

Naches Valley School District - Power Standards – Reading - February 25, 2010

The seven targeted areas of reading are:

1. Phonemic Awareness
2. Phonics/Word Recognition
3. Fluency
4. Vocabulary
5. Comprehension
6. Analysis
7. Critical Thinking

Grade	Power Standards	Vocabulary Words	Outcomes/Assessments
K	<p>1. Students will develop phonemic awareness by 1.1 segmenting 35 sounds in 1 minute</p> <p>2. Students will use phonics/word recognition skills to 2.1 name 40 letters in 1 minute 2.2 recognize 25 sounds in nonsense words in 1 minute 2.3 blend sounds to read 5 nonsense words in 1 minute 2.4 read 20 sight words</p> <p>5. Students will demonstrate comprehension skills by 5.1 retelling a simple story that is heard with beginning, middle and end</p>	<p>letter, retell, beginning middle, end, book, capital letter, lowercase letter, rhyme, same, word, alphabet, drawing, illustrate, same, share, title</p>	<p>DIBELS DIBELS DIBELS DIBELS Fry check list</p>
Grade 1	<p>2. Students will use phonics/word recognition skills to 2.1 recognize 50 sounds in nonsense words in 1 minute by January 2.2 blend sounds to read 15 nonsense words in 1 minute by January 2.3 read the first 100 sight words</p> <p>4. Students will read fluently by 4.1 oral reading a grade level story at 55cwpm by May</p> <p>5. Students will demonstrate comprehension skills by 5.1 Retelling a story that is heard</p>	<p>vowel, consonant, short vowel, phrase, sentence, predict, sight word, uppercase,</p>	<p>DIBELS DIBELS Fry check list DIBELS</p>
Grade 2	<p>2. Students will use phonics/word recognition skills to 2.1 identify the base word of multi-syllabic words 2.2 read the first 300 sight words</p> <p>4. Students will read fluently by 4.1 oral reading a grade level story at 100cwpm by May</p> <p>5. Students will demonstrate comprehension skills by 5.1 retelling a story read independently 5.2 using strategies of prediction and sequencing</p>		<p>Fry check list DIBELS</p>

Grade	Power Standards	Vocabulary Words	Outcomes/Assessments
Grade 3	<p>2. Students will use phonics/word recognition skills to</p> <p>2.1 identify the prefix and suffix of multi-syllabic words</p> <p>2.2 read the first 500 sight words</p> <p>3. Students will develop vocabulary by</p> <p>3.1 using common affixes to identify the meaning of unfamiliar words</p> <p>4. Students will read fluently by</p> <p>4.1 oral reading a grade level story at 110cwpm by May</p> <p>5. Students will demonstrate comprehension skills by</p> <p>5.1 using text based details to support a given main idea</p>		<p>Fry check list</p> <p>DIBELS</p>
Grade 4	<p>2. Students will use phonics/word recognition skills to</p> <p>2.1 decode multi-syllabic words</p> <p>3. Students will develop vocabulary by</p> <p>3.1 using context to derive word meaning</p> <p>4. Students will read fluently by</p> <p>4.1 oral reading a grade level story at 120cwpm by May</p> <p>5. Students will demonstrate comprehension skills by</p> <p>5.1 providing text based details to support a given inference</p> <p>5.2 distinguishing between facts and opinions expressed in text</p> <p>5.3 identifying setting, main character and major actions in sequence</p>		<p>DIBELS</p>
Grade 5	<p>2. Students will use phonics/word recognition skills to</p> <p>2.1 decode multi-syllabic words with multiple prefixes and/or suffixes</p> <p>3. Students will develop vocabulary by</p> <p>3.1 identifying and explaining similes</p> <p>4. Students will read fluently by</p> <p>4.1 oral reading a grade level story at 130cwpm by May</p> <p>5. Students will demonstrate comprehension skills by</p> <p>5.1 making inferences from an informative text when details are provided</p> <p>7. Students will demonstrate critical thinking about a given text by</p> <p>7.1 explaining the purpose as to inform or entertain</p>		<p>DIBELS</p>
Grade 6	<p>3. Students will develop vocabulary by</p> <p>3.1 identifying and explaining idioms</p> <p>4. Students will read fluently by</p> <p>4.1 oral reading a grade level story at 140cwpm by May</p> <p>5. Students will demonstrate comprehension skills by</p> <p>5.1 making inferences from a narrative text when details are provided</p> <p>5.2 understanding and applying summarizing skills</p> <p>7. Students will demonstrate critical thinking about a given text by</p> <p>7.1 explaining the purpose as to inform, entertain or persuade</p>		<p>DIBELS</p>

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Grade 7	<p>3. Students will develop vocabulary by 3.1 identifying a variety of figurative language</p> <p>4. Students will read fluently by 4.1 oral reading a grade level story at 150cwp by May</p> <p>5. Students will demonstrate comprehension skills by 5.1 making inferences to support a given argument with details from text</p> <p>7. Students will demonstrate critical thinking about a given text by 7.1 explaining the purpose as to inform, entertain, persuade or state an opinion</p>		
Grade 8	<p>3. Students will develop vocabulary by 3.1 identifying and explaining the meaning of a variety of figurative language</p> <p>4. Students will read fluently by 4.1 oral reading a grade level story at 155+cwpm by May</p> <p>5. Students will demonstrate comprehension skills by 5.1 supporting own argument with details from text</p>		
Grade 9	<p>2. Students will use phonics/word recognition skills to 2.1 understand and predict how affixes change the meaning of words</p> <p>3. Students will develop vocabulary by 3.1 using dictionaries, thesauruses and glossaries (printed and electronic) to determine the correct spelling and part of speech, clarify meaning and enhance understanding of a word, including distinguishing its connotation and denotation 3.2 using roots and affixes to determine or clarify the meaning of words 3.3 using literary terms in describing and analyzing selections - allusion, analogy, foreshadowing, irony, metaphor, mood, imagery, puns, satire, stanza, theme and tone</p> <p>5. Students will demonstrate comprehension skills by 5.1 identifying, analyzing and explaining the development of themes 5.1.1 themes such as struggle with nature, survival of the fittest, coming of age, power of nature, alienation and isolation, honoring the historical past, good overcoming evil, tolerance of the atypical 5.1.2 identify and distinguish the essential and non-essential details that support the theme of complex literary text 5.2 summarizing complex literary text 5.3 making inferences, predictions and connecting prior knowledge to support reading comprehension of complex literary texts</p> <p>6. Students will analyze given text by 6.1 identifying literary elements 6.1.1 analyze how plot structures (e.g., conflict, resolution, climax and subplots) function and advance the action 6.1.2 Identify types of figurative language, including images and sounds such as simile, metaphor, personification, symbolism, apostrophe, allusion and imagery 6.2 comparing and contrasting</p>		

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	<p>6.2.1 explain similarities and differences among literary genres from different cultures, such as haikus, sonnets, fables, and myths</p> <p>6.2.2 compare and contrast the elements of literature such as protagonist and other characters, plot, setting, tone, point of view (first person, third person limited, third person omniscient), theme, speaker and narrator</p> <p>6.3 using cause and effect</p> <p>6.3.1 explain the impact of the author's choice of a particular point of view(s)</p> <p>7. Students will demonstrate critical thinking about a given text by</p> <p>7.1 defining the author's purpose</p> <p>7.1.1 analyze the techniques used by an author to convey information about a character such as direct exposition - what is said about the character; character's actions - what the character does; character's thoughts - what the character thinks</p> <p>7.2 evaluating ideas</p> <p>7.2.1 describe and evaluate common cultural archetypes that pervade literature, such as the hero/heroine, trickster, faithful companion, outsider/outcast, rugged individualist, shrew, innocent, villain, caretaker, Earth mother, rebel, misfit</p> <p>7.3 extending beyond the text (drawing conclusions, making generalizations and judgments)</p> <p>7.3.1 draw conclusions, make generalizations or judgments about character types, including dynamic/round character, static/flat character, stereotype and caricature</p>		
Grade 10	<p>3. Students will develop vocabulary by</p> <p>3.1 using dictionaries, thesauruses and glossaries (printed and electronic) to determine the correct spelling and part of speech, clarify meaning and enhance understanding of a word, including distinguishing its connotation and denotation and tracing its etymology</p> <p>3.2 using literary terms in describing and analyzing selections - allagory, archetype, assonance, connotation, consonance, denotation, fallacy, tragedy</p> <p>5. Students will demonstrate comprehension skills by</p> <p>5.1 summarizing complex literary texts by American authors</p> <p>5.2 making inferences about the moral dilemmas in complex works of literature, as revealed by characters' motivation and behavior</p> <p>6. Students will analyze given text by</p> <p>6.1 identifying literary elements</p> <p>6.1.1 demonstrate understanding of non-linear plot progressions</p> <p>6.1.2 analyze moral dilemmas in complex works of literature, as</p>		

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	<p>revealed by characters' motivation and behavior</p> <p>6.1.3 know the asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of a play</p> <p>6.1.4 analyze rhyme, rhythm and sound elements in order to aid in understanding a poem's message: may include rhyme, end, approximate (slant), internal, alliteration, assonance, consonance, onomatopoeia, blank verse, iambic pentameter, free verse, repetition, refrain, stanza forms, couplet, quatrain, sestet, octet (octave)</p> <p>6.2 comparing and contrasting</p> <p>6.2.1 demonstrate understanding that form relates to meaning - for example, compare a poem, an essay and a novel on the same theme or topic</p> <p>6.3 using cause and effect</p> <p>6.3.1 analyze the ways in which poets use techniques to evoke emotion in the reader, including techniques as rhyme, rhythm, meter, figurative language, metaphor, simile, diction and tone</p> <p>7. Students will demonstrate critical thinking about a given text by</p> <p>7.1 defining the author's purpose</p> <p>7.1.1 identifying and analyzing the author's presentation of literary content by the use of structuring techniques such as dialogue, foreshadowing, flashback, soliloquy and verse</p> <p>7.2 evaluating ideas</p> <p>7.2.1 identify and analyze the stylistic and rhetorical devices that are used to persuade in written communication. Recognize that these devices accompany arguments but are not necessarily logically connected to them (e.g. loaded terms, caricature, leading questions, and false assumptions)</p> <p>7.3 extending beyond the text (drawing conclusions, making generalizations and judgments)</p> <p>7.3.1 draw conclusions about complex texts and connect connections to universal themes or current events</p>		
Grade 11	<p>3. Students will develop vocabulary by</p> <p>3.1 determining the appropriate meaning of figurative words and phrases in complex passages</p> <p>3.2 using literary terms in describing and analyzing selections - aphorism, emulation, juxtaposition, nemesis, syntax and understatement</p> <p>5. Students will demonstrate comprehension skills by</p> <p>5.1 making inferences about works of literature for what they suggest about the historical period in which they were written</p>		

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	<p>6. Students will analyze given text by</p> <p>6.1 identifying literary elements</p> <p>6.1.1 Analyze the role and function of characters in a variety of complex literary texts</p> <p>6.1.2 Understand verbal, situational and dramatic irony</p> <p>6.2 comparing and contrasting</p> <p>6.2.1 identify, analyze and evaluate the development of similar or contrasting themes across two or more literary texts of varying complexity</p> <p>7. Students will demonstrate critical thinking about a given text by</p> <p>7.1 defining the author's purpose</p> <p>7.1.1 analyze texts to identify the author's attitudes, viewpoints and beliefs and to critique how these relate to the larger, historical, social and cultural ideas within the text</p> <p>7.2 evaluating ideas</p> <p>7.2.1 describe the language choices and devices that authors use - rhetorical question, sarcasm, satire, parallelism, pun, irony, literal and figurative language, tone, word choice (diction) and dialect</p> <p>7.3 extending beyond the text (drawing conclusions, making generalizations and judgments)</p> <p>7.3.1 analyze works of literature for what they suggest about the historical period in which they were written</p> <p>7.3.2 make judgments about the effectiveness of the author's craft in complex literary text</p>		
Grade 12	<p>3. Students will develop vocabulary by</p> <p>3.1 using the origins, history and evolution of words and concepts to enhance understanding</p> <p>3.2 using roots and affixes to determine or clarify the meaning of specialized vocabulary</p> <p>3.3 using literary terms in describing and analyzing selections - amplification, antithesis, epilogue, epithet prologue, and stream of consciousness</p> <p>5. Students will demonstrate comprehension skills by</p> <p>5.1 identifying, analyzing and explaining the multiple levels of theme(s) in complex literary passages</p> <p>5.2 summarizing complex literary text by British and other foreign authors</p> <p>5.3 making inferences about the role and function of characters in a variety of complex literary texts</p> <p>6. Students will analyze given text by</p> <p>6.1 identifying literary elements</p> <p>6.1.1 use prior reading knowledge and explicit study to identify the</p>		

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	<p>meaning of literary, classical and biblical allusions, including those which may be more obscure or extended</p> <p>6.1.2 analyze how the subject and mood of the poem are supported or reinforced through the use of sound structures</p> <p>6.1.3 analyze how a writer's choice of words reveals the content of of a poem and the speaker's attitude regarding the content of the poem</p> <p>6.1.4 explain how the dramatist uses dialogue to reveal the theme of a drama</p> <p>6.2 comparing and contrasting</p> <p>6.2.1 identify, analyze and evaluate the development of similar or contrasting themes across two or more literary texts of varying complexity</p> <p>6.3 using cause and effect</p> <p>6.3.1 analyze the function and effect of plot structure in complex literary text</p> <p>6.3.2 identify, analyze and evaluate the effect and use of metrics, rhyme scheme (e.g. end, internal, slant, eye), rhythm, alliteration and other conventions of verse in complex poetry (including poetic forms such as lyric, blank verse, epic, sonnet, and dramatic poetry)</p> <p>7. Students will demonstrate critical thinking about a given text by</p> <p>7.1 defining the author's purpose</p> <p>7.1.1 recognize, analyze and evaluate the sophisticated and subtle uses, abuses and complex functions of verbal techniques, including ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement</p> <p>7.2 evaluating ideas</p> <p>7.2.1 analyze and evaluate the ways in which a complex text's elaborate or unconventional organizational structure supports or confounds its meaning or purpose</p> <p>7.3 extending beyond the text (drawing conclusions, making generalizations and judgments)</p> <p>7.3.1 consider genre characteristics when interpreting complex texts</p>		