

CONTENT	GRADES 3 – 5		
READING	<p><b>Key Skills and Strategies</b></p> <p>Throughout the elementary program, students are taught strategies to develop the skills strong readers use while reading. Research shows that strong readers are metacognitive, which means they think about their thinking, and make meaning from text by:</p> <ul style="list-style-type: none"> <li>• <b>Activating relevant, prior knowledge</b> (schema) before, during and after reading text. Proficient readers make connections to other books they've read, to their own experiences and the world.</li> <li>• <b>Determining the most important ideas</b> in an informational or literary text.</li> <li>• <b>Asking questions</b> of themselves, the authors, and the texts, as they read to clarify and to focus their reading.</li> <li>• <b>Creating visual and other sensory images</b> from text during and after reading to deepen understanding of what they've read.</li> <li>• <b>Drawing inferences</b> while reading. Proficient readers use their prior knowledge (schema) and understanding to draw conclusions, make critical judgments, and form unique interpretations from text.</li> <li>• <b>Synthesizing</b> or retelling what they have read. Readers summarize what they've read and develop new thoughts or ideas based on their understanding.</li> <li>• <b>Utilizing a variety of fix-up strategies</b> to develop understanding when it breaks down. Proficient readers know when they don't understand text and use a variety of different strategies to re-read and make meaning of that text.</li> </ul> <p>While these strategies and thinking processes are complex, a well designed curriculum can teach students how to use these strategies while they are still learning to decode text. An emphasis on these strategies helps students understand that reading is more than sounding out words or properly answering comprehension questions at the end of a story; reading is an active process where the reading builds his or her own meaning.</p>		
BENCHMARKS	GRADE 3	GRADE 4	GRADE 5
CONCEPTS OF PRINT	-Recognize, identify and appropriately use fonts, dialogue and italics in a variety of genres -Recognize and identify internal punctuation and paragraphs in text	-Recognize and use the basic punctuation marks and understand how they add to or change the meaning of text	-Expand ease of use by continually honing and practicing skills
PHONEMIC AWARENESS	-Demonstrate a mastery level of phonemic awareness	-Expand ease of use by continually honing and practicing skills	-Expand ease of use by continually honing and practicing skills
PHONICS, DECODING AND WORD RECOGNITION	-Use letter-sound correspondence, structural analysis, and complex word patterns to decode unfamiliar words	-Recognize and increasing bank of high frequency sight words	--Expand ease of use by continually honing and practicing skills

VOCABULARY	<ul style="list-style-type: none"> <li>-Develop vocabulary through word study adding homophones/homographs, abbreviations and possessives</li> <li>-Categorize words by their relationships and use context to understand word meanings</li> <li>-Use academic vocabulary accurately across subject areas</li> </ul>	<ul style="list-style-type: none"> <li>-add idioms to word study</li> <li>-Determine meaning of words using contextual and structural cues</li> <li>--Continue to use learned strategies to expand vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Add, word origins, less-common roots, word parts and figurative expressions to word study</li> <li>--Continue to use learned strategies to expand vocabulary</li> </ul>
FLUENCY	<ul style="list-style-type: none"> <li>-Read aloud at 110-120 wpm with appropriate pacing, intonation and expression</li> </ul>	<ul style="list-style-type: none"> <li>-Read aloud at 115-140 wpm</li> </ul>	<ul style="list-style-type: none"> <li>-Read aloud at 125-150 wpm</li> </ul>
COMPREHENSION	<ul style="list-style-type: none"> <li>-Summarize and sequence major points from text including main ideas, supporting details, problems/solutions, and speaker/narrator</li> <li>-Demonstrate comprehension by identifying answers to questions about the text</li> <li>-Develop and interpretation of texts using predictions, varied connections, questions with support answers, cause/effect, fact/opinion, theme and author's message</li> <li>-Compare and contrast information and literary elements across renditions of similar stories from different cultures.</li> <li>-Explore impact of authors purpose and choices</li> <li>-Respond to text through dramatizations and presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Support comprehension of text using literary evidence</li> <li>-Demonstrate comprehension of texts including implicit or implied author intent</li> <li>-Continue to expand comprehension by utilizing and expanding previously learned skills and strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate new information using known information, literary elements, and differentiate between different forms of literary and informational text</li> <li>-Continue to expand comprehension by utilizing and expanding previously learned skills and strategies</li> </ul>
READ TO PERFORM A TASK	<ul style="list-style-type: none"> <li>-Locate and interpret information from text features (diagrams, chart, titles, etc.)</li> <li>-Use glossaries, indexes, and</li> </ul>	<ul style="list-style-type: none"> <li>-Strengthen and enhance previously learned skills and strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Strengthen and enhance previously learned skills and strategies</li> </ul>

	<p>reference material to find information in text.</p> <ul style="list-style-type: none"> <li>-Read and understand multiple-step directions, signs, labels, captions and informational texts</li> <li>-Alphabetize a list of words to the third letter</li> </ul>		
UNDERSTANDING AN USING A VARIETY OF LITERARY FORMS AND GENRES	<ul style="list-style-type: none"> <li>-Expand reading to informational publications, reference materials, classic and contemporary literature and poetry</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to match reading to purpose</li> </ul>	<ul style="list-style-type: none"> <li>-Increase frequency of reading non-fiction materials</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>-Connect and relate prior experiences, insights, and ideas to those of a speaker</li> <li>-Follow detailed directions and instructions</li> <li>-Retell in own words and explain what has been said by a speaker</li> </ul>	<ul style="list-style-type: none"> <li>-Ask thoughtful questions and respond with appropriate discussion</li> <li>-Follow detailed directions and instructions</li> <li>-Summarize major ideas and supporting evidence presented in spoken messages and formal presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Ask relevant questions that seek information not already discussed</li> <li>-Follow detailed directions and instructions</li> <li>-Interpret and make inferences based on an oral report</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>- Distinguish between speaker's opinion and verifiable facts</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and discuss the sound elements of literary language for intent and effect</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and discuss the purpose and roles of media</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>-With guidance, organize and present ideas sequentially around major points of information using concrete details – speak for 1 minute</li> <li>-Use appropriate intonation and vocal patterns to emphasize important points</li> <li>-Clarify and enhance oral presentations through the uses of appropriate props and specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Organize information to support with evidence and examples to convey a clear message</li> <li>-Engage the audience with the use of volume, pitch, phrasing, pace and gestures.</li> <li>-Suggested speech length: two to four minutes</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to enhance speaking ability by using the skills previously learned</li> <li>-Suggested speech length: two to five minutes</li> </ul>