



THE SCHOOL DISTRICT OF
PHILADELPHIA

2017 – 2018

APPENDICES FOR MARKING GUIDELINES



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Notes:

The *Appendices for the Marking Guidelines* supplement the *Amended Marking Guidelines*. The appendices provide instructional factors for consideration in subject-area grading. No policy changes have been made; however, the content is streamlined to provide quick, relevant information for consistent grading.

There are no appendices for Math, Science and Social Studies.

Promotion Policy (as applies to grades 1 – 8)

In grades 1 and 2, students must pass reading and math.
In grades 3 through 7, students must pass reading, math and science.
In grade 8, students must pass reading, math, science and social studies.

Policy Statement

The policy of the School District is to require all students to meet specified requirements for promotion and graduation in accordance with federal, state and local guidelines.

Children with disabilities will be promoted or will graduate if they satisfy the requirements of a special education program developed by an Individualized Education Program team.

Policy Procedures

Principals are required to monitor all report card grade entries made by teachers.

NOTE: This Promotion and Graduation Policy is on record as of 2004/2005. This revision reflects this policy, with the exception of the TerraNova and End of Grade (EOG) tests, which are no longer used.

Special Education: Students with Disabilities

Students with disabilities are expected to make ongoing progress on their IEP goals and objectives that are based on the general education curriculum.

Progress monitoring is reflected by:

- Performance on curricular goals
- The process used for completing work
- Sustaining effort on meeting individual goals and objectives are supported through appropriate aids, services and accommodations

IEP teams are to review, monitor and revise the IEP as necessary to support and sustain the student's progress

English Learners (EL)

- **English Learners cannot be given a failing mark based on their entering, beginning, developing, or expanding level of English proficiency. For any failing marks, teachers must provide documentation that instruction and assessment was modified appropriately and parents must be notified.**
- An English Learner's instructional and independent reading level(s) may be below grade level because of his/her English language proficiency level. When this is the case, a below-grade reading level is not sufficient cause to lower a student's reading grade.
- The classroom teacher must collaborate with the ESOL teacher when determining the reading, writing, and oral communication grades.
- Grading in all subjects must follow the same procedures outlined in the grade-level marking guidelines. However, teachers must use the WIDA Can Do Descriptors, available in the appendices or at www.wida.us/standards/CAN_DOs/, to modify instruction and assessments. Grades must be determined based on modified instruction and assessment.
- Students that have been in the country less than 15 school days can be given an NG (No Grade). The reason code is "No grade due to late admission."
 - For further information regarding assessment of students in dual language programs, see the Dual Language Program Handbook, downloadable at: webapps1.philasd.org/downloads/tadm/Dual_Language_Program_Handbook.pdf



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three- step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	Level 6 - Reaching
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "biggest") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<p>Use academic vocabulary in class discussions</p> <p>Express and support ideas with examples</p> <p>Give oral presentations on content-based topics approaching grade level</p> <p>Initiate conversation with peers and teachers</p>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g. context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house") 	
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem- solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments)

Level 6 - Reaching

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Reading

Goals for Independent Reading Levels – For Report Card Recording in Grades 1 - 3

GRADE 1	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	C and above	D and above	E and above	G and above	I and above
Strategic Intervention Needed	A, B	C	D	F	G, H
Intensive Intervention Needed	*PR	B and below	C and below	E and below	F and below

GRADE 2	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	I and above	J and above	J – K and above	K and above	L and above
Strategic Intervention Needed	H	I	I - J	J	K
Intensive Intervention Needed	G and below	H and below	H and below	I and below	J and below

GRADE 3	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	L and above	M and above	M - N and above	N and above	O and above
Strategic Intervention Needed	K	L	L - M	M	N
Intensive Intervention Needed	J and below	K and below	K and below	L and below	M and below

Shaded boxes indicate target independent level for each grade. Targets are printed on the report card.

*PR = Pre-Reading

Goals for Instructional Reading Levels – For Instructional Planning

GRADE 1	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	D and above	E and above	F and above	H and above	J and above
Strategic Intervention Needed	B, C	D	E	F, G	H, I
Intensive Intervention Needed	*PR, A	C and below	D and below	E and below	G and below

GRADE 2	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	J and above	K and above	K – L and above	L and above	M and above
Strategic Intervention Needed	I	J	J	K	L
Intensive Intervention Needed	Below I	Below J	Below J	Below K	Below L

GRADE 3	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
Target Level (Proficient)	M and above	N and above	N – O and above	O and above	P and above
Strategic Intervention Needed	L	M	M	N	O
Intensive Intervention Needed	Below L	Below M	Below M	Below N	Below O

Shaded boxes indicate target instructional level for each grade. They are used to inform classroom instruction.

*PR = Pre-Reading

Note: See Appendix pages 3 and 4 for information regarding Special Education: Students with Disabilities and English Learners (EL).

(Guidelines for the Grade 3: **3 Point Short Answer Questions**)

The PSSA open-ended items for Reading ask students to organize their thinking and statements in a short, concise manner, using patterns of development that focus on the meanings of the texts. The classroom teacher uses this rubric to score the open - ended items for Reading.

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR READING

3 Points

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

0 Points

- The response provides insufficient material for scoring
- The response is inaccurate in all aspects

Categories within zero reported separately:

BLK (blank) - No response or written refusal to respond or too brief to determine response

OT - Off task/topic

LOE - Response in a language other than English

IL - Illegible

NOTE: By the End of Grade 3, Students should be exposed to the Grade 4 – 8 Text Dependent Analysis Rubric (below).

PSSA TEXT-DEPENDENT ANALYSIS SCORING GUIDELINES			
Score Point	Description	Score Point	Description
4	<ul style="list-style-type: none"> Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Strong organizational structure that effectively supports the focus and ideas Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose Skillful use of transitions to link ideas Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	2	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) Weak organizational structure that inconsistently supports the focus and ideas Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose Inconsistent use of transitions to link ideas Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
3	<ul style="list-style-type: none"> Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Appropriate organizational structure that adequately supports the focus and ideas Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose Appropriate use of transitions to link ideas Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	1	<ul style="list-style-type: none"> Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) Minimal evidence of an introduction, development, and/or conclusion Minimal evidence of an organizational structure Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions Minimal reference to the main idea(s) and/or relevant details of the text(s) Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Instructional Factors in Using the Developmental Writing Stages Rubric in Grade 1

- Students will develop as writers at their own pace as teachers model and provide reading and writing experiences.
- Writing in grade 1 should not be expected to move sequentially from Stage 1 to Stage 6
- Writing samples from an individual student may move back and forth between stages depending on different writing experiences throughout the school year.
- Each writing sample is viewed as a whole and is assessed holistically.
- For assessment purposes, emphasis should be placed on message and content before control of conventions of print.
- The stage of a student's writing can be determined by identifying the pattern that most closely matches the student's writing.

Instructional Factors in Writing Grades 1-3

- Students must be given the opportunity to learn about and practice effective writing.
- As students try new genres and experiment with different literary techniques their work should not be graded. This specific collection of writing allows students to reflect on their growth as writers and provides a view of the student's development and growth over time.
- Literature that is read aloud and shared provides examples of the writing craft students should model and adapt in their writing.
- Writing may be in response to reading, to learning in the content areas (science, social studies, music, etc.), to a prompt, or on self-selected topics.
- Published pieces should be revised for content, focus, style, and organization, edited for conventions and prepared for display.
- Students may work on a single writing sample over a period of time as they revise, improve and change the writing.
- Each report period, students should be exposed to and have opportunities with multiple modes of writing (narrative, information, opinion).
- Particular emphasis should be placed on the Writing Focus for the term as noted in the Focus Standards document.

K – 1 Developmental Writing Stages

Stage 1

- Draws a picture only
- Tells about drawing
- Uses scribbling and letter-like symbols
- Draws a picture and uses scribbling Imitates writing

Stage 2

- Draws a recognizable picture
- Uses own drawing to tell a story and is able to tell an adult a word, label, thought, or a complete sentences about the drawing
- Attempts written symbols (circles, shapes, squiggles, or more controlled lines) and may say a story
- Attempts to read message
- Writes own name

Stage 3

- Draws a picture and is able to tell an adult a complete sentence or a story that relates to the picture
- Begins to make the connection that written symbols convey a message
 - may use strings of numbers and letters
 - may use names or parts of names
 - may copy words from the environment
 - may spell some frequently used and/or familiar words correctly
 - may demonstrate limited knowledge of letter-sounds and is able to communicate what the letters say
- Knows the direction of print

Stage 4

- Draws a picture and labels it
- Connects letters and sounds, usually beginning and ending and some vowels, uses phonetic
- Spelling
- Spells some frequently used words correctly
- Knows the direction of print
- Demonstrates spacing between words
- Text may contain incomplete thoughts and/or simple sentences
- Parts of text may not be understandable unless told to an adult

K – 1 Developmental Writing Stages, Continued

Stage 5 - Goal End of Kindergarten, Beginning of Grade 1

- Writes complete thoughts in sentence form (capitalization and punctuation may be absent or incorrect)
- Writes sentences that make sense (sentences may or may not be related but text has no sense of story)
- Writes sentences that may be short, simple and uses them more than once
- Represents most letters and sounds in words (phonetic spelling is evident)
- Spells many frequently used words correctly; may spell other familiar words correctly
- Text is readable without telling it to an adult

Stage 6 - Goal End of Grade 1

- Begins to develop a sense of story (may have appropriate beginning, ending and/or logical connection of events)
- Writes sentences that focus on a topic much of the time
- Composes text that contains basic ideas with some details
- Begins to vary sentence lengths and patterns
- Spells most frequently used words correctly
- Represents most sounds in words; spells some words correctly
- Begins to use some correct capitalization and punctuation
- May attempt to use talk in writing
- Begins to include colorful words to describe objects, people and events
- Begins to choose words and phrases that show evidence of literary language (writes the way authors do)
Begins to express ideas in a creative way or writing may contain original ideas

Pennsylvania Writing Assessment Domain Scoring Guide - Grades 1 and 2

PA WRITING RUBRIC

	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
	The single controlling point made with an awareness of task (mode) about a specific topic	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	The choice, use and arrangement of words and sentence structure that create tone and voice	The use of grammar, mechanics, spelling, usage, and sentence formation.
4	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transitions	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling usage and sentence formation

NON-SCORABLE (NS)

OFF-PROMPT (OP)

- Is illegible; i.e., includes so many undecipherable words that no sense can be made of the response; or
- Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense; or
- Is insufficient; i.e., does not include enough to assess domains adequately; or
- Is a blank paper

- Is readable but did not respond to prompt

PSSA Grades 3 – 5 Opinion Scoring Guidelines

PSSA GRADES 3–5 OPINION SCORING GUIDELINES

Description

	Description
4	<p>Effective order and organizational structure that support reasons and evidence</p> <p>Substantial and relevant content that demonstrates a clear understanding of the purpose</p> <p>Thorough elaboration with clearly presented reasons that are consistently supported with facts and details</p> <p>Effective transitions that connect opinions and reasons</p> <p>Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Consistent control of sentence formation</p> <p>Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</p> <p>Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience</p> <p>Logical order and organizational structure that support reasons and evidence</p>
3	<p>Adequate and relevant content that demonstrates an understanding of the purpose</p> <p>Sufficient elaboration with clearly presented reasons that are supported with facts and details</p> <p>Clear transitions that connect opinions and reasons</p> <p>Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Adequate control of sentence formation</p> <p>Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</p> <p>Vague opinion introduced, developed, and concluded with limited awareness of task, purpose, and audience</p> <p>Inconsistent order and organizational structure that somewhat support reasons and evidence</p>
2	<p>Inadequate, vague content that demonstrates a weak understanding of the purpose</p> <p>Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts and details</p> <p>Inconsistent/limited transitions that somewhat connect opinions and reasons</p> <p>Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Inconsistent control of sentence formation</p> <p>Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</p> <p>Minimal evidence of an opinion introduced, developed, and concluded with little awareness of task, purpose, and audience</p>
1	<p>Minimal order and organizational structure</p> <p>Minimal content that demonstrates little or no understanding of the purpose</p> <p>Undeveloped opinion with little support; may be a bare list</p> <p>Minimal transitions that may or may not connect opinions and reasons</p> <p>Ineffective formal style with little control of language*</p> <p>Minimal control of sentence formation</p> <p>Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</p>

*This bullet point does not apply at grade 3.

PSSA Grades 3 – 5 Narrative Scoring Guidelines

PSSA GRADES 3–5 NARRATIVE SCORING GUIDELINES

4	<ul style="list-style-type: none"> Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters Effective narrative pattern that sequences events and provides a conclusion Thorough elaboration that effectively supports the storyline Effective use of narrative techniques to develop experiences and events Effective use of transitions Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details* Consistent control of sentence formation Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> Clearly established situation/theme that orients the reader and introduces the narrator and/or characters Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur Sufficient elaboration that supports the storyline Adequate use of narrative techniques to develop experiences and events Clear use of transitions Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details* Adequate control of sentence formation Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion Weak elaboration that somewhat supports the storyline Limited use of narrative techniques to somewhat develop experiences and events Inconsistent/limited use of transitions Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details* Inconsistent control of sentence formation Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> Minimal evidence of a situation/theme Minimal sequencing of events that may or may not establish a narrative pattern Minimal elaboration that may or may not support the storyline Minimal use of narrative techniques Minimal use of transitions Insufficient control of language (words, phrases, and sensory details)* Minimal control of sentence formation Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.

PSSA Grades 3 – 5 Informative/Explanatory Scoring Guidelines

PSSA GRADES 3–5 INFORMATIVE/EXPLANATORY SCORING GUIDELINES

4	<p>Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience</p> <p>Effective order and organizational structure that develop a topic</p> <p>Substantial and relevant content that demonstrates an understanding of the purpose</p> <p>Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details</p> <p>Effective transitions that connect ideas and concepts</p> <p>Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Consistent control of sentence formation</p> <p>Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</p>
3	<p>Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience</p> <p>Adequate order and organizational structure that develop a topic</p> <p>Adequate and relevant content that demonstrates an understanding of the purpose</p> <p>Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details</p> <p>Clear transitions that connect ideas and concepts</p> <p>Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Adequate control of sentence formation</p> <p>Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</p>
2	<p>Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience</p> <p>Inconsistent order and organizational structure that somewhat develop a topic</p> <p>Inadequate, vague content that demonstrates a weak understanding of the purpose</p> <p>Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details</p> <p>Inconsistent/limited transitions that somewhat connect ideas and concepts</p> <p>Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Inconsistent control of sentence formation</p> <p>Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</p>
1	<p>Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience</p> <p>Minimal order and organizational structure</p> <p>Minimal content that demonstrates little or no understanding of the purpose</p> <p>Undeveloped writing with little support; may be a bare list</p> <p>Minimal transitions that may or may not connect ideas and concepts</p> <p>Ineffective formal style with little control of language*</p> <p>Minimal control of sentence formation</p> <p>Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</p>

*This bullet point does not apply at grade 3.

Pennsylvania Department of Education

Digital Literacy and Technology Skills

The purpose of assessing digital literacy and technology skills is to measure levels of proficiency as indicated in Pennsylvania Business, Computers and Informational Technology Standards

Teachers are encouraged to use multiple opportunities to evaluate student progress using the following suggested assessment tools: anecdotal records, class participation, finished projects (individual/group), logs, portfolios, presentations, quizzes/tests and reports. **See the Curriculum Engine for additional resources**

Scoring: Multiple assessments are needed to calculate one report card grade.

Assessments for each marking period should be based on the following Digital Literacy and Technology Strands:

- Computing and Society: Internet Safety
- Digital Tools and Collaboration
- Digital Media and Literacy
- Computer Science Fundamentals and Coding

Health Education

Instructional Factors in Health

The planned instruction for Health Education is based on the scope and sequence developed around the National, State and Local standards for Health Education. Student progress is based on the acquisition of knowledge and skills related to health concepts. Health Education **concepts** include personal health, mental health, human growth and sexuality, tobacco, alcohol and other drugs, consumer health, environmental health, nutrition, physical activity, injury prevention and disease prevention. Health Education **skills** include the ability to access accurate health information, ability to practice health enhancing behaviors, ability to analyze the influences of culture, media and technology, the ability to use interpersonal communication skills, the ability to use goal-setting and decision-making skills to enhance health and the ability to advocate for personal, family and community health. **The goal of the Health Education curriculum is to promote accurate, age-appropriate health-literacy among all children.**

Scope and Sequence

The Health Education scope and sequence includes the concepts, skills and assessment suggestions necessary to provide rich instruction and to assess knowledge and skills. The scope and sequence fully supports standards-based teaching, including multiple opportunities for project-based, interactive activities that promote wellness. The Health Education scope and sequence can be found on the Health and Physical Education website www.philasd.org/healthphysed/

The Scope and Sequence defines the concepts to be taught throughout the school year.

First Term	Nutrition Physical Activity
Second Term	Personal Health Mental Health Human Growth and Sexuality
Third Term	Disease Prevention Injury Prevention
Fourth Term	Tobacco, Alcohol and Other Drugs Consumer Health Environmental Health

Health Education Assessment Project

Health Education Assessment Project (HEAP) resources and materials include an assessment framework for elementary, middle and high school Health Education concepts and skills, performance tasks that support Health concepts and skills and rubrics to score student work. The project also has a literature-based component entitled, *A HEAP of Books*. Materials are only available with professional development, through the Office of Health, Safety, and Physical Education.

Instructional Factors in Physical Education

The School District of Philadelphia planned instruction for Physical Education is based on the scope and sequence that was developed around the National, State and Local standards for Physical Education. The Physical Education standards are designed to provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthy lifestyle. By becoming and remaining physically healthy, students will increase their chances of achieving at their highest academic potential. Student progress is based on the acquisition of knowledge and skills related to physical activity and wellness. It is critical for instructors to assess student progress in the affective, cognitive and physical domains of learning. The goal of the Physical Education curriculum is to develop positive attitudes towards healthy lifestyles, lifelong participation in physical activity and wellness activities.

Scope and Sequence

The Physical Education scope and sequence includes the concepts, skills and assessment suggestions necessary to provide rich instruction and to assess students' knowledge and skills. The scope and sequence fully supports standards based teaching and serves as a vital resource for physical education teachers as they guide students toward self-directed, independent, and cooperative learning and living consistent with real-life experiences. The Physical Education scope and sequence can be found on the Health and Physical Education website: www.philasd.org/healthphysed/. The scope and sequence defines the concepts to be taught throughout the school year.

Physical Education Instructional Strands K-12
Physical Fitness
Skills Development
Self-Confidence/Self-Reliance/Social Responsibility
Movement

The Physical Education Standards stress these four main components with an added emphasis on developing leadership, critical thinking, decision-making, teamwork skills, and application of movement concepts and principles.

Physical Education Developmental Concepts and Skills Checklist

This checklist outlines the developmental concepts and skills of the Physical Education curriculum.

Term (designate 2, 3 or 4)	Standard	Content	Met (4,3)	In Progress (2)
	Physical Activity	Name fitness activities		
	Physical Activity	Name activities that promote health		
	Physical Activity	Name positive effects of participation		
	Physical Activity	Identify components of fitness		
	Physical Activity	Participate in fitness activities		
	Physical Activity	Describe and explain reasons for safety rules		
	Physical Activity	Describe the role of the team leader		
	Physical Activity	Describe cooperation		
	Physical Activity	Explain why sharing is important		
	Concepts, Principles and Strategies of Movement	Demonstrates basic movement skills: <i>runs, skips, leaps, hops and jumps</i>		
	Concepts, Principles and Strategies of Movement	Demonstrates non-movement skills: <i>bend, stretch, twist, and reach</i>		
	Concepts, Principles and Strategies of Movement	Demonstrates manipulative movements: <i>throw, catch and kick</i>		
	Concepts, Principles and Strategies of Movement	Demonstrate movement relationships: <i>over, under and beside</i>		
	Concepts, Principles and Strategies of Movement	Demonstrate combination movements: <i>locomotor and non-locomotor combinations</i>		
	Concepts, Principles and Strategies of Movement	Identify principles to improve fitness: FITT		
	Concepts, Principles and Strategies of Movement	Explain game strategies: <i>faking, dodging, passing, receiving, defending and following rules of the game</i>		

Visual Arts

Instructional Factors in Visual Arts

The primary purpose of the assessment of visual arts is to measure achievement of students in artistic expression and response, acquisition of art knowledge, skills mastered and attitudes enriched through rigorous investigation of the four major disciplines of art education: art production, art history, art criticism and aesthetics.

Teachers are to use the Core Curriculum in Art Education that describes the standards, content, skills and assessments for each grade K through 12 in four terms. The Core Curriculum is based on an orderly learning sequence of cumulative instruction that allows the student to progress through increasingly complex aspects of the discipline. The document describes what students should know and be able to do at each grade level and encourages the infusion of the visual arts across the curriculum through an interdisciplinary approach to learning. Included in the Core Curriculum are performance examples that illustrate the benchmarks at each grade level and appropriate assessment tools to evaluate student learning in the visual arts.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: finished projects (individual/group), portfolios, journal entries, reflective writings, rubrics, quizzes/tests, anecdotal records, reports, sketches, notebooks, peer reviews, oral presentations, checklists, logs, class participation and homework.

Scoring: At least 4-6 assessments are needed to calculate one report card grade depending upon the number times the students receive art instruction per week.

Assessment for each term should be based on the student engagement in the following:

Art Production	Demonstration of technical skill using variety of media, techniques and processes Understanding and application of elements and principles
Art history and cultural contexts	Responding perceptively to works of art and artifacts from diverse cultures
Art criticism	Describing, analyzing and synthesizing to making informed judgments
Aesthetics	Reflective thinking about the meaning of art and its role in society.
Class participation	
Homework	

Instructional Factors in Music

“Music Education is an aural art form that satisfies the human need to respond to life experiences through singing, listening, and/or playing an instrument.”

The primary purpose of the assessment of vocal and instrumental music is to measure achievement of students in a variety of music experiences that include:

1. Performing, listening/responding, and creating;
2. Providing multicultural and historical perspectives of music that reflect a wide diversity of peoples, styles, and times; and
3. Providing appropriate assessment tools to evaluate student learning in vocal and instrumental music.

Teachers are to use the Core Curriculum in Music Education that describes the standards, content, skills and assessments for each grade K through 12 in four terms. The Core Curriculum is based on a sequential order of cumulative instruction that allows the student to progress through increasingly complex aspects of the discipline. The document describes what students should know and be able to do at each grade level and encourages the integration of music across the curriculum through an interdisciplinary approach to learning. Included in the Core Curriculum are instructional models that illustrate the benchmarks at each grade level and appropriate assessment tools to evaluate student learning in vocal and instrumental music.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools:

Student performances (individual/group), portfolios, journal entries, reflective writings, rubrics, quizzes/tests, anecdotal records, reports, peer reviews, oral presentations, checklists, logs, class participation and homework.

Performance: singing, playing an instrument, movement (at least 3 performances – individual/group)
Elements & Principles: rhythm, melody, form, dynamics
Historical and Cultural Contexts
Critical Response
Aesthetic Response
Class Participation

Dance

Instructional Factors in Dance

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress in dance. Assessment for each term should be based on the student engagement in following:

Performance	Demonstrates knowledge of varied dance styles
Dance Concepts	Identifies and interprets dance vocabulary (body alignment, balance, flexion, extension, isolation)
Dance	Executes movements with shifting weight, elevation and landing; fall and recovery using basic dance steps and patterns using isolation and whole body movements
Listening	Responds to changes in tempo and rhythms
Repertoire	
Class Participation	

Instructional Factors in Theater

“Theater Education is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.”

Theater is unique as it encompasses all of the arts. Due to the literature upon which it rests, theater is directly linked to the humanities. Since theater is a social art that depends on a collaborative group process. It is an excellent foundation upon which to build community, group dynamics, and project-based learning.

Theater courses afford students the opportunity to present uniquely personal representations of text and ideas. It offers students complex problem solving skills and strengthens communication and social skills. Research has shown a scientific correlation between the acting out of plays in school with direct improvements in the reading and writing scores of standardized tests. (Podlozny, A. (2000). Strengthening verbal skills through the use of classroom drama: A clear link. The Journal of Aesthetic Education v 34, # 3 and 4.)

In a theater course, students gain awareness of presentation styles and techniques often used in the performance assessments linked to the exhibition phase of project-based learning. Theater is inclusive to its core and enables all students to shine.

Theater project-based learning is directed by research. In Theater, research is called dramaturgy. This is the research needed to understand the time period of a play, the original concept and vision of the playwright, and the unique qualifiers of characters that facilitate the drama (tension and conflicts due to a character’s economic, education, or social status, the degree of individual or social liberty, and issues related to character prejudice such as economic, gender, ethnic, or racial equality). Teachers as directors facilitate research methods and offer ideas on the resources available in supporting the successful completion of theater integrated projects.

Due to the complex nature of this kind of research, theater can also be an excellent foundation upon which to facilitate character education programs. Since a staged performance takes place on a specific date, theater teaches students the discipline of maintaining work timelines and schedules.

Theater naturally creates a bond between school, family, and the larger community in celebration of learning and life. Theater allows for diverse theatrical experiences drawn from individual student traditions and cultures and is a natural foundation for the study of citizenship and units in multiculturalism.

A balanced theater education curriculum, regardless of the theatric forms or styles selected, includes a variety of learning experiences in all four of these discipline areas:

Theater Vocabulary	Stanislavski or method acting, dramaturgy, character development, key names or trends in theater history
Play Writing	Write plays, scripts and or scenarios
Theater Engagement	Communicating with others through interactive storytelling, enhanced story reading, puppetry, enhanced retelling
Theater Research	Asking questions, researching, and theorizing about characters as they experience drama while researching the cultural, social, historical, and philosophical contexts of the play

Theatre, Continued

Scope and Sequence

The Scope and Sequence lists the standards, skills, and assessment methods describing what students should know and be able to demonstrate at each grade level. This guide for instruction provides the teacher with the sequence or order in which each concept is to be taught. In primary grades, teachers facilitate class wide projects. Each child will maintain a portfolio that reflects his/her unique participation in individual or collective projects.

Assessment in Theater shall include both class participation and basic theater skills:

Performance	Demonstrates knowledge of varied theater skills in interactive storytelling, enhanced story reading, acting, or enhanced retelling
Theater concepts	Identify and interpret theater vocabulary (dramaturgy, character, script, scene, stage, set)
Script writing	Characters, dialogue, setting, dramatic focus
Listening	Respond to direction
Portfolio	
Class participation	

World Languages

Instructional Factors in World Languages

Assessment in World Language classrooms is ongoing with teachers assessing students' communicative skills. Students are encouraged to speak in the target language whenever possible. The quality of student communication in the target language improves with consistent practice.

In World Languages, the teacher focuses on four major skill areas: Listening, Speaking, Reading, and Writing with the ultimate goal being proficiency in communication. The following assessments may be used to measure performance and achievement levels:

Teacher made oral and written tests
Quizzes
Projects
Peer assessment
Presentations (individual and group)
Journals
Projects
Research reports
Portfolios
Class work and participation
Oral and written (individual and group) discussion
Field trips to historical/ cultural institutions
Interviews
Debates
Dialogues

Behaviors to Notice, Teach and Support**Thinking Within the Text****Solving Words**

- Locates known word(s) in text
- Analyzes words from left to right, using knowledge of sound/letter relationships
- Recognizes a few high frequency words
- Locates easy high frequency words in the text

Searching for and Using Information

- Matches spoken word with printed word
- Moves from left to right when reading
- Searches for and uses information in pictures
- Uses oral language in combination with pointing
- Uses the language structure to learn about the print
- Asks questions to clarify meaning or get information

Monitoring and Correcting

- Uses word-by-word matching
- Uses prior knowledge to self- correct and self-monitor
- Uses known words to self-monitor and self-correct
- Re-reads to self-correct errors or confirm meaning
- Begins to crosscheck one kind of information against another to monitor and self-correct reading

Summarizing

- Remembers what the story is about during reading
- Remembers important information from the text
- Remembers information to help understand the end of the story

Maintaining Fluency

- Notices and uses end punctuation and reflects it in voice
- Points to words and reads at a steady rate without long pauses

Thinking Beyond the Text**Predicting**

- Uses knowledge of language structure to anticipate text
- Makes predictions based on information in pictures
- Predicts the ending of a story based on reading the beginning and the middle of the story
- Makes predictions based on prior knowledge and experiences

Making Connections

- Talks about own experiences in relation to the text
- Makes connections between similar texts and topics
- Identifies recurring characters where applicable

Synthesizing

- Identifies new information in text/pictures
- Talks about what the reader already knows relative to information in the text

Inferring

- Talks about characters' feelings
- Talks about pictures and interprets ideas from them

Analyzing/Critiquing

- Understands how the ideas in a book are related to each other
- Understands how the ideas in a text are related to a title
- Shares opinions about books and illustrations

Behaviors to Notice, Teach and Support

Thinking Within the Text

Solving Words

- Locates easy high frequency words in the text
- Attends to beginning letter(s) and progresses to using final letter(s)
- Locates the first and last letters of words in continuous text
- Uses knowledge of syllables to help in word-by-word matching
- Uses letter/sound information in coordination with meaning and language structure to solve words
- Takes apart words by using the sounds of letters (CVC patterns)
- Recognizes 10/20 or more high frequency words

Searching for and Using Information

- Reads left to right and returns to the next line
- Integrates sources of information: making sure it makes sense, sounds right and looks right
- Processes texts with simple dialogue and some pronouns
- Remembers and uses language patterns to help reading
- Asks questions to clarify meaning

Monitoring and Correcting

- Re-reads to self-correct errors or confirm meaning
- Uses prior knowledge to self-correct and self-monitor
- Uses known words to self-monitor and self-correct
- Re-reads to search for information
- Uses two or more sources of information to monitor and self-correct reading
- Begins to crosscheck one kind of information against another to monitor and self-correct reading

Summarizing

- Remembers information to help understand the end of the story
- Recalls and re-tells important information or events from the text
- Understands and talks about a simple sequence or events in the story

Maintaining Fluency

- Notices and uses punctuation through appropriate pausing and intonation
- Identifies and reads some phrases as word groups

Thinking Beyond the Text

Predicting

- Uses knowledge of language structure to anticipate text
- Predicts the ending of a story based on reading the beginning and the middle of the story
- Makes predictions based on prior knowledge
- Makes predictions based on information gained through reading

Making Connections

- Talks about own experiences in relation to the text
- Makes connections between similar texts and topics
- Recognizes and applies attributes of recurring characters where applicable

Synthesizing

- Remembers information and details to understand after reading
- Talks about what the reader already knows relative to information in the text
- Acquires and reports new information from text
- Talks about what the reader already knows about a topic or a character prior to reading
- Shows evidence in the text of new ideas or information

Inferring

- Talks about characters' feelings
- Talks about pictures and interprets ideas from them

Analyzing/Critiquing

- Understands how the ideas in a text are related to a title
- Notices and points out connections between text and pictures
- Understands how the ideas in a book are related to each other
- Shares opinions about books and illustrations

Behaviors to Notice, Teach and Support

Thinking Within the Text**Solving Words**

- Recognizes many regular words and high frequency words quickly and easily
- Uses beginning and ending parts of words to solve them
- Recognizes and uses word parts, onset and rimes, and consonant clusters to solve words while reading
- Makes connections between words by letters, sounds or spelling patterns
- Takes apart new words to solve them (e.g. syllables, compound words)

Searching for and Using Information

- Notices details in pictures and uses information to understand text
- Rereads to search for and use information from language structures or meaning
- Processes texts with simple dialogue and some pronouns
- Uses all sources of information to solve new words

Monitoring and Correcting

- Re-reads the sentence or phrase to self-correct or confirm
- Re-reads the sentence to search for and use information
- Uses sounds related to consonants to monitor and self-correct reading
- Uses known words to monitor and self-correct

Summarizing

- Remembers information to help understand the end of the story
- Recalls and re-tells important information or events from the text
- Understands and talks about a simple sequence or events in the story
- Provides an oral summary of a text
- Shows evidence in the print or pictures to support inferences

Maintaining Fluency

- Demonstrates phrased, fluent oral reading
- Reflects language syntax and meaning through phrasing and expression
- Notices and uses punctuation through appropriate pausing and intonation
- Demonstrates appropriate stress on words in a sentence

Thinking Beyond the Text**Predicting**

- Uses knowledge of language structure to anticipate text
- Predicts the ending of a story based on reading the beginning and the middle of the story
- Makes predictions based on prior knowledge
- Makes predictions based on information and pictures gained through reading

Making Connections

- Makes and discusses connections about own experiences in relation to the text
- Makes connections between similar texts and topics
- Recognizes and applies attributes of recurring characters where applicable

Synthesizing

- Identifies new information in text/pictures
- Talks about what the reader already knows relative to information in the text
- Acquires and reports new information from text
- Talks about what the reader already knows about a topic or a character prior to reading
- Shows evidence in the text of new ideas or information

Inferring

- Infers and talks about characters' feelings, motives and attributes
- Talks about pictures and interprets ideas from them
- Sees changes in characters over time and can cite reasons

Analyzing/Critiquing

- Notices and appreciates humor
- Recognizes whether a text is fiction or non-fiction
- Discusses the differences between photographs and illustrations
- Understands that a story has a beginning middle and end
- Recognizes and discusses how print layout or features are used to convey meaning
- Understands how writers use interesting characters and events

Behaviors to Notice, Teach and Support

Thinking Within the Text

Solving Words

- Recognizes most words quickly and easily
- Removes the endings from base words to solve new words
- Uses sounds related to vowels and consonants to solve words
- Recognizes and uses word parts, onset and rimes, and consonant clusters to solve words while reading
- Makes connections between words by letters, sounds or spelling patterns
- Takes apart new words to solve them (e.g. syllables, compound words)
- Recognizes 50 or more high frequency words

Searching for and Using Information

- Notices details in pictures and uses information to understand text
- Re-reads to search for and use information to confirm meaning
- Processes texts with simple dialogue and some pronouns
- Uses all sources of information to solve new words
- Uses simple organizational features (e.g. titles and headings)
- Notices and uses readers' tools such as table of contents where applicable
- Searches for specific facts in informational texts

Monitoring and Correcting

- Re-read the sentence or phrase to self-correct or confirm
- Uses letter-sound relationships and word parts to monitor and self-correct
- Self-corrects close to the point of error
- Uses known words to monitor and self-correct

Summarizing

- Remembers information to help understand the end of the story
- Recalls and re-tells important information or events from the text
- Understands and talks about a simple sequence or events in the story
- Provides an oral summary of a text with appropriate details

Maintaining Fluency

- Demonstrates phrased, fluent oral reading
- Reflects language syntax and meaning through phrasing and expression
- Identifies and reads some phrases as word groups
- Demonstrates appropriate stress on words in a sentence

Thinking Beyond the Text

Predicting

- Makes predictions using language structure
- Makes predictions based on knowledge of characters or genre
- Predicts the ending of a story based on reading the beginning and the middle of the story
- Makes predictions based on prior knowledge
- Makes predictions based on information gained through reading

Making Connections

- Makes connections between similar texts/topics
- Makes and discusses connections between texts and reader's experiences
- Recognizes and applies attributes of recurring characters where applicable

Synthesizing

- Identifies new information in text/pictures
- Acquires and reports new information from text
- Interprets and talks about characters motivations and feelings

Inferring

- Infers and talks about characters' feelings, motives and attributes
- Interprets causes for feelings and motives
- Shows empathy for characters and can infer their feelings or motivations
- Shows evidence in the print or pictures to support inferences

Analyzing/Critiquing

- Recognizes whether a text is fiction or non-fiction
- Recognizes whether a text is realistic fiction or fantasy
- Recognizes an informational text by its features
- Understands that a story has a beginning, a series of events, and ending
- Recognizes and discusses how print layout or features are used to convey meaning
- Understands how writers use interesting characters and events
- Identifies how the writer has selected interesting information for factual texts
- Understands how the writer has used humor

Behaviors to Notice, Teach and Support

Thinking Within the Text**Solving Words**

- Recognizes most words quickly and easily
- Removes the endings from base words to solve new words
- Uses letter clusters (blends and digraphs) to solve words
- Uses sounds related to vowels and consonants to solve words
- Takes apart new words to solve them (e.g. syllables, compound words)
- Quickly and automatically recognizes 75 or more high frequency words
- Connects words that have the same or similar meaning, to derive an understanding from the text
- Uses context clues and pictures to derive meaning of unfamiliar vocabulary

Searching for and Using Information

- Notices and uses labels for pictures
- Processes texts with split dialogue and some pronouns
- Uses all sources of information to solve new words
- Uses simple organizational features (e.g. titles and headings)
- Notices and uses readers' tools such as table of contents where applicable
- Searches for specific facts in informational texts

Monitoring and Correcting

- Self-corrects close to the point of error
- Re-reads the sentence or phrase to self-correct or confirm
- Uses relationships between sounds and letters, and letter clusters to monitor accuracy
- Uses known words to monitor and self-correct
- Realizes when more information is needed to understand text

Summarizing

- Remembers information to help understand the end of the story
- Recalls and re-tells important information from factual texts
- Understands and talks about a simple sequence or events in the story
- Provides an oral summary of a text with appropriate details in sequence
- Follows and discusses multiple events in a story

Maintaining Fluency

- Demonstrates phrased, fluent oral reading
- Reflects language syntax and meaning through phrasing and expression
- Reflects punctuation through appropriate pausing and intonation while reading orally
- Demonstrates appropriate stress on words in a sentence

Thinking Beyond the Text**Predicting**

- Makes predictions using language structure
- Makes predictions based on knowledge of characters or genre
- Predicts the ending of a story based on reading beginning and middle of the story
- Makes predictions based on prior knowledge and experiences
- Makes predictions based on information gained through reading
- Supports predictions with evidence from the text or prior knowledge

Making Connections

- Makes connections between similar texts and topics
- Makes and discusses connections between texts and reader's experiences
- Recognizes and applies attributes of recurring characters where applicable

Synthesizing

- Identifies new information in text and pictures
- Relates content of the text to what is already known
- Acquires and reports new information from text
- Interprets and talks about characters' motivations and feelings

Inferring

- Infers causes for characters' feelings or motives
- Justifies inferences with evidence from the text
- Shows empathy for characters and can infer their feelings or motivations
- Infers causes and effects as implied in the text
- Uses and interprets information from pictures without depending on pictures to construct meaning

Analyzing/Critiquing

- Recognizes whether a text is fiction or non-fiction
- Identifies characteristics of genres (e.g. realistic fiction, fantasy, factual, plays, traditional literature)
- Notices writer's specific use of words to convey meaning (e.g. shouted, cried)
- Understands that a story has a beginning, a series of events, and ending
- Recognizes and discusses how print layout or features are used to convey meaning
- Understands how writers use interesting characters and events

Behaviors to Notice, Teach and Support

Thinking Within the Text

Solving Words

- Uses letter-sound relationships to solve more complex words
- Demonstrates flexible ways to solve words (e.g. taking it apart, using meaning)
- Demonstrates competent active word-solving while reading at an appropriate pace
- Uses sounds related to vowels and consonants to solve words
- Recognizes and uses word parts, onset and rimes, and consonant clusters to solve words while reading
- Makes connections between words by letter sounds or spelling patterns
- Takes apart new words to solve them (e.g. syllables, compound words)
- Quickly and automatically recognizes 100 or more high frequency words within continuous text
- Connects words that have the same or similar meaning, to derive an understanding from the text
- Uses context clues and pictures to derive meaning of unfamiliar vocabulary

Searching for and Using Information

- Notices and uses labels for pictures
- Notices and uses graphics and labeled pictures that provide information about the text
- Processes texts with split dialogue and some pronouns
- Uses a table of contents to locate information in the text
- Searches for information that is important to understand the text

Monitoring and Correcting

- Self-corrects close to the point of error
- Re-reads to problem solve, self-correct or confirm
- Uses multiple sources of information to monitor and self-correct using language structure and letter-sound information
- Uses known words to monitor and self-correct
- Realizes when more information is needed to understand text

Summarizing

- Remembers information to help understand the end of the story
- Identifies and understands a set of related ideas in a text
- Understands and talks about a sequence of events in the story
- After reading provides an oral summary of a text with appropriate details
- Summarizes narratives with multiple events in a story

Maintaining Fluency

- Demonstrates phrased, fluent oral reading
- Reflects language syntax and meaning through phrasing and expression
- Demonstrates awareness of the function of the full range of punctuation
- Demonstrates appropriate stress on words in a sentence
- Uses multiple sources of information (language structure, meaning and fast word recognition) to support fluency and phrasing

Thinking Beyond the Text

Predicting

- Makes predictions based on language structure
- Makes predictions based on knowledge of characters or genre
- Makes predictions based on prior knowledge and information gained through reading
- Uses understanding of text structure to make predictions
- Supports predictions with evidence from the text or prior knowledge

Making Connections

- Makes connections between various texts
- Makes and discusses connections between texts and reader's experiences, before, during and after reading
- Recognizes and applies attributes of recurring characters where applicable
- Makes connections between characters and events based on prior knowledge

Synthesizing

- Differentiates between what is known and new information
- Identifies new information and incorporates it into present understandings
- Demonstrates learning new content from reading

Inferring

- Shows empathy for characters and can infer their feelings or motivations
- Justifies inferences with evidence from the text
- Infers causes and effects as implied in the text
- Interprets information from pictures without depending on pictures to construct meaning

Analyzing/Critiquing

- Recognizes whether a text is fiction or non-fiction
- Identifies characteristics of genres (e.g. realistic fiction, fantasy, factual, plays)
- Notices writer's specific use of words to convey meaning (e.g. shouted, cried)
- Identifies parts of a story beginning, a series of events, and an ending
- Recognizes and discusses how print layout or features are used to convey meaning
- Understands how writers use interesting characters and events
- Agrees or disagrees with the ideas in the text

Behaviors to Notice, Teach and Support

Thinking Within the Text**Solving Words**

- Uses letter-sound relationships to solve complex words
- Demonstrates flexible ways to solve words (e.g. taking it apart, using meaning)
- Demonstrates competent active word-solving while reading at an appropriate pace Uses sounds related to vowels and consonants to solve words
- Recognizes and uses word parts, onset and rimes, and consonant clusters to solve words while reading
- Makes connections between words by letters, sounds or spelling patterns
- Takes apart new words to solve them (e.g. syllables, compound words)
- Recognizes 150 or more high frequency words within the text
- Connects words that have the same or similar meaning, to derive an understanding from the text
- Uses context clues and pictures to derive meaning of unfamiliar vocabulary

Searching for and Using Information

- Uses multiple sources of information to solve words
- Notice and uses graphics, such as labels and captions for pictures, and diagrams
- Processes texts with split dialogue assigned to speakers
- Uses a table of contents, index and glossary to locate information in the text
- Searches for information that is important to understand the text

Monitoring and Correcting

- Self-corrects close to the point of error
- Uses multiple sources of information to monitor self-correct (e.g. language structure, meaning, letter-sound information)
- Uses known words to monitor and self-correct
- Realizes when more information is needed to understand text

Summarizing

- Summarizes narratives with multiple events in a story
- Understands problem and solution in a story
- Understands and talks about a set of related ideas or events in the story
- After reading provides an oral summary of a text with appropriate details
- Remembers information or a series of events to help understand the end of the story

Maintaining Fluency

- Demonstrates phrased, fluent oral reading
- Demonstrates awareness of the function of the full range of punctuation
- Demonstrates appropriate stress on words in a sentence
- Uses multiple sources of information (language structure, meaning and fast word recognition) to support fluency and phrasing
- Solves most words in the text quickly and automatically to support fluency
- Reads silently at a good rate

Thinking Beyond the Text**Predicting**

- Makes predictions based on language structure
- Makes predictions based on knowledge of characters or genre
- Predicts the solution to the problem
- Makes predictions based on prior knowledge and information gained through reading
- Uses understanding of text structure to make predictions
- Supports predictions with evidence from the text or prior knowledge
- Searches for and uses information to confirm or disconfirm predictions

Making Connections

- Makes connections between characters and events based on prior knowledge
- Recognizes and applies attributes of recurring characters where applicable
- Makes and discusses connections between texts and reader's experiences, before, during and after reading

Synthesizing

- Differentiates between what is known and new information
- Expresses changes in ideas after reading a text
- Demonstrates learning new content from reading

Inferring

- Infers causes and effects as implied in the text
- Shows empathy for characters and can infer their feelings or motivations
- Justifies inferences with evidence from the text

Analyzing/Critiquing

- Recognizes whether a text is fiction or non-fiction
- Identifies characteristics of genres (e.g. realistic fiction, fantasy, factual, plays)
- Identifies a point in the story where the problem is resolved
- Notices descriptive and figurative language
- Recognizes and discusses how print layout or features are used to convey meaning
- Notices specific writing techniques (e.g. question and answer)
- Notices a writer's style
- Agrees or disagrees with the ideas in the text

Behaviors to Notice, Teach and Support**Thinking Within the Text****Solving Words**

- Uses multiple sources of information to solve new words
- Uses multiple strategies to figure out new words while focusing on meaning
- Analyzes words from left to right, using knowledge of letter/sound relationships
- Uses known words and word parts to figure out new words
- Reads fluently, slowing down to figure out new words and then resuming fluency

Searching for and Uses Information

- Processes text with varied dialogue
- Notices and uses graphics such as: labels, simple diagrams and captions
- Uses readers' tools such as table of contents, index and glossary to locate information
- Processes long sentences with 10 or more words
- Uses chapter titles to predict content

Monitoring and Correcting

- Self-corrects errors that cause loss of meaning
- Re-reads when necessary to search for meaning and self-corrects
- Uses multiple sources of information to monitor and self-correct (e.g. language structure, meaning, letter-sound information)

Summarizing

- Reports episodes in the text in sequence
- Identifies important ideas in a text and reports them in an organized way
- Follows and remembers events in the story to understand the ending
- Understands the problem and solution of a story or text

Maintaining Fluency

- Demonstrates phrased, fluent oral reading with appropriate stress on words
- Demonstrates awareness of the function of the full range of punctuation
- Uses multiple sources of information (language structure, meaning and fast word recognition) to support fluency and phrasing
- Solves most words in the text quickly and automatically to support fluency
- Reads silently at a good rate

Thinking Beyond the Text**Predicting**

- Makes predictions about the solution to the problem in the story
- Uses text structure to predict the outcome of a narrative
- Searches for, and uses information to confirm or disconfirm predictions
- Justifies predictions using evidence
- Makes predictions about the characters based on traits revealed by the writer

Making Connections

- Uses background knowledge to understand texts before, during and after reading
- Makes connections between various text
- Specifies the nature of connections – topic, content, writer, genre

Synthesizing

- Demonstrates learning new content from reading
- Differentiates between known and new information

Inferring

- Infers causes and effects by reading about characters and events
- Demonstrates understanding of characters using evidence from the text Infers characters feelings through reading the characters dialogue
- Infers the causes of problems or the outcomes in fiction and non-fiction

Analyzing/Critiquing

- Notices aspects of genres
- Notices aspects of a writer's style after reading several books by the same author
- Notices use of descriptive language
- Agrees or disagrees with ideas in the text
- Hypothesizes how characters might have behaved differently

Behaviors to Notice, Teach and Support

Thinking Within the Text**Solving Words**

- Uses multiple sources of information to process text smoothly
- Connects words that mean the same or almost the same to help understand text
- Demonstrates flexible ways to solve words (e.g. word parts, endings and prefixes)
- Solves and understands content specific words using graphics and tools from the text
- Understands longer descriptive words

Searching for and Using Information:

- Uses multiple sources of information to solve new words
- Notices and uses graphics such as: labels, diagrams, maps, charts and captions
- Goes beyond the text in discussions and interpretations
- Sustains problem-solving and development of meaning through a longer text read over several days
- Uses chapter titles to predict content
- Processes longer sentences (over 15 words)

Monitoring and Correcting

- Self-corrects errors that cause loss of meaning
- Re-reads when necessary to search for meaning and self-corrects
- Silently reads sections of the text
- Self-corrects when errors detract from meaning

Summarizing

- Reports episodes in the text in sequence
- Identifies important ideas in a text and reports them in an organized way
- Follows and remembers events in the story to understand the ending
- Understands the problem of a story and its solution
- Summarizes ideas from the text and how they are related

Maintaining Fluency

- Demonstrates phrased, fluent oral reading with appropriate stress on words
- Demonstrates awareness of the function of punctuation
- Uses multiple sources of information (language structure, meaning and fast word recognition) to support fluency and phrasing
- Solves most words in the text quickly and automatically to support fluency
- Reads silently at a good rate
- Slows down reading to search for information or think about ideas and resume normal pace of reading again

Thinking Beyond the Text**Predicting**

- Makes predictions about the solution to the problem in the story
- Uses text structure to predict the outcome of a narrative
- Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts
- Searches for and uses information to confirm or disconfirm predictions
- Justifies predictions using evidence
- Makes predictions about the character based on traits revealed by the writer

Making Connections

- Uses background knowledge to understand text before, during and after reading
- Makes connections between the text and other texts read
- Specifies the nature of connections – topic, content, writer, genre

Synthesizing

- Demonstrates learning new content from reading
- Differentiates between known and new information

Inferring

- Infers causes and effects by reading about characters and events
- Demonstrates understanding of characters using evidence from the text
- Infers characters feelings through reading their dialogue
- Infers causes of problems or outcomes in fiction and non-fiction

Analyzing/Critiquing

- Notices aspects of genres
- Notices aspects of a writer's style after reading several books by the same author
- Notices use of descriptive language
- Agrees or disagrees with ideas in the text
- Hypothesizes how characters might have behaved differently

Behaviors to Notice, Teach and Support

Thinking Within the Text**Solving Words**

- Begins to notice new and interesting words, records them and actively uses them in oral or written work
- Connects words that mean the same or almost the same to help understand text
- Demonstrates flexible ways to solve words – word parts, endings and prefixes
- Solves and understands content specific words using graphics and tools from the text
- Solves words with 2 or 3 syllables and longer descriptive words

Searching for and Using Information

- Uses multiple sources of information to solve new words
- Notices and uses readers' tools such as: labels, diagrams, maps, charts and captions
- Goes beyond the text in discussions and interpretations
- Sustains problem-solving and development of meaning through a longer text read over several days
- Uses chapter titles to predict content
- Processes longer sentences (over 15 words) with a series of nouns verbs and adjectives

Monitoring and Correcting

- Self-corrects errors that cause loss of meaning
- Re-reads when necessary to search for meaning and self-corrects
- Silently reads sections of the text
- Constantly checks on understanding or searches for information while reading

Summarizing

- Reports episodes in the text in sequence
- Identifies important ideas in a text and reports them in an organized way
- Follows and remembers events in the story to understand the ending
- Understands the problem of a story and the solution
- Summarizes ideas from the text and how they are related

Maintaining Fluency

- Uses multiple sources of information (language structure, meaning and fast word recognition) to support fluency and phrasing
- Demonstrates awareness of the function of punctuation and reads dialogue with expression
- Demonstrates phrased, fluent oral reading with appropriate stress on words
- Solves most words in the text quickly and automatically to support fluency
- Reads silently at a good rate
- Slows down reading to search for information or think about ideas and resume normal pace of reading again

Thinking Beyond the Text**Predicting**

- Makes predictions about the solution to the problem in the story
- Uses text structure to predict the outcome of a narrative
- Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts
- Searches for and uses information to confirm or disconfirm predictions
- Justifies predictions using evidence
- Makes predictions about the character based on traits revealed by the writer

Making Connections

- Uses background knowledge to understand text before, during and after reading
- Makes connections between the text and other texts read
- Specifies the nature of connections – topic, content, writer, genre

Synthesizing

- Demonstrates learning new content from reading
- Differentiates between known and new information

Inferring

- Infers causes and effects by reading about characters and events
- Demonstrates understanding of characters using evidence from the text
- Infers characters feelings through reading their dialogue
- Infers causes of problems or outcomes in fiction and non-fiction

Analyzing/Critiquing

- Notices aspects of genres
- Notices aspects of a writer's style after reading several books by the same author
- Notices use of descriptive language
- Agrees or disagrees with ideas in the text
- Hypothesizes how characters might have behaved differently

Behaviors to Notice, Teach and Support

Thinking Within the Text

Solving Words

- Notices new and interesting words, records them and actively uses them in oral or written work
- Understands connotative (secondary) meaning of words
- Demonstrates flexible ways to solve words (e.g. word parts, endings, prefixes)
- Solves and understands content specific words using graphics and tools from the text
- Solves words with 2 or 3 syllables and longer descriptive words
- Solves difficult words using background knowledge

Searching for and Using Information

- Processes texts that have many lines of print on the page
- Forms implicit questions and searches for answers while reading
- Goes beyond the text in discussions and interpretations
- Sustains problem-solving and development of meaning through a longer text read over several days
- Searches for information using readers tools such as: illustrations, maps, charts, captions, table of contents, index, glossary and headings
- Processes many long sentences (over 15 words) with a series of nouns verbs and adjectives

Monitoring and Correcting

- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning

Summarizing

- Identifies and understands related idea organized into categories
- Summarizes longer narrative texts with multiple episodes either orally or in writing
- Follows and remembers events and the problem in the story over a longer text to understand the ending
- Understands the problem of a story and the solution

Maintaining Fluency

- Demonstrates phrased, fluent oral reading with appropriate stress on words
- Demonstrates awareness of the function of punctuation and reads dialogue with expression
- Uses multiple sources of information (language structure, meaning and fast word recognition) to support fluency and phrasing

Thinking Beyond the Text

Predicting

- Uses text structure to predict the outcome of a narrative
- Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts
- Searches for and uses information to confirm or disconfirm predictions
- Justifies predictions using evidence
- Makes predictions about the character based on traits revealed by the writer

Making Connections

- Uses background knowledge to understand text before, during and after reading
- Makes connections between the text and other texts read
- Makes connections between real life experiences and people who live in diverse cultures
- Interprets characters and events that are not in the readers' experiences
- Specifies the nature of connections – topic, content, writer, genre

Synthesizing

- Demonstrates learning new content from reading
- Differentiates between known and new information
- Mentally forms categories of related information and revises when new information is read
- Expresses changes in ideas or opinions after reading and can justify those ideas
- Demonstrates changing perspectives as events in a story unfold

Inferring

- Follows multiple characters in a story
- Demonstrates understanding of characters using evidence from the text
- Infers causes and effects by reading about characters and following their dialogues and events
- Infers causes of problems or outcomes in fiction and non-fiction

Analyzing/Critiquing

- Notices combined genres in hybrid texts
- Notices aspects of a writer's style after reading several books by the same author
- Notices use of descriptive language, dialogue and layout
- Agrees or disagrees with ideas in the text

Behaviors to Notice, Teach and Support

Thinking Within the Text

Solving Words

- Notices new and interesting words, records them and actively uses them in oral or written work
- Understands connotative (secondary) meaning of words
- Demonstrates flexible ways to solve words – word parts, endings and prefixes
- Solves and understands content specific words using graphics & tools from the text
- Solves multi-syllable words with more than 3 syllables and longer descriptive words
- Solves difficult and technical words using background knowledge and graphics in the text Identifies words with multiple meanings and discusses deeper meanings of words

Searching for and Using Information

- Processes text that have many lines of print of the page
- Forms implicit questions and searches for answers while reading
- Goes beyond the text in discussions and interpretations
- Sustains problem-solving and development of meaning through a longer text read over several days
- Incorporates new knowledge when reading chapters or short stories
- Searches for information using readers' tools such as: illustrations, maps, charts, captions, table of contents, index, glossary and headings
- Processes many long sentences (over 15 words) with a series of nouns verbs and adjectives

Monitoring and Correcting

- Continues to monitor accuracy and understanding, self-correcting when errors detract from meaning

Summarizing

- Identifies and understands related ideas organized into categories
- Summarizes longer narrative texts with multiple episodes either orally or in writing
- Follows and remembers events and the problem in the story over a longer text to understand the ending

Maintaining Fluency

- Demonstrates phrased, fluent oral reading with appropriate stress on words
- Demonstrates awareness of the function of punctuation and reads dialogue with expression
- Uses multiple sources of information (language structure, meaning and fast word recognition) to support fluency and phrasing

Thinking Beyond the Text

Predicting

- Makes a wide range of predictions based on prior knowledge, content and text knowledge
- Searches for and uses information to confirm or disconfirm predictions
- Justifies predictions using evidence
- Changes predictions as new information is gathered from reading

Making Connections

- Uses background knowledge to understand text before, during and after reading
- Makes connections between the text and other texts read
- Makes connections between real life experiences and people who live in diverse cultures
- Uses knowledge from one text to help understand reading in new texts
- Specifies the nature of connections – topic, content, writer and genre

Synthesizing

- Demonstrates learning new content from reading
- Mentally forms categories of related information and revises when new information is read
- Expresses changes in ideas or opinions after reading and can justify their ideas
- Demonstrates changing perspectives as events in a story unfold

Inferring

- Infers causes and effects by reading about characters and following their dialogues and events
- Demonstrates understanding of multiple characters and complex plots using evidence from the text
- Speculates on alternative meanings that the text might have
- Infers causes of problems or outcomes in fiction and non-fiction

Analyzing/Critiquing

- Notices combined genres in hybrid texts
- Notices aspects of a writer's style after reading several books by the same author
- Notices use of descriptive language, dialogue and layout
- Agrees or disagrees with ideas in the text