

Definitions for Report Card Domains

READING FOUNDATION SKILLS (K-1)

Print Concepts: Print Concepts foster understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. Students distinguish print features.

- Follow words from left to right, top to bottom, and page by page
- Demonstrate spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Recognize and name all upper-and lowercase letters of the alphabet

Phonological Awareness: Phonological awareness is the ability to notice, think about, and work with the individual sounds in words.

- Identify and match the initial sounds in CVC (consonant/vowel/consonant) words, then the final sounds, then middle sounds
- Segment and produce the initial sound, then the final and then middle sounds
- Blend sounds into words
- Segment phonemes (speech sounds) in two, then three, then four, and then five sound words (Examples: /t/, /sh/, /th/, /br/)
- Manipulate phonemes (speech sounds) by removing, adding or substituting sounds

(K-5)

Phonics and Word Recognition: Phonics is the understanding that there is a predictable relationship between the sounds of spoken language, and the letters and spellings that represent those sounds in written language.

- Decode unfamiliar words
- Decode words to support the development of automaticity and fluency

Fluency: Fluency is the ability to read orally with a reasonable rate of speed, with a high degree of accuracy and with the proper expression. Fluency is a critical factor necessary for reading comprehension.

- Practice to develop fluency while reading
- Decode accurately and quickly (automaticity)
- Efficiently read texts across a wide range of difficulty and disciplines

READING LITERATURE & READING INFORMATIONAL

Key Ideas and Details: Key Ideas and Details emphasize the importance of understanding the specifics explicitly written in a text. To gain deeper meanings, such as making logical inferences or drawing conclusions, readers must grasp the central details, characters, events, and ideas from the text.

- Understand place, subject, or process and main idea
- Question key ideas and details
- Think aloud while reading
- Provide details explicitly stated in the text (who, what, where, when, why, and how)
- Discuss challenging vocabulary
- Use of graphic organizers, chunking, summarizing , note taking

Craft and Structure: Requires the reader to recognize choices authors make about text structure and various elements within that structure, and to understand how these choices contribute to content and meaning. Readers interpret words and phrases and determine whether these are technical, connotative or figurative. Students examine how the structure of words, phrases, and sections of text as well as word choices contribute to the whole text. Students shape meaning and tone and identify the purpose of text while recognizing various points-of-view.

- Understand words can stand alone
- Use context clues
- Identify and understand opposite meanings
- Recognize exact order of events, when things happened, and spatial relationship among objects and events
- Use words commonly associated with specific content topics
- Know and demonstrate words that express opinions and facts
- Ask and answer questions during oral reading and other oral discussion opportunities

Integration of Knowledge and Ideas: Emphasizes the importance of analyzing details and content that may be presented in a variety of formats. By drawing on the central details and facts of the text, readers draw logical inferences and conclusions, or extend themes of the present text to other literary or technical settings. Students use multiple texts that address similar themes or topics to develop foundational skills needed to analyze texts, to build knowledge and compare the approaches and views of different authors.

- Understand books consist of major and minor text features that serve individual purposes
- Identify and use different text features to gain a better understanding of the information presented by the author
- Access prior thoughts and experiences
- Analyze central details, characters and events
- Compare and contrast the most important points presented by two texts on the same topic

Range of Reading and Text Complexity: Students read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. This includes extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods. Students extensively read biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources. This standard places equal emphasis on the sophistication of what students read (range) and the skill with which they read (complexity).

- Read informational texts, literary texts, and poetry
- Comprehend informational texts, literary texts, and poetry
- Actively engage in group reading activities with purpose and understanding

WRITING

Text Types and Purposes: This standard outlines types of texts that students are expected to produce: argumentative, informational/explanatory, narrative, and opinion texts.

- Understand and produce multiple types of writing (narrative, informative/explanatory, opinion)
- Add opinions, facts, and details for informational and explanatory writing
- Describe processes (e.g., how tie your shoes) and components (e.g., what do you need for a picnic?) to build informational writing

Production and Distribution of Writing: Students learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar, audience. They begin to adapt the form and content of their writing to accomplish a particular purpose.

- Use main topic, author's purpose, supporting details, and overall organization of a literary or informational text
- Ask questions, make suggestions, and provide support to peers as they share
- Revise and edit
- Use of a variety of digital tools
- Practice keyboarding skills to produce writing

Research to Build and Present Knowledge: Students learn about basic research techniques and to apply these skills through the preparation of simple reports.

- Gather information about a topic
- Research for information about a topic in books, articles, and the Internet
- Keep track of information and records from the research
- Create well-organized reports that makes sense to the reader
- Cite sources
- Use author's own words to avoid plagiarism

LANGUAGE

Conventions of Standard English: Students learn conventions of Standard English grammar, usage, and mechanics.

- Demonstrate command of conventions of standard English grammar
- Use conventions such as nouns and verbs, plurals, questions words, prepositions, and expanded complete sentences in oral and written language
- Use punctuation in reading and writing

Knowledge of Language: Students apply knowledge of language and conventions to understand how language functions in different contexts. Students use knowledge of language to make effective choices for meaning and style in their own speaking and writing. They also comprehend language more fully when reading or listening.

- Control standard English grammar, usage, and mechanics to effectively communicate ideas, knowledge, and opinions
- Use and manipulate language orally, such as in group discussions or oral presentations
- Learn new vocabulary in different content areas to increase comprehension
- Choose words and phrases for meaning and style in writing

Vocabulary Acquisition and Use: Students determine or make clear the meaning of grade-appropriate words encountered through listening, reading, and media use. They come to appreciate that words have non-literal meanings, shadings of meaning, and relationships to other words, and they expand their vocabulary in the course of studying content.

- Manipulate language orally and decode words
- Use grade appropriate vocabulary to support reading, writing, speaking, and thinking
- Recognize the meaning of words and understand English language conventions
- Learn new vocabulary, and build conceptual knowledge

SPEAKING AND LISTENING

Comprehension and Collaboration: To improve literacy, oral language is included in a systematic and purposeful way. Students read texts independently and reflect on those texts in writing. Students engage in a range of collaborative discussions on grade level topics and texts that have been read aloud, presented orally or obtained through other media. They build on others' ideas and express their own clearly and are able to ask and answer relevant questions.

- Read texts independently and reflect in writing
- Listen and respond to topics or texts
- Build knowledge through read-alouds
- Participate in rich, structured conversations with peers or with an adult in response to written texts
- Develop and follow group norms

Presentation of Knowledge and Ideas: Students research and present on a variety of grade level topics and texts that have been read-aloud, presented orally and through other media, or understood through independent reading. They learn to include relevant details and organize information, while avoiding plagiarism. Students speak in complete, coherent sentences and know how to provide additional details and clarification upon the listener's request.

- Listen to build knowledge and gain access to content and topics; respond to others
- Use descriptive details to express ideas and feelings
- Engage in oral language with peers and teachers and practice oral presentation skills
- Use visual representations in texts to draw attention to certain details or facts and provide more information
- Read and share recordings to influence the thoughts, feelings, and understanding of the audience
- Use oral presentation rubrics to rate recorded presentations
- Speak audibly and produce complete sentences appropriate to a variety of tasks and situations