

Reading Grade Level Expectations

R:1 Phonological Awareness

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • Recognizes rhyming words and produces rhymes • Blends and segments syllables and onset-rimes (cup-cake, s-at) • Isolates phonemes in single syllable words 	<ul style="list-style-type: none"> • <u>Counts syllables in one-to-four syllable words</u> • Blends and segments <u>phonemes in one syllable words</u> 	<ul style="list-style-type: none"> • Blends and segments phonemes <u>in more complex one-syllable words</u> • <u>Deletes phonemes in one syllable words</u> (what is crust without the c?) 			

Reading Grade Level Expectations

R:2 Concepts of Print during shared or individual reading

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • Distinguishes between printed letters and words • Follows text with finger pointing, demonstrating left to right and top to bottom directionality • Identifies the first and last parts of a word • Identifies key parts of a book: front and back, print, illustrations 	<ul style="list-style-type: none"> • <u>Identifies basic punctuation marks and their usage</u> • Identifies key parts of a book: <u>title</u>, <u>author</u> • <u>Demonstrates one-one matching of words spoken to words in print</u> 				

Reading Grade Level Expectations

R:3 Word Identification skills and strategies

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • Read approximately 20 high-frequency words, including names, environmental print, and sight words • Recognizes and names all upper and lower case letters • Identifies the primary sounds represented by most letters • Demonstrates a basic understanding of how the letters of phonetically regular words, going from left to right, represent their sound 	<ul style="list-style-type: none"> • <u>Reads grade-appropriate high frequency words (including irregularly spelled words and contractions)</u> • <u>Identifies sound-symbol correspondences: Consonants, two letter blends, basic consonant and vowel digraph, short and long vowels affected by silent e</u> • <u>Reads regularly spelled one and two syllable words by using knowledge of sounds and letter patterns</u> 	<ul style="list-style-type: none"> • <u>Reads grade-level words with automaticity</u> • Reads grade-appropriate high frequency words (including irregularly spelled words) 	<ul style="list-style-type: none"> • Reads grade-level words with automaticity • <u>Identifies multisyllabic words</u> • <u>Prefixes and suffixes</u> • <u>Variant spellings for consonants or vowels</u> 	<ul style="list-style-type: none"> • <u>Six syllable types</u> (closed, open, silent e, vowel combination, r-controlled, consonant –le • <u>Syllable division</u> • Prefixes and suffixes 	<ul style="list-style-type: none"> • Six syllable types (closed, open, silent e, vowel combination, r-controlled, consonant –le • Syllable division • Prefixes and suffixes

Reading Grade Level Expectations

R:4 Context and self correction strategies

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • Notices when simple sentences fail to make sense (during read-aloud or reading simple text) • Uses pictures, syntax, or repetitive language patterns to help predict upcoming words 	<ul style="list-style-type: none"> • <u>Monitors own reading and self corrects when incorrectly identifies or predicted words do not fit with cues provided by the print or context</u> 	<ul style="list-style-type: none"> • Identifies regularly spelled multisyllabic words, by using knowledge of sounds, <u>syllable types, or word patterns.</u> • <u>Uses context clues, predicts upcoming text, monitors, and adjusts to read and self correct</u> 	<ul style="list-style-type: none"> • Uses context clues, predicts upcoming text, monitors, and adjusts to read and self correct 	<ul style="list-style-type: none"> • Uses <u>syntax</u>/language structure and <u>semantics</u>/meaning to read and self correct 	<ul style="list-style-type: none"> • Uses syntax/language structure and semantics/meaning to read and self correct

Reading Grade Level Expectations

R:5 Vocabulary

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • Uses the following strategies to unlock meaning of unfamiliar words <ul style="list-style-type: none"> ○ Activates prior knowledge ○ Uses context clues ○ Asks questions during read-alouds 	<ul style="list-style-type: none"> • Uses strategies to unlock meaning during read-alouds or <u>text reading</u> • Identifies synonyms and antonyms to connect new words to known words 	<ul style="list-style-type: none"> • Unlocks meaning using <u>word structure</u>, suffixes, base words, context clues, <u>illustrations and diagrams</u>, and prior knowledge • Synonyms, antonyms, <u>categorizes words</u> • Selects appropriate words to use in context 	<ul style="list-style-type: none"> • Unlocks meaning using word structure, <u>prefixes</u>, suffixes, base words, context clues, or <u>other resources, such as dictionaries and glossaries</u> • Synonyms, antonyms, <u>homonyms and homophones</u> • Selects appropriate words to use in context (<u>including words with multiple meanings</u>) 	<ul style="list-style-type: none"> • Unlocks meaning using word structure, prefixes, suffixes, base words and context clues • Synonyms and antonyms • Homonyms and homophones • Shades of meaning (“cold” versus “freezing”) • <u>Explains the use of words in context</u> • Uses precise vocabulary (the best word in a situation) 	<ul style="list-style-type: none"> • Unlocks meaning using word structure, prefixes, suffixes, base words and context clues • Synonyms and antonyms • Homonyms and homophones • Shades of meaning (“cold” versus “freezing”) • <u>Explains the use of words in context</u> • Uses precise vocabulary (the best word in a situation)

Reading Grade Level Expectations

R:6 Understanding of word Meaning or relationships

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none">• Identifies synonyms and antonyms to connect new words to known words• Organizes words by category• Demonstrates knowledge of basic concepts	<ul style="list-style-type: none">• <u>Describes words in terms of categories, functions, or features</u>				

Reading Grade Level Expectations

R:7 Comprehension Strategies

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • Uses the following comprehension strategies while listening to literary and informational text <ul style="list-style-type: none"> ○ Using prior knowledge ○ Predicting ○ Making simple text-based inferences ○ Generating clarifying questions ○ Visualizing ○ Making connections 	<ul style="list-style-type: none"> • Uses the following comprehension strategies while reading or listening to literary and informational text <ul style="list-style-type: none"> ○ Using prior knowledge ○ Predicting ○ Making simple text-based inferences ○ Generating clarifying questions ○ Visualizing ○ Making connections 	<ul style="list-style-type: none"> • Uses the following comprehension strategies while reading <ul style="list-style-type: none"> ○ Using prior knowledge ○ Predicting ○ Making text-based inferences ○ <u>Determining importance</u> ○ Asking <u>literal</u> and clarifying questions ○ Visualizing ○ Making connections ○ <u>Locating and using text features (headings, parts of the book)</u> 	<ul style="list-style-type: none"> • Uses the following comprehension strategies while reading <ul style="list-style-type: none"> ○ Using prior knowledge ○ Predicting ○ Making text-based inferences ○ Asking questions ○ Visualizing ○ Making connections ○ Locating and using text features (transition words, subheadings) 	<ul style="list-style-type: none"> • Uses the following comprehension strategies while reading <ul style="list-style-type: none"> ○ <u>Summarizing</u> ○ Predicting ○ Inferring ○ Asking questions ○ Visualizing ○ Making connections • Uses the following <u>text structure clues</u> to comprehend reading. <ul style="list-style-type: none"> ○ <u>Chronological order</u> ○ <u>Cause and effect</u> ○ <u>Comparing and contrast</u> ○ <u>Proposition and support</u> ○ <u>Descriptive</u> ○ <u>Classification</u> 	<ul style="list-style-type: none"> • Uses the following comprehension strategies while reading <ul style="list-style-type: none"> ○ Summarizing ○ Predicting ○ Asking questions ○ Visualizing ○ Making connections ○ <u>Inferential questioning</u> ○ <u>Taking notes</u> • Uses the following text structure clues to comprehend reading. <ul style="list-style-type: none"> ○ Chronological order ○ Cause and effect ○ Comparing and contrast ○ Proposition and support ○ <u>Logical/sequential</u>

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Reading Grade Level Expectations

R:8 Monitoring and Adjusting Strategies

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> Monitors comprehension and adjusts strategy use for different types of text and purposes during read alouds Recognizes problems with understanding, and asks questions as needed 	<ul style="list-style-type: none"> Monitors comprehension and <u>adjusts reading rate</u> and strategy use for different types of text and purposes during read alouds Recognizes problems with understanding, and <u>rereads</u> or asks questions as needed 	<ul style="list-style-type: none"> <u>Samples a page of text for readability and interest</u> Recognizes problems with understanding, and rereading or <u>adjusting pace</u> as needed 	<ul style="list-style-type: none"> Sampling a page of text for readability and interest <u>Previewing text selections</u> <u>Stopping to reread, adjusting pace, or use of other strategies as needed</u> 	<ul style="list-style-type: none"> Sampling a page of text for readability and interest Previewing text selections Stopping to reread or adjusting pace 	<ul style="list-style-type: none"> Sampling a page of text for readability and interest Previewing text selections Stopping to reread or adjusting pace

Reading Grade Level Expectations

R:9 Accuracy and Fluency

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
	<ul style="list-style-type: none"> • <i>Accuracy:</i> Reads material appropriate for the end of 1st grade with 90%-94% accuracy • <i>Fluency:</i> Reads previously introduced or previously read grade appropriate text with an oral fluency rate of at least 50-80 words correct per minute • <i>Fluency:</i> Reads grade appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to end punctuation 	<ul style="list-style-type: none"> • <i>Accuracy:</i> Reads material appropriate <u>for the end of 2nd grade</u> with 90%-94% accuracy • <i>Fluency:</i> Reads with an oral fluency rate of at least 80-100 words correct per minute • <i>Fluency:</i> Reads grade appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to <u>punctuation (including commas and quotation marks)</u> 	<ul style="list-style-type: none"> • <i>Accuracy:</i> Reads 3rd grade material with 90%-94% accuracy • <i>Fluency:</i> Reads with an oral fluency rate of at least 115-140 words correct per minute • <i>Fluency:</i> Reads with phrasing and expression, with attention to text features (punctuation, italics, and dialogue) 	<ul style="list-style-type: none"> • <i>Accuracy:</i> Reads 4th grade material with 90%-94% accuracy • <i>Fluency:</i> Reads with an oral fluency rate of at least 115-140 words correct per minute • <i>Fluency:</i> Reads with phrasing and expression, with attention to text features (punctuation, italics, and dialogue) 	<ul style="list-style-type: none"> • <i>Accuracy:</i> Reads 5th grade material with 90%-94% accuracy • <i>Fluency:</i> Reads with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading • <i>Fluency:</i> Reads with phrasing and expression, with attention to text features (punctuation, italics, and dialogue)

Reading Grade Level Expectations

R:10- R:11 Initial Understanding of Literary Text

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • Demonstrates initial understanding of elements of literary texts read aloud <ul style="list-style-type: none"> ○ Identifies characters in a story • Responds to simple questions about the books content 	<ul style="list-style-type: none"> • Demonstrates understanding of literary key elements (including text read-aloud, reading <u>independently, or in a guided manner</u>) by... <ul style="list-style-type: none"> ○ Identifies characters in a story • <u>Retells the beginning, middle and end of a story</u> • Responds to simple questions about the books content • Demonstrates understanding of author’s craft by identifying literary devices as appropriate to genre: rhyme, repeated language 	<ul style="list-style-type: none"> • Demonstrates understanding of literary key elements by... <ul style="list-style-type: none"> ○ Identifies and <u>describes character, setting, problem/solution, and major events</u> • Retells the <u>key elements of the story</u> • <u>Sequences key events in order</u> • <u>Distinguishes among a variety of types of text (Poetry, plays, realistic fiction, fairy tales, fantasy, fable, tall tales)</u> • Demonstrates understanding of author’s craft (rhyme, repeated language, and <u>dialogue</u>) 	<ul style="list-style-type: none"> • Demonstrates understanding of literary key elements by... <ul style="list-style-type: none"> ○ Identifies and describes character, setting, problem/solution, major events or plot. • <u>Paraphrases or summarizes key ideas/plot</u> • <u>Identifies characteristics</u> of different types of text (Poetry, plays, fairy tales, fantasy, fable, tall tales or realistic fiction) • Demonstrates understanding of author’s craft (rhyme, <u>alliteration, description, dialogue</u>) 	<ul style="list-style-type: none"> • Demonstrates understanding of literary key elements by... <ul style="list-style-type: none"> ○ Identifies and describes character, setting, problem/solution, major events or plot. • <u>*Identifies changes in characters over time.</u> • Paraphrases or summarizes key ideas/plot • <u>Sequences major events</u> • Identifies characteristics of different types of text (fantasy, fable, realistic fiction, folktales, historical fiction, <u>mysteries</u>) • Demonstrates understanding of author’s craft (rhyme, alliteration, simile, description, dialogue, <u>imagery or simple metaphor</u>) 	<ul style="list-style-type: none"> • Demonstrates understanding of literary key elements by... <ul style="list-style-type: none"> ○ Identifies and describes character, setting, problem/solution, major events or plot. ○ Identifies changes in characters over time. • Paraphrases or summarizes key ideas/plot • Sequences major events • Identifies characteristics of different types of text (fantasy, fable, realistic fiction, folktales, historical fiction, <u>mysteries</u>) • Demonstrates understanding of author’s craft (rhyme, alliteration, simile, description, dialogue, <u>imagery or simple metaphor</u>)

Reading Grade Level Expectations

R: 12 Initial understanding of informational text

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> Obtains information from following text features <ul style="list-style-type: none"> Title Illustrations Uses explicitly stated information from the text to answer questions 	<ul style="list-style-type: none"> Obtains information from following text features <ul style="list-style-type: none"> Title Illustrations Uses explicitly stated information from the text to answer questions <u>Distinguishes among a variety of types of informational text (magazines, newspapers, lists, simple directions)</u> 	<ul style="list-style-type: none"> Obtains information from following text features <ul style="list-style-type: none"> <u>Simple table of contents</u> <u>Glossary</u> <u>Charts, graphs, diagrams</u> Illustrations Uses explicitly stated information from the text to answer questions <u>Locates and records information to show understanding when given an organizational format (T-charts, Venn Diagram)</u> 	<ul style="list-style-type: none"> Obtains information from following text features <ul style="list-style-type: none"> <u>Table of contents</u> Glossary <u>Basic transition words</u> <u>Bold or italicized text</u> <u>Headings</u> <u>Graphic organizer</u> Charts, graphs, illustrations Uses information from the text to answer questions about the <u>central/main idea</u> or details Organizes information to show understanding of 	<ul style="list-style-type: none"> Obtains information from following text features <ul style="list-style-type: none"> Table of contents Glossary <u>Index</u> <u>Transition words and phrases</u> <u>Bold or italicized text</u> Headings and subheadings Graphic organizers Charts, graphs, illustrations Uses information from the text to answer questions about the main idea or key details Organizes information to show understanding of text <ul style="list-style-type: none"> Represents information in charts or graphs Paraphrases Summarizes <u>Compares/contrasts</u> 	<ul style="list-style-type: none"> Obtains information from following text features <ul style="list-style-type: none"> Table of contents Glossary Index Transition words and phrases Bold or italicized text Headings and subheadings Graphic organizers Charts, graphs, illustrations Uses information from the text to answer questions about the main idea or key details Organizes information to show understanding of text <ul style="list-style-type: none"> Represents information in charts or graphs Paraphrases Summarizes <u>Compares/contrasts</u>

			text		
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Reading Grade Level Expectations

R: 12 Initial understanding of informational text

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
			<ul style="list-style-type: none"> • <u>Represents information in charts or graphs</u> • <u>Identifies the characteristics</u> of a variety of types of texts <ul style="list-style-type: none"> ○ <i>References:</i> dictionaries, glossaries, magazines, <u>trade books, text books,</u> newspapers ○ <i>Practical functional texts:</i> <u>procedures,</u> instructions, <u>book orders, announcements,</u> invitations 	<ul style="list-style-type: none"> • Organizes information to show understanding of text <ul style="list-style-type: none"> ○ Represents information in charts or graphs • <u>Paraphrases</u> • <u>Summarizes</u> • Identifies the characteristics of a variety of types of texts <ul style="list-style-type: none"> ○ <i>References:</i> <u>encyclopedias,</u> magazines, trade books, text books, newspapers ○ <i>Practical functional texts:</i> procedures, instructions, book orders, announcements 	<ul style="list-style-type: none"> • Identifies the characteristics of a variety of types of texts <ul style="list-style-type: none"> ○ <i>References:</i> <u>reports,</u> encyclopedias, magazines, trade books, text books, newspapers, <u>internet web sites,</u> <u>biographies</u> • <i>Practical functional texts:</i> procedures, instructions, book orders, announcements, <u>recipes, menus</u>

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Reading Grade Level Expectations

R: 13 Analyzing literary text and citing evidence from the story

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p>During Read A Loud</p> <ul style="list-style-type: none"> • Makes predictions about what might happen next • Identifies physical characteristics or personality traits of main characters 	<ul style="list-style-type: none"> • Makes predictions about what might happen next, <u>and tells why the prediction was made</u> • <u>Identifies possible motives of characters</u> • Identifies <u>relevant</u> physical characteristics or personality traits of main characters 	<ul style="list-style-type: none"> • <u>Makes logical predictions</u> • Identifies relevant physical characteristics or personality traits of main characters • <u>Makes basic inferences about problem, or solution</u> • <u>Identifies authors basic message</u> • Identifies possible motives of characters • <u>Recognizes explicitly stated causes or effects</u> 	<ul style="list-style-type: none"> • Makes logical predictions • Describes character’s personality (uses examples from the story of character’s thoughts, words, or actions) • Makes inferences about problem, <u>conflict/solution</u> • <u>Identifies authors basic message</u> • Identifies possible motives of characters • Recognizes explicitly stated causes or effects 	<ul style="list-style-type: none"> • Makes logical predictions • Describes character’s personality (uses examples from the story of character’s thoughts, words, or actions) • <u>Makes inferences</u> about problem, conflict/solution • <u>Identifies who is telling the story</u> • <u>Identifies authors message or theme</u> • <u>Identifies causes or effects, including possible motives of characters</u> 	<ul style="list-style-type: none"> • Makes logical predictions • <u>Describes characters’</u> personality or <u>interactions</u> (uses examples from the story of character’s thoughts, words, or actions) • <u>Describe how characters change over time</u> • <u>Makes inferences about the relationship among elements (how setting affects a character)</u> • Identifies <u>the narrator</u> • Identifies authors message or theme (<u>implied or stated</u>) • Identifies causes or effects, including possible motives of characters • <u>Demonstrates knowledge of use of literary elements and devices (imagery, exaggeration) to analyze literary works</u>

Reading Grade Level Expectations

R: 15 Generates a personal response to text

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p>During Read A loud</p> <ul style="list-style-type: none"> • Compares stories or texts to <ul style="list-style-type: none"> ○ Personal experience ○ Prior knowledge ○ Other books 	<ul style="list-style-type: none"> • Compares stories or texts to <ul style="list-style-type: none"> ○ Personal experience ○ Prior knowledge ○ Other books 	<ul style="list-style-type: none"> • Compares stories or texts to <ul style="list-style-type: none"> ○ Related personal experience ○ Prior knowledge ○ Other books 	<ul style="list-style-type: none"> • Compares stories or texts to <ul style="list-style-type: none"> ○ Related personal experience ○ Prior knowledge ○ Other books 	<ul style="list-style-type: none"> • Compares stories or texts to <ul style="list-style-type: none"> ○ Related personal experience ○ Prior knowledge ○ Other books 	<ul style="list-style-type: none"> • Compares stories or texts to <ul style="list-style-type: none"> ○ Related personal experience ○ Prior knowledge ○ Other books

Reading Grade Level Expectations

R: 16 Analyzing informational text and citing evidence

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Identifies the topic</u> • Tells what was learned • Makes basic inferences, or draws basic conclusions 	<ul style="list-style-type: none"> • <u>Connects information within a text</u> • Recognizing generalizations about text (identifying appropriate titles, or main/central ideas) • Makes basic inferences, or draws basic conclusions • <u>Makes inferences about cause and effect when signal words are present</u> 	<ul style="list-style-type: none"> • Connects information within a text • Recognizing generalizations about text (identifying appropriate titles, <u>assertions, or controlling ideas</u>) • Draws inferences about text, including authors purpose (to inform, explain, entertain, or message) • Makes basic inferences, or draws basic conclusions • <u>Forms judgments/opinions about central ideas that are relevant</u> • <u>Distinguishes fact from opinion</u> • Make inferences about cause and effect 	<ul style="list-style-type: none"> • Connects information within a text or <u>across texts</u> • <u>Synthesizes information within or across texts (constructing appropriate titles, or formulating assertions or controlling ideas)</u> • <u>Draws inferences about text, including authors purpose (to inform, explain, entertain, or message)</u> • Draws basic conclusions • Forms judgments/opinions about central ideas that are relevant • Distinguishes fact from opinion • Make inferences about cause and effect 	<ul style="list-style-type: none"> • Connects information within a text or across texts • Synthesizes information within or across texts (constructing appropriate titles, or formulating assertions or controlling ideas) • Draws inferences about text, including authors purpose (to inform, explain, entertain, <u>persuade</u>) • Draws basic conclusions • Forms judgments/opinions and <u>assertions about central ideas</u> that are relevant • Distinguishes fact from opinion • Make inferences about cause and effect

