

CONTENT	GRADES K – 2		
READING	<p>Key Skills and Strategies</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"> • Activating relevant, prior knowledge (schema) before, during and after reading text. Proficient readers make connections to other books they've read, to their own experiences and the world. • Determining the most important ideas in an informational or literary text. • Asking questions of themselves, the authors, and the texts, as they read to clarify and to focus their reading. • Creating visual and other sensory images from text during and after reading to deepen understanding of what they've read. • Drawing inferences while reading. Proficient readers use their prior knowledge (schema) and understanding to draw conclusions, make critical judgments, and form unique interpretations from text. • Synthesizing or retelling what they have read. Readers summarize what they've read and develop new thoughts or ideas based on their understanding. • Utilizing a variety of fix-up strategies 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. <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	KINDERGARTEN	GRADE ONE	GRADE TWO
CONCEPTS OF PRINT	<ul style="list-style-type: none"> -Distinguish letters from words -Recognize print as spoken words Written down -Identify the parts of a book and the orientation of print 	<ul style="list-style-type: none"> -Identify letters words, and sentences -Match or oral word to printed while recognizing sentence structure 	<ul style="list-style-type: none"> -Recognize print conventions: font, italic bold -Recognize the use of internal punctuation
PHONENIC AWARENESS	<ul style="list-style-type: none"> -Identify beginning and ending sounds -Identify all consonant and short vowel sounds -Rhyme a spoken work -Blend sounds in words and segment single syllable words into sounds 	<ul style="list-style-type: none"> -identify initial, medial and final sounds -Identify short vs. long vowels -Blend four sounds into words -Create a series of rhyming words including consonant blends 	<ul style="list-style-type: none"> -Demonstrate understanding of syllabication with multi-syllabic words

PHONICS, DECODING AND WORD RECOGNITION	<ul style="list-style-type: none"> -Learn all letter/sound correspondence -Blend sounds to read one-syllable words -Recognize an increasing bank of high frequency sight words 	<ul style="list-style-type: none"> -Decode words including vowel digraphs, compound words and contractions -Continue to increase sight word vocabulary 	<ul style="list-style-type: none"> -Use letter-sound correspondence and knowledge of spelling patterns to decode unfamiliar words. -Add more and more difficult words to sight vocabulary
VOCABULARY	<ul style="list-style-type: none"> -Classify common pictures/words by category to derive meaning -Develop vocabulary through listening, discussion and direct teaching in texts -Use vocabulary accurately across subject areas i.e. math, science 	<ul style="list-style-type: none"> -know root words and inflectional forms -Classify categories of words -Use context clues to identify meaning -Develop vocabulary through listening, discussion and direct teaching in texts --Use vocabulary accurately across subject areas i.e. math, science 	<ul style="list-style-type: none"> -Develop vocabulary through word study: roots, prefixes/suffixes, antonyms/synonyms, contractions, multiple meaning words -Use context to identify simple, multiple meaning words --Develop vocabulary through listening, discussion and direct teaching in texts --Use vocabulary accurately across subject areas i.e. math, science
FLUENCY	<ul style="list-style-type: none"> -Blend sounds to read one-syllable words 	<ul style="list-style-type: none"> -Read aloud grade level text at 40-60 wpm. 	<ul style="list-style-type: none"> -Read aloud grade level text at 90-100 wpm
COMPREHENSION	<ul style="list-style-type: none"> -Tell a sequence of events in a story -Correctly answer questions about text read aloud -Develop an interpretation of texts using personal connections and predictions based on pictures or portions of the story. 	<ul style="list-style-type: none"> -Retell and sequence main events from beginning to end -Answer simple questions based on read stories and describe in information in own words -Continue to develop an interpretation of texts adding the use of prior knowledge and questions -Identify fact from fiction 	<ul style="list-style-type: none"> -Recall and retell the sequence, plot, setting, characters, facts and details to clarify and organize ideas. -Read texts for answers to specific questions or specific purposes -Continue to Develop and interpretation of texts adding varied connections, questions with alternative answers, and cause and effect -Compare and contrast information and literary elements across two readings -Demonstrate response to text through dramatizations and oral presentations

<p>READ TO PERFORM A TASK</p>	<p>Demonstrate familiarity with everyday print including parts of a book, signs, posters, and labels</p>	<ul style="list-style-type: none"> -Locate and obtain information from text features and illustrations -read and understand one-step directions, signs and labels -Alphabetize a list of words by the first letter 	<ul style="list-style-type: none"> -Locate and interpret information from diagrams, charts, graphs, titles, tables of contents and chapter headings -Read and understand two-step written directions, signs, captions, labels, and informational texts -Alphabetize a list of words to the second letter
<p>UNDERSTANDING & USING A VARIETY OF LITERARY FORMS AND GENRES</p>	<ul style="list-style-type: none"> -Listen to and experience a wide variety of literature including alphabet books, informational stories, classic and contemporary literature 	<ul style="list-style-type: none"> -Add informational publications, reference material, and poetry 	<ul style="list-style-type: none"> -Continue to be exposed to an ever widening variety of literature and non-fiction
<p>LISTENING</p>	<ul style="list-style-type: none"> -Listen when others are speaking -Follow one and two step oral directions 	<ul style="list-style-type: none"> -Listen attentively and ask questions -Give, restate and follow simple two step directions 	<ul style="list-style-type: none"> -Ask for clarification and explanations -Give and follow three and four step oral directions -Retell in own words the stories of others
<p>SPEAKING</p>	<ul style="list-style-type: none"> -Speak in complete, coherent sentences -Tell and experience or story in a logical order -Try and maintain eye contact -Recite, retell, describe, dramatize 	<ul style="list-style-type: none"> -Tell an important experience or story in a simple and logical sequence by answering who, what, where, when, why and how -Speak clearly and look at your audience -Be a spirited speaker 	<ul style="list-style-type: none"> -With guidance, organize and present on a topic with facts and details -Speak at an appropriate pace -Retell stories in own words including characters, setting and plot