates the individual sounds in one- and two-syllable words
(EXAMPLE: dog is /d – o – g/; breaker /b – r – ā – k – êr/)
- CI 4 Uses deletion to recognize word parts
(EXAMPLE: shed without the /sh/ is –ed; hippopotamus without the hippo is –potamus)
- CI 5 Blends spoken syllables and phonemes into meaningful words
(EXAMPLE: con – crete is concrete; /c – a – t/ is cat)
- CI 6 Isolates initial, medial, and final sounds in single-syllable words
- CI 7 Substitutes and deletes target sounds to change words
(EXAMPLES: change cat to hat; change cat to at)

B1.3 Understands elements of phonics for decoding and word recognition

- CI 1 Demonstrates long and short vowel sounds
- CI 2 Decodes one- and two-syllable words
- CI 3 Uses elements of phonics to read and create new words (onsets, rimes, blends, consonant digraphs)
- CI 4 Reads text containing high-frequency words
- CI 5 Identifies word endings (-s, -ing)

B1.4 Understands grade-level vocabulary

- CI 1 Learns new words from talk and text read aloud and demonstrates knowledge through speaking and writing
- CI 2 Classifies words and pictures into categories using concepts and word features
- CI 3 Uses knowledge of word structure (compound words and contractions)
- CI 4 Determines the meaning of words using context clues

B1.5 Reads with fluency and accuracy

- CI 1 Reads with 90% accuracy a previewed Level H/I text
(Previewing means telling the student the title of the book and discussing the cover. The content of the story must NOT be expanded upon during this introduction.)
- CI 2 Reads grade level text at or above 50 words per minute
- CI 3 Reads aloud fluently and accurately with prosody (appropriate intonation and expression)

S2.0 The student will construct meaning from a wide range of text and create multiple forms of communication.

B2.1 Comprehends material from a variety of informational print and non-print sources

- CI 1 Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, asks questions, and visualizes)
- CI 2 Retells stories in proper sequence
- CI 3 Recognizes elements of fictional text (character, setting, problem and/or events, solution)
- CI 4 Recognizes conventions of print (close-ups, photographs, types of print, cut-aways, labeling, comparisons)
- CI 5 Uses pictures or parts of text to access schema
- CI 6 Provides evidence from pictures or parts of text when making predictions
- CI 7 Self-monitors and corrects
- CI 8 Recognizes various genre (fiction/ nonfiction, fantasy and reality, fables, nursery rhymes, songs, chants, poetry)
- CI 9 Recognizes text structures (compare and contrast, sequencing)

B2.2 Demonstrates reading habits of proficient readers

- CI 1 Reads texts from a variety of genre
- CI 2 Reads or rereads four or more familiar texts each day
- CI 3 Selects and returns books from a variety of categories within the classroom collection
- CI 4 Demonstrates criteria for selecting “just right” reading materials

B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or personal experiences (narrative account, literary response or retelling)

- CI 1 Establishes a topic, characters, setting, problem and/or events, solution
- CI 2 Includes a series of events that indicates a beginning, middle, and end
- CI 3 Connects text to self (e.g. This character is like me because...)

B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions

- CI 1 Announces the topic either with a title or within the first sentence
- CI 2 Uses an organizational structure (e.g. cause and effect, compare and contrast, problem/solution, or sequencing)
- CI 3 Includes facts and information pertinent to the topic

S3.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss written and oral language.

B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning

- CI 1 Uses the syntax of oral language
- CI 2 Applies knowledge of directionality and spacing between words, capitalization, and punctuation
- CI 3 Uses a variety of sentence structures
- CI 4 Uses a combination of phonetic and conventional spelling
- CI 5 Uses editing and revising skills

Second Grade

S1.0 The student will demonstrate competence in general skills and strategies in reading.

B1.3 Understands elements of phonics for decoding and word recognition

- CI 1 Reads multisyllabic and high-frequency words within text
- CI 2 Uses elements of phonics to read and create new words (onsets, rimes, blends, consonant digraphs, vowel digraphs, diphthongs, r-controlled vowels, word families)
- CI 3 Identifies word endings (-ed)

B1.4 Understands grade-level vocabulary

- CI 1 Learns new words from talk and text read aloud and demonstrates knowledge through speaking and writing
- CI 2 Uses knowledge of word structures to determine the meaning of words (compound words, contractions, synonyms, antonyms)
- CI 3 Understands word meanings through structural analysis (prefixes, suffixes, roots, and endings)
- CI 4 Determines the meaning of words from context clues
- CI 5 Classifies words and pictures into categories using concepts and complex word features

B1.5 Reads with fluency and accuracy

- CI 1 Reads with 90% accuracy a previewed Level L/M text
(Previewing means student can use the title, illustrations, and text features to construct an initial idea of what they will be reading.)
- CI 2 Reads grade level text at or above 95 words per minute
- CI 3 Reads aloud fluently and accurately with prosody (appropriate intonation and expression)

S2.0 The student will construct meaning from a wide range of text and create multiple forms of communication.

B2.1 Comprehends material from a variety of informational print and non-print sources

- CI 1 Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, asks questions, visualizes, makes inferences, and determines important ideas, summarizing)
- CI 2 Recognizes various genre (fiction/ nonfiction, fantasy and reality, fables, stories, tall tales, and poetry)
- CI 3 Recognizes elements of fictional text and retells using character, setting, problem, solution, plot, and theme
- CI 4 Recognizes and interprets information using conventions of text (close-ups, photographs, types of print, cut-aways, captions, glossary, table of contents, indexes, titles, diagrams, charts and graphs)

- CI 5 Self-monitors and corrects
- CI 6 Recognizes text structures (main idea, supporting details, cause and effect, compare and contrast, problem and solution, sequencing)**
- CI 7 Provides evidence from the text when making or adjusting predictions**

B2.2 Demonstrates reading habits of proficient readers

- CI 1 Reads text from a variety of genre
- CI 2 Reads one or more “just right” long chapters or short texts each day
- CI 3 Selects and returns books from a variety of categories within the classroom collection
- CI 4 Demonstrates criteria for selecting “just right” reading materials

B2.3 Plans and creates oral, written, and visual NARRATIVE COMMUNICATION based on modeled text or personal experiences (narrative account, literary response, or retelling)

- CI 1 Introduces a topic and establishes character, setting, and plot
- CI 2 Includes a series of events that indicates a beginning, middle, and end
- CI 3 Makes connections to clarify meaning through text to self, text to text, or text to world)

B2.4 Plans and creates oral, written, and visual INFORMATIONAL COMMUNICATION based on modeled text or a series of instructions

- CI 1 Includes an introduction**
- CI 2 Uses an organizational structure (e.g. cause and effect, compare and contrast, problem/solution, or sequencing)
- CI 3 Includes facts and information pertinent to the topic**
- CI 4 Provides a concluding sentence or section**

B2.5 Recognizes, plans, and creates oral, written, and visual communication that INFLUENCES THE AUDIENCE to take some action or intends to bring about change

- CI 1 Introduces a topic
- CI 2 Includes an opinion statement supported with rationale

S3.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss written and oral language.

B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning

- CI 1 Uses a variety of sentence structures that adhere to the syntax of oral language
- CI 2 Uses a combination of phonetic and conventional spelling
- CI 3 Applies capitalization and punctuation**
- CI 4 Incorporates transition words and phrases (e.g. after, finally, for example, first of all, etc.)
- CI 5 Uses editing and revising skills

SCCSD – Third Grade Literacy Standards

Reading Standards: Foundational Skills (RF)

Print Concepts and Phonological Awareness

RF.3.1, 3.2 *Taught in Kindergarten and Grade 1*

Phonics and Word Recognition

RF.3.3 **Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes within text.
- c. Decode multi-syllable words within text.
- d. Read grade-appropriate high frequency words within text.

Fluency

RF.3.4 **Read with sufficient accuracy and fluency to support comprehension.**

- a. Read on-level text (at an independent DRA2 Level 38 at the end of 4th quarter) with purpose and understanding.
- b. Read on-level text (including poetry) orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature (RL)

Key Ideas and Details

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring to text as the basis for the answers.

RL.3.2 Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

IA.RL.3.1 Apply strategies, including making and adjusting predictions, making connections, determining importance, visualizing, making inferences, summarizing, and monitoring for comprehension.

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as line, sentence, paragraph, chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

SC.RL.3.1 Identify the author's purpose or aim (e.g., to make you laugh).

Integration of Knowledge and Ideas

RL.3.7 Explain how a text's illustrations contribute to meaning (e.g., create mood, emphasize aspects of a character or setting).

RL.3.8 (Not applicable to literature)

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Reading Habits and Building Stamina

SC.RL.3.2 Demonstrate reading habits of proficient readers at independent levels.

- a. Read texts from a variety of genre (including stories, dramas, and poetry).
- b. Demonstrate the criteria for choosing “just right” reading materials and read independently each day.
- c. Read 10 or more “just right” fiction books a year.
- d. Select and return books appropriately within the classroom collection.

Reading Standards for Informational Text (RI)

Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; retell the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- IA.RI.3.1 Apply strategies, including making and adjusting predictions, making connections, determining importance, visualizing, making inferences, summarizing, and monitoring for comprehension.

Craft and Structure

- RI.3.4 Determine the meaning of general academic and content-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text (e.g., how new information about pioneers impacts prior understanding, K-W-L).
- SC.RI.3.1 Identify the author’s purpose or aim (e.g., to give information).

Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Habits and Building Stamina

SC.RI.3.2 Demonstrate reading habits of proficient readers

- a. Read texts from a variety of genre (including history/social studies, science, and technical texts).
- b. Demonstrate the criteria for choosing “just right” reading materials and read independently each day.
- c. Read 10 or more “just right” informational books a year.
- d. Select and return books appropriately within the classroom collection.

Writing Standards (W)

Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.**
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - Provide a concluding statement or section.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words (e.g., *yesterday, today*) and phrases to signal event order.
 - Provide a sense of closure.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)**
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**

Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.**
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**
- W.3.9 (Begins in grade 4)**

Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

Speaking and Listening Standards (SL)

Comprehension and Collaboration

- SL.3.1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
- Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain own ideas and understanding in light of the discussion.
- SL.3.2 **Determine, including visually, quantitatively, and orally, the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.**
- SL.3.3 **Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.**

Presentation of Knowledge and Ideas

- SL.3.4 **Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.**
- SL.3.5 **Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details (e.g., dual board, document camera).**
- SL.3.6 **Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)**
- IA.SL.3.1 **Perform dramatic readings and presentations.**

Language Standards (L)

Conventions of Standard English

- L.3.1 **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns (e.g., *childhood*).
 - Form and use regular and irregular verbs.
 - Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use conjunctions.
 - Produce simple, compound, and complex sentences.

- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - Use spelling patterns and generalizations (e.g., word families, syllable patterns - VCV or VCCV, ending rules, roots) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written Standard English.

Vocabulary Acquisition and Use

- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.**
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.**
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.3.6 Acquire and use accurately grade appropriate conversational and general academic words and phrases, including prepositional phrases. (e.g. After dinner, we went looking for them.)**

Literacy Report Card Power Standards 3rd Grade

These are the standards as reported on the report card.

Reading

- Read on-level text (DRA2 Level 38) with purpose and understanding (RF.3.4.a)
- Ask and answer questions using text as evidence (RL.3.1 and RI.3.1)
- Apply strategies for comprehension: (IA.RL.3.1 and IA.RI.3.1)
 - making and adjusting predictions
 - making inferences
 - summarizing
 - determine the main idea or message
 - retell the key details
- Determine the meaning of words and phrases (RL.3.4 and RI.3.4)
- Identify the author's purpose (SC.RL.3.1 and SC.RI.3.1)
- Use pictures and words to gain meaning of text (RI.3.7)

Writing

- Write opinion texts supported with reasons (W.3.1)
- Write informative/explanatory texts (W.3.2)
- Write narratives texts (W.3.3)

Speaking and Listening

- Engage in collaborative discussions (SL.3.1)

Language

- Demonstrate written Standard English grammar (L.3.1)
- Demonstrate spoken Standard English grammar (L.3.1)
- Demonstrate Standard English capitalization, punctuation, and spelling (L.3.2)

Fourth Grade

S1.0 The student will demonstrate competence in general skills and strategies in reading.

B1.3 Understands elements of phonics for decoding and word recognition

- CI 1 **Decodes multisyllabic words and high frequency words within text**
- CI 2 Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis

B1.4 Understands grade-level vocabulary

- CI 1 Learns new words from talk and text read aloud and demonstrates knowledge through speaking and writing
- CI 2 Uses knowledge of word structures to determine the meaning of words (multiple meaning words, antonyms, synonyms, homophones, and homographs)
- CI 3 Understands word meanings through structural analysis (prefixes, suffixes, and roots)
- CI 4 Determines the meaning of words from context clues
- CI 5 Identifies relationships and completes analogies

B1.5 Reads with fluency and accuracy

- CI 1 **Reads with 90% accuracy a previewed Level R text**
(Previewing means the student can use title, illustrations, and text features to construct an initial idea of what they will be reading.)
- CI 2 Reads grade level text at or above 125 words per minute
- CI 3 **Reads aloud fluently and accurately with prosody** (appropriate intonation and expression)

S2.0 The student will construct meaning from a wide range of text and create multiple forms of communication.

B2.1 Comprehends material from a variety of informational print and non-print sources

- CI 1 **Applies comprehension strategies to gain meaning from text**
(makes connections to clarify meaning, uses schema, asks questions, compares/contrasts information, visualizes, makes inferences, draws conclusions, determines important ideas, summarizes)
- CI 2 **Recognizes various genre** (fiction/ nonfiction, biography, tall tale, folk tale, fantasy/reality, mystery, historical fiction, realistic fiction, science fiction and poetry)
- CI 3 **Recognizes elements of fictional text and retells using character, setting, plot, problem, solution, and theme**

- CI 4 Recognizes and interprets information using conventions of print** (close-ups, photographs, types of print, cut-aways, captions, glossary, table of contents, indexes, dictionary, title, diagram, charts, graphs and maps)
- CI 5 Self-monitors and corrects
- CI 6 Recognizes text structures (main idea, supporting details, cause and effect, compare and contrast, problem and solution, sequencing)**
- CI 7 Provides evidence from the text when making or adjusting predictions**
- CI 8 Distinguishes fact and opinion**
- CI 9 Identifies the author's purpose or aim (inform, persuade, and entertain)
- CI 10 Identifies and uses literary elements of figurative language (similes, metaphors, idioms, alliteration, onomatopoeia)

B2.2 Demonstrates reading habits of proficient readers

- CI 1 Reads texts from a variety of genre
- CI 2 Reads 24 or more chapter books a year
- CI 3 Selects and returns books from a variety of categories within the classroom collection
- CI 4 Demonstrates the criteria for choosing "just right" reading materials and reads independently each day

B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or personal experiences (narrative account, literary response or retelling)

- CI 1 Introduces a topic and establishes specific details, actions, or emotions about main and supporting characters, setting and plot**
- CI 2 Includes a series of relevant, sequenced events**
- CI 3 Makes connections to clarify meaning through text to self (e.g. That character is like me because...), text to text (e.g. This reminds me of the other book we read...), and text to world (e.g. This makes me think of the floods that happened in Iowa...)**
- CI 4 Provides closure (e.g. It was the best birthday ever!)**

B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions

- CI 1 Includes an introduction**
- CI 2 Uses an organizational structure (e.g. cause and effect, compare and contrast, problem and solution, or sequencing)**
- CI 3 Includes facts, details, quotations, statistics or other information pertinent to the topic**
- CI 4 Provides a conclusion**

B2.5 Recognizes, plans, and creates oral, written, and visual communication that INFLUENCES THE AUDIENCE to take some action or intends to bring about change

- CI 1 **Introduces the topic and includes details** using multiple resources (e.g. text, personal experiences, videos, interviews, etc.)
- CI 2 **Includes an opinion statement supported with rationale**
- CI 3 Organizes details by order of importance
- CI 4 **Provides closure by restating the opinion** (e.g. This is why I think that dogs are better pets than cats.)

S3.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss written and oral language.

B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning

- CI 1 Uses varying sentence patterns and lengths that adhere to the syntax of oral language
- CI 2 Uses a combination of phonetic and conventional spelling
- CI 3 **Uses capitalization, punctuation, and correct grammar**
- CI 4 Incorporates transition words and phrases (e.g. after, finally, for example, first of all, etc.)
- CI 5 Uses editing and revising skills

Fifth Grade

S1.0 The student will demonstrate competence in general skills and strategies in reading.

B1.3 Understands elements of phonics for decoding and word recognition

- CI 1 Reads multisyllabic and high frequency words within text
- CI 2 Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis

B1.4 Understands grade-level vocabulary

- CI 1 Learns new words from talk and texts read aloud and demonstrates knowledge through speaking and writing
- CI 2 Uses knowledge of word structures to determine the meaning of words (multiple meaning words, antonyms, synonyms, homophones, and homographs)
- CI 3 Understands word meanings through structural analysis (prefixes, suffixes, and roots)
- CI 4 Determines the meaning of words using context clues
- CI 5 Identifies relationships and completes analogies

B1.5 Reads with fluency and accuracy

- CI 1 Reads with 90% accuracy a previewed Level T text
(Previewing means the student can use title, illustrations, and text features to construct an initial idea of what they will be reading.)
- CI 2 Reads grade level text at or above 135 words per minute
- CI 3 Reads aloud fluently and accurately with prosody (appropriate intonation and expression)

S2.0 The student will construct meaning from a wide range of text and create multiple forms of communication.

B2.1 Comprehends material from a variety of informational print and non-print sources

- CI 1 Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, asks questions, , compares/contrasts information, visualizes, makes inferences, draws conclusions, determines important ideas, summarizes, and synthesizes)
- CI 2 Recognizes various genres (fiction/nonfiction, biography, tall tale, fantasy/reality, mystery, historical fiction, science fiction, autobiography, folk tale, and poetry)
- CI 3 Recognizes elements of fictional text and retells using character, setting, plot, problem, and theme

- CI 4 **Recognizes and interprets information using conventions of text** (close-ups, photographs, types of print, cut-aways, captions, glossary, table of contents, indexes, dictionary, title, diagrams, charts, graphs, and maps)
- CI 5 Self-monitors and corrects
- CI 6 **Recognizes text structures (main idea, supporting details, cause and effect, compare and contrast, problem and solution, sequencing)**
- CI 7 Provides evidence from the text when making or adjusting predictions
- CI 8 **Distinguishes fact and opinion**
- CI 9 Identifies the author's purpose or aim (inform, persuade, and entertain)
- CI 10 Identifies and uses literary elements of figurative language (similes, metaphors, idioms, alliteration, and onomatopoeia)

B2.2 Demonstrates reading habits of proficient readers

- CI 1 Reads texts from a variety of genre
- CI 2 Reads 28 or more chapter books a year
- CI 3 Selects and returns books from a variety of categories within the classroom collection
- CI 4 Demonstrates criteria for selecting "just right" reading materials and reads independently each day

B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or personal experiences (narrative account, literary response or retelling)

- CI 1 **Introduces a topic and establishes specific details, actions, or emotions about main and supporting characters, setting, and plot**
- CI 2 Provides plot development and organization which creates a **series of relevant, sequenced events**
- CI 3 **Makes connections to clarify meaning through** text to self (e.g. That character is like me because...), text to text (e.g. This reminds me of the other book we read...), and text to world (e.g. This makes me think of the floods that happened in Iowa...)
- CI 4 Develops complex characters and/or provides insights about the persona of the narrator (e.g. describes the character's or narrator's actions and/or internal thoughts, feelings, desires, and fears)
- CI 5 **Provides closure in a variety of ways** (e.g. Now when I come to the pool, I can't wait to climb the ladder or I was glad I found my watch)

B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions

- CI 1 **Includes an introduction**
- CI 2 **Uses an organizational structure** (e.g. cause and effect, compare and contrast, problem and solution, or sequencing)
- CI 3 **Includes facts, details, quotations, statistics, or other information pertinent to the topic**
- CI 4 **Provides a conclusion**

B2.5 Recognizes, plans, and creates oral, written, and visual communication that INFLUENCES THE AUDIENCE to take some action or intends to bring about change

- CI 1 Introduces the topic and includes details using multiple resources (e.g. text, personal experiences, videos, interviews, etc.)
- CI 2 Includes an opinion statement supported with rationale
- CI 3 Organizes details by order of importance
- CI 4 Provides closure by restating the opinion and creating a call to action (e.g. We should all recycle.)

S3.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss written and oral language.

B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning

- CI 1 Uses varying sentence patterns and lengths that adhere to the syntax of oral language
- CI 2 Uses a combination of phonetic and conventional spelling
- CI 3 Uses capitalization, punctuation, and correct grammar**
- CI 4 Incorporates transition words and phrases (e.g. after, finally, for example, first of all, etc.)
- CI 5 Uses editing and revising skills

Types of Communication

Narrative or Expressive

Narrative communication involves exploring and sharing personal experiences. The writer/speaker of expressive text addresses the reader/listener through a personal tone. Understanding self and others, and making sense of their lives, is a part of expressive communication, using such tools as autobiographies, journals, friendly letters, and fictional stories.

Response to Literature

The study of literature is extremely important in the LA curriculum. Students should develop a deep appreciation for literature, understand its personal, cultural, and historical significance. They should read different authors and genres to learn the scope of what is available and to help define student's tastes. Responding to literature should include:

- making connections between literature and personal experiences (text to self)
- making connections between different pieces of literature connecting theme and ideas (text to text)
- making connections between literature and the world (text to world)

Informational and Procedural

Informational communication involves giving information to explain realities, ideas or facts related to the physical, biological or social world. The writer/speaker of informational text should be knowledgeable and should communicate so the audience may gain the knowledge and the circumstances required. Informational texts often depend upon the prompts of *who, what, when, where, and how* and can include definitions, business letters, reports, and research. Procedural communication involves giving information in the form of instructions or directions. The writer must have knowledge of the topic.

Persuasive

Persuasive communication convinces the audience to accept a belief, position or opinion. The writer or speaker of the persuasive text intends to convince the audience to take a specific action based on the information presented.

Glossary of Terms

accuracy - with regard to fluency, is the ability to read words correctly.

alliteration - the use of the same sound at the beginning of several words, to make a special effect, especially in poetry.

analogy - a comparison between two things that are similar in some way, often used to help explain new vocabulary or make it easier to understand.

anecdotal record - documents an informal observation of what students are learning, their learning behaviors, social interactions, and academic performance. While anecdotal records may be brief recordings of single learning situations, they are most beneficial when they are gathered over time to reveal meaningful patterns that can guide the teacher's planning. (Harp and Brewer, 2000). When taking an anecdotal record, teachers should record only what they see and hear without making judgments or interpretations. Because of their informal nature, anecdotal records are often used while observing children in learning centers. These observations allow teachers to assess children's understanding of specific concepts as well as how children are using these concepts in reading and writing.

approximations - something that is not exact, but is almost correct.

authentic opportunities - real life, meaningful reasons for communicating. (Thank you notes, informational writing, instructions, language experience, etc.)

automaticity - rapid, accurate, fluent word decoding without conscious effort or attention.

call to action - tries to convince the reader to do something to bring about change, usually written as a command.

closure - when an event or period of time is brought to an end.

complex characters – characters that have a combination of qualities and traits.

complex sentence - a sentence that contains a main part and one or more other parts. (e.g. When hot air balloon pilots enter festivals, they fly with many other balloons.)

compound sentence - a sentence that has two or more main parts (e.g. I like hot air balloons and someday I will fly one.)

comprehension - understanding a printed message and being able to interact with that message.

concepts about print (Marie Clay) - refers to what emergent readers need to understand about how printed language works and how it represents language. Successful beginning readers develop concepts about print at an early age, building on emergent literacy that starts before formal schooling.

consonant digraph - a consonant cluster that represents one sound which is different from either of the letter sounds alone. (ch, ph, sh, th, wh)

convention of print - a print feature, graphic or organizational aid, or illustration that helps the reader locate information in the text. (labels, photographs, captions, comparisons, cut-aways, maps, types of print, close-ups, tables of contents, index and glossary)

conventional spelling- the established spelling of words.

craft of writing- includes effective introductions, incorporation of voice, mature vocabulary, strong verbs, flow and coherence of language, development of ideas, effective transitions and strong conclusions.

diphthong - a vowel sound that changes as it is spoken. In the word boy for example, the oy sounds as if it were two sounds /o/ and /e/. Other examples of diphthongs include the /ay/ sound in day or the /ow/ sound in cow.

drawing conclusions - a variation on inferring. It requires the reader to ask themselves what the author wants them to be thinking at that point.

evidence - information within text that students use to support reasoning for making predictions or inferences.

explicit instruction - carefully planned instruction in a skill or strategy that shifts the responsibility for learning from teacher to student. Explicit instruction begins with teacher modeling, demonstration, or explanation of the skill or strategy. This is often accomplished through "think-alouds" in which the teacher demonstrates the thinking involved in using the strategy. After sufficient modeling and demonstration, students then use the strategy in the context of "guided practice," with the assistance of the teacher or other students. When students have demonstrated effective use of the strategy, they apply it flexibly in individual reading and writing. Explicit instruction is especially useful when new strategies are introduced to students and in teaching struggling readers and writers.

expressive vocabulary - requires a speaker or writer to produce a specific word for a particular meaning.

expression - the student uses phrasing, tone, and pitch so that oral reading sounds conversational.

familiar texts - books that have been previewed and read two or more times.

fiction - imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is designed primarily to explain, argue, or merely describe; specifically, a type of literature, especially prose, as novels and short stories, but also including plays and narrative poetry.

fluency - the ability to read words quickly with accuracy and expression.

frustration level – Texts in which more than 1 in 10 words are difficult for the reader.

genre - a type of literature that has a particular style or feature.

guided writing- teachers instruct during a mini-lesson or conference and then guide the writing of a small group of students.

homograph - One of two or more words that have the same spelling but differ in origin, meaning, and sometimes pronunciation, such as *fair* (pleasing in appearance) and *fair* (market) or *wind* (wind) and *wind* (wind).

homophones - words that sound the same as other words, but are different in spelling or meaning. (pair/pear)

independent level - text in which no more than approximately 1 in 20 words is difficult for the reader.

independent reading - students read books on their own, exploring different kinds of texts and applying new learning. Students should be able to read these books easily, without assistance. Students often choose their reading materials, but independent reading can be organized by leveled book baskets or recommendations from the teacher. Teachers confer individually with students during independent reading.

independent writing- students write independently with teacher assistance during writing conferences.

inferring - the ability to “read between the lines” or to get the meaning an author implies but does not state directly.

informational - connected with facts or details that tell you about a person, situation, or event.

instructional level - the level of text in which no more than approximately 1 in 10 words is difficult for the reader.

Interventions - must significantly increase the intensity of instruction and practice. This is accomplished by increasing instructional time or reducing size of the instructional group, or doing both. Interventions must be guided by, and responsive to, data on student progress.

intonation - the rise and fall in the level and pitch of voice.

idiom - a phrase or expression that means something different from what the words actually say.

“just right” book - a book that seems custom-made for the child. That is, the student can confidently read and understand a text s/he finds interesting, with minimal assistance. These are books that make students stretch, but just a little bit, so that they have the opportunity to apply their learning as well as become familiar with new vocabulary, genres, and writing styles.

language structures - the way communication is organized in spoken or written form

language conventions -a method or style of communication used to achieve a particular effect.

language usage- the rules by which words change their forms and are combined into sentences.

listening: the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. People apply different listening skills depending on whether their goal is to comprehend information, critique and evaluate a message, or appreciate a performance.

literary response/response to literature – a written or verbal reaction to something that has been read or heard.

making connections - readers use their schema to relate something they know about another text, themselves or the world to what they are reading to enhance understanding and construct meaning.

metaphor - a figure of speech in which a word or phrase describing an object or concept is compared to a different object or concept that has similar qualities, without using the words “like” or “as”. (a river of tears)

modeled text – writing that is used as an example. (student/teacher samples or published text)

narrative account – a description of events in a story.

nonfiction - expository text designed primarily to explain, argue, or describe rather than to entertain; organized by description, sequence, comparison/contrast, cause effect and problem/solution text structures.

non-previewed - text that is completely new to the reader.

onsets - speech sounds before a vowel. (/b/, /j/, /s/, /p/) Words are formed by combining onsets and rimes. (back, jack, sack, pack)

onomatopoeia - the naming of a thing or action by a vocal imitation of the sound.

organizational text structure - defines how authors organize their ideas based on their purpose, topic, and the genre they are using. Teaching the structural patterns to students improves their comprehension of the text, (main idea, supporting details, cause and effect, compare and contrast, problem and solution, sequencing).

phonemic awareness is the understanding that speech is composed of a series of individual sounds and the ability to manipulate those sounds.

phonetic spelling- use student's knowledge of sounds and letters to write phonetically, representing known sounds with letters in the correct sequence.

phonics - the relationship between letters and sounds that can help attain automatic, visual recognition of spelling patterns within words.

plot development – the process of developing and making the events of the story more clear by adding details.

predicting - anticipating meaning. Good readers predict what they think is going to happen in the selection and by revising what they think is going to happen as they read.

previewing - telling the student the title of the book and discussing the cover. The content of the story must NOT be expanded upon during the introduction.

prefix - an affix, such as *dis-* in *disbelieve*, attached to the front of a word to produce a derivative word or an inflected form.

procedural - connected with a way of doing something, usually the correct or 'usual' way.

prosody - the appropriate use of intonation and phrasing, or reading with expression.

rationale - the reasons for a decision.

reading conference - having a genuine conversation with the reader about how the reading is going. The conference enables the teacher to understand each student's reading process. It is a time when the teacher can provide powerful, customized instruction that will help the individual student refine and extend his or her reading competence. The teacher uses comprehension prompts to elicit student response and discussion.

receptive vocabulary - requires a reader or listener to associate a specific meaning with a given word in reading or listening.

retelling- an oral or written recount of a text that has been read or heard it should capture the important aspects of the text.

rime - the ending part of a word containing the vowel; the letters that represent the vowel sound and the consonant letters that follow it in a syllable. (dr-eam)

root - the part of a word after all affixes are removed. It contains the main meaning component.

scaffolded instruction - teachers assist and guide students so that they can read, learn, and respond to text in ways they may not be able to do without support. Teachers continue to provide this support until students are able to effectively read or write independently. Scaffolding student learning is especially important when students are reading a challenging text or writing a difficult piece. Examples of scaffolded instruction are: helping students to sound out the letters in unfamiliar words; providing a graphic organizer and discussing the major parts of a text before reading; supplying a beginning sentence or idea as a start for writing; and reading aloud with students as they are reading.

schema – using background knowledge and experience to make connections between the text and their lives, between one text and another, and between the text and the world. They activate their prior knowledge before, during and after reading and distinguish between connections that are meaningful and relevant and those that aren't.

shared writing - teachers and student compose messages and stories together with teachers modeling the writing.

simile - a figure of speech in which a word or phrase describing an object or concept is compared to a different object or concept that has similar qualities, using the words "like" or "as". (as red as blood)

simple sentence- contains a subject and a predicate and expresses a complete thought (e.g. I like hot air balloons.)

skills - specific abilities arising from talent, training or practice.

speaking - the act or process of transmitting and exchanging information, ideas, and emotions using oral language. Whether in daily interactions or in more formal settings, communications are required to organize coherent messages, deliver them clearly, and adapt to their listeners.

strategic readers - readers who can analyze, plan, monitor, regulate, and reflect on the reading process so that they comprehend at a higher level of thinking. Strategic readers are flexible and able to adjust to different types of reading material, confident and efficient in monitoring their comprehension, critically reflective as they read, and self-motivated to read for pleasure and for their own purposes.

strategy - a thoughtful, systematic plan for decoding or comprehending text. Readers apply strategies to help comprehend text, adjusting reading speed, or re-read to confirm meaning.

structural analysis - the process of using familiar word parts (roots, prefixes, and suffixes) to determine the meaning of unfamiliar words.

suffix - an affix, such as *-ness* in *kindness*, attached to the end of a word to produce a derivative word or an inflected form.

summarizing - creating a brief retelling of an entire text, understanding the concept of importance.

syntax - is the aspects of language structure related to the ways in which words are put together to form phrases, clauses, and sentences.

synthesizing - the combining of information from various sources. Readers must *create* a single understanding from a variety of sources. In lower grades, synthesizing involves combining ideas from *within* a single text. Most often, synthesizing involves reflection *across* text. Synthesizing often results in a product.

text structure - how authors organize their ideas based on their purpose, topic, and the genre they are using. Teaching the structural patterns to students improves their comprehension of the text. (main idea, supporting details, cause and effect, compare and contrast, problem and solution, sequencing)

viewing - the process of receiving, constructing meaning from, and responding to objects, images, sounds, and words. People apply different viewing skills for different purposes: to understand information, critique and evaluate a message, or appreciate a performance.

visualizing - creating images of what you are reading in your mind. Readers who visualize are able to tell what they see, hear, smell, and feel as they read stories.

visual narrative – a representation relating to sight, or things you can see.

vowel digraph - a cluster of two successive vowel letters that represent a single vowel sound. (boat)

writing conventions - the rules for writing that writers follow such as spelling, punctuation, usage and grammar, capitalization and indentation (or other indicators of paragraphing, such as spacing).

It is the policy of the Sioux City Community School District to not discriminate on the basis of race, sex, national origin, religion, age, marital status, disability or veteran status in its education programs, activities and employment practices. Inquiries or grievances regarding compliance with Title II, Title IV, Title VII, Title IX and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act may be directed to the Director of Educational Equity, Marilyn Charging, Educational Equity Office, Education Service Center, Sioux City Community Schools, 1221 Pierce Street, Sioux City, IA 51105-1497, (712)279-6075.