

Conceptual Understandings	Specific Learner Expectations			
	Types of Text	Reading Strategies	Comprehension & Response	Attitude & Self Evaluation
<ul style="list-style-type: none"> · Illustrations convey meaning · People read for pleasure · Stories can tell about imagined worlds 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Show an interest in books and select favorites · Show an interest in reading signs, labels and logos · Begin to distinguish between drawing and writing · Recognize their name 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Hold book and turn pages correctly · Show beginning / end of book or story · Recognizes own name 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Listen and respond to literature · Comment on illustrations in books 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · N/A

Conceptual Understandings	Specific Learner Expectations			
	Types of Text	Reading Strategies	Comprehension & Response	Attitude & Self Evaluation
<ul style="list-style-type: none"> · Print conveys meaning · Printed information can tell about the real world · There are established ways of setting out print and organizing books 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Begin to choose reading materials and re-read for enjoyment · Begin to read signs, labels and logos · Recognizes their own name and other familiar names 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Participate in shared reading and read-aloud situations · Pretends to read · Use illustrations to tell stories · Know the letters in their first name · Begin to show an awareness and understanding of sound-symbol relationship · Make meaningful predictions with guidance (stories read to them) 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Connect books read aloud to own experiences with guidance 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Listen attentively to story

Conceptual Understandings	Specific Learner Expectations			
	Types of Text	Reading Strategies	Comprehension & Response	Attitude & Self Evaluation
<ul style="list-style-type: none"> · The sounds of spoken language can be represented visually · Consistent ways of recording words or ideas enable members of a language community to communicate 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Memorize or re-tell pattern books, poems and familiar books independently · Recognize a range of different text types (fiction and non-fiction ,letters, lists, recipes, stories, poetry , plays) and know they are read differently · Reads first and last name · Begin to read own writing 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Read from top to bottom, left to right, and front to back · Use finger - print - voice matching · Rely on illustrations and print to read stories · Know all letter names and sounds · Begin to recognize beginning sounds in familiar words · Recognize some names and words in context · Make meaningful predictions (stories read to them) 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Connect books read aloud to own life experiences · Participate in reading of familiar books and poems · Rhyme and play with words · Verbally retell the main event from a story read to them or read independently · Identify the role of an author and illustrator with guidance 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Explain why literature is liked/ disliked during class discussions with guidance · Begin to read independently for short periods (5-10 min) · Demonstrate an eagerness to read · Discuss favorite reading material with others

Conceptual Understandings	Specific Learner Expectations			
	Types of Text	Reading Strategies	Comprehension & Response	Attitude & Self Evaluation
<ul style="list-style-type: none"> · Written language works differently from spoken language · People learn to read · The words we see and hear enables us to create pictures in our minds · What we already know enables us to understand what we read · Wondering about texts and asking questions helps us to understand the meaning 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Read at an instructional level of early reader books (level J Fountas and Pinnell) · Identify basic genres (fiction, non-fiction, and poetry) · Read and re-read own writing 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Name different parts of a book (title page, table of contents, page numbers, dedication) with guidance · Use sentence cues (grammar) · Use meaning cues (context and illustrations) · Use letter/ sound cues and patterns (phonics) · Read word endings, common contractions and many high frequency words · Predict what will happen next in a story and revise or confirm predictions · Begin to self correct (when what they have read does not make sense) 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Respond to and make personal connections with facts, characters and situations in literature with guidance · Discuss characters and story events with guidance · Retell beginning, middle and end of story · Retell characters and story events · Identify the author and illustrator of a book or books and describe their role. 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Identify own reading behaviors with guidance (reading strategies) · Read independently 10~15 minutes daily · Enjoy reading and being read to · Learn and share information from reading

Conceptual Understandings	Specific Learner Expectations			
	Types of Text	Reading Strategies	Comprehension & Response	Attitude & Self Evaluation
<ul style="list-style-type: none"> · Different types of texts serve different purposes · Applying a range of strategies helps us to read and understand new texts · Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Read aloud at a grade appropriate level (level M Fountas and Pinnell) with accuracy, fluency, expression, with regard to punctuation and comprehension · Chooses, reads and finishes a variety of materials at appropriate level with guidance · Begin to read instructions and directions 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Begin to locate, select, use reference materials to find information · Begins to identify book features like chapter titles, table of contents and labels · Begins to select resources appropriate to reading level and for a specific purpose · Recognize word endings, common contractions and high frequency words. · Use an increasing range of strategies to comprehend, e.g. predicting, comparing, self-questioning, meaning & sentence cues, letter sounds cues, patterns, adjusting reading rate · Begins to self-correct for meaning · Begin to read and scan to find specific information · Begin to use note taking strategies to organize information with support 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Begin to make predictions and draw conclusions based on text features. · Identify and describe elements of a story (setting, plot, characters, theme) · Compares and contrasts characters and story events · Recognize that there are story structures beyond beginning, middle and end · Summarizes and retells story events in sequential order based on what they have read · Identify main idea · Learn how to make inferences and justify them · Begin to understand that texts may be interpreted differently by different people · Understand and respond to ideas, feelings and attitudes in texts · Begin to recognize author's purpose (to inform, persuade, entertain, instruct) · Begin to respond to and understand a range of age-appropriate texts at literal and inferential level 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Identify own reading behaviors · Read silently with concentration (15 minutes) · Read for pleasure · Read daily · Express and explain reading preferences · Show an interest in a variety of fiction and non-fiction · Maintain "reading reflection" journal

Conceptual Understandings	Specific Learner Expectations			
	Types of Text	Reading Strategies	Comprehension & Response	Attitude & Self Evaluation
<ul style="list-style-type: none"> · Reading and thinking work together to enable us to make meaning · Identifying the main ideas in the text helps us to understand what is important 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Read text aloud at a grade appropriate level (level P Fountas and Pinnell) with accuracy, fluency, expression, with regard to punctuation and comprehension · Distinguish between fact and fiction and recognize different literary genres and chooses materials at appropriate level · Read instructions and directions 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Use word structure cues, (ie. root words, prefixes, suffixes, word chunks) when encountering unknown words. · Use a wider range of decoding strategies to read new texts and be able to explain and describe them · Self-correct for meaning · Read quickly and scan to find specific information · Begin to use note taking strategies to organize information · Identify book features like chapter titles, table of contents, labels (text organizer) · Locate, Select and use reference materials to find information · Use a wider range of decoding strategies to read new texts and be able to explain and describe them 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Makes predictions and draw conclusions based on text features · Identify and describe story elements (setting, plot, characters, theme) · Recognize that there are story structures beyond beginning, middle and end · Identify main idea, topic sentence, support sentences · Make inferences and justify them · Begin to understand that texts may be interpreted differently by different people · Understand and respond to ideas, feelings and attitudes in texts. · Recognize author's purpose (to inform, persuade, entertain, instruct) · "Reads between the lines"with guidance 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Identify own reading behaviors · Read silently with concentration (20 ~30 minutes) · Read for pleasure · Read daily · Express and explain reading preferences · Show an interest in a variety of fiction and non-fiction and identify their features · Select resources appropriate to reading level and for a specific purpose · Select and read independently, a variety of genre for enjoyment and information

Conceptual Understandings	Specific Learner Expectations			
	Types of Text	Reading Strategies	Comprehension & Response	Attitude & Self Evaluation
<ul style="list-style-type: none"> · Knowing what we aim to achieve helps us to select useful reference materials to conduct research · Authors structure stories around significant themes · Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Read text aloud at a grade appropriate level (level S Fountas and Pinnell) with accuracy, fluency, expression and with regard to punctuation and comprehension · Expand reading choices to include quality literature and a variety of genres 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Select appropriate reading strategies (scanning, skimming, rereading for meaning) 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Identify and appreciate author's purpose and different writing styles · Identify and discuss story forms and structures · Comment on and analyze poems for structure and meaning using specific vocabulary · Recognize and understand figurative language with guidance · Follows multi-step directions & instructions with guidance 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Read silently with concentration

Conceptual Understandings	Specific Learner Expectations			
	Types of Text	Reading Strategies	Comprehension & Response	Attitude & Self Evaluation
<ul style="list-style-type: none"> · Synthesizing ideas and information from texts leads to new ideas and understanding · Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Read text aloud at grade appropriate level (level V Fountas and Pinnell) with accuracy, fluency, expression, with regard to punctuation and comprehension · Expand reading choices to include quality literature and a variety of genres · Select, read and finish a wide variety of genres with guidance · Identify and discuss story forms and structures 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Use a range of decoding strategies · Read silently with concentration · Identify fact and opinion · Understand that words can evoke mental images · Identify cause and effect · Identify main idea, topic sentence, and support sentences in a text · Understand and use the organization of an informational text · Make inferences and justify them · Draw conclusions · Generate new questions after reading and connect these to prior knowledge and experience 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Infer the author's purpose · Recognize and appreciate different writing styles · Identify the elements of plot · Recognize and understand figurative language · Follows multi-step directions & instructions independently 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Independently select and read silently with concentration a variety of written text for enjoyment, instruction and information · Expand reading choices to include quality literature and a variety of genres

Conceptual Understandings	Specific Learner Expectations			
	Types of Text	Reading Strategies	Comprehension & Response	Attitude & Self Evaluation
<ul style="list-style-type: none"> · Synthesizing ideas and information from texts leads to new ideas and understanding · Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Read text aloud at grade appropriate level (level Y Fountas and Pinnell) with accuracy, fluency, expression, with regard to punctuation and comprehension · Expand reading choices to include quality literature and a variety of genres · Select, read and finish a wide variety of genres · Identify and discuss story forms and structures 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Use a range of decoding strategies · Read silently with concentration · Identify fact and opinion · Understand that words can evoke mental images · Identify cause and effect · Identify main idea, topic sentence, and support sentences in a text · Understand and use the organization of an informational text · Make inferences and justify them · Draw conclusions · Generate new questions after reading and connect these to prior knowledge and experience 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Infer the author's purpose · Recognize and appreciate different writing styles · Identify the elements of plot · Comment on and analyze poems for structure and meaning using specific vocabulary · Recognize and understand figurative language · Know that poems have layers of meaning · Follows multi-step directions & instructions independently 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Independently select and read silently with concentration a variety of written text for enjoyment, instruction and information · Expand reading choices to include quality literature and a variety of genres