

Chippewa Local Schools



READING K-8

## **READING EXIT SKILLS KINDERGARTEN**

- The student will move left to right on one line of text with one to one correspondence in reading.
- The student will use pictures and/or language cues to read and understand.
- The student will discriminate between letters, letter sounds, words, sentences and rhyming.
- The student will identify color, number and most common sight words to include:
- The student will listen to retell a story sequentially.
- The student will retell a story.
- The student will preview and predict about stories.

## **READING EXIT SKILLS GRADE 1**

- The student will initiate problem-solving strategies of unknown words.
- The student will identify sight words at learner's level of instruction.
- The student will retell a story with a beginning, middle and end and identify supporting details.
- The student will read in phrases with intonation.
- The student will work and read independently at learner's level of instruction.
- The student will preview and predict about stories.
- The student will use graphic organizers appropriate to the grade level.  
(story map, Venn Diagram, graphs and charts, T chart, K-W-L and webs with teacher assistance)
- The student will meet expectations for word study: long and short vowels, consonants, consonant blends, chunks, rhymes, and onsets.
- The student will identify events, main idea, supporting details and sequence.
- The student will demonstrate comprehension by responding to questions (e.g. literal, informational, and evaluative) in written and verbal form.

## **READING EXIT SKILLS GRADE 2**

- The student will use multiple strategies to problem solve unknown words.
- The student will use direction vocabulary and sight words at grade level.
- The student will orally retell a story in detail and in writing after independent reading.
- The student will read in longer phrases, adjusting intonation to convey meaning.
- The student will read independently for 30 minutes at a time.
- The student will preview and predict story outcomes.
- The student will use graphic organizers appropriate to the grade level.  
(story map, Venn Diagram, graphs and charts, T chart, K-W-L)
- The student will investigate a variety of genres and differentiate between fiction and nonfiction.
- The student will attend to punctuation, capitalization, and grammar.
- The student will meet expectations for word study (ie. long and short vowels, consonants, consonant blends, chunks, rhymes, and onsets).
- The student will identify the main idea and supporting details in a reading passage.
- The student will identify story elements: characters, setting, problem and solution in a reading passage.
- The student will summarize and extend meaning of the reading passage.
- The student will work toward self-monitoring for comprehension.

## **READING EXIT SKILLS**

### **GRADE 3**

- The student will use appropriate strategies to problem solve unknown words efficiently. (structural concept)
- The student will demonstrate strategies to analyze and identify a variety of texts and genres: analyze and evaluate (comprehend, retell, recall facts, and infer).
- The student will read at appropriate rate while attending to intonation, fluency, punctuation and correctness.
- The student will evaluate two and three step directions for proper sequencing and completeness.
- The student will preview and predict about stories.
- The student will use graphic organizers appropriate to the grade level. (story map, Venn Diagram, graphs and charts, T chart, K-W-L, webs, fishbone)
- The student will meet expectations for word study: long and short vowels, consonants, consonant blends, chunks, rhymes, and onsets.
- The student will identify story elements: main idea and supporting details, problem-solution, plot, character, setting, and compare and contrast.
- The student works towards self-monitoring for comprehension. Effectively read for a purpose.
- The student will retell a story with details and in proper sequence.

## **READING EXIT SKILLS**

### **GRADE 4**

- The student will apply appropriate strategies to problem solve unknown words and meaning of the passage efficiently. (context clues, semantic, phonics, reference materials)
- The student will use strategies for the reader to make sense of written language and remain engaged with texts; will comprehend the passage: analyze, and apply information. (Cause-effect, fact vs. opinion, compare and contrast)
- The student will read in longer meaningful phrases with fluency adjusted appropriately.
- The student will correctly follow a complex (multiple steps) set of directions.
- The student will preview, predict and adjust predictions in grade appropriate text.
- The student will use graphic organizers appropriate to the grade level. (story map, Venn Diagram, graphs and charts, T chart, K-W-L)
- The student will read and identify a variety of genres. (biographies, folklore, realistic fiction, historical fiction, and poetry, drama, chapter books)
- The student will identify main events in plot. (character, setting, problem, solution, and mood, theme)
- The student differentiates between fiction and nonfiction: understands, constructs and extends meaning.
- The student works towards self-monitoring for comprehension.
- The student will retell a story and identify the main idea and supporting details.
- The student will determine the difference between first- and third-person narration and how the author's words suggest a mood.
- The student will identify examples of figurative language. (similes, metaphors)

## **READING EXIT SKILLS GRADE 5**

- The student will demonstrate the ability to identify and use vocabulary critical to content area reading.
- The student will demonstrate the ability to use literal and figurative language.
- The student differentiates between fiction and nonfiction; understands construct and extend meaning.
- The student will demonstrate the ability to use library skills to effectively use the library as the basis for research.
- The student will demonstrate the ability to sequence items dealing with time, place, events, and ideas.
- The student will demonstrate the ability to summarize the main idea and locate supporting details.
- The student will demonstrate the ability to predict outcomes.
- The student will demonstrate the ability to draw conclusions.
- The student will demonstrate the ability to distinguish between fact and opinion.
- The student will demonstrate the ability to recognize story elements including setting, character, plot, theme, and mood.
- The student will demonstrate the ability to read silently for a sustained period of time.
- The student will preview and predict about stories.
- The student will use graphic organizers appropriate to the grade level. (story map, Venn Diagram, graphs and charts, T chart, K-W-L)
- The student will investigate a variety of genres.
- The student works towards self-monitoring for comprehension.

## **READING EXIT SKILLS GRADE 6**

- The student will use context clues and text structures to determine the meaning of new vocabulary (definition sentence, example, restatement, contrast).
- The student will infer word meaning through identification and analysis of analogies and other word relationships (antonyms, synonyms, homonyms, rhyming, compounds, contractions, abbreviations, anagrams, categories).
- The student will apply knowledge of connotations and denotations to learn the meaning of words.
- The student will use knowledge of symbols, acronyms, word origins and derivations to determine the meaning of unknown words.
- The student will use knowledge of roots and affixes to determine the meaning of complex words.
- The student will use multiple resources to enhance comprehension of vocabulary and passages.
- The student will determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- The student will apply effective reading comprehension strategies, including summarizing, predictions, comparisons, and using information in text, between text and across subject areas.
- The student will make meaning through asking and responding to a variety of questions related to the text (multiple choice, short answer, extended response).
- The student will apply self-monitoring strategies to clarify confusion about text and to monitor comprehension (pace, read aloud, stop for unknown words).
- The student will use text features (captions, graphs, organize content books, footnotes) to analyze and make inferences from the content and to gain additional information.
- The student will recognize and explain the difference between cause and effect and fact and opinion to analyze text.



- The student will explain how main ideas connect to each other in a variety of sources.
- The student will identify arguments and persuasive techniques used in informational text.
- The student will explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.
- The student will determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.
- The student will describe and analyze the elements of character development and the importance of setting (time, place).
- The student will identify the plot and establish a connection between an element and a future event.
- The student will differentiate between the point of view in a narrative text (first-person, third person).
- The student will demonstrate comprehension by inferring themes, patterns, and symbols.
- The student will identify similarities and differences of various literary forms and genres (fiction, non-fiction, poetry, drama, myths, legends, folktale, electronic media, song, comic strip, advertisement).
- The student will explain how figurative language expresses ideas and conveys moods (cliché, simile, metaphor, personification, irony, idioms, and analogies); will identify and explain poetry: lyric, limerick, ballad, blank verse, cinquain, free verse, and epic.

## **READING EXIT SKILLS GRADE 7**

- The student, given a fictional or nonfictional selection of at least three paragraphs, will select the meaning of unfamiliar words and multiple meaning words.
- The student, given a fictional or nonfictional selection of at least three paragraphs, will identify details (e.g., who, what, when, where, how or problem/resolution).
- The student, given a fictional or nonfictional selection of at least three paragraphs, will be able to sequence up to four items dealing with time, place, events and ideas.
- The student, given a fictional or nonfictional selection of paragraphs, will identify the stated or implied main idea.
- The student, given fictional or nonfictional selections, will predict probable outcomes.
- The student, given a fictional or nonfictional selection, will identify cause/effect.
- The student, given a list of statements, will distinguish between fact and opinion; fact and inferences.
- The student, given fictional or nonfictional selections, will identify each author's purpose (i.e., inform, entertain).
- The student, given the choice of a dictionary, phone book, encyclopedia, card catalog, atlas, almanac, newspaper, schedule, table of contents, and/or index, will select the appropriate reference source.
- The student, given the choice of charts, tables, diagrams, graphs, maps, labels, and/or signs, will locate, analyze, and apply information.
- The student, given fictional or nonfictional selections, will identify propaganda.
- The student, given a fictional selection, will demonstrate the ability to recognize story elements including setting, character, plot, theme and mood, fiction, nonfiction, genre.
- The student will preview and predict about stories.
- The student will use graphic organizers appropriate to the grade level. (story map, Venn Diagram, graphs and charts, T chart, K-W-L)

## **READING EXIT SKILLS GRADE 8**

- The student, given a fictional or nonfictional selection of at least three paragraphs, the student will select the meaning of unfamiliar words and multiple meaning words.
- The student, given a fictional or nonfictional selection of at least three paragraphs, will identify details (e.g., who, what, when, where, how or problem/resolution).
- The student, given a fictional or nonfictional selection of at least three paragraphs, will be able to sequence up to four items dealing with time, place, events and ideas.
- The student, given a fictional or nonfictional selection of paragraphs, will identify the stated or implied main ideas.
- The student given fictional or nonfictional selections, will predict probable outcomes.
- The student, given a fictional or nonfictional selection, will identify cause/effect.
- The student, given a list of statements, will distinguish between fact and opinion.
- The student, given a fictional or nonfictional selection, will identify supporting and nonsupporting details.
- The student, given fictional or nonfictional selections, will identify questions that point to the main idea and supporting details.
- The student, given fictional or nonfictional selections, will identify each author's point of view and purpose.
- The student, given a selection and specific audience, will select the most appropriate summary.
- The student, given every day/functional reading materials, will follow directions of multiple steps.
- The student, given the choice of a dictionary, phone book, encyclopedia, card catalog, atlas, almanac, newspaper, schedule, table of contents, and/or index, will select the appropriate reference source to use.
- The student, given the choice of charts, tables, diagrams, graphs, maps, labels, and/or signs, will locate and analyze information.
- The student, given an application form, will identify the meaning of vocabulary.

- The student, given a fictional or nonfictional selection, will identify each author's purpose (i.e., inform, entertain).
- The student, given a fictional selection, will demonstrate the ability to recognize story elements including setting, character, plot, theme, and mood.
- The student will preview and predict about stories.
- The student will use graphic organizers appropriate to the grade level. (story map, Venn Diagram, graphs and charts, T chart, K-W-L)
- The student will investigate a variety of genres.