

RENTON SCHOOL DISTRICT 403

DEPARTMENT OF INSTRUCTION

ELEMENTARY LANGUAGE ARTS

Reading Curriculum Guide

Grades One through Five

Adopted by the Board:

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DISTRICT PHILOSOPHY

It is the paramount duty of a free society to educate its youth.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills, and attitudes that enable the student to achieve mental, physical, emotional, and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

The district fosters an educational process that helps all students achieve their greatest potential by:

- Offering curriculum that prepares students for their future.
- Emphasizing that diversity contributes positively to the individual and to the community.
- Providing learning experiences matched to the needs, interest, and abilities of the diverse student population.
- Extending learning opportunities beyond the school.
- Offering a variety of high quality instructional resources and services to students, staff and community.
- Supporting multiple instructional strategies.
- Providing resources and opportunities for the continuing professional development of staff.
- Conducting ongoing evaluations of instructional programs.
- Maintaining safe and inviting facilities that are conducive to learning.
- Creating partnerships that involve students, parents/guardians, staff, and other community members and organizations.
- Promoting effective communication.
- Valuing and encouraging development of a spirit of community service.
- Respecting the rights and responsibilities of all.

POLICY: 2000
ADOPTED: September 14, 2005
Renton School District No. 403
Renton, Washington

COURSE DESCRIPTION

The instructional resources that serve as the core of the grades 1 through 5 reading program are to be found in the Scott Foresman publication *Reading Street* (Washington 2007). Reading instruction at the grade levels 1 through 5, places heavy emphasis on the five components of reading (phonemic awareness, phonics activities, fluency, vocabulary & comprehension).

The program in *Reading Street* is organized into four strands: Oral Language, Reading, Word Work (phonics, spelling & vocabulary) and Language Arts. It is anticipated that a ninety minute block of time in the school day will be devoted to literacy activities.

HISTORY OF READING COURSE DEVELOPMENT

Early in the 2003-2004 school year a large committee assembled by Ed Sheppard, Director of Language Arts, was formed to begin the examination of the elementary reading program. The committee's membership was made up of teachers from each of the district's elementary schools. Teachers at all levels, K-5, were recommended to the committee by elementary principals. The committee also had representation from the following programs: Language Arts Resource Teachers, Title I/LAP, ESL, Special Education, School Psychology, Assessment, and Library Services. Three elementary principals also served on the committee, as their schedules allowed.

The committee's work began with a thorough study of current scientific research on effective approaches to teaching children to read. The Report of the National Reading Panel-Teaching Children to Read was examined and served a guide for further research efforts on the part of the committee. Through this process, the committee came to the understanding that, based on research, an effective elementary reading program should contain systematic instruction over the course of grades K-5 in five areas:

- Phonemic Awareness-the ability to recognize and manipulate speech sounds
- Phonics-decoding and encoding
- Fluency-reading with speed, accuracy and proper expression
- Vocabulary-word meanings
- Comprehension-understanding what is read

With an agreed understanding of the elements of an effective reading program the committee then began an exhaustive examination of methods and materials currently employed in the teaching of reading in the Renton School District. Findings indicated that a wealth of instructional resources were available for teachers to use for instruction, and that since the last curriculum adoption, supplemental materials had been secured in order to bolster beginning reading instruction. It was found, however, that the students might have not been the best served by the decision to adopt three different programs spanning the instructional program in grades K-5. The quality and multicultural richness of the literature in the current adoption, across the three programs, was praised and the group expressed it's expectation that any new program must meet a high standard in that regard.

While much excellent instruction was occurring, the committee felt that a comprehensive approach to staff development in best instructional practices needed to be developed in order for all students in all settings to benefit. Review of research and ensuing discussion resulted in a recommendation that staff development focused on the eventual adoption would have the best chance of changing instructional practice if it was ongoing and site embedded.

HISTORY OF READING COURSE DEVELOPMENT

Continued

After training offered through the Puget Sound Educational Service District, the committee embarked on a deep analysis of currently adopted materials in order to determine the extent to which the available instructional materials matched the newly developed Grade Level Expectations (GLEs), a refinement of the Essential Academic Learning Requirements (EALRs). The new level of specificity offered by the GLEs, resulted in the determination that currently used instructional materials were not sufficient for the task of getting students to standard.

Washington State's suggested K-12 reading model was the next topic for examination by the committee. This research based work suggested a three tiered approach to the teaching of reading, and emphasized the importance of continuous assessment and flexible grouping as key strategies to employ in a reading program. The committee eventually embraced this model and advocated for an adoption of instructional resources and strategies that would enable early targeted interventions for those students at risk of not being able to learn to read by the end of the third grade.

Feeling it was important to be steeped in current best instructional practice the committee began, in the 04-05 school year, a year long class, LINKS. This program increased the members understanding of the five essential elements of an effective reading program, and offered a wealth of instructional strategies for use in the classroom. This "trainer of trainers" model further developed expertise of committee members and allowed them to be available to facilitate ongoing staff development at their sites.

The committee then launched an investigation of new instructional materials. Various publishers made presentations and the committee did deep alignment work with each set of materials. A decision was made to hold off on recommendation of materials for the core instructional program until one publisher's new reading program was ready. A meeting held just before the beginning of the 05-06 school year. At that time, it was determined that materials from publisher Scott-Foresman should be recommended to the Board of Directors as the core of the K-5 instructional program for reading.

The committee further recommended that the use of the kindergarten materials in the program be implemented in the 05-06 school year. It was felt that the chance to "jump start" the process and to provide interventions as early as the end of the first trimester of the school year for identified students would serve to increase the number of students "at standard" by the start of their first grade year. Upon approval by the board, it is anticipated that the remainder of the elementary curriculum would be implemented in the 06-07 school year.

While there are no easy answers or quick solutions for optimizing reading achievement, an extensive knowledge base now exists to show us the skills children must learn in order to read well. The K-5 Reading Revision Committee used this research as the basis for its work in making sound recommendations for curriculum and instructional approaches that can help prevent the predictable consequences of early reading failure.

Reading

Essential Academic Learning Requirements

1: The student understands and uses different skills and strategies to read.

- 1.1 Use word recognition skills and strategies to read and comprehend text.
- 1.2 Use vocabulary (word meaning) strategies to comprehend text.
- 1.3 Build vocabulary through wide reading.
- 1.4 Apply word recognition skills and strategies to read fluently.

2: The student understands the meaning of what is read.

- 2.1 Demonstrate evidence of reading comprehension.
- 2.2 Understand and apply knowledge of text components to comprehend text.
- 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
- 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

3: The student reads different materials for a variety of purposes.

- 3.1 Read to learn new information.
- 3.2 Read to perform a task.
- 3.3 Read for career application.
- 3.4 Read for literary/narrative experience in a variety of genres.

4: The student sets goals and evaluates progress to improve reading.

- 4.1 Assess reading strengths and need for improvement.
- 4.2 Develop interests and share reading experiences.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Reading—Grade 1

In first grade, students apply concepts of print, phonological and phonemic awareness, oral language skills, and phonics. They continue to expand their reading vocabulary and demonstrate comprehension by participating in a variety of responses. Students choose and read a variety of books for pleasure.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.
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1.1.1 Understand and apply concepts of print.

- Use directionality when reading independently.
- Identify title page, table of contents, author, and illustrator of books.
- Recognize that print represents spoken language.
- Recognize the difference between words and sentences (e.g., know sentences start with capital letters and end with punctuation).
- Identify a word and its beginning and ending letters.

1.1.2 Understand and apply phonological awareness and phonemic awareness.

- Identify syllables in a word auditorially.
- Identify and generate rhyme.
- Segment and blend multi-syllabic words, including compound words.
- Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word.
- Segment and blend words orally containing three to five phonemes.
- Generate words that begin or end with the same sound or different sounds.
- Blend and segment onset and rime.

1.1.3 Apply understanding of oral language skills to develop reading skills.

- Participate orally in discussions about stories listened to and read (e.g., contribute who, what, when, where in retells; contribute explanations; generate and answer questions; and make comparisons).

1.1.4 Apply understanding of phonics.

- Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations).
- Use onset and rime/word families to decode words in isolation and in context.
- Decode words in isolation and in context following common vowel patterns.
- Use knowledge of phonics to read unfamiliar words in isolation and in context.
- Read compound words, contractions, and words with common inflectional endings in isolation and in context.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 1

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Understand how to use resources to learn new vocabulary/word meanings.

- Use simple resources with teacher guidance (e.g., word banks, alphabet books or charts).

1.2.2 Apply vocabulary strategies in grade-level text.

- Use common inflectional endings to understand the meaning of words: -s, -ed, -ing, -er, -est.
- Use strategies including context and re-reading to self-correct.
- Use prior knowledge, context, pictures, illustrations, and diagrams to predict and confirm word meaning with teacher guidance.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use oral and reading vocabulary gained by listening to and reading informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.

1.3.2 Understand and apply content/academic vocabulary.

- Use content/academic vocabulary during class discussions and/or writing (e.g., ethnic and native language terminology; terms specific to geographical settings; terms specific to literature, science, math, and writing).

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.1 Know common sight words appropriate to grade-level.

- Read selected sight words with automaticity.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud familiar grade-level text with accuracy in a manner that sounds like natural speech.
- Read aloud unpracticed grade-level text at a fluency rate of 50–65+ words correct per minute.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 1

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.1 Understand how to use questioning when reading.

- Ask and answer questions before, during, and after read aloud, instruction/practice time, and independent reading.

2.1.2 Understand how to create mental imagery.

- Compose visual images from what is read aloud and/or read by self (e.g., draw a picture to represent something that was read in a story).

2.1.3 Understand and identify important or main ideas and important details in text.

- State main idea and list important details in informational/expository text, verbally or by using graphic organizers.
- State the gist of the story or poem with teacher guidance.

2.1.4 Understand how to use prior knowledge.

- Make connections or identify similarities between self and text and text-to-text including text from a variety of cultures and communities, after read aloud and independent reading.

2.1.5 Understand how to infer/predict meaning.

- Make and confirm predictions based on information from culturally relevant text (through support of teacher questions).
- Make inferences before, during, and after hearing or reading a culturally relevant story using prior knowledge, story structure, and prediction.

Component 2.2 Understand and apply knowledge of text components to comprehend text.
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2.2.1 Understand story sequence.

- Retell stories with correct sequence of events. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.)

2.2.2 Understand and apply features of printed text and electronic sources to locate and understand information.

- Identify and use title pages, table of contents, glossary, diagrams, and maps to find information.
- Identify and use icons, pull-down menus, and toolbars.

2.2.3 Understand story elements.

- Identify and explain story elements.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 1

2.2.4 Understand simple organizational structures of text.

- Predict text patterns using attribute and/or concept books.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.
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2.3.1 Understand similarities and differences within and between informational/expository and literary/narrative text.

- Explain similarities and differences in character, setting, and important events within and between culturally relevant literary/narrative texts which are read or listened to.
- Identify similar information about a topic contained in more than one informational/expository text.

2.3.2 Understand concept of categories.

- Sort words by various attributes (e.g., robins, parrots, and ducks are all birds).

Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Understand how to give personal or text-based responses and make connections to text.

- Generate a personal or text-based response and/or make connections to text based on teacher prompt using information from a culturally relevant reading or read aloud.

2.4.2 Understand purposes of text.

- Identify the purpose of printed materials (e.g., everyday materials, including lists, signs, cereal boxes; fairy tales; fables; and informational/expository trade books).

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand that resources answer questions and solve problems.

- Listen to and/or read a variety of types of informational/expository text to learn new information, answer questions, or solve problems with teacher guidance.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 1

Component 3.2 Read to perform a task.

3.2.1 Understand how to read for information.

- Read and explain labels and environmental print.
- Read and follow simple directions.
- Use cover and title page information, page numbers, and simple maps to perform a task.

Component 3.4 Read for literary/narrative experience in a variety of genres.

3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.

- Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.

3.4.2 Understand traditional and contemporary literature written in a variety of genres.

- Identify the characteristics of a variety of genres.
- Listen, read, and respond to literature from a variety of genres, including culturally relevant texts, by drawing, writing about, performing, and presenting.

3.4.3 Understand that literature represents different cultures and traditions.

- Identify and discuss the culture and/or traditions represented in a story with teacher guidance.

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.1 Understand how to monitor reading progress.

- Explain own reading behaviors in teacher-led discussions/questioning.

4.1.2 Understand how to set reading goals.

- Explain why setting a reading goal is important and set a reading goal with teacher guidance.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Understand how readers choose books.

- Identify favorite books and share reasons for the choice with others. Self-select books at an independent level and an instructional level

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Reading—Grade 2

In second grade, students become fluent as readers and apply comprehension and vocabulary strategies to a wide variety of literary and informational text. They demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. Reading for pleasure continues to be an enjoyable habit.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

- Use knowledge of phonics to read unfamiliar words in grade-level text.
- Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught).
- Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., *super* follows v/cv pattern; *supper* follows vc/cv).

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Apply reference skills to determine word meanings

- Use glossaries and dictionaries to find word meanings.

1.2.2 Apply vocabulary strategies in grade-level text.

- Use prefixes, suffixes, inflectional endings, and abbreviated words to determine the meaning of unknown words in grade-level text.
- Re-read to clarify, read on, ask for help, adjust reading rate, use knowledge of print conventions, and/or attempt alternative pronunciation for unknown words to determine meaning of unknown words; substitute familiar words for unknown.
- Use prior knowledge and context to predict and confirm meanings of unknown words.
- Use pictures, illustrations, and diagrams to clarify/expand word meaning.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 2

1.3.2 Understand and apply content/academic vocabulary.

- Identify and define unfamiliar words that would be important to know in order to read a new text with teacher guidance.
- Use new vocabulary in oral and written communication.

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.1 Know common sight words appropriate to grade-level.

- Read with automaticity an increasing number of common sight words.

1.4.2 Apply fluency to enhance comprehension.

- Read grade-level text aloud fluently with expression.
- Read aloud unpracticed grade-level text with fluency in a range of 90–100+ words correct per minute.

1.4.3 Apply different reading rates to match text.

- Adjust reading rate to match purpose (e.g., speed up for pleasure reading, slow down to practice new skills or read unfamiliar text).

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea, and supporting details in informational/expository text and/or literary/narrative text. W

- Identify the main idea of an informational/expository passage and support with text-based evidence with teacher guidance.
- Identify the theme/message in culturally relevant literary/narrative text and support with text-based evidence with teacher guidance.
- Complete graphic organizers with teacher guidance to organize main ideas and supporting details.

2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.

- Explain connections between self and characters and events encountered in culturally relevant text.
- Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 2

2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer.

- Predict text content using prior knowledge and text features.
- Use text and prior knowledge to make inferences about characters and/or predict events; confirm or reject predictions.
- Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text.

2.1.6 Apply comprehension monitoring strategies.

- Use monitoring strategies to increase comprehension, including work recognition strategies, re-reading, and looking forward in the text.

2.1.7 Apply comprehension monitoring strategies during and after reading: summarize informational/expository text and literary/narrative text.

- Summarize the events or information in informational/expository text with teacher guidance (e.g., the important characteristics of certain animals or plants presented in text).
- Summarize the plot/message in culturally relevant literary/narrative text with teacher guidance.
- Organize summary information from informational/expository text and/or literary/narrative text into a teacher-provided graphic organizer to enhance text comprehension.

Component 2.2 Understand and apply knowledge of text components to comprehend text.
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2.2.1 Understand story sequence.

- Retell text focusing on the problem or events in sequence. (Note: Differences in story telling order exist between cultures. For example, some cultures tell the end of the story first.)

2.2.2 Understand and apply features of printed and electronic text to locate and comprehend text.

- Identify and use grade-level-appropriate text features with teacher guidance.
- Interpret information from graphs and charts with teacher guidance.
- Identify and use icons and pull-down menus.

2.2.3 Understand story elements.

- Describe physical traits of characters and tell how they act.
- Retell the important events of a story.
- Describe the setting of a story.
- Identify the speaker/narrator in a story.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 2

2.2.4 Understand text organizational structures.

- Recognize and use sentences, paragraphs, and chapter structure to understand the organization in both informational/expository text and literary/narrative text.
- Identify text written in the text organizational structures of *simple listing* and *sequential order*.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.
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2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text.

- Compare and contrast literary/narrative text elements in one story or between two stories.
- Compare and contrast facts in one text or between two informational/expository texts.
- Explain simple cause and effect relationships in informational/expository text and literary/narrative text.

2.3.2 Understand how to locate specific information.

- Use alphabetical and numerical systems to locate information in dictionary or book.

2.3.3 Understand literary/narrative devices.

- Recognize similes, alliteration, and onomatopoeia in literary/narrative passages.

Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Understand how to draw simple conclusions and give a response to text.

- Give a personal or text-based response to a passage using a teacher-generated prompt.
- Draw a simple conclusion from grade-level text with teacher guidance.

2.4.2 Understand that there are purposes of writing.

- Identify common types of informational/expository text and literary/narrative text and explain why they are read.

2.4.3 Understand there are facts and opinions.

- Explain the difference between a fact and an opinion with teacher guidance.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 2

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand how to select and use appropriate resources.

- Identify print and non-print resource materials available to complete a task (with teacher assistance), such as informational text and/or illustrations and graphics.
- Identify one resource and use it to answer a question with teacher assistance.

Component 3.2 Read to perform a task.

3.2.1 Understand information gained from reading to perform a specific task.

- Use signs, labels, and instructions to answer questions or complete a task using grade-level text.
- Identify and use important words in a text to perform a task (e.g., math problem solving, follow multi-step directions).

3.2.2 Understand a variety of functional documents.

- Read and explain the information in functional documents that are used in a home setting to communicate information (e.g., shopping lists, TV schedules, advertisements, telephone messages).

Component 3.4 Read for literary/narrative experience in a variety of genres.

3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.

- Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.

3.4.2 Understand traditional and contemporary literature written in a variety of genres.

- Identify and explain the characteristics of a variety of genres.
- Read and respond to literature from multiple genres using teacher prompts appropriate to the text and content.

3.4.3 Understand a variety of literature representing different cultures and traditions.

- Identify and discuss the culture and/or traditions represented in a story with teacher guidance.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 2

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.1 Understand how to monitor own reading progress.

- Explain what good readers do and identify own good reader behaviors.
- Graph progress (e.g., keep a fluency chart of rate and accuracy).

4.1.2 Understand how to set a grade-level appropriate reading goals.

- Set a reading goal and create a plan to meet that goal with teacher assistance.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Understand that readers have favorite books.

- Select favorite subjects, authors, and/or books to share with others.
- Self-select books at an instructional level and an independent level.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Reading—Grade 3

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary of literary genres and informational text. Students demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. They read for pleasure and choose books based on personal preference, topic, or author.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

- Read words containing complex letter patterns and/or word families (e.g., -ieve, -eive, -ield) in isolation and in context.
- Apply multi-syllabic decoding when reading words in all text.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Apply reference skills to determine word meanings.

- Use glossaries and dictionaries to find and confirm word meanings.

1.2.2 Apply vocabulary strategies in grade-level text.

- Use the meanings of prefixes, suffixes, and abbreviated words to determine the meaning of unknown words in grade-level text.
- Describe how word meanings change as affixes are added to base words (e.g., rest/unrest/restful).
- Re-read to clarify, read on, ask for help, adjust reading rate, and use knowledge of print conventions to determine meaning of unknown words in informational/expository text and literary/narrative text.
- Use prior knowledge, context, pictures, illustrations, and diagrams to predict, clarify, and/or expand word meaning, including multiple-meaning words.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 3

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text. W

- Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text.
- Select, from multiple choices, the meaning of words necessary to understand content/academic text.
- Explain that some words have a different meaning in different content/academic texts (e.g., *area* in math and geography).
- Use new vocabulary in oral and written communication.

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud familiar grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
- Read aloud unpracticed grade-level text with fluency in a range of 110–120+ words correct per minute.

1.4.3 Apply different reading rates to match text.

- Adjust reading rate to match difficulty of texts (e.g., content/academic text) and for different purposes (e.g., pleasure reading vs. reading for information).

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W

- State main idea of an informational/expository text passage and give two reasons from the text supporting the choice.
- State the main idea of a literary/narrative text passage and support with two details from the story.
- Select, from multiple choices, the main idea of a passage, poem, or selection.
- Select, from multiple choices, a title that best fits the selection and support the choice with text evidence/details.
- State the theme/message in culturally relevant literary/narrative text and support with text-based evidence with teacher guidance.
- Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 3

2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.

- Explain connections between self and characters, events, and information occurring within culturally relevant text or among multiple texts.
- Call on prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text

2.1.5 Apply comprehension strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text. **W**

- Predict or infer about text content using prior knowledge, text, and text features in both informational/expository and literary/narrative text. Support with evidence from text (e.g., how a character will act, why a character acts a certain way, why an author includes certain information, and what might happen next).
- Use text to make, confirm, or revise inferences and predictions in both literary/narrative and informational/expository text.
- Select, from multiple choices, a prediction or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).
- Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
- Organize information that supports a prediction or inference in a teacher-selected graphic organizer to enhance comprehension.

2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.
- Generate and answer questions before, during, and after reading.
- Draw, write about, or verbally describe the mental imagery that occurs while reading.
- Organize images and information into a graphic organizer with teacher guidance, to enhance comprehension of text (e.g., add information to a partially completed organizer).

2.1.7 Apply comprehension strategies during and after reading: summarize grade-level literary/narrative text and informational/expository text. **W**

- Summarize the events or ideas in literary/narrative text, citing text-based evidence.
- Summarize the events, information, or ideas in informational/expository text (e.g., the life cycle of a frog, characteristics of a desert, life events in a biography), citing text-based evidence.
- Summarize the plot/message in culturally relevant literary/narrative text.
- Select, from multiple choices, a sentence that best summarizes the story or informational/expository selection and support the choice with text evidence/details.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 3

- Organize summary information in a teacher-selected graphic organizer to enhance comprehension.

Component 2.2 Understand and apply knowledge of text components to comprehend text.
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2.2.1 Understand sequence in informational/expository text and literary/narrative text. W

- Explain story ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.)
- Explain steps in a process (e.g., problem solving in mathematics, life cycle of a butterfly).
- Select, from multiple choices, the order of ideas, facts, events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).

2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text. W

- Identify and use grade-level appropriate text features.
- Explain how certain text features help you understand the selection.
- Interpret information from graphs, charts, diagrams, and tables.
- Identify, from multiple choices, where certain information/ideas might be found in the text.
- Use icons, pull-down menus, key word searches.

2.2.3 Understand story elements. W

- Describe characters' physical traits and infer personality traits by what they say and do.
- Describe the problem faced by a character and how he/she/it solves the problem.
- Explain how the setting is important to the story.
- Identify the speaker (narrator) in a selection and explain first person point of view.
- Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).

2.2.4 Apply understanding of simple text organizational structures.

- Recognize and use previously learned text organizational structures of simple listing and sequential order to aid comprehension.
- Identify and use text written in the text organizational structures of *description* and *compare and contrast* to find and organize information and comprehend text.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 3

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
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2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text. W

- Compare and contrast information (e.g., facts and details, literary/narrative elements, different versions of the same story, time period, cultures) within text and between texts.
- Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two settings).
- Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections).
- Recognize and explain cause and effect relationships in informational/expository and literary/narrative text, using evidence from the text.
- Select, from multiple choices, a sentence that explains the cause of events or the effects of actions.
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2.3.2 Apply understanding of systems for organizing information.

- Use alphabetical, numerical, and key word/topic systems to locate information on a specific topic or for a specific purpose in an encyclopedia or dictionary.
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2.3.3 Understand literary/narrative devices.

- Explain similes, metaphors, alliterative sentences, and onomatopoeia and identify each in literary/narrative passages.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 3

Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.

2.4.1 Understand how to draw conclusions and give a response to informational/expository text and literary/narrative text. W

- Generate a personal or text-based response to text using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).
- Draw a conclusion from grade-level text (e.g., how the story or information might be useful, to whom the story or information might be useful) and support with evidence from the text.

2.4.2 Understand the author’s purpose for and style of writing in both informational/expository text and literary/narrative text. W

- Decide on the author’s purpose for writing a selection and support the decision with evidence/details from the text.
- Identify simple elements of style (word choice, sentence structure and length, literary devices) (with teacher guidance).

2.4.3 Understand the difference between fact and opinion. W

- Identify facts and opinions and explain the difference between them.
- Select, from multiple choices, a statement that is a fact or an opinion.

2.4.4 Evaluate author’s effectiveness for a chosen audience.

- Read an article and explain whether the author convinced the reader to think or act differently. W

2.4.5 Understand how to generalize from text. W

- Generalize about common characteristics of literary/narrative sub-genres.
- Generalize by comparing characters in similar stories from different cultures (e.g., Cinderella/The Rough-Faced Girl or Little Red Riding Hood/Lon Po Po).

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 3

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand how to select and use appropriate resources.

- Identify two resources and use them to answer a question or solve a problem.

Component 3.2 Read to perform a task.

3.2.1 Understand information gained from reading to perform a specific task.

- Use signs, labels, and instructions to answer questions or complete a task, using grade-level text.
- Interpret information from common environmental print to solve a problem or perform a task (e.g., set up and run a science experiment using steps outlined in text).

3.2.2 Understand a variety of functional documents.

- Explain the information in functional documents that are used in a school setting to communicate information (e.g., notes home to family members, rules, newsletters, schedules).

Component 3.4 Read for literary experience in a variety of genres.

3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.

- Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.

3.4.2 Understand contemporary and traditional literature written in a variety of genres.

- Explain the characteristics of a variety of genres.
- Respond to literature from multiple genres using teacher prompts appropriate to the text and content.

3.4.3 Understand a variety of literature representing different cultures and traditions.

- Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 3

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.1 Apply strategies to monitor reading progress.

- Identify reading strengths and weaknesses with teacher assistance and select targets on which to work.
- Track progress in reading achievement with graphs, charts, and checklists.

4.1.2 Understand how to set grade-level appropriate reading goals.

- Set two reading goals and create a plan to meet those goals with teacher assistance.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Evaluate authors and books to select favorites.

- Develop a list of favorite authors and books, including the reason each was selected for the list, and share with others.
- Self-select books to read at an instructional level and an independent level.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Reading—Grade 4

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. Students read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

- Use multi-syllabic decoding when reading words in all texts.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Apply reference skills to define, clarify, and refine word meanings.

- Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words.

1.2.2 Apply vocabulary strategies in grade-level text.

- Use word origins to determine the meaning of unknown words.
- Use the meanings of prefixes, suffixes, and abbreviated words to determine the meaning of unknown words in grade-level text.
- Explain how to derive word meaning from knowledge of affixes and roots (e.g., port: transportation, porter, import, report).
- Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 4

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text. W

- Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text.
- Explain that some words have a different meaning in different content areas (e.g., concept of *shade* in science and art).
- Select, from multiple choices, the meaning of words necessary to understand.
- Use new vocabulary in oral and written communication and content/academic text.

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
- Read aloud unpracticed grade-level text at a fluency rate of 115–125 words correct per minute.

1.4.3 Apply different reading rates to match text.

- Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas).

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W

- State the main idea of an informational/expository text passage and provide three or more text-based details that support it.
- State the main idea of a literary/narrative text passage and support with three details from the story.
- Select, from multiple choices, the main/major idea of a passage, poem, or selection.
- State the theme/message in culturally relevant literary/narrative text and support with text-based evidence.
- Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 4

2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.

- Explain connections between self and characters, events, and information occurring within a text or among multiple texts.
- Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text

2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text. **W**

- Predict text content using prior knowledge and text features.
- Use text and prior knowledge to make, confirm, or revise inferences and predictions.
- Select, from multiple choices, a prediction, or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).
- Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
- Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text.

2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions in grade-level informational/expository text and/or literary/narrative text.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.
- Generate and answer questions before, during, and after reading.
- Draw, write about, or verbally describe the mental imagery that occurs while reading.
- Organize information to monitor for meaning; generate and answer questions in a teacher-selected graphic organizer to enhance comprehension.

2.1.7 Apply comprehension strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. **W**

- Summarize the events, information, or ideas in an informational/expository text (e.g., causes of an event like a war or a tornado, steps in building a snow cave).
- Summarize culturally relevant literary/narrative text.
- Select, from multiple choices, a sentence that best summarizes the story or informational selection.
- Organize summary information in a teacher-selected graphic organizer to enhance comprehension.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 4

Component 2.2 Understand and apply knowledge of text components to comprehend text.
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2.2.1 Understand sequence in informational/expository text and literary/narrative text. W

- Explain ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.)
- Recognize and explain literary/narrative text written out of sequence (e.g., flashbacks, tales from other cultures).
- Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon).
- Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).

2.2.2 Apply features of printed and electronic text to locate and comprehend text. W

- Identify and use grade-level appropriate text features.
- Explain how certain text features help you understand the selection.
- Interpret information from graphic features.
- Identify, from multiple choices, where certain information/ideas might be found in the text.
- Use icons, pull-down menus, key word searches on an electronic device.

2.2.3 Understand and analyze story elements. W

- Use knowledge of situation and characters' actions, motivations, feelings, and physical attributes to determine characters' traits.
- Identify the main events in a plot, including the cause and effect relationship in problem solving.
- Describe the components of setting and explain how and why setting is important to the story.
- Differentiate between first and third person point of view in a selection and explain the difference.
- Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).

2.2.4 Apply understanding of text organizational structures.

- Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast) to aid comprehension.
- Identify and use text written in the text organizational structure of *chronological order* to find and organize information and comprehend text.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 4

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text. **W**

- Compare and contrast plots, characters, and settings in multiple texts.
- Compare and contrast information (e.g., similar topics written in different genres such as a short story and a poem or magazine article and encyclopedia).
- Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two selections).
- Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections).
- Recognize and explain cause and effect relationships in informational/expository text and literary/narrative text, using evidence from the text.
- Select, from multiple choices, a sentence that explains the cause of events or the effects of actions.

2.3.2 Apply understanding of systems for organizing information and analyze appropriate sources.

- Use multiple organizational systems to locate information from reference and content area materials.
- Select appropriate resources for locating information (e.g., thesaurus, website, directory) on a specific topic or for a specific purpose.

2.3.3 Understand literary/narrative devices. **W**

- Explain the meaning of simile, personification, metaphor, idiom, and humor in literary/narrative passages.

Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.

2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights to informational/expository text and literary/narrative text. **W**

- Give a personal response that demonstrates insight about text, using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).
- Draw conclusions from text, citing text-based information to support the conclusion (e.g., how the story or information might be useful; to whom a story or information might be useful).

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 4

2.4.2 Analyze the author’s purpose for and style of writing in both informational/expository text and literary/narrative text. W

- Determine the author’s purpose and support decision with evidence/details from text.
- Identify and explain how the author’s use of word choice, sentence structure and length, and/or literary/narrative devices affects the reader, using a variety of texts.

2.4.3 Understand the difference between fact and opinion. W

- Identify facts and opinions; provide evidence from the text to support your answer.
- Select, from multiple choices, a statement that is a fact or an opinion.

2.4.4 Evaluate author’s effectiveness for a chosen audience. W

- Read an article and decide if a chosen audience (e.g., teachers, parents, classmates) would agree or disagree with what the author says.

2.4.5 Understand how to generalize from text. W

- Generalize about a topic after reading more than one text (e.g., make generalizations about life on the prairie after reading several informational/expository and literary/narrative accounts of the migration west).
- Generalize about characters and characteristics in similar stories from different cultures (e.g., the “trickster” type tales such as Coyote in Native American literature; animals in African folk tales like Ananzi (the spider); and Br’er Rabbit stories of the Deep South).

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand how to select and use appropriate resources.

- Collect and use information from a variety of resources to solve a problem or answer a question.

Component 3.2 Read to perform a task.
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3.2.1 Understand information gained from reading to perform a specific task.

- Interpret information from common environmental print to solve a problem or perform a task (e.g., use a catalog to choose items within a budget).

3.2.2 Understand a variety of functional documents.

- Explain the information in functional documents related to hobbies or interests (e.g., skate boarding magazines, books about animals, e-mail, and letters from friends).

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Grade 4

Component 3.4 Read for literary experience in a variety of genres.

3.4.2 Understand contemporary and traditional literature written in a variety of genres.

- Explain the characteristics of a variety of genres.
- Respond to literature from a variety of genres using teacher or self-generated prompts appropriate to the text and content.

3.4.3 Analyze a variety of literature representing different cultures and traditions.

- Compare and contrast cultures and traditions from a variety of literature.
- Generalize about traditions after reading literature from various cultures (e.g., customs, ceremonies, celebrations).

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.1 Apply strategies to monitor reading progress.

- Identify reading strengths and weaknesses and select targets on which to work.
- Track progress in reading achievement with graphs, charts, and checklists.

4.1.2 Apply strategies for setting grade-level appropriate reading goals.

- Set reading goals, create a plan to meet those goals, and monitor progress toward implementing the plan with teacher assistance.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Evaluate authors, books, and genres to select favorites.

- Discuss and share favorite authors, books, and genres with others. Explain reason for choices.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

Reading—Grade 5

In fifth grade, students broaden and deepen their understanding of informational and literary text. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author.

EALR 1: The student understands and uses different skills and strategies to read.

Note: Each grade-level expectation assumes the student is reading grade-level text. Since reading is a process, some grade-level indicators and evidence of learning apply to multiple grade-levels. What changes is the text complexity as students move through the grade levels.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Understand and apply dictionary skills and other reference skills.

- Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and/or clarify shades of meaning.
- Use text evidence to verify dictionary or glossary meaning.

1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.

- Use word origins to determine the meaning of unknown words.
- Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., collide, collision).
- Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text.
- Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
- Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in informational/expository text and literary/narrative text.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, into written and oral communication.

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text.

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Grade 5

- Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text.
- Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., *property* in science and social studies).
- Select, from multiple choices, the meaning of words necessary to understand content area text.
- Use new vocabulary in oral and written communication.

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply **fluency** to enhance comprehension.

- Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
- Read aloud unpracticed grade-level text with fluency in a range of 125–135+ words correct per minute.

1.4.3 Apply **different reading rates** to match text.

- Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., skimming for facts, scanning for key words, close/careful reading for understanding new or complex ideas).

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply **comprehension monitoring strategies** before, during, and after reading: **determine importance using theme, main idea and supporting details in grade-level informational/expository text and/or literary/narrative text.** **W**

- State the main idea of a passage and provide several text-based details supporting it.
- State the theme/message and supporting details in culturally relevant literary/narrative text.
- Organize main ideas and supporting details in a graphic organizer to enhance comprehension.
- Select, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.
- Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.

2.1.4 Apply **comprehension monitoring strategies** before, during, and after reading: **use prior knowledge.**

- Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s).
- Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.

Grade 5

2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level text. **W**

- Make, confirm, and revise prediction based on prior knowledge and evidence from the text.
- Cite passages from text to confirm or defend predictions and inferences.
- Select, from multiple choices, a prediction, or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).
- Organize information to support a prediction or inference in a graphic organizer.
- Select, from multiple choices, a prediction or inference that could be made from the text.

2.1.6 Apply comprehension monitoring strategies to understand fiction, nonfiction, informational text, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.
- Generate and answer questions about the text before, during, and after reading to aid comprehension.
- Use questioning strategies to comprehend text.
- Draw, write about, or verbally describe the mental images that occur while reading.
- Organize information in a graphic organizer appropriate to the text and purpose for reading to organize information and comprehend text.
- Use pre-, during, and after-reading tools designed to activate and record prior knowledge to understand text (e.g., prediction guides, KWL charts, DRTA).

2.1.7 Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. **W**

- Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text (e.g., newspaper or magazine articles).
- Summarize the plot/message in culturally relevant literary/narrative texts.
- Select, from multiple choices, a sentence that best summarizes the story or selection.
- Organize information using a graphic organizer appropriate for summarizing informational/expository text and literary/narrative text.

Component 2.2 Understand and apply knowledge of text components to comprehend text.
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2.2.1 Apply understanding of time, order, and/or sequence to comprehend text. **W**

- Explain the use of flashbacks to convey meaning in literary/narrative text.
- Explain the use of steps in a process to convey meaning in an informational text (e.g., how a bill becomes law, stages in the colonization of early America).

Grade 5

2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text. **W**

- Locate information using grade-level appropriate text features.
- Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
- Use organizational features and electronic sources (such as headings and numberings, CD-ROM, internet, pull-down menus, key word searches, and icons) to access information.
- Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature.

2.2.3 Understand and analyze story elements. **W**

- Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits.
- Identify the major actions that define the plot and how actions lead to conflict or resolution.
- Explain the influence of setting on character and plot.
- Identify the narrator and explain which point of view is used in the text.
- Explain how a story would change if a different character narrated it.
- Identify the stated theme/message in text and support with evidence from the text.
- Identify common recurring themes/messages in books by the same author.
- Select, from multiple choices, words or selections that best describe specific story elements from the story, selection, or poem (e.g., character, setting, conflict).

2.2.4 Apply understanding of text organizational structures.

- Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast, chronological order) to aid comprehension.
- Identify and use text written in the text organizational structures of *cause and effect* and *order of importance* to find and organize information and comprehend text.
- Differentiate between text organizational structures of informational/expository text and literary/narrative text.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
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2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. **W**

- Find similarities and differences within and between texts using text-based evidence (e.g., facts and opinion in newspaper vs. poetry; authors' points of view in different works).
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- Identify and interpret cause and effect relationships within a text using evidence from the text (e.g., how the transcontinental railroad influenced the development of the West).
- Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, setting, information).
- Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action).

2.3.2 Analyze sources for information appropriate to a specific topic or for a specific purpose.

- Select appropriate resources such as an atlas, newspaper, magazine, memos, directories, and/or schedules, to locate information on a specific topic or for a specific purpose.
- Sort information gathered from various sources by topic and judge the utility of the information for a specific purpose.

2.3.3 Understand a function (which makes the story more interesting) of literary devices. W

- Recognize previously learned literary devices and explain how they make the story more interesting.
- Identify literary/narrative devices such as imagery, exaggeration, and dialogue and explain how they make the story more interesting.

Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text. W

- Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.

2.4.2 Analyze an author's style of writing, including language choice, achieves the author's purpose and influences an audience. W

- Identify and explain the author's purpose (e.g., entertain, inform, explain, persuade).
- Identify and explain how author's use of word choice, sentence structure and length, and/or literary devices influences an audience.

2.4.3 Analyze text for fact and opinion. W

- Distinguish between fact and opinion and provide supporting evidence from the text.
- Select, from multiple choices, a statement that is a fact or an opinion.

2.4.4 Analyze the author's effectiveness for different audiences. W

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- Identify the author’s target audience(s) and cite examples of details and/or arguments that appeal to that audience.
- Interpret the author’s tone and support the answer with text-based evidence.
- Cite and explain examples of author’s use of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonials/endorsements).

2.4.5 Understand how to extend information beyond the text to another text or to a broader idea or concept by generalizing.

- Generalize after reading multiple texts (e.g., how characters show bravery or misuse power).
- Explain how information in a text could be used to solve a problem and cite text-based examples (e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store).

2.4.6 Understand ideas and concepts in multiple texts. W

- Explain an idea and/or concept, which occur in multiple texts (e.g., bravery, misused power).

2.4.7 Understand author’s perspective.

- Recognize author’s perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting literary/narrative text details or information text facts.

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.

- Locate, select, and use a variety of library and Internet materials appropriate to a task or best suited to investigate a topic.
- Follow multi-step written directions (e.g., explain the process for becoming a U.S. citizen, follow a recipe, build a model, complete a project).

Component 3.2 Read to perform a task.
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3.2.2 Apply understanding of a variety of functional documents.

- Locate and use functional documents (e.g., informational/expository posters, advertisements, brochures).

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Component 3.4 Read for literary experience in a variety of genres.

3.4.2 Understand and analyze a variety of literary/narrative genres.

- Examine and explain the characteristics of genres.
- Respond to literature written in a variety of genres based on given criteria (e.g., compare and contrast literary/narrative elements in texts written in different genres).

3.4.3 Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.

- Identify similarities and differences within and among multiple cultures or historical periods citing text-based evidence (e.g., laws in different cultures or historical periods).
- Identify and discuss recurring themes in literature (e.g., friendship, conflict).

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.2 Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.

- Set reading goals and create a plan to meet those goals.
- Monitor progress toward implementing the plan, making adjustments and corrections as needed.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Evaluate books and authors to share common literary experiences.

- Recommend books to others and explain the reason for the recommendation.
- Discuss common reading selections and experiences with others.

INSTRUCTIONAL MATERIALS

Grade 1

Basic Student Materials:

Reading Street, Scott Foresman, 2007

Comprehensive Grade 1 Package includes:

Student Edition 1.1-1.5

Leveled Readers Super Kit

Decodable Readers take home version

Basic Teacher Materials:

Teacher's Edition Package Volume 1-.5

Practice Book Teacher's Manuals 1.1 & 1.2

Practice Book Student Copy 1.1 & 1.2

Big Book Grade Level Package

Sound Spelling Cards

Phonics Songs and Rhymes Flip Chart

Grammar and Writing Practice Teacher's Manual

Grammar and Writing Student Copy 1.1 & 1.2

Spelling Practice Book Teacher's Manual

Spelling Practice Book

Assessment Handbook

Baseline Group Tests Teacher's Manual

Selection Tests Teacher's Manual

Fresh Reads for Differentiated Test Practice Teacher's Manual

Ten Important Sentences

Daily Fix-It Transparencies

Unit and End-of-Year Benchmark Tests Teacher's Manual

Read Aloud Anthology

Readers' Theater

ELL Teacher's Guide

ELL and Transition Handbook

Supplemental Materials

Reading Street Centers Survival Kits

Technology

Online Teachers' Resource Package

Success Tracker Access Pack

Online Leveled Readers

Audio Sing with Me/Background Audio CD's

INSTRUCTIONAL MATERIALS

Grade 2

Basic Student Materials:

Reading Street, Scott Foresman, 2007

Comprehensive Grade 2 Package includes:

Student Editions 2.1 & 2.2

Leveled Readers Super Kit

Decodable Readers take home version

Basic Teacher Materials:

Teacher's Edition Package Volume 1-6

Practice Book Teacher's Manual 2.1 & 2.2

Practice Book Student Copy 2.1 & 2.2

Big Book Grade Level Package

Sound Spelling Cards

Phonics Songs and Rhymes Flip Chart

Grammar and Writing Practice Teacher's Manual

Grammar and Writing Student Copy 2.1 & 2.2

Assessment Handbook

Baseline Group Test Teacher's Manual

Selection Tests Teacher's Manual

Fresh Reads for Differentiated Test Practice Teacher's Manual

Ten Important Sentences

Daily Fix-It Transparencies

Writing Rubric and Anchor Papers

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Read Aloud Anthology

Readers' Theater

ELL Teacher's Guide

ELL and Transition Handbook

Graphic Organizer Book

Supplemental Materials

Reading Street Centers Survival Kits

Technology

Online Teacher's Resource Package

Success Tracker Access Pack

Online Leveled Readers

Audio Text & Background Building CD's

INSTRUCTIONAL MATERIALS

Grade 3

Basic Student Materials:

Reading Street, Scott Foresman, 2007

Comprehensive Grade 3 Package includes:

Student Edition 3.1 & 3.2

Leveled Readers Super Kit

Basic Teacher Materials:

Teacher's Edition Package Volume 1-6

Practice Book Teacher's Manual 3.1 & 3.2

Practice Book Student Copy 3.1 & 3.2

Grammar and Writing Teacher's Manual

Grammar and Writing Student Copy 3.1 & 3.2

Spelling Practice Teacher's Manual

Spelling Practice Book Student copy

Assessment Handbook

Baseline Group Test Teacher's Manual

Selection Tests Teacher's Manual

Fresh Reads for Differentiated Test Practice

Ten Important Sentences

Daily Fix-It Transparencies

Writing Rubric and Anchor Papers

Unit and End of the Year Benchmark Tests Teacher's Manual

Readers' Theater Anthology

ELL Teacher's Manual

ELL and Transition Handbook

Graphic Organizer Book

Supplemental Materials

Reading Street Centers Survival Kits

Technology

Online Teacher's Resource Package

Success Tracker Access Pack

Online Leveled readers

Audio Text & Background Building CD's

INSTRUCTIONAL MATERIALS

Grade 4

Basic Student Materials:

Reading Street, Scott Foresman, 2007

Comprehensive Grade 4 Package includes:

Student Edition

Leveled Readers Super Kit

Basic Teacher Materials:

Teacher's Edition Package Volume 1-6

Practice Book Teacher's Manual

Practice Book Student Copy

Grammar and Writing Teacher's Manual

Grammar and Writing Student Copy

Spelling Practice Book Teacher's Manual

Spelling Practice Book Student Copy

Assessment Handbook

Baseline Group Test Teacher's Manual

Selection Tests

Fresh Reads for Differentiated Test Practice

Ten Important Sentences

Daily Fix-It Transparencies

Writing Rubric and Anchor Papers

Unit and End of Year Tests Teacher's Manual

Reader's Theater Anthology

ELL Teacher's Manual

ELL and Transition Handbook

Graphic Organizer Book

Supplemental Materials

Reading Street Centers Survival Kits

Technology

Online Teacher Resources Access Pack

Success Tracker Access Pack

Online Leveled readers

Audio Text & Background Building CDs

INSTRUCTIONAL MATERIALS

Grade 5

Basic Student Materials:

Reading Street, Scott Foresman, 2007

Comprehensive Grade 5 Package includes:

Student Edition

Leveled Readers Super Kit

Basic Teacher Materials:

Teacher's Edition Package Volume 1-6

Practice Book Teacher's Manual

Practice Book Student Copy

Grammar and Writing Teacher's Manual

Grammar and Writing Student Copy

Spelling Practice Teacher's Manual

Spelling Practice Book Student Copy

Assessment Handbook

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Selection Tests Teacher's Manual

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ASSESSMENT

An important part of the teaching-learning process is the evaluation of how well students attain the state and district essential academic learning requirements. This evaluation assists teachers in their instructional planning, helps determine the degree to which learning has occurred, and aids in deciding when to re-teach specific learnings.

The following methods will be used in the evaluation process:

- Tests
- Quizzes
- Class participation
- Written assignments
- Oral presentations
- Research projects
- Classroom observation