**Reading Standards**

**First Nine Weeks**

### CURRICULUM FRAMEWORK

**Essential Knowledge, Skills & Processes**

**To be successful with this standard, students are expected to**

- engage in reading-aloud activities voluntarily
- read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud
- use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading
- use expression and intonation to convey meaning when reading aloud
- practice reading in texts on their independent reading level to develop accuracy, fluency, and expression
- demonstrate concepts of print and spoken word by
  - tracking print from left to right and top to bottom
  - following print from one line to the next line (return sweep)
  - matching spoken words to print
- identify letters, words, and sentences
- differentiate between letters and words by
  - recognizing spaces between words in sentences
  - locating capital letters in sentences
  - locating periods, question marks, and exclamation points, speech bubbles, and quotation marks.

**Phonics/Decoding Strategy**

- Look carefully at the word.
- Think about the sounds for the letters.
- Blend the sounds to read the word.
- Ask yourself: Is it a word I know? Does it make sense in what I am reading?

**Phonemic Awareness**

- **Routine**: isolate and blend phonemes, connect sounds to letters, count sounds in words, guide practice
- **Activities**: VC and CVC single-syllable words
- **Rhyme**: identifying rhyming words in word families

**HOUGHTON MIFFLIN**

**FLUENCY, PRINT CONCEPTS & PHONICS STRATEGY**

- **Fluency**
  - Modeling and explicit explanation: reading with expression, pausing at period, voice reflect exclamation point
  - Echo reading
  - Rereading familiar text
  - Independent reading

- **Concepts of Print**
  - Capitals: beginning of sentence, title, proper nouns
  - End punctuation (.?!) and commas
  - Directionality: left to right and return sweep

**HOUGHTON MIFFLIN**

**DECODING & SPELLING SKILLS**

**To be successful with this standard, students are expected to**

- isolate and manipulate phonemes
- count phonemes in words with a maximum of three syllables
- identify the onset and rime of words
- generate words that rhyme with a teacher-given word
- segment words by saying each sound
- blend separately spoken phonemes to make word parts and words with one to three syllables
- identify whether the middle vowel sound is the same or different in a set of one-syllable words
- sort picture cards by beginning and ending phoneme
- apply knowledge of beginning and ending consonants and short vowels in single-syllable words by
  - recognizing beginning and ending consonant sounds
  - separating the sounds in a word
  - blending separately spoken phonemes to make a word
  - spelling words
- accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*),
**To be successful with this standard, students are expected to**

- learn and use new words encountered in discussions and in books that are read aloud
- use words to orally describe actions, people, places, things, and ideas
- use words of time and position, including *first*, *second*, *next*, *on*, *under*, *beside*, and *over*, to give directions orally
- ask for meanings and clarification of unfamiliar words and ideas
- use singular and plural nouns appropriately
- participate in a variety of oral language activities, such as
  - listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics
  - listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives
  - listening to stories and poems read aloud daily
  - participating in discussions about stories and poems
  - talking about words and their meanings as they are encountered in stories, poems, and conversations
  - giving reactions to stories and poems
- participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns
- tell and retell stories and events in logical order by
  - retelling stories orally and through informal drama
  - dictating retelling of stories
  - creating their own stories, poems, plays, and songs
  - indicating first, next, and last events in a story
- extend the story orally or with drawings
- express themselves in complete sentences.
- use appropriate pencil grip
- use standard letter formation
- use standard number formation.

**ORAL LANGUAGE**

- Retelling (using language of the selection; answering who, where, when, what, how
- Class discussion
- Singing songs
- Identifying objects on picture cards
- Reciting chants, poems
- Riddles
- Choral Reading
### CURRICULUM FRAMEWORK

**Essential Knowledge, Skills & Processes**

- To be successful with this standard, students are expected to
  - Use prior knowledge to interpret pictures
  - Use titles and pictures to make predictions about text
  - Use knowledge of the story or topic to make predictions about vocabulary and text
  - Preview reading material by looking at the book's cover and illustrations and by reading titles and headings
  - Choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selection
  - Draw on prior knowledge to make predictions before and during reading
  - Make and confirm predictions based on illustrations or portions of the text
  - Use knowledge from their own experience to make sense of and talk about a text
  - Read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines
  - Identify the topic or main idea of a short fiction or nonfiction selection
  - Identify characters, setting, and important events
  - Answer simple who, what, when, where, why, and how questions about a selection.

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### HOUGHTON MIFFLIN

**CORE COMPREHENSION STRATEGIES**

- **Predict/Infer** (target Week 1)
  - Use what you know about a story character to predict what the character might do next
  - Think about how a story might end.

- **Summarize** (target Week 2)
  - Think about the main ideas or the important parts of the selection
  - Tell in your own words the important things you have read.

- **Evaluate** (target Week 3)
  - Ask yourself:
    - How do I feel about what I read?
    - Do I agree or disagree with it?
    - Am I learning what I wanted to know?
    - How good a job has the author done?

### HOUGHTON MIFFLIN

**COMPREHENSION SKILLS**

- **Sequencing** (target)
  - Think about order of what happens in book – first, next, last
  - Think about how things in daily life happen in order.

- **Rereading for Understanding** (Target)

- **Comparing and contrasting** (target)
  - Think about how books are similar to and different from other books
  - Compare similarities and differences with character, setting, and events in stories.

- **Recognizing cause and effect** (target)
  - While reading, remember that for everything that happens (effect) there is a reason (cause).
  - Remember that understanding what happens and why can help to understand a story.

- **Noting details**
- **Categorizing and classifying**
- **Drawing conclusions**
- **Using story structure**

### HOUGHTON MIFFLIN

**LITERARY CONCEPTS**

- **Imaginative Literature**
  - **Genre:** fantasy, realistic fiction, poems
  - **Story structure:** characters, setting, problem
  - **Jokes and Lyrics:** purpose to entertain
  - **Drama:** narrator, characters, how to read a play

- **Nonfiction**
  - **Genre:** nonfiction selections - social studies, science
  - **Print features:** title, headings, captions, photographs, labels, lists
  - **Text organization:** topic, main idea and supporting details
  - **Realistic texts:** make-believe vs. real life; story structure vs. informational texts; fantasy vs. realism
  - **Social studies, science, art article:** topic/title; information/sequence; visuals/pictures
  - **Pictures:** gathering information from

### RESOURCES

**Theme 1: All Together Now** (Houghton Mifflin)

- Alphabet/Letter Books
- Wordless Picture Books (fiction/story and nonfiction/informational)
- Decodable Books
- Predictable Books
- Appropriate Leveled Books
- Appropriate Concept Books
- Breakthrough To Literacy Books
- Words Their Way Text & Word Sort CD
- MCPS Word Sort CD

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### Comprehension Tools

- Venn diagram
- Listing what students have learned
- 2-column chart: compare and contrast web diagram
**CURRICULUM FRAMEWORK**

**Essential Knowledge, Skills & Processes**

To be successful with this standard, students are expected to:

- use previous experiences to generate ideas
- participate in teacher-directed brainstorming activities
- participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas
- participate in teacher-directed charting activities to organize information
- write a sentence that focuses on one topic
- spell high-frequency sight words and phonetically regular words correctly in final copies
- sound out words in order to spell them phonetically
- use correct end punctuation
- begin each sentence with a capital letter
- use familiar writing forms, including lists, letters, stories, reports, messages, and poems
- create artwork or a written response that shows comprehension of a selection
- extend the story orally or with drawings
- share writing with others.

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**Preparing for Writing**

- Experience
- Discussion
- Shared reading selection
- Planning beginning, middle, end

**Shared Writing**

- A Class Story
- Writing about a topic

**Interactive Writing**

- A Class Story

**Independent Writing**

- Writing about animals
- Writing about school
- Creating a new ending