

**St. Francis School District
Reading and Language Arts Targets**

Grade: K4

The K4 teacher is a model for literacy, including school to home connections that inform parents and caregivers as to best practice regarding early literacy experiences.

The learner:

- interacts in oral language activities (e.g. big books, shared reading, poems, chart stories, songs, rhymes).
- is immersed in a print rich environment (e.g. books, labels, reading centers, student and teacher generated charts).
- explores literature and writing using self-selected books, imaginary outlets, and various cuing systems.
- begins to connect symbols, words, and meaning.
- will participate in the daily take home school reading component.

The parents:

- understands that they are a necessary partner with the school is developing their child's literacy.
- participate in available workshop opportunities.

Grade: K5

In K5, children are introduced to reading readiness skills and are prepared for the beginning stages of reading. They connect letters to letter sounds and learn how letters combine to make words. They are read to daily to gain meaning, identify parts of a story, and listen to the sound of good reading. Children are expected to leave K5 prepared for the next stages of reading, and know that reading is path to knowledge.

The learner:

- interacts in oral language activities to gain an understanding of concepts of print (e.g. big books, shared reading, poems, chart stories, songs, rhymes).
- can generate own ideas in writing and begin to spell semi-phonemically.
 - journaling
 - emergent writing
- uses a variety of strategies to derive meaning from fiction and nonfiction text.
- associates sounds with letters.
- is immersed in a print rich environment that allows for self-selection.
- learns various methods of recognizing words and gaining meaning from them.
- can begin to recognize some sight words.
- uses pictures and some initial sounds to figure out words and make predictions.
- relies on memorization of story.
- will participate in a home school reading component.

In first grade, students continue to learn skills in the beginning stages of reading and writing. They explore the relationships between different letters and sounds. Reading becomes more fluid as they learn skills to identify words and gain meaning from text. Students also gain knowledge and self expression using spoken and written language.

Reading

The learner:

- uses a variety of strategies to derive meaning from fiction and nonfiction text.
- expands sight word knowledge.
- uses cues to self-correct.
- expands phonemic awareness.
- learns various methods of recognizing words and gaining meaning from them.
- is immersed in a print rich environment that allows for self-selection.
- connects or makes inferences about theme, parts of a story, and supporting details based on prior knowledge.
- uses prior knowledge, illustrations, and text to make predictions.
- participates in the take home school reading component.

Language Arts

The learner:

- can generate and organize ideas using graphic organizers.
- understands the focus, purpose and audience for writing.
- demonstrates various steps of the writing process including draft, revision, and publication with various forms of writing.
- begins to use some semi-phonemic and phonemic spelling – standard spelling is increasing.
- participates in class discussions, asks questions, and responds to information respectfully and thoughtfully.
- use computers to acquire, organize, and communicate information.
- uses resources to ask and answer questions and communicate information to others.
- attends to the quality of their work

In second grade, students are becoming more fluent readers through the refining of reading strategies. They are exposed to texts of increasing difficulty and length. Based on teacher models students continue to improve writing skills.

Reading

The learner:

- applies reading strategies that help them understand what they have read, such as looking at the way words and stories are structured.
- is exposed to a variety of genres and text from different cultures.
- learns various methods of recognizing words and gaining meaning from them.
- is introduced to the varied text structure of fiction and nonfiction books.
- is immersed in a print rich environment that allows for self-selection.
- identifies and summarizes story elements from a variety of texts.
- begins to use simple graphic organizers to compare/contrast information.
- uses nonfiction books to learn new information and connect to prior knowledge.
- participates in the take home school reading component.

Language Arts

The learner:

- demonstrates the writing process by: pre-writing, drafting, revising, editing, and publishing as appropriate.
- understands capitalization and punctuation when creating sentences.
- writes in complete sentences organized around a topic.
- use computers to acquire, organize, and communicate information.
- listens and responds to other's ideas and writings.
- increases spelling accuracy.
- participates in class discussions. Ask questions and responds to information respectfully and thoughtfully.
- attends to the quality of their work.

In third grade, students are challenged to higher levels of reading material across the curriculum. By the completion of third grade, most children will have become fluent readers who are able to read a variety of text. Students will also begin to learn the basic writing elements for a variety of purposes and audiences.

Reading

The learner:

- applies word analysis to decode words.
- uses a variety of reading strategies to analyze and interpret what is being read.
- reads with fluency, accuracy, and expression as appropriate for the text.
- learns various methods of recognizing words and gaining meaning from them.
- selects a variety of reading materials and reads for information and enjoyment.
- extends knowledge of story elements and use prior knowledge to evaluate texts.
- identifies and understands text structures such as cause/effect and compare/contrast.
- recognizes, retells, and summarizes the main ideas, themes and key points in different types of texts.
- identifies ideas presented in literature and connects to personal experience.
- reads a variety of informational texts using features such as heading, subheading and text typeface that help the reader understand the interpret text.
- shares oral reading on a voluntary basis.
- is immersed in a print rich environment that allows for self-selection.
- participates in the take home school reading component.

Language Arts

The learner:

- demonstrates the writing process by: pre-writing, drafting, revising, editing, and publishing as appropriate.
- organizes sentences into paragraphs to build an idea.
- is introduced to basic editing skills: spelling, grammar, and punctuation.
- uses different writing styles for various purposes.
- is introduced to various strategies to analyze a writing prompt, organizing their ideas, planning their response, and completing their writing in a timed setting.
- is introduced to a variety of organizational tools and understands their appropriateness in various writing situations.
- uses a variety of resources to research a topic in order to share information orally and in writing.
- evaluates own and other's writings in a positive and constructive manner
- applies writing skills to create stories, such as: character(s), setting, problem, sequence of event, resolution, and dialogue.
- use computers to acquire, organize, and communicate information.
- participates in class discussions. Ask questions and responds to information respectfully and thoughtfully.

- attends to the quality of their work.

Grade: 4 - 8

In fourth through eighth grade, students continue to expand their reading and writing skills. Through this ongoing and repeated immersion to reading and writing strategies, students will grow to meet the demands of more challenging texts and communicating to various audiences. Students become critical thinkers, readers and writers.

Reading

The learner:

- applies word analysis to decode words in context of a passage.
- learns various methods of recognizing words and gaining meaning from them.
- uses a variety of reading strategies to analyze and interpret what is being read.
- reads with fluency, accuracy and expression as appropriate for the text.
- selects a variety of reading materials and reads for information and enjoyment.
- extends knowledge of story elements.
- uses prior knowledge to evaluate texts.
- identifies and understands text structures (e.g. cause/effect and compare/contrast).
- recognizes, retells, and summarizes the main ideas, themes and key points in different genres of texts.
- is able to personalize and extend understanding from text to text, text to self and text to world including inferring, analyzing, and synthesizing.
- reads a variety of non-fictional texts using features such as heading, subheading and text typeface that helps the reader understand and interpret text.
- is immersed in print rich environment that allows for self-selection.

Language Arts

The learner:

- demonstrates the writing process by: pre-writing, drafting, revising, editing, and publishing as appropriate.
- uses different writing styles for various purposes.
- identifies how their own writing can be improved through revising, editing and the application of standard American English.
- uses various strategies to analyze a writing prompt, organize their ideas, plan their response, and complete their writing in a timed setting.
- uses a variety of organizational tools and understands their appropriateness in various writing situations.
- is able to evaluate resources for legitimacy, accuracy and appropriateness (e.g. author, date of publication, group affiliation).
- evaluates own and other's writings in a positive and constructive manner.
- prepares and delivers oral presentations appropriate to specific purposes and audiences.
- participates in class discussions, asks questions and responds to information respectfully and thoughtfully.
- use computers to acquire, organize, and communicate information.
- attends to the quality of their work.

In ninth through twelfth grade, students are exposed to a variety of literary genres, both classic and contemporary. Students are given various opportunities to develop, publish, and present different forms of written and oral communication. Strategies are taught and

Reading

The learner:

- uses effective reading strategies to achieve their purposes in reading.
- reads, interprets, and critically analyzes literature.
- will read and discuss literary and nonliterary texts in order to understand human experiences from various diverse perspectives.
- will read to acquire knowledge.
- is immersed in a print rich environment that allows for self-selection.

Language Arts

The learner

- creates or produces writing to communicate with different audiences for a variety of purposes.
- plans, revises, edits, and publishes clear and effective writing.
- understands the function of various forms, structures, and punctuation marks of standard American English and uses them appropriately in oral and written communication.
- prepares and delivers formal oral presentations appropriate to specific purposes and audiences.
- listens to, discusses, and comprehends oral communications.
- participates effectively in discussion.
- develops their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
- recognizes and interprets various uses and adaptations of language in social, cultural, regional, and professional situations, and learns to be flexible and responsive in their use of English.
- uses computers to acquire, organize, analyze, and communicate information.
- makes informed judgments about media and products and is able to evaluate resources for legitimacy, accuracy and appropriateness (e.g. author, date of publication, group affiliation).
- demonstrates a working knowledge of media production and distribution.
- conducts research and inquiry on self-selected or assigned topics, issues, or problems and uses an appropriate form to communicate their findings.
- participates in a working portfolio to showcase their four years of work.