

The Carey School: Standards for Reading Instruction 2007

A. Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.		
PK	K	Students will be able to understand that written words are composed of letters that represent sounds (MA 7.3)
PK	K	Students will be able to recognize letter-sound matches by naming and identifying each letter of the alphabet (MA 7.3)
PK	K	Students will be able to demonstrate that there is a link between letters and sounds (MA 7.3)
PK	K	Students will be able to blend sounds to make words (MA 7.2)
PK	K	Students will be able to identify the initial, medial, and final sounds of a word (MA 7.2)
PK	K	Students will be able to understand that words are made up of one or more syllables (MA 7.2)
PK	K	Students will be able to understand that a sound is a phoneme, or one distinct sound (MA 7.2)
PK	K	Students will be able to recognize that written words are separated by spaces (MA 7.1)
PK	K	Students will be able to recognize that sentences in print are made up of separate words (MA 7.1)
PK	K	Students will be able to identify upper and lower case letters (MA 7.1)
PK	K	Students will be able to recognize that, in English, print moves left to right across the page and from top to bottom (MA 7.1)
PK	K	Students will be able to demonstrate how to handle a book and turn the pages (MA 7.1)
PK	K	Students will be able to identify the covers and title page of a book (MA 7.1)
PK	K	Students will recognize that printed materials provide information or entertaining stories (MA 7.1)
PK	K	Students will be able to follow words from left to right and from top to bottom on the printed page (CA 1.2)
K		Students will be able to generate sounds from all the letters and letter patterns, including consonant blends, long and short vowel patterns and combine these into recognizable words (MA 7.5)
K		Students will be able to recognize some irregularly spelled words by sight (MA 7.6)
K		Students will recognize the distinguishing features of a sentence (capitalization, end punctuation) (MA 7.4)
K		Students will be able to recognize that there are correct spellings for words (MA 7.4)
K		Students will be able to match oral words to printed words (MA 7.4)
K		Students will be able to understand that spoken words are represented

		in written English by sequences of letters (MA 7.4)
K		Students will be able to recognize the order of the letters in the alphabet (MA 7.4)
K		Students will be able to use letter-sound matches to decode simple words (MA 7.3)
K		Students will be able to identify and produce rhyming words in response to an oral prompt (CA 1.10)
K		Students will be able to distinguish orally stated one-syllable words and separate into beginning or ending sounds (CA 1.11)
K		Students will be able to track auditorily each word in a sentence and each syllable in a word (CA 1.12)
K		Students will be able to count the number of sounds in syllables and syllables in words (CA 1.13)
K		Students will be able to identify and sort common words in basic categories (i.e. colors, shapes, foods, etc.)
K		Students will be able to describe common objects and events in both general and specific language (CA 1.18)
K		Students will be able to respond to who, what, when, where and how questions (CA 2.2)
K		Students will be able to identify and describe the elements of plot, setting, and character in a story as well as the story's beginning, middle, and ending (CA 3.1)
K		Students will be able to describe the role of authors and illustrators and their contributions to print materials (CA 3.2)
K		Students will be able to recollect, talk, and write about books read throughout the year (CA 3.3)
K	1 st	Students will be able to match oral words to printed words
K	1 st	Students will be able to identify letters, words, and sentences
K	1 st	Students will be able to distinguish initial, medial, and final sounds in single-syllable words
K	1 st	Students will be able to distinguish long and short vowel sounds in single syllable words
K	1 st	Students will be able to create and state a series of rhyming words (CA 1.6)
K	1 st	Students will be able to add, delete, or change target sounds to change words (e.g. cow to how) (CA 1.7)
K	1 st	Students will be able to blend two to four phonemes into recognizable words (CA 1.8)
K	1 st	Students will be able to generate sounds from all the letters and letter patterns, including consonant blends and long and short vowel patterns, vowel digraphs, r-controlled, and blend those sounds into recognizable words (CA 1.10)
K	1 st	Students will be able to read common sight words (CA 1.11)
K	1st	Students will be able to read compound words and contractions and

		understand their meanings (CA 1.13)
K	1st	Students will be able to read inflectional forms (-s, -ed, -ing) and root words (look, looked, looking) (CA 1.14)
	1st	Students will be able to read common word families (CA 1.15)
	1st	Students will be able to read aloud with fluency in a manner that sounds like natural speech with intonation and expression (CA 1.16)
	1st	Students will be able to classify grade appropriate categories of words (e.g. collections of animals, foods, toys, etc.) (CA 1.17)
	1st	Students will use context clues to resolve ambiguities about word and sentence meanings (CA 2.4)
	1st	Students will decode two-syllable words and regular multi-syllable words (CA 2.1.3)
	1st	Students will identify and correctly use regular plurals and irregular plurals (CA 2.1.5)
	1st	Students will recognize and describe common antonyms and synonyms (CA 2.1.7)
	1st	Students will identify simple multiple meaning words (CA 2.1.10)
	1st	Students will recognize common abbreviations (CA 2.1.4)
	1st	Students will be able to place words in ABC order (MA 7.4)
	1 st	Students will read accurately many irregularly spelled words, special vowel spellings, and common word endings (MA 7.7)
	1 st	2 nd Students will consistently use the correct spellings for words (MA 7.4)
	1 st	2 nd Students will use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled (MA 7.4)
	1st	2 nd Students will recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing) (MA 7.4)
	1st	2 nd Students will identify the author and title of a book, and use a table of contents (MA 7.4)
	1st	2 nd Students will read words with several syllables (MA 7.7)
	1st	2 nd Students will read aloud with fluency and comprehension at grade level (MA 7.7)
	1st	2 nd Students will distinguish cause from effect (MA 8.8)
	2 nd	Students will apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs (MA 7.7)
	2 nd	Students will apply knowledge of synonyms and antonyms to determine the meaning of words and phrases.
	2 nd	Students will know and use more difficult word families (-ought) and known words to decode unknown words (MA 7.7)
	2 nd	Students will be able to use knowledge of individual words in unknown compound words to predict their meaning (CA 1.8)
	2 nd	Students will be able to know the meaning of simple prefixes and suffixes (CA 1.9)

2nd				Students will be able to identify simple multiple- meaning words (CA 1.10)
2nd	3rd			Students will use context clues and prior knowledge to figure out the meaning of a word.
2nd	3	4	5	Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression (CA)
2nd	3	4	5	Students will apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases (CA)
2nd	3	4	5	Students will use knowledge of root words to determine the meaning of unknown words within a passage (CA)
2nd	3	4	5	Students will use knowledge of prefixes and suffixes to determine the meaning of words (CA 3.1.8)
2nd	3	4	5	Students will use a thesaurus to determine related words and concepts (CA)
2nd	3	4	5	Students will distinguish and interpret words with multiple meanings (CA)
2nd	3	4	5	Students will use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words (CA)
2nd	3	4	5	Students will use a dictionary to learn the meaning and other features of unknown words (CA 3.1.7)
3	4	5		Students will read age-appropriate imaginative/literary and informational/expository text with comprehension (MA 7.9)
3	4	5		Students will read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression (MA 7.10)
5 th				Students will find the etymology and meanings of words

B. Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

PK	K	Students will be able to retell important facts from an informational/expository text heard or read (MA 8.5)
PK	K	Students will be able to make predictions about the content of the text using prior knowledge and text features (title, captions, illustrations) for

		informational/expository texts (MA 8.4)	
PK	K	Students will be able to ask questions about the important characters, settings, and events for imaginative/literary texts (MA 8.3)	
PK	K	Students will be able to retell a main event from a story heard or read for imaginative/literary texts (MA 8.2)	
PK	K	Students will be able to make predictions using prior knowledge, pictures, and text for imaginative/literary texts (MA 8.1)	
K		Students will be able to use pictures and context to make predictions about story content (CA 2.2)	
K		Students will be able to connect to life experiences the information and events in texts (CA 2.3)	
K		Students will be able to identify characters, settings, and important events (CA 3.3)	
1st	2nd	Students will recollect, talk, and write about books read during the school year (CA 3.3)	
1st	2nd	Students will respond to who, what, when, where, and how questions related to the text (CA 2.2)	
1	2	3	Students will make predictions about what will happen next in the text
1	2	3	Students will make text-text, text-self, text-world connections prior to and while reading.
1	2	3	Students will retell the main events of a story
1	2	3	Students will recognize cause and effect relationships in a text (CA 2.2.6)
1	2	3	Students will be able to follow single and multiple step written instructions (CA 2.8)
1	2	3	Students will visualize and develop mental pictures of what takes place in a story.
2nd	3rd		Students will be able to ask clarifying questions about essential textual elements of exposition including facts/details, predictions, connections and major events (CA 2.4)
2nd	3rd		Students will be able to interpret information from diagrams, charts, and graphs (CA 2.6)
2nd	3rd		Students will sequence major and minor events in a given story.
2nd	3rd		Students will identify the author's use of dialogue and description (MA 8.20)
2nd	3rd		Students will recall major points in the text and make and modify predictions about forthcoming information (CA 3.2.4)
2nd	3rd		Students will be able to extract appropriate and significant information from the text, including problems and solutions (CA 3.2.6)
3rd			Students will ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from the text (CA 3.2.2)
3rd			Students will demonstrate comprehension by identifying answers in the text

				(CA 3.2.3)
3rd				Students will follow simple multiple-step written instructions (CA 3.2.7)
3	4	5		Students will identify the main idea of a given story distinguishing between minor and major details.
3	4	5		Students will summarize individual chapters and books.
3	4	5		Students will recognize organizational structures (chronological order, logical order, cause and effect, classification schemes) (MA 8.21)
3	4	5		Students will identify and analyze main ideas, supporting ideas, and supporting details (MA 8.22)
3	4	5		Students will identify the speaker of a poem or story (MA 8.13)
3	4	5		Students will make judgments about setting, characters, and events and support them with evidence from the text (MA 8.14)
3	4	5		Students will distinguish cause from effect when reading informational/expository text (MA 8.16)
3	4	5		Students will distinguish fact from opinion or fiction when reading informational/expository text (MA 8.17)
2	3	4	5	Students will identify sensory details and figurative language (MA 8.12)
2	3	4	5	Students will locate facts that answer the reader's questions when reading informational/expository text (MA 8.15)
4th		5th		Students will identify the relevance of foreshadowing and making predictions.
4th		5th		Students will be able to distinguish facts, supported inferences and opinions in text (CA 2.5)
5th				Students will identify and analyze the author's use of dialogue and description in imaginative/literary texts (MA 8.20)
5th				Students will identify and analyze main ideas, supporting ideas and supporting details for informational/expository texts (MA 8.22)
5th				Students will be able to understand how text features (i.e. format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable (CA 2.1)
5th				Students will be able to draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge (CA 2.4)

C. Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

P	K	1	2	Students will identify similarities in plot, setting, and character among the works of an author or illustrator (MA 9.1)
				Students will identify different interpretations of plot, setting, and character in the same work by different illustrators (MA 9.2)
1 st				Students will participate in author studies including Kevin Hankey, Tommy de Paola, Jan Brett, Robert Munch, Leo Leoni, Eric Carle, and Dr. Seuss.
2nd				Students will participate in author studies including Roald Dahl, Barbara Reid, Beverly Cleary, and Judy Blume.
2nd				Students will make basic connections to time, place, setting, etc.
3 rd		4th		Students will identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life (MA 9.3)
4th		5th		Students will relate literary work to information regarding the setting (MA 9.4)
4th		5th		Students will relate literary work to artistic creations or historical sites of the period and time of the setting
4th		5th		Students will be able to relate fictional pieces to real historical events

D. Students will identify, analyze, and apply knowledge of the characteristics of different genres.

P	K	1	2	Students will identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature (MA 10.1)
PK		K		Students will be able to distinguish fantasy from realistic text (CA 3.1)
PK		K		Students will be able to identify types of everyday print materials (i.e. storybooks, poems, newspapers, signs, labels, etc.) (CA 3.2)
2	3	4	5	Students will choose just right books through assessment of their own reading level and understanding of the characteristics of different genres.
2nd		3rd		Students will understand the difference between fiction and non-fiction by distinguishing between events that could actually happen in real life and those that cannot.
3rd				Students will identify the traits of a Cinderella story and other fairy tales.
3	4	5		Students will distinguish among forms of literature such as poetry, prose,

			fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing (MA 10.2)
5 th			Students will be able to identify and analyze the different characteristics of various genres as forms with distinct characteristics and purposes (MA 10.3)
5th			Students will be able to analyze the appropriateness of the literary forms chosen by an author for a specific purpose (CA 3.1)

E. Students will identify, analyze, and apply knowledge of theme in literary work and provide evidence from the text to support their understanding.

P	K	1	2	Students will relate themes in works of fiction and non-fiction to personal experience (MA 11.1)
2nd		3rd		Determine the underlying theme or author's message in fiction and nonfiction text (CA 3.3.4)
3rd		4th		Students will identify themes as lessons in folktales, fables, and Greek myths for children (MA 11.2)
3	4	5		Students will apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated (MA 11.3)
5th				Students will be able to distinguish between the concepts of theme in a literary work and an author's purpose
5th				Students will be able to apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated (MA 11.3)

F. Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

P	K	1	2	Students will identify the elements of plot, character, and setting in a favorite story as well as the story's beginning, middle and end (MA 12.1)
1st		2nd		Students will describe the roles of authors and illustrators and their contributions to print materials (3.2)
1st		2nd		Students will identify text that uses sequence or other logical order (CA 2.1)
1st		2nd		Students will compare and contrast plots, settings, and characters presented by different authors (CA 2.3.1)
1st		2nd		Students will compare and contrast different versions of the same stories

				that reflect different cultures (CA 2.3.3)
2nd				Students will be able to determine what characters are like by what they say or do and by how the author or illustrator portrays them (CA 3.3)
2	3	4	5	Students will be able to identify the speaker or narrator in a selection (CA 3.6)
2	3	4	5	Students will recognize story elements including characters, setting, plot, conflict, and resolution.
2	3	4	5	Students will make inferences regarding what is happening, why it is happening and how characters are feeling.
2	3	4	5	Students will identify and analyze the elements of plot, character, conflict and setting in the stories they read and write (MA 12.2)
5th				Students will identify and analyze the elements of setting, characterization, plot theme and conflict (MA 12.3)
5th				Students will locate and analyze the elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict
5th				Students will be able to contrast the actions, motives (i.e. loyalty, selfishness, conscientiousness) and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme (CA 3.3)

G. Students will identify, analyze, and apply knowledge of purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

P	K	1	2	Students will identify and use knowledge of common textual features (title, headings, captions, key words, table of contents) (MA 13.1)
P	K	1	2	Students will identify and use knowledge of common graphic features (illustrations, type size) (MA 13.2)
P	K	1	2	Students will make predictions about the content of a text using prior knowledge and text and graphic features (MA 13.3)
P	K	1	2	Students will explain whether predictions about the content of a text were confirmed or disconfirmed and why (MA 13.4)
P	K	1	2	Students will restate main ideas and important facts from a text heard or read (MA 13.5)
1	2	3		Students will read and follow single and multi-step instructions
1	2	3		Students will use title, tables of contents, and chapter headings to locate information in expository text (CA 2.2.1)
1	2	3		Students will restate facts and details in the text to clarify and organize ideas (2.2.5)

1	2	3	Students will interpret information from diagrams, charts, and graphs (2.2.7)	
1	2	3	Students will make predictions about the content of a text using prior knowledge and text features (heading, table of contents, key words), and explain whether they were confirmed or disconfirmed and why (MA 8.9)	
1	2	3	Students will restate main ideas from informational text (MA 8.10)	
2	3	4	5	Students will identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, etc.) (MA 13.6)
2	3	4	5	Students will identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations) (MA 13.7)
2	3	4	5	Students will identify and use knowledge of common organizational structures (chronological order) (MA 13.8)
2	3	4	5	Students will locate facts that answer the reader's questions (MA 13.9)
2	3	4	5	Students will distinguish cause from effect (MA 13.10)
2	3	4	5	Students will distinguish fact from opinion or fiction (MA 13.11)
2	3	4	5	Students will summarize main ideas and supporting details (MA 13.12)
2	3	4	5	Students will make predictions about the text using prior knowledge and text features such as headings, table of contents and key words.
3	4	5	Students will identify an author's purpose/reason for writing, including to persuade, describe, inform, entertain, etc.	
5 th			Students will recognize use of arguments for and against an issue	
5 th			Students will identify evidence used to support an argument	

H. Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

P	K	1	2	Students will identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry (MA 14.1)
1st		2nd		Students will identify the use of rhythm, rhyme, and alliteration in poetry (CA 2.3.4)
2	3	4	Students identify rhyme and rhythm, repetition, similes, and sensory images in poems (MA 14.2)	
2	3	4	5	Students will visualize when reading poetry
3	4	5	Students will recognize the similarities of sounds in words and rhythmic patterns (e.g. alliteration, onomatopoeia, etc.) in a selection (CA 3.3.5)	
3	4	5	Students will be able to identify similes, metaphors, rhyme scheme, and rhythm in poetry	
3	4	5	Students will understand the purpose of different types of poems	

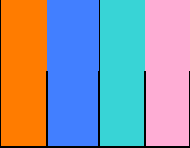
3	4	5	Students will make inferences based on knowledge of poetry
5th			Students will respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry (MA 14.3)
5th			Students will be able to describe the function and effect of common literary devices (i.e. imagery, metaphor, symbolism)

I. Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.






P	K	1	2	Students will identify the senses implied in words appealing to the senses in literature and spoken language (MA 15.1)
2	3	4		Students will identify words appealing to the senses or involving direct comparisons in literature and spoken language (MA 15.2)
3	4	5		Students will identify the author's voice to help recognize mood.
3	4	5		Students will identify the voice unique to specific authors (i.e. Patricia Polacco)
3	4	5		Students will identify an author's purpose/reason for writing, including to persuade, describe, inform, entertain, etc.
3	4	5		Students will identify imagery, figurative language, rhythm, or flow when responding to literature (MA 15.3)
2	3	4	5	Determine what characters are like by what they say or do and by how the author or illustrator portrays them (CA 3.3.3)
4		5		Students will be able to identify and analyze the importance of shades of meaning in determining word choices in literature (MA 15.4)
4		5		Students will be able to identify figurative language and imagery in literature (MA 15.5)
4		5		Students will be able to identify and analyze how an author's use of words creates tone and mood (MA 15. 6)
5th				Students will be able to evaluate the author's use of various techniques (i.e appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives (CA 3.7)

J. Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

P	K	1	2	Students will identify familiar forms of traditional literature (fairy tales,
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	rhymes, etc) read aloud (MA 16.1)
	Students will retell or dramatize traditional literature (MA 16.2)
	Students will identify and predict recurring phrases in traditional literature (MA 16.3)
3 rd	Students will compare and contrast myths and fairytales from different cultural perspectives.
3 rd	Students will comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world (CA 2.3.2)
4 th	Students will be able to identify phenomena explained in origin myths (Prometheus/fire, Pandora/evils) (MA 16.4)
4 th	Students will be able to identify the adventures or exploits of a character type in traditional literature (MA 16.5)
4 th	Students will be able to acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature (MA 16.6)
5 th	Students will be able to identify the elements that comprise a classic
5 th	Students will be able to identify the adventures of a characters type in traditional literature
5 th	Students will be able to perceive similarities and differences when they compare different narratives from different cultural perspectives
5 th	Students will be able to identify common structures and stylistic elements in traditional literature (MA 16.8)

K. Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

	Students will identify the elements of dialogue and use them in informal plays (MA 17.1)
	Students will identify the speaker or narrator in a selection (CA 3.3.6)
	Students will identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed (MA 17.2)
	Students will identify and analyze the similarities and differences between a narrative text and its film or play version (MA 17.4)
	Students will be able to identify and analyze elements particular to dramatic literature such as scenes, acts, cast of characters, stage and directions in the plays they view, write and perform (MA 17.3)

L. Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.

P	K	1	2	3	4	5	Students will rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection (MA 18.1)
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3	4	5	Students will plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations (MA 18.2)
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5th	Students will be able to develop characters through the use of basic acting skills and self assess using teacher developed criteria for performing (MA 18.3)
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