



# Kindergarten

## Literacy Milestones

### Reading Behaviors

<b>First Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Read left to right across one line of print.</li> <li>• Match a spoken word with a printed word.</li> <li>• Point to words and read at a steady rate, slow enough to match voice to print, and without long pauses.</li> <li>• Recognize a few easy high frequency words and locate them in a text.</li> <li>• Recognize a few CVC words quickly and locate them in a text.</li> <li>• Learn about print by using language structure and meaning.</li> <li>• Match or sort pictures to the initial or final sound of a word.</li> <li>• Match or sort letters by letter features (upper/lower case, letters formed with a circle versus letters formed with a line, or both, etc.).</li> </ul>	<b>Third Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Read left to right across more than one line of print and return to the left to read the next line.</li> <li>• Search for and use information in print, pictures, and language.</li> <li>• Identify ten or more high--frequency words within a text.</li> <li>• Use language patterns to help read a text.</li> <li>• Use the voice to reflect end punctuation marks and dialogue in quotation marks.</li> <li>• Provide evidence in the print or pictures to support their inferences.</li> <li>• Identify words quickly by using the first letter and its relationship to the initial sound.</li> <li>• Match or sort pictures to the initial or final sound of a word.</li> <li>• Identify letters with automaticity.</li> </ul>
<b>Second Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Read left to right across more than one line of print.</li> <li>• Search for and use information in print, pictures, and language to understand the text.</li> <li>• Recognize and locate a few high frequency words in a text.</li> <li>• Self--monitor and self--correct using language structure, meaning in text and pictures, voice print match, and known words.</li> <li>• Discuss the story after reading, remembering important information and details from the text.</li> <li>• Match or sort pictures to the initial or final sound of a word.</li> <li>• Match or sort letters by letter features (upper/lower case, letters formed with a circle versus letters formed with a line, or both, etc.).</li> <li>• Identify letters with automaticity.</li> </ul>	<b>Fourth Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Track print with their eyes and process texts with more varied language patterns.</li> <li>• Identify twenty or more high--frequency words within a text.</li> <li>• Reread a sentence to problem solve, self--correct, or confirm.</li> <li>• Identify and read words in phrases or groups.</li> <li>• Discuss a sequence of events or steps in a text.</li> <li>• Provide evidence from the text of new information or ideas.</li> <li>• Identify a text as fictional or informational.</li> <li>• Read with automaticity high frequency words from previous leveled texts.</li> <li>• Identify letters with automaticity.</li> </ul>

# Writing Behaviors

Students should be able to:

- Hold their pencil with a satisfactory grip.
- Consistently use a preferred hand for writing.
- Form upper and lowercase letters efficiently and proportionately in manuscript print.
- Demonstrate knowledge of the use of upper and lowercase letters of the alphabet.
- Write letters in groups to form words.
- Write letters and words that can be read easily.
- Use appropriate spacing between words.
- Write from the left to the right within lines.
- Return to the left margin to begin a new line.
- Use a conventional sentence structure (noun + verb).
- Write in the past, present, and future tense.
- Use a capital letter for the first word of a sentence, in titles, and in a few familiar proper nouns.
- Use periods, question marks, and exclamation points, and question marks as ending marks.
- Locate letter keys on a computer and type simple messages.
- Access and use simple computer programs (e.g. easy word processing, games).

For instructional strategies and resources, go to:  
Balanced Literacy -  
<http://www.oise.utoronto.ca/balancedliteracydiet/Home/>  
Essential Components of Reading Development and Instruction -  
<http://www.readingrockets.org/>

## Expected Levels of Reading Performance

	Fountas & Pinnell	Reading Recovery	DRA	Lexile	NWEA/MAP
1 <sup>st</sup> Quarter	A	1	A-1	BR-70	Fall 141
2 <sup>nd</sup> Quarter	B	2	2	BR-70	Winter 151
3 <sup>rd</sup> Quarter	C	3-4	3-4	BR-70	Spring 158
4 <sup>th</sup> Quarter	D	5-6	6	BR-70	Spring 158

Adapted from:

Pinnell, G. & Fountas, I. (2011). *The Continuum of Literacy Learning: Grades PreK--8*. New Hampshire: Heinemann.  
Columbus City Schools



# First Grade

## Literacy Milestones

### Reading Behaviors

<b>First Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Read texts with varied placement of print and a range of punctuation.</li> <li>• Read 20--25 high frequency words with automaticity.</li> <li>• Use all sources of information (meaning, structure, and visual) to solve new words while reading.</li> <li>• Use sounds and sound clusters to monitor and correct reading.</li> <li>• Remember important details and information while reading.</li> <li>• Express opinions and make judgments about the characters, events, illustrations and information in a text.</li> <li>• Add --s and --es to words to make them plural.</li> <li>• Use parts of words to identify unfamiliar words.</li> <li>• Change the beginning, middle, or ending of a word to create a new word.</li> <li>• Make words with the CVCe pattern.</li> </ul>	<b>Third Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Read with appropriate rate, word stress, intonation, phrasing, and pausing.</li> <li>• Read 40 high frequency words with automaticity.</li> <li>• Demonstrate flexible ways to solve words including taking it apart, using meaning, letter sequence, etc.</li> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify important ideas in a text and report them orally or in writing.</li> <li>• Determine the message or moral of a story.</li> <li>• Demonstrate fluent oral reading.</li> <li>• Take apart words or make words (including consonant clusters and diagraphs).</li> <li>• Take apart words with double consonant letters (but-ter).</li> <li>• Make possessive nouns by adding an apostrophe.</li> </ul>
<b>Second Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Read with appropriate rate, phrasing, intonation, and word stress.</li> <li>• Read 30 high frequency words with automaticity.</li> <li>• Notice, look for, remember, and discuss information that is important to understanding a text.</li> <li>• Give an oral summary of a text, with details in the correct sequence after reading.</li> <li>• Make predictions and support them with text evidence or personal experience and knowledge.</li> <li>• Demonstrate fluent oral reading.</li> <li>• Take apart words or make words (including consonant clusters and diagraphs).</li> <li>• Add suffixes to change the meaning of a word or structure of a sentence (--ing, --ed, --s).</li> <li>• Make words with the CVCe pattern.</li> </ul>	<b>Fourth Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Read with appropriate rate, word stress, intonation, phrasing, and pausing.</li> <li>• Read 50 high frequency words with automaticity.</li> <li>• Demonstrate flexible ways to solve words including noticing word parts, endings, and prefixes, etc.</li> <li>• Self-correct incorrect words when reading aloud.</li> <li>• Identify the problem and solution of a text.</li> <li>• Read silently at a good pace.</li> <li>• Read singular and plural forms of words.</li> <li>• Recognize simple homophones (e.g. there/ they're/ their, to/two/too).</li> <li>• Take apart words that have vowel pairs (meet, brown, etc.).</li> </ul>

# Writing Behaviors

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- Hold their pencil with a satisfactory grip.
- Consistently use a preferred hand for writing.
- Form upper and lowercase letters efficiently and proportionately in manuscript print.
- Demonstrate knowledge of the use of upper and lowercase letters of the alphabet.
- Write letters in groups to form words.
- Write letters and words that can be read easily.
- Use appropriate spacing between words.
- Write from the left to the right in lines.
- Return to the left margin to begin a new line.
- Write 50 high--frequency words with automaticity.
- Use a conventional sentence structure (noun + verb).
- Write in the past and future tense.
- Use a capital letter for the first word of a sentence, in titles, and in a few familiar proper nouns.
- Use periods, question marks, and exclamation points, and question marks as end marks.
- Locate letter keys on a computer and type simple messages.
- Access and use simple computer programs (easy word processing, games).

For instructional strategies and resources, go to:  
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Essential Components of Reading Development and Instruction -  
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## Expected Levels of Reading Performance

	Fountas & Pinnell	Reading Recovery	DRA	Lexile	NWEA/MAP
1 <sup>st</sup> Quarter	E	7-8	8	80-450	Fall 164
2 <sup>nd</sup> Quarter	F-G	9-12	10, 12	80-450	Winter 172
3 <sup>rd</sup> Quarter	H-I	13-16	14-16	80-450	Spring 177
4 <sup>th</sup> Quarter	J	17	18	451-500	Spring 177

Adapted from:

Pinnell, G. & Fountas, I. (2011). *The Continuum of Literacy Learning: Grades PreK--8*. New Hampshire: Heinemann.  
Columbus City Schools



# Second Grade

## Literacy Milestones

### Reading Behaviors

<b>First Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Process an increased number of longer and more complex sentences.</li> <li>• Use multiple sources of information together to solve words.</li> <li>• Demonstrate competent, active word solving while reading at a good pace.</li> <li>• Use readers' tools to find information (table of contents, headings, glossary).</li> <li>• Identify and talk about key information in a text (who, what, when, where, and why) to answer questions.</li> <li>• Read 75 high frequency words with automaticity.</li> <li>• Read singular and plural forms of words.</li> <li>• Recognize homophones.</li> <li>• Take apart words that have vowel pairs (meet, brown, etc.).</li> <li>• Identify words, word parts, and letter--sound relationship to recognize unfamiliar words.</li> <li>• Recognize contractions.</li> </ul>	<b>Third Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Notice new words and actively add them to their speaking or writing vocabulary.</li> <li>• Read 125 high frequency words with automaticity.</li> <li>• Read silently and orally at an appropriate rate, not too fast or too slow.</li> <li>• Make inferences about the big ideas or theme of a text.</li> <li>• Use evidence from the text to support thinking.</li> <li>• Take apart words that have vowel pairs (meet, brown, etc.).</li> <li>• Identify words, word parts, and letter--sound relationship to recognize unfamiliar words.</li> <li>• Recognize contractions.</li> </ul>
<b>Second Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Consistently use multiple sources of information in solving new words.</li> <li>• Solve content--specific words, using graphics and definitions embedded in the text.</li> <li>• Read 100 high frequency words with automaticity.</li> <li>• Recognize homophones.</li> <li>• Take apart words that have vowel pairs (meet, brown, etc.).</li> <li>• Identify words, word parts, and letter--sound relationship to recognize unfamiliar words.</li> <li>• Recognize contractions.</li> <li>• Search for information in illustrations and graphics to support their understanding of the text.</li> <li>• Identify the main topic of a multi--paragraph text as well as an individual paragraph.</li> <li>• Demonstrate orally or in writing, an understanding of the characters in a story using text evidence to support their statements.</li> </ul>	<b>Fourth Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Notice new words, record them, and actively add them to their speaking or writing vocabulary.</li> <li>• Read 150 high frequency words with automaticity.</li> <li>• Consistently check on understanding and search for information when meaning breaks down.</li> <li>• Make inferences about setting, characters' traits and feelings, and plot from illustrations in graphic texts.</li> <li>• Support all thinking with text evidence.</li> <li>• Take apart words that have vowel pairs (meet, brown, etc.).</li> <li>• Identify words, word parts, and letter--sound relationship to recognize unfamiliar words.</li> <li>• Recognize contractions.</li> </ul>

# Writing Behaviors

Students should be able to:

- Form upper and lowercase letters efficiently and proportionately in manuscript print.
- Write 150 high--frequency words with automaticity.
- Write in complete sentences and use a range of sentences (declarative, interrogative, and exclamatory).
- Write and use a range of complete sentences.
- Write in the past, present, and future tense.
- Use a capital letter for the first word in a sentence, titles, days, months, states, cities, and the names of people and places.
- Use periods, question marks, and exclamation points, and question marks as end marks.
- Use periods after abbreviations, commas to identify a series, and apostrophes in contractions and possessives.
- Use quotation marks around the speaker's words.
- Use dashes and ellipses for emphasis or to slow down the text.
- Begin developing efficient keyboarding skills.
- Use a word processor to plan, draft, revise, edit, and publish their writing.
- Make changes on the screen to revise, edit, and publish documents.

For instructional strategies and resources, go to:  
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Essential Components of Reading Development and Instruction -  
<http://www.readingrockets.org/>

## Expected Levels of Reading Performance

	Fountas & Pinnell	Reading Recovery	DRA	Lexile	NWEA/MAP
1 <sup>st</sup> Quarter	J-K	17-18	18-20	451-500	Fall 177
2 <sup>nd</sup> Quarter	K	18	20	501-550	Winter 184
3 <sup>rd</sup> Quarter	L	19	24	551-600	Spring 191
4 <sup>th</sup> Quarter	M	20	28	601-650	Spring 191

Adapted from:

Pinnell, G. & Fountas, I. (2011). *The Continuum of Literacy Learning: Grades PreK--8*. New Hampshire: Heinemann.  
Columbus City Schools

# Third Grade

## Literacy Milestones

### Reading Behaviors

<b>First Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Recognize and use letters that represent a variety of vowel sounds (long, short).</li> <li>Recognize and use words with vowel sounds with r (car, her, first, corn).</li> <li>Understand the concept of plurals and plural forms (--s, --es, --ies).</li> <li>Recognize and use words that represent a person, place or thing.</li> <li>Notice patterns and categorize high frequency words to assist in learning them quickly.</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>Use a range of strategies to solve words with automaticity.</li> <li>Orally read with phrasing, fluency and stressing words.</li> <li>Read silently.</li> <li>Understand a variety of descriptive words.</li> <li>Read books from a variety of genres (e.g. fiction, poetry, fairy tales, mystery, informational).</li> </ul>	<b>Third Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Add, delete, and change letters, letter clusters, and word parts to base words to help in reading words.</li> <li>Effectively solve unknown words found in the text.</li> <li>Automatically solve words when fluently reading orally and silently.</li> <li>Work towards reading the 500 most common high frequency words with automaticity</li> <li>Notice patterns and categorize high frequency words to assist in learning them quickly.</li> <li>Recognize and use endings that show comparisons (--er, --est).</li> <li>Recognize and use synonyms.</li> <li>Gain understanding from complex sentences (e.g. prepositional phrases, introductory clauses, lists of nouns, verbs, or adjectives).</li> <li>Read text with various genres and with various lengths (e.g. picture books, chapter books, informational texts).</li> <li>Recognize the unique characteristics found in different genres of text.</li> </ul>
<b>Second Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Recognize and use syllables in words with double consonants (lad--der).</li> <li>Use known words and words parts (onset and rimes) to read and spell new words</li> <li>Recognize and form various tenses by adding endings (--es, --ed, --ing, --d) to verbs.</li> <li>Recognize and use action words.</li> <li>Automatically solve words when fluently reading orally and silently.</li> <li>Monitor their reading, adjusting the pace to solve unknown words then resuming previous pace.</li> <li>Notice patterns and categorize high frequency words to assist in learning them quickly.</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>Gain understanding from complex sentences (e.g. prepositional phrases, introductory clauses, lists of nouns, verbs, or adjectives).</li> <li>Read text with various lengths (e.g. picture books, chapter books, informational texts).</li> </ul>	<b>Fourth Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Recognize base words and remove prefixes and suffixes to break them down and solve them.</li> <li>Recognize and use antonyms.</li> <li>Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word.</li> <li>Notice patterns and categorize high frequency words to assist in learning them quickly.</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>Read text with various genres and with various lengths (e.g. picture books, chapter books, informational texts).</li> <li>Recognize the unique characteristics found in different genres of text.</li> <li>Understand texts that contain mature themes (e.g. race, language, culture).</li> <li>Automatically solve words when fluently reading orally and silently.</li> </ul>



# Writing Behaviors

Students should be able to:

- Appropriately use capital letters.
- Use the appropriate marks at the end of sentences (periods, exclamation points, and question marks).
- Know how to use quotation marks when writing simple dialogue.
- Understand and use ellipsis to show pause or anticipation.
- Write with a specific purpose or audience in mind.
- Write in past, present, and future tense.
- Delete unnecessary words, phrases, sentences and words or sentences that do not make sense.
- Move information from one part of the text to another to make a text clearer.
- Change the words of their written text to make it more interesting.
- Plan, draft, revise, edit, and publish using a word processor.
- Make adjustments to the screen to revise, edit, and publish documents.
- Efficiently use the keyboard of a computer.
- Fluently, and with appropriate spacing write in manuscript and cursive.

For instructional strategies and resources, go to:  
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Essential Components of Reading Development and Instruction -  
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## Expected Levels of Reading Performance

	Fountas & Pinnell	Reading Recovery	DRA	Lexile	NWEA/MAP
1 <sup>st</sup> Quarter	N	30	30	651-690	Fall 191
2 <sup>nd</sup> Quarter	N	30	30	651-730	Winter 196
3 <sup>rd</sup> Quarter	O	34	34	691-770	Spring 201
4 <sup>th</sup> Quarter	P	38	38	731-770	Spring 201

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# Fourth Grade

## Literacy Milestones

### Reading Behaviors

<b>First Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Recognize and use letters that represent no sound in words (e.g. comb, fight).</li> <li>Understand that some consonant letters represent several different sounds (e.g. ch--: cheese, school, machine, chair, yacht).</li> <li>Recognize and form various tenses by adding endings (e.g. --er, --e, --ing, --d, --ful) to verbs.</li> <li>Recognize and use common prefixes (e.g. re--, un--, im--, il--, in--, dis--, non--, mis--).</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>When reading orally, students demonstrate established fluency and phrasing.</li> <li>Read and comprehend text from various genres (ex. fiction, poetry, fairy tales, mystery, informational).</li> <li>Comprehend text that contained perspectives, settings and people different from themselves and from different times and places.</li> <li>Gain understanding from complex sentences (ex. prepositional phrases, introductory clauses, lists of nouns, verbs, or adjectives).</li> </ul>	<b>Third Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Recognize and use vowel sounds in open syllables (e.g. CV: ho--tel).</li> <li>Recognize and use vowel sounds in closed syllables (e.g. CVC: cab--in).</li> <li>Recognize and use endings for adjectives that add meaning or change the adjective to a noun (e.g. --tion, --ible, --able).</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>Use phrasing and expression that shows understanding of the characters when reading dialogue.</li> <li>Utilize tools (tables of contents, glossary, headings, index, etc.) to solve longer descriptive words.</li> <li>Use knowledge from their lives, about the content, and from other text to make predictions.</li> <li>Recognize the characteristics of multiple genres in one text.</li> <li>Develop opinions about a text and use supporting details to prove their opinion.</li> </ul>
<b>Second Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Understand that several different letters can represent some consonant sounds or letter clusters.</li> <li>Recognize and use endings for adjectives that add meaning or change the adjective to an adverb (e.g. --ly, --ally).</li> <li>Recognize and use common prefixes that refer to numbers (uni--, bi--, tri--, centi--, dec--, mon--, multi--, poly--, quad--, semi--).</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>Effectively solve unknown words found in the text.</li> <li>Take apart words that have multiple syllables utilize other strategies to solve words.</li> <li>Understand texts that contain various structural layouts.</li> <li>Look for information about the text from visual aids (ex. illustrations, maps, charts).</li> <li>Utilize background knowledge and embedded definitions to solve longer descriptive words.</li> </ul>	<b>Fourth Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Recognize and use a variety of complex compound words and hyphenated compound words.</li> <li>Recognize and use words that are blended together (e.g. brunch).</li> <li>Recognize and understand metaphors that have become traditional sayings, in which comparisons are not evident (e.g. raining cats and dogs).</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>Continue to monitor accuracy and understanding, self--correcting when errors hinder meaning.</li> <li>Form implicit questions and search for answers while reading.</li> <li>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text</li> <li>Recognize the use of figurative or descriptive language and discuss how it adds enjoyment or understanding to the text.</li> </ul>

# Writing Behaviors

Students should be able to:

- Appropriately use capital letters.
- Consistently use the appropriate marks at the end of sentences (periods, exclamation points, and question marks).
- Understand and use ellipsis to show pause or anticipation.
- Use headings and subheadings to organize different parts of an informational writing piece.
- Use a variety of sentence structure and length.
- Maintain consistency of tense in their writing.
- Use indentation to distinguish between paragraphs.
- Describe characters by how they look, what they do, what they do, say, and think, and what others say about them.
- Fluently, legibly, and with appropriate space write in cursive.
- Plan, draft, revise, edit, and publish using a word processor.
- Produce text with various features (font, format, etc.) using a word processor.
- Appropriately utilize keyboarding skills to create drafts, revise, edit and publish.
- Demonstrate understanding of computer and word processing terminology.
- Students have the ability to create websites entries and articles.
- Utilize computer skills in presenting texts.

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## Expected Levels of Reading Performance

	Fountas & Pinnell	Reading Recovery	DRA	Lexile	NWEA/MAP
1 <sup>st</sup> Quarter	Q	40	40	771-800	Fall 201
2 <sup>nd</sup> Quarter	R	40	40	771-830	Winter 204
3 <sup>rd</sup> Quarter	R	40	40	771-830	Spring 208
4 <sup>th</sup> Quarter	S	40	40	801-860	Spring 208

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# Fifth Grade

## Literacy Milestones

### Reading Behaviors

<b>First Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Take apart words that have open and closed syllables.</li> <li>Take apart words with various syllable patterns.</li> <li>Identify the meaning of words that multiple meaning and how that word is defined in a particular text.</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>Understand that English words come from many different sources (e.g. languages, place names).</li> <li>Monitor accuracy and understanding, self--correcting when errors hinder meaning.</li> <li>Read and understand text from various genres with automaticity.</li> <li>Comprehend text that contains perspectives, settings and people different from themselves and from different times and places.</li> <li>Gain understanding from complex sentences (ex. prepositional phrases, introductory clauses, lists of nouns, verbs, or adjectives).</li> </ul>	<b>Third Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Take apart words with various syllable patterns.</li> <li>Take apart words that have open and closed syllables.</li> <li>Identify the meaning of words that multiple meaning and how that word is defined in a particular text.</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>Recognize and use nouns that are formed by adding --ic, --al, --ian, --ial, --cial.</li> <li>Monitor accuracy and understanding, self--correcting when errors hinder meaning.</li> <li>Use the context of a sentence, paragraph, or whole text to determine the meaning of a word.</li> <li>Organize important information in summary form in order to remember and use them as background knowledge for reading, discussion or writing.</li> <li>Use knowledge from one text to help in understanding of diverse cultures and settings from new texts.</li> <li>Find evidence in support of an argument.</li> </ul>
<b>Second Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Take apart words with various syllable patterns.</li> <li>Take apart words that have open and closed syllables.</li> <li>Identify the meaning of words that multiple meaning and how that word is defined in a particular text.</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>Recognize and use words that are formed by combining initials.</li> <li>Monitor accuracy and understanding, self--correcting when errors hinder meaning.</li> <li>Read and understand text from various genres with automaticity.</li> <li>Utilize the features of the genre to assist comprehension.</li> <li>Recognize the symbolism in fantasy, myth, and legends.</li> </ul>	<b>Fourth Quarter</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Take apart words with various syllable patterns.</li> <li>Take apart words that have open and closed syllables.</li> <li>Identify the meaning of words that multiple meaning and how that word is defined in a particular text.</li> <li>Work towards reading the 500 most common high frequency words with automaticity.</li> <li>Recognize and use suffixes that change verbs and nouns for different functions (e.g. --er, --es, --r, --ing, --ily, --able, --ible, --or, --less, --ness, --ous, --cious, --tious).</li> <li>Derive the meaning of words that reflect regional or historical dialects and non--English words.</li> <li>Follow complex plots (ex. flashbacks).</li> <li>Understand how to select the most important information when summarizing.</li> <li>Infer characters traits, feelings, and plot from illustrations.</li> </ul>

# Writing Behaviors

Students should be able to:

- Appropriately use capital letters.
- Consistently use the appropriate marks at the end of sentences (periods, exclamation points, and question marks).
- Use punctuation modeled in mentor text.
- Understand and use ellipsis to show pause or anticipation
- Write in complete sentences using noun and verb agreement.
- Maintain consistency of tense in their writing.
- Write sentences using past, present, future, present perfect, and past perfect tenses.
- Describe a setting with appropriate detail.
- Understand that poetry is a unique way to communicate about and describe feelings, sensory images, ideas, or stories.
- Fluently, legibly, and with appropriate space write in cursive.
- Produce text with various features (font, format, etc.) using a word processor.
- Plan, draft, revise, edit, and publish using a word processor.
- Appropriately utilize keyboarding skills to create drafts, revise, edit and publish.
- Demonstrate understanding of computer and word processing terminology.
- Students have the ability to create websites entries and articles.
- Utilize computer skills in presenting texts.

For instructional strategies and resources, go to:  
Balanced Literacy -  
<http://www.oise.utoronto.ca/balancedliteracydiet/Home/>  
Essential Components of Reading Development and Instruction -  
<http://www.readingrockets.org/>

## Expected Levels of Reading Performance

	Fountas & Pinnell	DRA	Lexile	NWEA/MAP
1 <sup>st</sup> Quarter	S	40	831-860	Fall 208
2 <sup>nd</sup> Quarter	T	40	861-890	Winter 210
3 <sup>rd</sup> Quarter	T	40	861-890	Spring 213
4 <sup>th</sup> Quarter	U-V	50	891-980	Spring 213

Adapted from:

Pinnell, G. & Fountas, I. (2011). *The Continuum of Literacy Learning: Grades PreK--8*. New Hampshire: Heinemann.  
Columbus City Schools