

# READING CURRICULUM FRAMEWORK

Revised July,2006

Preschool – Grade 5  
Re-1 Valley School District  
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## THE READING CURRICULUM FRAMEWORK

### STANDARD I and IV: Reading

#### Standard I: Students read and understand a variety of materials

- approach reading as a process by using strategies to
  - activate prior knowledge
  - check and confirm meaning
  - expand and deepen understanding
  - respond to a variety of texts and materials
  - read with increasing fluency and independence

#### Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

- Understand and evaluate the organization, style, and structure of a narrative text.
- Understand and evaluate the organization, style, and structure of an expository text
- Understand and evaluate the organization and structure of reference material
- Understand a variety of narrative and expository text at literal, interpretive, and critical levels.
- Apply comprehension strategies before, during, and after reading.

#### Rationale:

*The goal for students at all levels is that they know and can use strategies—various ways of unlocking the meaning of words and larger blocks of text—to become successful readers. The strategies are applied to increasingly difficult reading material at each grade level. At all levels, students should be challenged to read literature and other materials that stimulate their interests and intellectual abilities. Reading from a wide variety of texts both assigned and student selected, provides experience in gaining information and pleasure from diverse forms and perspectives.*

### The Five Dimensions of Reading

#### 1. Phonemic Awareness (K- 3)

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Edited 7.06

The ability to hear, identify, and manipulate the individual sounds of phonemes in spoken words. Phonemic awareness is the understanding that sounds of spoken language work together to make words.

### **2. Phonics (K – 3)**

The understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds) in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.

### **3. Fluency (1 – 8)**

The capacity to read words in connected text (different genre selections [i.e., fiction, non-fiction, poetry]) with sufficient accuracy, speed, and proper expression to comprehend what is read both silently and orally.

### **4. Vocabulary (K – 8)**

The words students need to know to communicate effectively.

*Listening vocabulary* - The words they need to know to understand what they hear.

*Speaking vocabulary* - The words they use when they speak.

*Reading vocabulary* - The words they need to know to understand when they read.

*Writing vocabulary* - The words they use when writing.

### **5. Comprehension (K – 8)**

The process requiring intentional and thoughtful interaction between the reader and the text, which involves applying explicit strategies in combination with other dimensions of reading to gain full understanding of the connected text (different genres).

Comprehension is essential not only to academic learning in all subject areas but also to life-long learning as well.

### **6. Metacognition (4 – 8)**

The awareness of thinking while reading, using strategies to think about and have control over reading. The reader can utilize these skills fluently, frequently, and independently in all types of genres.

### **7. Information Skills (4 – 8)**

The ability to select, organize, summarize, and evaluate information from a variety of sources and demonstrate proper citation techniques.

These definitions were formed by the RE-1 Valley Reading Curriculum Committee in 2005, using definitions from: Put Reading First, National Panel Report, and dimensions of reading definitions from the Colorado Basic Literacy Act 2004. Edited 7.06

## **CONCEPTS ABOUT PRINT**

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<p>With teacher direction, ~Notice: -how to hold a book right side up -where to begin reading -how to turn pages right to left -how to move finger left to right across line of print with return sweep -know difference between words and illustrations -top and bottom</p>	<p>Independently, ~hold book right side up ~show where to begin reading ~demonstrate directionality -turn pages from right to left -move finger left to right across line of print with return sweep ~distinguish: -letter -word -picture -word boundaries -upper from lower case letters -letters from numbers -page -front/back cover -top/bottom of page -first/last letter, word ~match oral words to written words in familiar text (voice-print match) ~develop an awareness of: -end punctuation -quotation marks -capital letters</p>	<p>Independently, ~understand the meaning of variations in print: -bold print -large print -small print -italics when reading: ~understand the meaning of: -end punctuation -comma -quotation marks -capital letters ~distinguish between a letter, a word, and a sentence ~identify -title -author -illustrator ~match oral words to written words (voice print match)</p>	<p>When reading, ~identify parts of a book (title page, author, table of contents) ~identify characteristics of reference materials (dictionary, encyclopedia, thesaurus) ~identify sequence of directions ~identify the characteristics of letters ~identify and interpret: - headings - captions - tables - diagrams - charts - graphs - index - map - glossary ~recognize that indentation signals a new paragraph</p>	<p>When reading, ~identify and use -glossaries -maps -copyright date ~ identify -hyphen -bullets -colon -dash -parentheses -captions -bold print -table of contents -types of print -tables</p>	<p>When reading, ~identify and use -guide words -section headings -multi-column text (e.g. magazines, encyclopedias, newspaper)</p>	<p>When reading, ~use knowledge of format and text features (e.g. table of contents, index appendixes, glossaries, diagrams, and maps) to comprehend text</p>

### PHONEMIC AWARENESS (in spoken words)

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<p>-begin to recognize rhyming words  ~attempt to identify which of several words begin with the same sound  ~attempt to blend isolated sounds in a three letter word (/b/ /a/ /t/ = bat) (phoneme blending)  ~begin to recognize and identify sounds at the beginning of words  ~attempt to segment words into isolated sounds (/b/ /a/ /t/ ) (sound segmentation)</p>	<p>-recognize rhyming words  ~identify which of several words begin with the same sound  ~recognize and blend isolated sounds of a three letter word (/b/ /a/ /t/ = bat) (phoneme blending)  ~recognize and produce sounds at the beginnings, middles, and ends of words (sound isolation)  ~segment a word into isolated sounds (bat = /b/ /a/ /t/) (sound segmentation)  ~begin to clap syllables in a word  ~begin to count the number of words in a sentence  ~begin to recognize that spoken sounds are connected to letters in words written or read</p>	<p>~recognize and generate rhyming words  ~produce letter sound correspondence (1/sec)  ~produce sounds to common letter combinations  ~blend onsets with rimes (d-og, dog)  ~blend 3 or 4 phonemes into a word  ~delete beginning phoneme from a word (cat-take off the /c/: at)  ~add or substitute one sound for another (mat/sat; map/mop: cat/cap)  ~clap syllables in a word  ~count the number of words in a sentence  ~segmenting 3 or 4 letter words  ~recognize that spoken sounds are connected to letters in words written or read  ~hears similarities in sounds in words  ~maintain mastered phonemic awareness skills  ~use knowledge of blending, segmenting, and manipulating phonemes in one or more syllable words  ~identify the presence of word endings (e.g., -ed,</p>	<p>~maintain mastered phonemic awareness skills  ~use knowledge of blending, segmenting, and manipulating phonemes in one or more syllable words  ~identify rhyming patterns in poetry  ~identify number of syllables in words</p>	<p>-maintain mastered phonemic awareness skills   <i>Research shows that phonemic awareness should be fully developed by the end of first grade.</i></p>	<p>- maintain mastered phonemic awareness skills   <i>Research shows that phonemic awareness should be fully developed by the end of first grade.</i></p>	<p>- maintain mastered phonemic awareness skills   <i>Research shows that phonemic awareness should be fully developed by the end of first grade.</i></p>
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### PHONICS (K-3) & STRUCTURAL ANALYSIS (3-5)

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<p>~begin to develop knowledge of letters and letter/sound relationships</p> <ul style="list-style-type: none"> <li>-recognize and name letters in own name</li> <li>-recognize and name some letters in environmental print</li> </ul> <p>~begin to</p> <ul style="list-style-type: none"> <li>-notice letter features</li> <li>-connect consonants with sounds</li> </ul> <p>~begin to use knowledge of letter/sound relationships (phonics_ in whole group setting with teacher support</p> <ul style="list-style-type: none"> <li>-apply letter/sound knowledge</li> <li>-make connections between names and other words</li> </ul>	<p>with teacher support, use phonics and basic structural elements as a part of developing a self-extending system for reading</p> <ul style="list-style-type: none"> <li>-apply knowledge of letters and letter/sound relationships when reading</li> <li>-make connections between names and other words</li> </ul> <p>~begin to</p> <ul style="list-style-type: none"> <li>-recognize new words made by changing the first or last letter</li> <li>-recognize simple endings (-s, -ing)</li> <li>-recognize simple plurals</li> <li>-recognize and name all letters</li> </ul>	<p>~when reading, <i>independently</i> use phonics and structural analysis (syllables, base words, and endings) as part of developing a self-extending system for reading</p> <ul style="list-style-type: none"> <li>-apply knowledge of spelling patterns including vowels, consonant blends/clusters, digraphs, and diphthongs</li> <li>-chunk words into syllables</li> <li>-recognize compound words and contractions</li> <li>-identify base words, prefixes, and suffixes</li> <li>-decode consonant blends, letter combinations</li> </ul> <p>~write letter associated with each sound in 1-syllable, phonetically regular words</p> <p>~spell single-syllable regular words correctly and independently</p> <p>~spell frequently used sight words accurately</p>	<p>~when reading, independently use phonics and structural analysis (syllables, base words, and endings) as part of developing a self-extending system for reading</p> <ul style="list-style-type: none"> <li>~Recognize and use knowledge of letter-sound relationships to decode unknown words</li> <li>~Identify ways to spell long vowels</li> <li>~Identify words with r-controlled sounds</li> <li>-Divide words into syllables</li> <li>-Identify base words</li> <li>-Recognize irregular plurals</li> <li>-Recognize and use complex consonant sounds at the ends of words (-tch in catch)</li> <li>-Recognize and use less frequent consonant digraph sounds at the beginnings of words (kn-, ph-, wr-)</li> <li>-Use regular and irregular vowel combination</li> </ul>	<p>when reading, independently use phonics and structural analysis (syllables, base words, and endings) as part of developing a self-extending system for reading</p> <ul style="list-style-type: none"> <li>-understand and apply the concepts of syllables</li> <li>-identify the number of syllables in a word</li> <li>-divide words into syllables</li> <li>-know prefixes and suffixes(e.g., un, pre, ful, less, ment) word with base and root words</li> <li>-begin to note how knowledge of base words affects meaning (e.g. comical, rebellion)</li> </ul>	<p>when reading, independently use phonics and structural analysis (syllables, base words, and endings) as part of developing a self-extending system for reading</p> <ul style="list-style-type: none"> <li>-extend knowledge of spelling patterns and their application to polysyllabic words</li> <li>-know how a variety of prefixes and suffice work with base and root words</li> <li>-use common word roots to gain meaning</li> </ul>	<p>when reading, independently use phonics and structural analysis (syllables, base words, and endings) as part of developing a self-extending system for reading</p> <ul style="list-style-type: none"> <li>-extend knowledge of prefixes and suffixes</li> <li>-change of base words and the relationship to parts of speech</li> <li>-syllabication</li> <li>-word roots and the connections to meaning within word families</li> </ul>
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## COMPREHENSION ~ Before Reading

Standard 1: Students read and understand a variety of materials.\*

Standard IV: Students apply thinking skills to their reading, writing, speaking, listening and viewing.\*

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~ <b>Before reading in fiction, nonfiction, and poetry</b> (with teacher support) ~use prior knowledge and picture clues as pre-reading strategies to support comprehension	~ <b>Before reading in fiction, nonfiction, and poetry</b> (with teacher support) ~use pre-reading strategies that support comprehension, such as accessing prior knowledge, generating questions, picture clues, and predicting ~begin to predict	~ <b>Before reading in fiction, nonfiction, and poetry</b> (with teacher support) ~use pre-reading strategies that support comprehension such as accessing prior knowledge, generating questions, predicting, previewing, and setting a purpose	~ <b>Before reading in fiction, nonfiction, and poetry</b> ~ identify and use pre-reading strategies such as accessing prior knowledge, predicting, asking questions, previewing, and setting a purpose ~state the purpose for reading ~connect text to self, text, and world through life experiences and background knowledge	~ <b>Before reading in fiction, nonfiction, and poetry</b> , ~identify and use pre-reading strategies <i>to improve and expand comprehension</i> , such as accessing prior knowledge, generating questions, predicting, previewing, and setting a purpose	~ <b>Before reading in fiction, nonfiction, and poetry</b> , ~identify and use pre-reading strategies to <i>improve comprehension in increasingly difficult texts</i> , such as accessing prior knowledge, generating questions, predicting, previewing, and setting a purpose	~ <b>Before reading in fiction, nonfiction, and poetry</b> , ~identify and use pre-reading strategies to <i>improve comprehension in increasingly difficult texts</i> , such as accessing prior knowledge, generating questions, predicting, previewing, and setting a purpose

### COMPREHENSION- DURING READING

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<p><b>During reading in fiction, nonfiction, and poetry</b> (with teacher support) ~ begin to participate in the use of explicit reading strategies -make connections to text in meaningful ways -visualize</p>	<p><b>During reading in fiction, nonfiction, and poetry</b> (with teacher support) ~make connections to text in meaningful ways ~ begin to infer ~visualize ~begin to confirm prediction ~begin to gain meaning from pictures</p>	<p><b>During reading in fiction, nonfiction, and poetry</b> ~use explicit reading strategies: ~connect text to self, other text, and world through background knowledge ~ask and answer questions before, during, and after reading ~ask and answer questions about main characters, setting, and events ~compare / contrast texts ~introduce cause/effect ~separate details from main ideas and visualizing ~confirm or revise predictions ~begin to independently use self-correcting strategies such as rereading, using pictures as a source of information, stopping when reading does not make sense, and recognizing patterns in text</p>	<p><b>During reading in fiction, nonfiction, and poetry</b> ~use a variety of strategies to monitor and maintain comprehension ~use self-correcting strategies such as rereading, reading ahead for more information, and use context clues to clarify meaning ~identify literary techniques such as dialogue, simile and point of view ~identify and analyze author's purpose ~infer: time, place, feelings, and attitudes ~infer about characters based on character's actions, thought, and spoken words ~infer to identify problem / solution ~infer cause / effect relationships ~interpret main idea based on details ~create mental images of places, characters, and events ~distinguish fact from opinion</p>	<p><b>During reading in fiction, nonfiction, and poetry</b> ~identify and use explicit reading strategies to improve comprehension (student must cite strategy and state evidence of how it helped them understand the text) ~inferring (time, place, feelings, attitudes) ~visualizing ~asking questions ~confirm and revise predictions ~inference (all levels-see glossary) ~use self-correcting strategies in increasingly difficult texts ~compare / contrast</p>	<p><b>During reading in fiction, nonfiction, and poetry</b> ~identify and use explicit reading strategies to improve comprehension (student must cite strategy and state evidence of how it helped them understand the text) ~extend thinking by stopping to summarize ~compare and contrast what they've read with what they know ~ use cause and effect ~reflect critically and personally on text ~generate elaborations ~confirm and revise predictions in increasing difficult texts ~use self-correcting strategies including beginning to provide meaningful substitutions for unknown words</p>	<p><b>During reading in fiction, nonfiction, and poetry</b> ~identify and use previously taught in grades PreK-4 to <i>improve comprehension</i> in increasingly difficult reading materials ~adjust reading strategies for different purposes ~confirm, revise, predictions citing evidence from the text</p>

## COMPREHENSION~ After Reading

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<p><b>After reading in fiction, nonfiction, and poetry</b>                      With teacher support,                      ~begin to retell a simple story with beginning and end                      ~participate in the discussion about a story read aloud                      ~begin to connect events in a story to experiences in own life                      ~begin to respond to literature, including poetry, in a variety of ways (e.g., art, drama) based on personal experience and/or background knowledge                      ~begin to respond to literature, including poetry, in a variety of ways (e.g., art, drama) based on personal experience and/or background knowledge</p>	<p><b>After reading in fiction, nonfiction, and poetry</b>                      ~retell a story read aloud, in sequence, with beginning, middle and end in own words                      ~correctly answer questions about a story read aloud                      ~generates a picture/written response to text read or listened to                      ~begin to answer questions about a text read aloud; recall facts</p>	<p><b>After reading in fiction, nonfiction, and poetry</b>                      ~retell a story, sequentially, in own words, including:                      -characters, setting (when, where), and problem solving                      ~tell main idea, important details                      ~participate in a discussion of character traits in a story                      ~reread for familiarity and fluency                      ~answer questions about a text, recall facts                      ~find important information (main idea)                      ~locate information                      ~begin to connect information to background knowledge                      ~read and respond to literature, including poetry, in a variety of ways (e.g., art, drama, writing) based on personal experience and/or background knowledge</p>	<p><b>After reading in fiction, nonfiction, and poetry</b>                      ~identify and analyze story elements including setting, characters, problem / solution, events, and cause / effect relationships                      ~identify and analyze author’s purpose                      ~identify and differentiate among various literary forms and genres                      ~generate written or oral response to what has been read                      ~make comparisons across reading selections                      ~ask and answer what-if, how, and why questions                      ~identify main idea or tell what a passage is mostly about                      ~retell narrative text using characters, setting, and sequence of events                      ~retell expository text using main idea and supporting details</p>	<p><b>After reading in fiction, nonfiction, and poetry</b>                      ~examine story elements, including cause/effect in plot, through discussion, charts, or written summary                      ~summarize text                      ~analyze and interpret sequence of events                      ~make inferences about changes in characters and situations that occur in a story: record on a graphic organizer with evidence from text                      ~main idea with supporting details                      ~summarize a narrative &amp; expository text utilizing the retelling characteristics from previous grade in a paragraph                      ~organize (classify, sort, categorize) facts from reading</p>	<p><b>After reading in fiction, nonfiction, and poetry</b>                      ~examine story elements in increasingly difficult text, through discussion, charts, or written summary                      ~create images, supported with examples                      ~make inferences about similarities in characters, and events, across stories: record on a graphic organizer with evidence from text                      ~infer, predict and draw conclusions                      ~summarize multiple paragraphs in texts                      ~locate and summarize information                      ~differentiate fact from opinion                      ~give main idea and support with details                      ~connect information from multiple texts to deepen understanding of topic</p>	<p><b>After reading in fiction, nonfiction, and poetry</b>                      ~examine theme and other story elements across texts through discussion, charts, or written summary                      ~summarize and organize information about a topic in a variety of ways (graphic, outline)                      ~use reading to solve a variety of problems and answer questions                      ~locate and paraphrase the key / main ideas and supporting details in text                      ~make inferences about similarities in characters, events, and themes across stories: record on a graphic organizer with evidence from text</p>

**COMPREHENSION –After Reading continued**

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		<ul style="list-style-type: none"> <li>-read and follow simple directions</li> <li>~identify how characters, setting, and events are the same and / or different</li> <li>~draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>-locate and summarize stated facts and details</li> <li>~locate information using text organizers throughout text</li> <li>~analyze point of view</li> <li>~analyze how characters' feelings or motivations change</li> <li>~begin to summarize text</li> <li>~begin to organize (classify, sort, categorize) facts from reading</li> <li>~connect and compare information from one text to another</li> <li>~find details to support a main idea</li> <li>~read and respond to literature including compare / contrast a poem with another text</li> <li>~create mental images of places, characters and events</li> </ul>	<ul style="list-style-type: none"> <li>-identify the sequence of steps in an explanation or a set of directions</li> <li>~analyze and interprets chronological patterns</li> <li>~connect and compare information from one text to another</li> <li>~find details to support a main idea</li> <li>~read and respond to literature including compare / contrast a poem with another text</li> <li>~chronological/sequence order in text</li> <li>~organize (classify, sort, categorize) facts from reading</li> <li>~identify the sequence of steps in an explanation or a set of directions</li> </ul>	<ul style="list-style-type: none"> <li>-compare/contrast information from text</li> <li>~read and respond to literature including explaining similarities and differences among texts, including poetry and the way those texts reflect the ethnic background of the author and culture in which they were written and authors purpose</li> <li>~sequence of events</li> <li>~cause / effect</li> <li>~first person point of view</li> <li>~third person point of view</li> <li>~author's purpose</li> <li>~techniques authors use to inform and entertain</li> <li>~locate and summarize information</li> <li>~sequence events</li> <li>~cause / effect</li> <li>~read and follow written directions</li> </ul>	<ul style="list-style-type: none"> <li>-recognize fact/opinion in text</li> <li>~compare / contrast different texts with similar themes and ideas</li> <li>~summarize various types of texts</li> <li>~answer questions from charts, maps, tables graphs and timelines</li> <li>~use organizational features of printed text (captions, chapter previews, prefaces, appendices)</li> <li>~connect information from multiple texts to media and other sources (e.g. interviews, reference books)~respond to literature, including poetry, in ways that reflect an understanding of his / her own and other's perspective</li> <li>~ recognize and use chronological / sequence order in text</li> </ul>

## FLUENCY

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\*UNLESS OTHERWISE SPECIFIED, STUDENT OUTCOMES SHOULD BE DOMONSTRATED WITH FICTION, NONFICTION, AND POETRY.

Edited 7.06

**Standard 1: Students read and understand a variety of materials.\***

**\*\*Refer to fluency guide.**

**Standard IV: Students apply thinking skills to their reading, writing, speaking, listening and viewing.\***

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(with teacher support) ~sing a song ~recite a nursery rhyme or simple poem	~track print with finger ~begin to read sentences in phrases (as opposed to word-by-word) and attend to punctuation ~notice and explain the behaviors of a fluent reader: -read with expression -vary volume ~use high frequency words common to texts read at this level (e.g., the, to, I, and is)	~track with eyes using finger only when needed ~read with expression -attend to dialogue -differentiate between character voices and the narrator ~adjust volume based on print variation (intonation)	~read with phrasing, expression, inflection, and punctuation ~listen to fluent oral reading and practice increasing oral reading fluency ~read and reread to increase familiarity ~self-correct word recognition errors ~adjust reading pace to accommodate purpose, style, and difficulty of text	~read with expression -interpret characterization (emotional reactions and personality traits in rehearsed readings such as a skit, puppet show, choral reading, and readers theatre) ~vary rate based on the complexity of text ~recognize when a tracking tool is needed ~read often and for extended periods of time	~begin to vary rate to locate information and answer questions -skimming -scanning ~attend to phrasing, intonation and punctuation when reading aloud ~read often and for extended periods ~use wide range of strategies to construct meaning from text (e.g., self-corrects, rereads, reads on, slows down, sub-vocalizes)	~vary rate to locate information and answer questions -skimming -scanning ~read grade level materials attending to phrasing, intonation, and punctuation when reading aloud ~read silently and often for extended periods of time ~adjust reading pace to accommodate purpose, style, genre, and difficulty of text ~use a wide range of strategies to construct meaning from text

**VOCABULARY**

**Standard 1: Students read and understand a variety of materials.\***

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~expand expressive vocabulary through -read aloud -shared reading -poems, songs, rhymes -learning centers -language experience -field trips -discussion	~develop vocabulary by listening to and talking about both familiar and conceptually challenging selections during read aloud, shared reading, and guided reading ~identify common words in basic categories (e.g., colors, shapes, foods) ~describe common objects and events in general and specific vocabulary (e.g., birthday, field trips) ~read simple words including a few common ones (e.g., a, the, I, my, you, is and, are, and simple words used in child's oral language ~identify and sort common words from with basic categories (e.g., colors, shapes, food)	~identify synonyms and antonyms in context ~identify words that name places, things, and actions ~begin to understand collective nouns (e.g., pride of lions, forest of trees, litter of puppies) ~begin to use context clues and syntax to determine meaning of unknown word ~read 300-500 words including sight words and multi-syllable words ~read regular 1-syllable sight words ~sort grade appropriate words without pictures into categories ~use picture dictionary to gain understanding ~identify and understand: -antonyms -synonyms -homophones, homographs, and homonyms	~use sentence structure to understand word meanings ~use context clues to determine meaning of a word ~use background knowledge to understand word meanings ~demonstrate a reading vocabulary of 1,000 words, including sight words and multi-syllabic words ~use knowledge of base words, inflected endings, prefixes, and suffixes to understand meanings of words ~understand and generate vocabulary specific to content ~identify multiple-meaning words ~increase knowledge of word meanings and use new vocabulary in speaking and writing ~identify and use possessives ~classify and categorize words into sets and groups ~similes and idioms	~use a dictionary to find meaning of word ~understand collective nouns ~identify range of resources (thesaurus, index, glossary, encyclopedia, appendix) ~understand words may have more than one meaning or pronunciation (homonyms) ~use context to identify the correct meanings of words with multiple meanings ~identify metaphors and personification	~use a thesaurus, dictionary, and/or computer software to clarify meaning and usage ~determine meanings of derivatives by applying knowledge of root words (tele means far) ~understand: -metaphors and personification -idiomatic expressions -alliteration -exaggeration -foreshadowing -flashbacks ~recognizes: - onomatopoeia - similes - personification - metaphor - falling action - memorandum - pun - word play	~create word maps that develop concepts (e.g., democracy, ecosystems) ~understand vocabulary essential to text ~use a range of vocabulary strategies (dictionary, thesaurus, encyclopedia) ~use idiomatic expressions ~determines meaning of words from context ~use prefixes and chunk suffices to determine word meanings ~use context to recognize the correct meaning of words with multiple meanings: antonyms, homonyms, synonyms, homographs, homophones, and recalls meanings of level appropriate vocabulary words

## THE READING CURRICULUM FRAMEWORK

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Edited 7.06

## STANDARD V: Reading

**Standard V: Students locate, select, and make use of relevant information from a variety of media, references, and technological sources.**

- In order to meet this standard, students will:
  - select relevant material for reading, writing, and speaking purposes
  - understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading and writing
  - paraphrase, summarize, organize, and synthesize information
  - use information to produce a quality product

Rationale:

*In this age of information and technology, people need reading and information retrieval skills that will enable them to access facts, images, and text from many sources. The sheer volume of data makes it necessary for information seekers to be able to wade through a maze of facts, figures, and images, and to identify what is useful and relevant.*

*Knowing how to locate, evaluate, and make use of an ever-increasing amount of information demands a broader repertoire of reading strategies. This implies an expanded definition of literacy that includes reading for information in a technological age. Students need to become discerning consumers of information.*

## INFORMATION LITERACY

**Standard V: Student access, select, evaluate and efficiently use information from a variety of sources**

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<p><u>Pre-search</u> ~visit the library to become aware of the resources there</p> <p><u>Search</u> ~select books from bins or baskets</p>	<p><u>Pre-search</u> ~use observation as a source of information ~activate prior knowledge ~recognize the library is a place for obtaining books and other materials</p> <p><u>Search</u> ~follow appropriate procedures for viewing, selecting and checking materials in and out of library ~locate “just right” books and picture books from the library ~begin to use reference sources to acquire information in non-print media, maps, diagrams, computer programs ~acquire and recall information in various scenarios (e.g., field trips, guest speakers)</p>	<p><u>Pre-search</u> ~generate questions about a topic of study ~brainstorm content for researching a topic of study</p> <p><u>Search</u> ~begin to use alphabetical order to the first letter in a simple dictionary ~understand the general arrangement of library/media materials</p>	<p><u>Pre-search</u> ~select a topic and refine questions for search based on a content area ~relate topic to prior knowledge ~identify possible sources of information (e.g., internet, newspapers, magazine)</p> <p><u>Search</u> ~use alphabetical order in the second letter in a simple dictionary and index ~locate the area of a library that has fiction, nonfiction, periodicals, reference, and interest centers ~begin to choose appropriate sources for topic ~take notes from multiple sources ~identify and interpret: headings, captions, tables, diagrams, charts, graphs, indexes, glossaries</p>	<p><u>Pre-search</u> ~select a topic and refine questions for search based on a content area ~relate topic to prior knowledge ~identify possible sources of information (e.g., internet, newspapers, magazines)</p> <p><u>Search</u> ~use alphabetical order in dictionary, glossary, and index ~begin to locate necessary information from the computer catalog (author, title, subject, fiction, non-fiction) ~locate variety of information to research -distinguish characteristics of dictionary, encyclopedia and a variety of texts -use book structure in search: copyright date, index, headings, etc. - select appropriate encyclopedia volume to locate information (e.g. answer the question. Which volume would have information on weather?) -identify characteristics of: reports, directions, business letters, procedures, textbooks, text organizers.</p>	<p><u>Pre-search</u> ~formulate a central question for research ~relate question to prior knowledge ~identify possible sources of information (e.g., almanac, atlas)</p> <p><u>Search</u> ~use the Dewey Decimal System call number to locate materials ~use internet to find information ~locate necessary information from a computer catalog entry and take notes using graphic organizer ~summarize, paraphrase and record important details that support the central question --distinguish characteristics of an atlas and almanac -begin to use key words and volumes to locate information in encyclopedia -locate information in an almanac -begin to learn primary vs. secondary sources -identify characteristics of: reports, directions, business letters, procedures, textbooks, text organizers.</p>	<p><u>Pre-search</u> ~identify and use text organizers ~conduct personal interviews as a source of information</p> <p><u>Search</u> -use and recognize characteristics of periodicals, technical directions, business letters, procedures, directions, catalogs, textbooks, and editorial essays - develop key questions and brainstorm ways that may be used for learning -use key words and volumes to locate information in an encyclopedia -locate information in an almanac and atlas -read , recognize and locate information in a works cited page or in a text feature(e.g., quotation marks, italics, parentheses, footnote) -read, recognize, and locate information in a bibliography which references a variety of sources (e.g., magazine, book, encyclopedia, internet) -identify and use primary and secondary sources</p>
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## INFORMATION LITERACY

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<u>Interpretation and Evaluation</u>	<u>Interpretation and Evaluation</u> ~begin to recognize when information does not apply to topic  <u>Ethical and Responsible Use</u> ~care for print and non-print media properly	<u>Interpretation and Evaluation</u> ~recognize when information applies or does not apply to topic ~begin to organize information: sort and categorize; sequence (steps/time order) ~answer questions  <u>Ethical and Responsible Use</u> ~Use time and resources courteously and appropriately ~follow district internet license policy ~begin to distinguish between borrowed and original information and ideas	<u>Interpretation and Evaluation</u> ~choose information that relates to topic ~begin to organize information by using a simple organizer  <u>Ethical and Responsible Use</u> ~determine effective method of presenting information ~distinguish between borrowed and original information and ideas ~list resources used by title and author	<u>Interpretation and Evaluation</u> ~begin to sort information according to topic ~organize information by following a simple outline/organizer  <u>Ethical and Responsible Use</u> ~give credit for borrowed material	<u>Interpretation and Evaluation</u> ~sort information according to the central question ~begin to summarize and organize information in a variety of ways (e.g., outline, timeline, graphic organizer) from references, technical sources, and media  <u>Ethical and Responsible Use</u> ~prepare a bibliography for each source (e.g., periodical, encyclopedia, internet, [title author, publisher, copyright date])	<u>Interpretation and Evaluation</u> ~summarize and organize information in a variety of ways (e.g., outline, timeline, graphic organizer) from references, technical sources, and media  <u>Ethical and Responsible Use</u> ~reinforcement of previously learned skills

## THE READING CURRICULUM FRAMEWORK

### STANDARD VI: Reading

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**Standard VI: Students read and recognize literature as a record of human experience.**

- In order to meet this standard, students will:
  - know and use literary terminology
  - read literature to investigate common issues and interests
  - read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar
  - read literature that reflects the uniqueness and integrity of the American experience
  - read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world
  - read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups

**Rationale:**

*Literature records human expression in such forms as speeches, poems, novels, stories, nonfiction, essays, plays, films, biographies, and autobiographies by male and female speakers and writers. The study of literary traditions offers a perspective on enduring questions, a glimpse into human motives and conflicts, and a sense of beauty and power of spoken and written language. In addition, literature transmits and transforms culture; it also enables students to think, communicate, and participate in society. The study of literature and writers of the United States honors the heritage and cultures of all people who live or have lived in America, and it thus helps students develop an understanding of our national experience. A comprehensive literature program fosters habits that carry over into adult life.*

*In order to provide opportunities for students to read and experience a wide variety of literature, particular genres are assigned to individual grade levels in the pacing guide.*

## **LITERATURE**

**Standard VI: Students read and recognize literature as a record of human experience.\***

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~listen and respond to grade appropriate fiction, nonfiction, and poetry.	~read, listen and respond to grade appropriate fiction, nonfiction, and poetry. ~read functional print: signs, labels, names	~read, listen, and respond to grade appropriate fiction, nonfiction, and poetry. ~read functional print; written directions	~read, listen, and respond to grade appropriate fiction, nonfiction, and poetry. ~read functional literature: letters	~read, listen, and respond to grade appropriate fiction, nonfiction, and poetry. ~read functional literature: menus	~read, listen, and respond to grade appropriate fiction, nonfiction, and poetry. ~read functional literature: schedules	~read, listen, recognize characteristics, and respond to grade appropriate fiction, nonfiction, and poetry. ~read functional literature: brochures ~discriminates author's source

## LITERARY TERMINOLOGY

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~begin to use these literary terms -rhyme -beginning/end -real/make-believe -story, poem, song	~begin to use these literary terms -characters -settings (when, where) -beginning, middle, end -pattern -title -title page -author -illustrator, illustration -fiction/nonfiction	~use literary terms from kindergarten, and begin to use -events -rhythm and repetition	~use literary terms (all of K, Grade 1, ) and begin to use -main idea -details -simile -narrator -dialogue -idiom -stanza, line, and line break -script ~identify and label appropriate grade level genres and text forms	-use literary terms (all of K, Grade 1, Grade 2) and begin to use -personification -point of view -metaphor -publisher - problem/solution - conflict ~identify and label appropriate grade level genres and text forms ~use literary terms	~use literary terms (all K, 1, 2, 3) and begin to use -plot -theme -cause and effect -scene -flashback -sequence of plot conflict/resolution -story elements -primary and secondary sources ~identify and label appropriate grade level genres and text forms	~use literary terms (all K, 1, 2, 3 4) and begin to use -alliteration -onomatopoeia -conflict -imagery -outcome -foreshadowing ~understand literary elements (character, dialogue, figurative language) ~identify and label grade level genre

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