Springf d Elementary—Essential Standards

2010-201

Semester: 1st Grade Level/Department: 2nd Subject:

Subject: Reading

Team Members: Brianna & Darcy

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
2.1.A	The student will understand and apply knowledge of the sounds of the English language (phonemic awareness), the	Use word structure and phonics knowledge (including consonants, blends, digraphs, and vowel combinations) to decode words.	Kindergarten/1 st grade sight words, knowledge of letter sounds/patterns	Daily assignments In class activities	On-going throughout year
	sound-symbol relationship (phonics), and word recognition strategies to read gradelevel materials with accuracy and fluency.	Identify individual word parts to decode and determine the meaning of compound and multi-syllabic words.		Unit tests	
		Fluently read 200 high-frequency words.			
		Read aloud grade-appropriate text with accuracy, fluency and expression.			
		Notice when reading breaks down, reread and use phonetic and other strategies to selfcorrect.			
2.1.B	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	Learn and use new words through explicit instruction and independent reading.	Knowledge of phonics and alphabetical order	Daily assignments In class activities	On-going throughout year
		Use context and word structure to help determine a word's meaning.		Unit tests	
		Identify prefixes and synonyms.			
		Use a grade-appropriate dictionary or glossary to locate word meanings.			
2.1.C	The student will actively engage in the reading process and use a variety of	Recall and use prior learning and preview text to prepare for reading.	Background knowledge of daily life, understanding of order of events, basic understanding of	Daily assignments In class activities	On-going throughout year
	the meaning of texts that have been read.	Analyze text by using pictures, diagrams, titles and headings.	cause and effect	Unit tests	
		Monitor comprehension, reread and use strategies to self-correct when necessary.			
		Restate the sequence of events or ideas in a text.			

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Competension by asking and answering questions about react and informational reacts. The student will actively engage in the reading process and read, understand, respond to and appreciate wide variety of genres (fantasy, realistic fiction), poetic and non-fiction texts. The student will compose narrative and mon-fiction texts. The student will demonstrate increased emerging knowledge in a writing process, with attention to organization, focus, and quality of ideas. The student will approcess, with attention to organization, focus, and quality of ideas. The student will approcess, with attention to organization, focus, and quality of ideas. The student will approcess, with attention to organization, focus, and quality of ideas. The student will approcess, with attention to organization, focus, and quality of ideas. The student will approcess, with attention to organization, focus, and quality of ideas. The student will approcess, with attention to organization, focus, and quality of ideas. The student will approcess, with attention to organization, focus, and correctly use nouns. Apply phonicis knowledge and spelling skills, spelling skills, bally assignments in dass activities and spelling skills, spelling skills, bally assignments are taking to approve the composing and writing. The student will apply standard English Unit tests Unit tests Apply phonicis knowledge and spelling skills, bally assignments in dass activities and spelling skills, spelling skills, bally assignments are the composing and writing. Unit tests Apply phonicis knowledge and spelling skills apply assignments and spelling skills. Unit tests Unit tests Unit tests		Weekly spelling		produce correctly spelled words.		
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Demonstrate literal and inferential comprehension by asking and answering questions about narrative and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about narrative and inferential texts.	ciii ougii ouc your	In class activities	sentence structure	Use correct end marks for sentences.	c	
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Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about text and verify outcomes. Follow two-step written directions. Follow two-step and differences Follow two-step and differences In class activities Unit tests Unit tests Writte in a variety of modes to express Informational pieces of writing. Follow two-step and informational directions. Follow two-step and informational directio		Unit tests		Use informal writing skills, such as note taking to record information or observations.		
Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts. Follow two-step written directions. Follow two-step wri	throughout year	In class activities	knowledge of grammar and sentence structure	meaning, including narrative and functional.	informational pieces of writing.	
Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about text and verify outcomes. The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts. Read from and listen to texts representing a responding to an appreciate a wide variety of genres (fantasy, realistic fiction). settings, and plot. Use details from the story to support interpretation. Compare and contrast two works by the same theme. Read selections for personal enjoyment. Read selections for personal enjoyment.	One	Daily accionments	Racio writing skills smalling skills	Write in a variety of modes to express	The student will compose parrative and	2 2 A
Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts. Follow two-step written directions. Follow two-step wri				Read selections for personal enjoyment.		
Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about text and verify outcomes. The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of genres (fantasy, realistic fiction). Follow two-step written directions. Read from and listen to texts representing a bility, understanding of inderstanding of similarities and differences settings, and plot. Use details from the story to support interpretation. Unit tests				Compare and contrast two works by the same author and/or with the same theme.		
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Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about text and verify outcomes. The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fittion poetic and non-fiction texts. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about text and verify outcomes. Follow two-step written directions. In class activities in comprehences and differences in class activities.		Unit tests		settings, and plot.		
Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about text and verify outcomes. Follow two-step written directions. Follow two-step written to texts representing a Knowledge of books; basic reading Daily assignments	throughout year	In class activities	ability, understanding of similarities and differences	variety of genres (fantasy, realistic fiction).	reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.	
Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about text and verify outcomes. Follow two-step written directions.	On-going	Daily assignments	Knowledge of books; basic reading	Read from and listen to texts representing a	The student will actively engage in the	2.1.D
Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about text and verify outcomes.				Follow two-step written directions.		
Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about text and verify				outcomes.		
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	2.3.B								2.3.A		2.2.E		2.2.D		
	The student will become familiar with the structure of printed material.								The student will demonstrate understanding and communicate effectively through listening and speaking.		The student will begin to write legibly.		The student will locate and use information in reference materials		
Understand that different types of books, such as fiction, nonfiction and reference materials, have different purposes.	Identify the cover, title page, and glossary of a book.	Ask and respond to questions.	Use voice level, phrasing, pace and intonation appropriate for language situation.	Recite and respond to stories, poems, rhymes and songs with expression.	Report on a topic by sharing facts, opinions, ideas, prior knowledge or personal experiences in a logical sequence.	Explain and clarify needs, feelings and ideas to peers and adults in complete sentences.	Follow two- or three-step oral directions.	Comprehend text or information presented orally.	Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.	letters of the alphabet and numbers. Space words and sentences appropriately.	Use legible handwriting with improved	Use glossaries.	Alphabetize by first and second letter.	Spell grade-appropriate words correctly in final draft.	words.
	Knowledge of books								Listening skills, speaking skills	9	Basic writing skills, fine motor		Understanding of alphabetical order		
Unit tests	Daily assignments In class activities					Unit tests	Classroom plays	Classroom discussions	Daily assignments In class activities	In class activities	Daily assignments	Unit tests	Daily assignments		
	On-going throughout year								On-going throughout year	And Andrews	On-going		On-going throughout year		

Example or Rigor—What does this look like? Provide an example or sample problem.

Prior Skills Needed—What knowledge or skills must the student already have in order to master this standard?

Assessment—How will student mastery be measured?

When Taught—What is the proposed time frame for teaching this standard?

*Adapted from Solution-Tree 2009 Reproducibles

d Elementary—Essential Standards

Semester: 2 Grade Level/Department: 2nd

Subject: Reading

Team Members: Brianna & Darcy

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
2.I.B	The student will use a variety of strategies to expand reading,	Identify suffixes. Generate and use	Vocabulary skills Reading skills	Unit test Daily assignments	March
	o and opening someone.	antonyms and multiple- meaning words to			January
		express meaning.			April
2.I.C	The student will actively engage in the reading process and use a	Identify the topic, facts and supporting details in	Basic reading and writing skills	Unit test	April
	variety of comprehension strategies to understand the meaning of texts	non-fiction texts.		Writing assignments	
	that have been read.	Summarize text.			March
2.I.D	The student will actively engage in the reading process and read, understand, respond to and	Read from and listen to texts representing a	Basic reading skills, listening skills	In class activities Unit test	Ongoing throughout year
	appreciate a wide variety of fiction, poetic and non-fiction texts.	poetry, folk tales, drama,			
		informational) from America and other countries.			
		Compare and contrast			January –
		works by different			February
		authors.			
2.II.A	The student will compose narrative and informational pieces of writing.	Create informative writing.	Writing skills, organization skills	Writing assignments	March - May
		Use listing & mapping to record info/observations.			

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Description—What is the essential standard to be learned? Define in student-friendly vocabulary. **Example or Rigor**—What does this look like? Provide an example or sample problem.

Prior Skills Needed—What knowledge or skills must the student already have in order to master this standard? Assessment—How will student mastery be measured?

When Taught—What is the proposed time frame for teaching this standard?

*Adapted from Solution-Tree 2009 Reproducibles