

Appendix 1: Summary of Reading Indicators for ELA Correlations

Early Reading Strategies (Grades K-2 only)

Phonemic Awareness and Phonological Knowledge (ERS:1)

- R:ERS:1.1 Blending and segmenting syllables and onset-rimes
- R:ERS:1.2 Blending and segmenting phonemes
- R:ERS:1.3 Isolating phonemes
- R:ERS:1.4 Deleting phonemes
- R:ERS:1.5 Pairs of rhyming words
- R:ERS:1.6 Counting syllables

Concepts of Print (ERS:2)

- R:ERS:2.1 Distinguish between letters and words
- R:ERS:2.2 Finger-pointing
- R:ERS:2.3 Beginning/end of word
- R:ERS:2.4 Identifying parts of book
- R:ERS:2.5 Identifying punctuation marks
- R:ERS:2.6 Matching of spoken to print word

Reading Fluency & Accuracy (F&A)

- R:F&A:1.1 Accurate reading at grade level
- R:F&A:1.2 Fluent reading at grade level (words per minute)
- R:F&A:1.3 Fluent reading at grade level (meaning, phrasing, expression)

Word Identification Skills and Strategies (WID)

- R:WID:1.1 Identifying words using sounds, syllable types and word patterns (ex. Match words to pictures, or words to words with similar sounds)
- R:WID:1.2 Reading words using sounds, syllable types, and word patterns
- R:WID:1.3 Reading grade-level appropriate words
- R:WID:1.4 Reading high-frequency words
- R:WID:1.5 Upper/lower case letters
- R:WID:1.6 Primary sounds of letters

Vocabulary

Vocabulary Strategies (V:1)

- R:V:1.1 Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

Breadth of Vocabulary (V:2)

- R:V:2.1 Synonyms and antonyms or categorizing words
- R:V:2.2 Appropriate word choice for context (predator/prey) or words with multiple meaning
- R:V:2.3 Organizing words by category, function or feature (properties)

Literary Texts

Initial Understanding of Literary Texts (LT:1)

- R:LT:1.1 Identify/describe characters, setting, plot, changes in character over time
- R:LT:1.2 Summarize key ideas/plot with events sequenced
- R:LT:1.3 Generating questions before, during, and after reading
- R:LT:1.4 Distinguishing type of text (poetry, plays, fiction, historical fiction, mysteries etc.)
- R:LT:1.5 Identifying literary devices as appropriate to genre (imagery, metaphors, rhyme, dialogue, etc.)

Analysis and Interpretation of Literary Text/Citing Evidence (LT:2)

- R:LT:2.1 Making predictions about what will happen next
- R:LT:2.2 Characteristics of characters
- R:LT:2.3 Making inferences about problem, conflict or solution or relationships
- R:LT:2.4 Identifying narrator
- R:LT:2.5 Identifying message/theme
- R:LT:2.6 Identifying cause/effect, motive (possible, inferred)
- R:LT:2.7 Identifying cause/effect, motive (explicitly stated)

Analysis and Interpretation of Author's Craft (LT:3)

- R:LT:3.1 Use of literary elements and devices to extend meaning

Generates a Personal Response (LT:4)

- R:LT:4.1 Relating text to personal experiences
- R:LT:4.2 Provide details to support conclusion

Informational Texts

Initial Understanding of Informational Texts (IT:1)

- R:IT:1.1 Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- R:IT:1.2 Answer questions with explicitly stated information from text
- R:IT:1.3 Organizing information to show understanding (charting or mapping, summarizing, comparing/contrasting
- R:IT:1.4 Generating questions before, during, and after reading
- R:IT:1.5 Distinguishing type of text like reference and practical/functional

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)

- R:IT:2.1 Connecting information in/across texts (combining or comparing)
- R:IT:2.2 Synthesizing information in texts (constructing appropriate titles, formulating controlling ideas)
- R:IT:2.3 Drawing inferences or conclusions
- R:IT:2.4 Distinguishing facts from opinion in texts
- R:IT:2.5 Making inferences about causes or effects (what probably caused this...?)

Reading Strategies

Strategies for Monitoring and Adjusting Reading (RS:1)

- R:RS:1.1 Using a range of self-monitoring and self-correcting strategies
- R:RS:1.2 Pictures, syntax, repetitive language to predict upcoming words

Reading Comprehension Strategies (RS:2)

- R:RS:2.1 Using comprehension strategies (using prior knowledge, predicting, connections, clarifying questions, constructing sensory images) and using text features (tables, etc.)

Breadth of Reading

Reading Widely and Extensively (B:1)

- R:B:1.1 Reading with frequency on their own
- R:B:1.2 Reading from a wide range of genres
- R:B:1.3 Reading multiple texts for depth of understanding

Participating in Literate Community (B:2)

- R:B:2.1 Self-selecting reading materials aligned with ability and interest
- R:B:2.2 Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

Reading for Research Across Content Areas (B:3)

- R:B:3.1 Identifying sources of information
- R:B:3.2 Evaluating information/sources
- R:B:3.3 Gathering, organizing and interpreting information
- R:B:3.4 Using evidence to support conclusions