

3-5 Reading High Priority Standards

3	4	5
R2.1a Knowledge of phonetic, language structure, and semantics.	R2.1a Knowledge of phonetic, language structure, and semantics	R2.1a Knowledge of text structure such as illustrations, graphs, & headers
R2.1a Knowledge of text structure such as illustrations, graphs, and headers	R2.1a Knowledge of text structure such as illustrations, graphs, and headers	R2.1a Self-monitoring and self-correcting strategies when reading
R2.1a Self-monitoring and self-correcting strategies when reading	R2.1a Self-monitoring and self-correcting strategies when reading	R2.1b Increase sight word vocabulary to include first 600 most often used words
R2.1b Increase sight word vocabulary to include first 300 most often used words	R2.1b Increase sight word vocabulary to include first 400 most often used words	R2.1b Use knowledge of word families, phonetics, context clues, and structural elements to determine meaning of unfamiliar words
R2.1b Use knowledge of word families, phonetics, context clues, and structural elements to determine meaning of unfamiliar words	R2.1b Use knowledge of word families, phonetics, context clues, and structural elements to determine meaning of unfamiliar words	R2.2a Infer meaning from text
R2.2a Infer meaning from text	R2.2a Infer meaning from text	R2.2b Identify themes in fiction and non-fiction texts
R2.3 Read text aloud, clearly and accurately by reading with rhythm, flow, and expression; and demonstrating knowledge of punctuation and other conventions of print.	R2.3 Read text aloud, clearly and accurately by reading with rhythm, flow, and expression; and demonstrating knowledge of punctuation and other conventions of print.	R2.3 Read text aloud, clearly and accurately by reading with rhythm, flow, and expression; and demonstrating knowledge of punctuation and other conventions of print.
R2.4a Retell events in correct sequence	R2.4b Summarize events in sequence	R2.4b Summarize and/or restate information or ideas from non-fiction and fiction text
R2.4b Summarize events	R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea	R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea
R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea.	R2.6 Complete a task from reading and following directions	R2.6 Complete a task from reading and following directions
R2.6 Complete a task from reading and following two-step directions.	R2.7 Characterize fiction and non-fiction	R2.7 Characterize fiction and non-fiction
R2.7 Characterize fiction and non-fiction	R2.7 Characterize prose and poetry	R2.7 Characterize prose and poetry
R2.7 Characterize prose and poetry	R2.7 Characterize the four major genres of fiction: short story, drama, novel, and poetry	R2.7 Characterize four major genres of fiction: short story, drama, novel, and poetry
R2.7 Characterize four major genres of fiction: short story, drama, novel, and poetry	R2.8a Describe and compare character, setting, problem, and solution	R2.8a Define and identify plots, settings, and characters in fictional works
R2.8a Describe character, setting, problem, and solution	R2.8b Compare and contrast characters, setting, and plot in a variety of works	R2.8b Compare and contrast plots, settings, and characters in a variety of works by a variety of authors
R2.8b Compare and contrast characters, setting, and plot in a variety of works	R2.9a Express and support an opinion formed from text and support it with textual evidence	R2.9a Express and support opinions about a text's message and support opinions with textual evidence
R2.9a Express and support an opinion formed from text and support it with textual evidence	R2.9b Differentiate between fact and opinion	R2.9b Differentiate between fact and opinion
R2.9b Differentiate between fact and opinion	R2.10 Identify themes in text & relate to life experiences, experiences of others, & other texts	R2.10 Identify themes in text and relate to life experiences, experiences of others, and other texts.
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Typical Classroom Assessments		
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<ul style="list-style-type: none"> ● Response to Literature ● Weekly Reader ● Accelerated Reader ● Unit Tests ● Instant Word List 	<ul style="list-style-type: none"> ● Response to Literature ● Weekly Reader ● Accelerated Reader ● Unit Tests ● Instant Word List 	<ul style="list-style-type: none"> ● Response to Literature ● Weekly Reader ● Accelerated Reader ● Unit Tests ● Instant Word List

Formal School District and State Assessments		
3	4	5
<ul style="list-style-type: none"> ● CSSA ● STAR or Alternate 	<ul style="list-style-type: none"> ● CAT ● STAR or Alternate 	<ul style="list-style-type: none"> ● Terra Nova ● STAR or Alternate

Major Thematic Strands and/or Instructional Units		
3	4	5
<ul style="list-style-type: none"> ● Continents ● Salmon ● States of Matter ● Rainforest ● Iditarod ● Survival--water 	<ul style="list-style-type: none"> ● Birds ● Alaska- Cultures, History, and Geography ● Solid Wastes ● Survival Kits- Skills ● Astronomy ● Chemistry 	<ul style="list-style-type: none"> ● U.S. History-- Pre-contact to Present ● Simple Machines ● Weather ● Navigation ● Shore Survival

Integration of Technology		
3	4	5
<ul style="list-style-type: none"> ● Keyboarding ● 1 Multimedia project per year 	<ul style="list-style-type: none"> ● Keyboarding ● 1 Multimedia project per year 	<ul style="list-style-type: none"> ● Keyboarding ● 1 Multimedia project per year