

## K-3 Reading Outcomes Map

Topics	Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Reading Fundamentals</b>	<ul style="list-style-type: none"> <li>○ Demonstrate understanding that print is read from left to right, top to bottom, and that books are read from front to back.</li> <li>○ Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.</li> <li>○ Demonstrate understanding that words are separated by spaces in print.</li> <li>○ Begin to recognize and name end punctuation (periods, question marks and exclamation points) and demonstrate understanding of the purpose and meaning of the punctuation.</li> <li>○ Recognize and name most of the upper and lowercase letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>○ Matching upper and lowercase letters</li> <li>○ Connect sounds with letters with no hesitation</li> <li>○ Distinguish between consonants and vowels</li> <li>○ Identify and read beginning and ending consonants</li> <li>○ Read easy-reader and chapter books, such as pre-k to first grade level books</li> <li>○ Use self-correction strategies (e.g., searches for cues, rereads, asks for help, consults illustrations, identifies miscues)</li> <li>○ Identify a</li> </ul>	<ul style="list-style-type: none"> <li>○ Read with fluency at a second grade level for a sustained period of time</li> <li>○ Read aloud with inflection</li> <li>○ Select and read books, including fiction and non-fiction for enjoyment and knowledge</li> <li>○ Begin to read chapter books</li> <li>○ Identify parts of a book (front cover, back cover, title page, copyright, dedication, about the author, spine, body)</li> <li>○ Use phoneme isolation, identity and substitution skills when attacking words in reading</li> <li>○ Use oral segmenting and blending when sounding out difficult words</li> </ul>	<ul style="list-style-type: none"> <li>○ Read aloud to an audience with grade level fluency, intonation and expression.</li> <li>○ Apply strategies to read unfamiliar words such as <ul style="list-style-type: none"> <li>• basic phonics “sounding out”</li> <li>• context clues</li> <li>• illustrations</li> </ul> </li> <li>○ Analyze words to identify syllables, vowel sounds and spelling patterns, prefixes, suffixes, and root words.</li> <li>○ Vocabulary- Students will be able to apply strategies to determine the meaning of unfamiliar words using the root words and context clues.</li> <li>○ Students will identify and use parts of a book- front and back cover, title page, copyright, table of contents, indices and about the author page.</li> <li>○ Explore reading with expression, intonation, and volume to match interpretations of passage</li> <li>○ Read smoothly with some breaks</li> </ul>

<b>Decoding</b>	<ul style="list-style-type: none"> <li>o Recognize and produce spoken rhyming words.</li> <li>o Recognize, separate, and count syllables in spoken words.</li> <li>o Recognize spoken words that have the same beginning sounds.</li> <li>o Demonstrate basic knowledge of letter-sound correspondence by producing the sound(s) for each consonant, and the long and short sounds of the five major vowels.</li> <li>o Add or substitute individual sounds in simple, one-syllable words to make new words.</li> <li>o Begin to sound out short vowel sound words using beginning/middle/ending sounds.</li> <li>o Begin to read common high-frequency words by sight (the, and, like, see, can, you, my . . .).</li> </ul>	<ul style="list-style-type: none"> <li>o Identify and read beginning and ending consonant blends</li> <li>o Identify and read beginning and ending consonant clusters and digraphs</li> <li>o Identify and read short vowels</li> <li>o Identify and read long vowels in words ending in silent e</li> <li>o Identify and read diphthongs (ow, ou)</li> <li>o Identify and read double vowel combinations (oo, ee)</li> <li>o Recognize final y used as a vowel</li> <li>o Identify and read compound words</li> <li>o Use basic elements of phonetic analysis to decode unknown words</li> <li>o Use pictures to aid in comprehension of text</li> </ul>	<ul style="list-style-type: none"> <li>o Recognize the Dolch 2nd grade sight words</li> <li>o Apply phonics when reading (blends, digraphs, long an short vowels and vowel combinations, words with silent letters)</li> <li>o Put words in alphabetical order</li> <li>o Identify and use common prefixes, suffixes, root words, compounds words</li> <li>o Identify and read proper nouns, plural nouns, and possessive nouns</li> <li>o Recognize and use synonyms and antonyms</li> <li>o Use syllabication</li> </ul>	<ul style="list-style-type: none"> <li>o Recognize the Dolch 2nd grade sight words</li> <li>o Apply phonics when reading (blends, digraphs, long an short vowels and vowel combinations, words with silent letters)</li> <li>o Put words in alphabetical order</li> <li>o Identify and use common prefixes, suffixes, root words, compounds words</li> <li>o Identify and read proper nouns, plural nouns, and possessive nouns</li> <li>o Recognize and use synonyms and antonyms</li> <li>o Use syllabication</li> </ul>
<b>Comprehension &amp; Critical Thinking</b>	<ul style="list-style-type: none"> <li>o Ask and answer questions about key details in a story or text.</li> <li>o Identify characters, settings, and major events in a story.</li> <li>o Identify individuals, major events, or ideas in a text.</li> <li>o Ask questions about unknown words in a story or text.</li> <li>o Retell stories.</li> <li>o Make predictions about character behaviors, story events, and outcomes.</li> <li>o Discuss concepts and information in a story or text to clarify and extend knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>o Use and understand developmentally appropriate and theme-based vocabulary</li> <li>o Literary elements: recollect several events from reading, identify characters, setting, plot</li> <li>o Understanding event sequences</li> <li>o Makes and confirms predictions about content</li> </ul>	<ul style="list-style-type: none"> <li>o Apply strategies to determine word meaning from text (interprets illustrations, use context clues, re-reading and prior knowledge)</li> <li>o Recall/retell information read with accuracy</li> <li>o Describe and write literary elements in reading (character development, hook the reader beginning, setting, problem, solution, conclusion)</li> <li>o Classify words according to meaning and use</li> <li>o Recognize and use words with multiple meanings</li> </ul>	<ul style="list-style-type: none"> <li>o Make accurate predictions in text based on context and comprehension.</li> <li>o Identify and describe main and supporting characters, place them into flat or round character categories and name types of conflict (character versus character, nature, society or self) they are experiencing.</li> <li>o Draw and describe the setting while also placing it in past, present or future.</li> <li>o Identify the cause and effect in a text.</li> <li>o Sequence the beginning, middle and ending of a text.</li> <li>o Author's purpose- Students will be able to identify and summarize the author's purpose.</li> <li>o Main Idea- Students will be able to recall</li> </ul>

	<ul style="list-style-type: none"> <li>Illustrate and dramatize stories.</li> </ul>		<ul style="list-style-type: none"> <li>Appreciate word choice</li> </ul>	<p>and summarize the main idea and supporting details of a text.</p> <ul style="list-style-type: none"> <li>Literary Response- Students will be able to respond to a text by identifying text to text, text to self and text to world connections.</li> <li>Literary Response- Students will be able to recommend a book to another student and be able to state why or why not.</li> <li>Prepare reports to show reading comprehension (e.g. book report in a box, memory bag, setting dioramas, book game boards etc...).</li> <li>Reading Logs- Students will keep track of their reading progress by filling out a reading log, genre chart, and comprehensions sheet for each book that is read.</li> </ul>
<b>Genre, Style &amp; Technique</b>	<ul style="list-style-type: none"> <li>Appreciate a wide variety of genres.</li> <li>Define the role of the author and illustrator.</li> <li>Demonstrate an understanding of the difference between fiction and non-fiction.</li> <li>Demonstrate an understanding that poetry can be written in many different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Understands use of rhyme, rhythm, and alliteration in literary texts</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea from a story</li> <li>Identify the author's message</li> <li>Sequence events in a story</li> <li>Predict outcomes in a story</li> <li>Begin to recognize and understand cause and effect in a story</li> <li>Draw conclusions and use examples from the text to support conclusions</li> <li>Draw text to text, text to self and text to world connections</li> </ul>	<ul style="list-style-type: none"> <li>Read a variety of texts, including: <ul style="list-style-type: none"> <li>fiction (picture books, short stories, fairy tales, tall tales and fables and chapter books- realistic, historical, mysteries, classics, and fantasies)</li> <li>nonfiction (biographies, letters, magazines, reference books, procedures and instructions, charts, and maps)</li> <li>poetry (acrostic, free verse, diamante, and haikus)</li> <li>scripts</li> <li>Choose and read based on interest, research needs, and ability:</li> <li>chapter books for pleasure</li> <li>nonfiction and reference books for information</li> </ul> </li> <li>Literary Elements- Identify author's use of figurative language: (simile, personification, onomatopoeia, alliteration and quotations)</li> <li>Literature Circle- Students will work in partnerships or small groups to read aloud a variety of texts, discuss them and then think critically about them.</li> </ul>