

State Goal 1: Read with understanding and fluency.

Goal 1A: Apply word analysis and vocabulary skills to comprehend selections.

Descriptors	Timeline	Research-Based Instructional Strategies	Resources & Instructional Materials	Research-Based Assessment Evidence
<p>Demonstrate phonological awareness (i.e., rhymes and alliterations)</p> <p><i>Example: produce rhyming words and recognizing pairs of rhyming words auditorily</i></p>	1,2,3,4 Quarter	<p>Poetry/rhyming charts</p> <p>Modeled reading</p> <p>Shared reading</p> <p>Guided reading</p> <p>Morning message</p>	<p>Nursery rhymes</p> <p>Large Printed Text</p> <p>Big books</p> <p>Sentence strips</p> <p>Charts</p> <p>Leveled readers</p> <p>Sorting activities (picture, letter, word)</p>	<p><u>Formal:</u> DIBELS</p> <p>Kindergarten Inventory</p> <p>Running Records</p> <p><u>Informal:</u></p> <p>Word analysis activities (magnetic letters/boards)</p> <p>Checklists</p> <p>Leveled readers</p> <p>Running records</p>
<p>Demonstrate phonemic awareness (i.e., segmenting and blending syllables and phonemes, and substituting sounds; recognize a series of words that have the same beginning sound;</p> <p><i>Example: saying words slowly, stretching them out: mmm-ahhhh-mmm and then saying the word as 'mom'</i></p> <p><i>Example: begin to fully separate the sounds /c/ /at/ and c/a/t; Adding and substituting sounds to form new words (man, can, Dan)</i></p>	1,2,3,4 Quarter	<p>Elkonin boxes-sound & letter boxes (see forms in notebook)</p> <p>Highlighting sounds/letters, phonemes, syllables</p> <p>Substituting onset and rime activities</p> <p>Word families</p> <p>Modeled reading/writing</p> <p>Shared reading/writing</p> <p>Guided reading/writing</p> <p>Independent reading/writing</p> <p>Clapping words in sentences; clapping syllables in words</p>	<p>Printed text</p> <p>Big books</p> <p>Sentence Strips</p> <p>Stories on chart paper</p> <p>Morning message</p> <p>Sorting activities (picture, letter, word)</p>	<p><u>Formal:</u> DIBELS</p> <p>Running records</p> <p>Kindergarten Inventory/Reading expectations</p> <p><u>Informal:</u></p> <p>Writing samples</p> <p>Phoneme segmentation activities</p> <p>Dictation activities</p> <p>Word analysis activities (magnetic boards/letters)</p> <p>Running records</p>

<p>Demonstrate alphabet knowledge Recognize and name all capital / lowercase letters of the alphabet Phonics: Associate letters with their most common sounds <i>Example: /t/ is the first sound in top</i></p>	<p>1,2,3,4 Quarter</p>	<p>Letter sorts Predicting initial sounds they would expect to see Locating letters in print Making Words Activities Modeled reading/writing Shared reading/writing Interactive Writing Guided reading/writing Independent reading/writing Morning message</p>	<p>Magnetic letters/boards Big books Nursery rhymes Alphabet books Writer’s journals Word walls Sorting activities (picture, letter, word - see examples in notebook) Chart paper for group stories/patterned text</p>	<p><u>Formal:</u> DIBELS Running records <u>Informal:</u> Writing samples Phoneme segmentation activities Dictation activities Making words activities (magnetic boards/letters) Running records</p>
<p>Read one syllable and high frequency words</p>	<p>1,2,3,4 Quarter</p>	<p>Modeled reading/writing Shared reading/writing Guided reading/writing Independent reading/writing Making Words activities Cut-up sentences</p>	<p>Big books Literature Leveled Readers Sentence strips Writing Journals Charts for group writing Poems Word walls Sorting activities (picture, letter, word) Magnetic boards/letters</p>	<p><u>Formal:</u> Running records Kindergarten Inventory <u>Informal:</u> Running records Writing activities Word wall activities Making words activities</p>
<p>Demonstrate understanding of concepts about books (i.e. front cover and back cover, turning pages, knowing where a story starts, and viewing page on left before page on right)</p>	<p>1,2,3,4 Quarter</p>	<p>Reader’s Workshop/mini-lessons Modeled reading Shared reading Guided reading Independent reading Writing activities</p>	<p>Big books Literature Leveled readers Writing journals Making books</p>	<p><u>Formal:</u> Running Records Kindergarten Inventory <u>Informal:</u> Individual/Small group reading</p>

<p>Demonstrate understanding of concepts about print (i.e., words, letters, spacing between words, and left to right).</p>	<p>1,2,3,4 Quarter</p>	<p>Reader's Writer's Workshop/mini-lessons Modeled reading/writing Shared reading/writing Interactive writing Guided reading/writing Independent reading/writing One to one correspondence with pointing finger Distinguish between a letter and a word Spaghetti and meatball spaces between words (Kid Writing)</p>	<p>Writing journals Kid Writing Cut-up sentences Charts – predictable sentences, stories, lists, etc.</p>	<p><u>Formal:</u> Running records Reading expectations/concepts about print <u>Informal:</u> Writing samples Cut-up sentence activities Running records</p>
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State Goal 1: Read with understanding and fluency.**Goal 1B Apply reading strategies to improve understanding and fluency**

Descriptors	Timeline	Research-Based Instructional Strategies	Resources & Instructional Materials	Research-Based Assessment Evidence
<p>Make predictions based on cover, title and pictures;</p> <p><i>Example: use pictures and text to make predictions</i></p>	1,2,3,4 Quarter	<p>Reader's Workshop/mini-lessons</p> <p>Modeled Reading</p> <p>Shared Reading</p> <p>Picture walk/building background activities</p> <p>Comprehension Strategies: Making connections, visualizing, questioning, inferring</p> <p>Guided Reading</p> <p>Independent Reading</p>	<p>Literature</p> <p>Big Books</p> <p>Leveled readers</p> <p>Writing journals</p>	<p><u>Formal:</u></p> <p>Running records</p> <p><u>Informal:</u></p> <p>Group activities</p> <p>Comprehension activities</p> <p>Written responses</p> <p>Art work</p>
<p>Connect text to prior experiences and knowledge.</p>	1,2,3,4 Quarter	<p>Reader's Workshop/mini-lessons</p> <p>Modeled reading</p> <p>Shared reading</p> <p>Picture Walks/Building background</p> <p>Guided Reading</p> <p>Independent Reading</p> <p>Reader's Workshop-mini-lessons</p> <p>Comprehension Strategies: Making connections, visualizing, questioning, inferring</p>	<p>Literature</p> <p>Big Books</p> <p>Individual Text</p> <p>Graphic Organizers</p> <p>Leveled readers</p> <p>Writing Journals</p>	<p><u>Formal:</u></p> <p>Running records</p> <p><u>Informal:</u></p> <p>Group activities</p> <p>Written responses</p>

<p>Engage in shared and independent reading of familiar predictable text.</p> <p>Read a familiar text independently</p>	<p>1,2,3,4 Quarter</p>	<p>Modeled reading Shared reading Guided reading Independent Reading Predictable charts Cut-up sentence activities with repetitive text. Partner reading</p>	<p>Literature Pattern books Big Books Sentence strips Cut-up sentences Class-made books Leveled readers (Rigby. A-Z books, etc.)</p>	<p><u>Formal:</u> Running records <u>Informal:</u> Cut-up sentence activities Running records Writing Journals</p>
<p>Listen attentively to stories read aloud.</p>	<p>1,2,3,4 Quarter</p>	<p>Modeled reading Shared reading Partner reading Comprehension Strategies: Making connections, visualizing, questioning, inferring</p>	<p>Big books Literature Leveled Readers</p>	<p><u>Informal:</u> Written response/artwork Graphic organizers</p>

State Goal 1: Read with understanding and fluency.**Goal 1C: Comprehend a broad range of reading materials**

Descriptors	Proficiency Level	Research-Based Instructional Strategies	Resources & Instructional Materials	Research-Based Assessment Evidence
<p>Retell information from a story;</p> <p><i>Example: Give evidence that they are following the meaning of what they are reading</i></p> <p>Does the retelling include: setting, time, place, characters</p>	2,3,4 Quarter	<p>Reading of a variety of genres</p> <p>Modeled reading/writing</p> <p>Shared reading/writing</p> <p>Guided reading/writing</p> <p>Independent reading</p> <p>Acting out story (plays, puppet shows)</p> <p>Story Mapping/story boards</p> <p>Writing activities</p> <p>Whole group comprehension activities (beach ball game with story elements)</p> <p>Comprehension Strategies: Making connections, visualizing, questioning, inferring</p>	<p>Literature</p> <p>Big books/shared reading</p> <p>Leveled Readers</p> <p>Poetry charts</p>	<p><u>Formal:</u></p> <p>Running records</p> <p><u>Informal:</u></p> <p>Graphic organizers</p> <p>Writing samples</p> <p>Artwork</p> <p>Sequencing activities</p> <p>Oral discussions</p> <p>Running records</p>
<p>Retelling of the story in their own words or re-enact it, getting the events in the correct sequence</p> <p>(Plays, puppet shows)</p>	2,3,4 Quarter	<p>Reading of a variety of literary works</p> <p>Modeled reading/writing</p> <p>Shared reading/writing</p> <p>Guided reading/writing</p> <p>Independent reading/writing</p> <p>Acting out story</p> <p>Writer's workshop</p> <p>Comprehension Strategies: Making connections, visualizing, questioning, inferring</p>	<p>Literature</p> <p>Big books/shared reading</p> <p>Leveled readers</p> <p>Poetry charts</p> <p>Interactive writing</p>	<p><u>Informal:</u></p> <p>Sequencing activities</p> <p>Writing journals</p> <p>Artwork</p> <p>Graphic organizers</p> <p>Oral discussions</p>

<p>Respond to simple questions about the book's content.</p> <p><i>Example: Can you tell me what this story was about? What was ____ trying to do? How did ____ feel? Why did __ hide under the bed? Use knowledge from their own experience to make sense of and talk about the text</i></p>	1,2,3,4 Quarter	<p>Reading of a variety of literary works</p> <p>Modeled reading/writing</p> <p>Shared reading/writing</p> <p>Guided reading/writing</p> <p>Independent reading/writing</p> <p>Compare/contrast activities</p> <p>Problem/solution activities</p> <p>Comprehension Strategies: Making connections, visualizing, questioning, inferring</p>	<p>Literature</p> <p>Big books/shared reading</p> <p>Leveled readers</p> <p>Poetry charts</p> <p>Interactive writing</p>	<p><u>Informal:</u></p> <p>Writing journals</p> <p>Graphic organizers</p> <p>Artwork</p> <p>Oral discussions</p>
<p>Respond to literary materials by connecting them to their own experience and communicating those responses to others.</p>	1,2,3,4 Quarter	<p>Reading a variety of literature and making connections to their own experiences through discussion</p> <p>Reader's Workshop/mini-lessons</p> <p>Modeled reading</p> <p>Shared reading</p> <p>Guided reading</p> <p>Reader's Workshop</p> <p>Comprehension Strategies: Making connections, visualizing, questioning, inferring</p>	<p>Literature</p> <p>Big books</p> <p>Leveled readers</p> <p>Graphic organizers</p> <p>Writer's journals</p> <p>Leveled readers</p> <p>Story murals/boards</p>	<p><u>Informal:</u></p> <p>Graphic organizers</p> <p>Artwork</p> <p>Writing samples</p> <p>Discussions</p>

<p>Compare/contrast a variety of literary works and identify common themes in literature from a variety of eras.</p> <p><i>Example: describe the similarities and differences among multiple versions of the same story</i></p> <p>Recognize style of various authors/illustrators</p> <p>Identify the use of different text forms</p>	<p>2,3,4 Quarter</p>	<p>Reading of a variety of literary works: realistic fiction, fiction, nonfiction, biography, plays, poetry and nursery rhymes, recipes, informational text, letter writing, lists, magazines, books by same author/illustrator</p> <p>Reader's Workshop/mini-lessons</p> <p>Modeled reading</p> <p>Shared reading</p> <p>Guided reading</p> <p>Comprehension Strategies: Making connections, visualizing, inferring, questioning</p>	<p>Literature</p> <p>Big books</p> <p>Leveled readers</p> <p>Graphic organizers/graphs</p> <p>Story murals</p> <p>Compare/contrast activities</p> <p>Storyboards</p>	<p><u>Informal:</u></p> <p>Graphic organizers</p> <p>Artwork</p> <p>Writing samples</p> <p>Discussions</p>
<p>Demonstrate understanding that different text forms are used for different purposes.</p>	<p>2,3,4 Quarter</p>	<p>Reading of a variety of literary works: realistic fiction, fiction, nonfiction, biography, plays, poetry, recipes, informational text, letter writing, lists</p> <p>Reader's Workshop/mini-lessons</p> <p>Modeled reading/writing</p> <p>Shared reading/writing</p> <p>Guided reading/writing</p> <p>Independent reading/writing</p> <p>Comprehension Strategies: Making connections, visualizing, questioning, inferring</p>	<p>Literature</p> <p>Big books/shared reading</p> <p>Leveled Readers</p> <p>Poetry charts</p> <p>Chart paper for shared writing/reading</p>	<p><u>Informal:</u></p> <p>Group activities/discussions</p> <p>Writing samples</p> <p>Artwork</p> <p>Graphic organizers</p>

Demonstrate understanding of literal meaning of stories by responding with comments, written work and artwork	1,2,3,4 Quarter	Modeled reading Shared reading Oral discussions of literature Text to self connections Making predictions based on portion of story Comprehension strategies: Making connections, visualizing, questioning and inferring.	Literature Leveled Readers Big books Story maps Concept maps Writing journals	<u>Formal:</u> Running records <u>Informal:</u> Running records Writing samples Story maps Artwork
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State Goal 2: Read and understand literature representative of various societies, eras and ideas.				
Goal 2A: Understand how literary elements and techniques are used to convey meaning				
Goal 2B: Read and interpret a variety of literary works.				
Descriptors	Timeline	Research-Based Instructional Strategies	Resources & Instructional Materials	Research-Based Assessment Evidence
Understand the structure of a story <i>Example: characters, settings, events</i>	1,2,3,4 Quarter	Discuss and draw pictures to portray characters, settings, and events in stories Writing activities Artwork Character maps Graphic organizers	Literature Big books Leveled Readers Writing Journals	<u>Informal:</u> Graphic organizers Writing samples Artwork to represent ideas in story Story Boards
Recognize narrative, informational texts and rhymes	2,3,4 Quarter	Reading of a variety of literary works: realistic fiction, fiction, nonfiction, biography, plays, poetry, recipes, informational text, magazines Reader's Workshop/mini-lessons Modeled reading/writing Shared reading/writing Guided reading/writing Independent reading/writing Oral discussions Graphic organizers Story boards Poetry charts Rhyming activities	Reading of poetry/poetry charts Rhymes Literature Leveled Readers KWL Charts	<u>Informal:</u> Graphic organizers Writing samples Artwork to represent ideas in story Story boards

<p>Show independent interest in and knowledge about books and reading</p>	<p>2,3,4 Quarter</p>	<p>Reader's Workshop/mini-lessons Self-selecting books Modeled reading/writing Shared reading/writing Guided reading/writing Independent reading/writing Concepts about print Cut up stories</p>	<p>Leveled readers Classroom library School library Big books Library books Cut up sentences/stories</p>	<p><u>Formal:</u> Running records Reading expectations/concepts about print <u>Informal:</u> Running Records Cut-up sentences Writing samples</p>
<p>Identify and discuss the literary elements of theme, setting, plot and character within literary works.</p>	<p>2,3,4 Quarter</p>	<p>Reader's Workshop/mini-lessons Reading a variety of literature Modeled reading Shared reading Guided reading Independent reading</p>	<p>Literature Big books Leveled readers Graphic organizers Story murals/boards Writer's Journals</p>	<p><u>Informal:</u> Graphic organizers Artwork Writing samples Discussions</p>
<p>Relate character, setting and plot to real-life situations.</p> <p><i>Examples: How is the character like you or someone you know?</i></p> <p><i>Has something like this happened to you?</i></p> <p><i>Where does the story take place? Is it like where we live or maybe a place you used to live?</i></p>	<p>1,2,3,4 Quarter</p>	<p>Modeled reading Shared reading Guided reading Independent reading Reading a variety of literature, discussing characters, settings and events in stories. Reading a variety of literature, connecting characters, setting and plot to real life situations and experiences Reader's Workshop/mini-lessons Comprehension Strategies: Making connections, visualizing, questioning, inferring</p>	<p>Literature Big books Leveled readers Graphic organizers Writer's Journals Leveled readers</p>	<p><u>Informal:</u> Graphic organizers Artwork Writing samples Discussions Story maps</p>

<p>Comprehend and respond to fiction and nonfiction</p> <p>Distinguish between fiction and non-fiction</p>	<p>1,2,3,4 Quarter</p>	<p>Modeled reading Shared reading Guided reading Independent reading Reading a variety of both fiction and non-fiction literature: picture books, nursery rhymes, fairy tales, poems, legends, etc. Respond to literature in writing activities</p>	<p>Literature Leveled readers Big books Writing journals</p>	<p><u>Informal:</u> Graphic organizers Artwork Writing samples Discussions Story Maps</p>
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