

CCSU Guaranteed, Viable Curriculum

K-12 Power Standards and Power Indicators



Guaranteed, Viable Curriculum
Power Standards and Power Indicators

READING: Kindergarten

Reading Power Standard #1 Grade Appropriate Text	Reading Power Standard #2 Vocabulary and Reading Strategies	Reading Power Standard #3 Fluency and Accuracy	Reading Power Standard #4 Literary Text	Reading Power Standard #5 Informational Text	Reading Power Standard #6 Literate Community
Students read grade appropriate print/text. (Aligns with Vermont Standard: 1.2)	Students use vocabulary and reading strategies to unlock meaning. (Aligns with Vermont Standard: 1.1)	Students read grade level text with fluency and accuracy. (Aligns with Vermont Standard: 1.2)	Students understand, interpret, and analyze literary text. (Aligns with Vermont Standards: 1.3, 5.11, 5.13)	Students understand, interpret, and analyze informational text. (Aligns with Vermont Standards: 1.3, 5.13)	Students participate as members of a literate community, talking about books, ideas, and writing. (Aligns with Vermont Standards: 1.4, 5.12)
<ul style="list-style-type: none"> a) Achieve level C on Fountas and Pinnell Benchmark Assessment b) Read at least 25 high frequency words c) Blend and segment onset and rime d) Isolate and blend phonemes in simple CVC words e) Name 46-54 upper/lower case letters f) Produce primary sounds of identified letters <p><i>Aligns with Vermont GE's RK: 1, 3</i></p>	<ul style="list-style-type: none"> a) Demonstrate word by word matching b) Use strategies to unlock meaning (e.g. activating prior knowledge, using context clues, asking questions during read-aloud) <p><i>Aligns with Vermont GE's RK: 2, 4, 5, 6, 7, 8</i></p>	<ul style="list-style-type: none"> a) Read material appropriate for end of kindergarten with 90% accuracy <p><i>Aligns with Vermont GE RK: 3</i></p>	<ul style="list-style-type: none"> a) Retell short narrative stories b) Identify characters in stories c) Respond to literal questions about stories d) Predict and make simple text-based inferences <p><i>Aligns with Vermont GE's RK: 4, 10, 13, 15</i></p>	<ul style="list-style-type: none"> a) Apply facts from explicit text to dramatic play, drawing, and/or discussion b) Gather information from text features (title, illustrations) c) Answer questions using explicitly stated information <p><i>Aligns with Vermont GE's RK: 12, 15, 16</i></p>	<ul style="list-style-type: none"> a) Choose "just right" books (at appropriate level and interest) b) Participate in discussions about books during read-aloud, and guided and independent reading (related to the text/topic) <p><i>Aligns with Vermont GE's RK: 17, 18, 19</i></p>

Reading Power Standard #1 Grade Appropriate Text Students read grade appropriate print/text. (Aligns with Vermont Standard: 1.2)	Reading Power Standard #2 Vocabulary and Reading Strategies Students use vocabulary and reading strategies to unlock meaning. (Aligns with Vermont Standard: 1.1)	Reading Power Standard #3 Fluency and Accuracy Students read grade level text with fluency and accuracy. (Aligns with Vermont Standard: 1.2)	Reading Power Standard #4 Literary Text Students understand, interpret, and analyze literary text. (Aligns with Vermont Standards: 1.3, 5.11, 5.13)	Reading Power Standard #5 Informational Text Students understand, interpret, and analyze informational text. (Aligns with Vermont Standards: 1.3, 5.13)	Reading Power Standard #6 Literate Community Students participate as members of a literate community, talking about books, ideas, and writing. (Aligns with Vermont Standards: 1.4, 5.12)
a) Read grade appropriate high frequency words b) Use sound-symbol correspondences: consonants, two letter blends, basic consonant and vowel digraphs, short vowels and long vowels affected by silent e c) Blend and segment phonemes in one syllable words d) Read regularly spelled one and two syllable words by using knowledge of sound and letter patterns (including common endings: -s, -ed, -ly, -ing) <i>Aligns with Vermont GE's R1: 1, 3</i>	a) Use strategies to monitor own reading (activating prior knowledge, predicting, using context clues, decoding, self-correcting, adjusting reading rate, and asking questions during read aloud or text reading) b) Demonstrate one-to-one matching to words spoken to words in print c) Demonstrate understanding of period, question mark, exclamation point, and quotation marks while reading <i>Aligns with Vermont GE's R1: 2, 4, 5, 6, 7, 8</i>	a) Read familiar grade level text with at least 50-80 words correct per minute b) Read material appropriate for the end of first grade with 90-100% accuracy <i>Aligns with Vermont GE's R1: 3, 9</i>	a) Identify characters and setting of story b) Retell beginning, middle, and end of story c) Answer questions using evidence (detail) from text (simple inferences) d) Identify rhyme and repeated language in text e) Make connections to text (text to text, text to self) <i>Aligns with Vermont GE's R1: 10, 11, 13, 15</i>	a) Differentiate between informational and fiction text b) Identify the topic c) Gather information and vocabulary from text and text features d) Answer questions using evidence (detail) from text and text features <i>Aligns with Vermont GE's R1: 12, 15, 16</i>	a) Choose "just right" books (at appropriate level and interest) b) Participate in discussions about books during read-aloud, and guided and independent reading (related to the text/topic) <i>Aligns with Vermont GE's R1: 17, 18, 19</i>

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a) Blend and segment phonemes in more complex one-syllable words b) Identify word parts (syllable, base word, suffix) c) Identify regularly spelled, multi-syllabic words by using knowledge of sounds, syllable types, or word patterns <i>Aligns with Vermont GE's R2: 1, 3</i>	a) Use strategies to monitor own reading (activating prior knowledge, predicting, using context clues, decoding, self-correcting, rereading, adjusting reading rate, asking questions during read aloud or text reading, and applying knowledge of word structure) b) Identify synonyms (same) and antonyms (opposite) <i>Aligns with Vermont GE's R2: 4, 5, 6, 7, 8</i>	a) Read material appropriate for the end of second grade with at least 95% accuracy (Fountas and Pinnell M/N) b) Read grade level text correctly at 80-100 words per minute c) Read grade level text in a way that makes meaning clear, demonstrating phrasing, expression, attention to punctuation (including commas and quotation marks), and the ability to make self-corrections <i>Aligns with Vermont GE's R2: 3, 9</i>	a) Identify characters, setting, problem/solution, cause/ effect, and major events b) Make predictions and basic inferences by using evidence (details) from text (passage) c) Identify characters' feelings and motivations from what they do or say and what others think about them d) Retell key elements in sequence e) Make connections to stories (text to self; text to text; text to world) f) Identify dialogue g) Interpret and analyze grade-appropriate poetry h) Infer causes of problems or solutions <i>Aligns with Vermont GE's R2: 10, 11, 13, 15</i>	a) Retell facts and answer questions (in sequence when appropriate) b) Use readers' tools (table of contents, heading, glossary, chapter titles, author's notes) to gather information c) Record information to show understanding when given a graphic organizer d) Combine or compare facts and details presented in different places within the text e) Use evidence from the text to make inferences and draw basic conclusions f) Identify cause/effect signal words g) Make inferences about causes or effects <i>Aligns with Vermont GE's R2: 12, 15, 16</i>	a) Choose "just right" books (at appropriate level and interest) representative of 2 or more genres b) Participate in discussions about books during read-aloud, and guided and independent reading (related to the text/topic) c) Read independently at "just right" level d) Read from at least 3 different genres <i>Aligns with Vermont GE's R2: 17, 18, 19</i>

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a) Identify word parts (syllable, base word, prefix, suffix) b) Identify multi-syllabic words using knowledge of sounds, variant spellings, syllable types, or word patterns <i>Aligns with Vermont GE R3: 3</i>	a) Use strategies to monitor own reading (activating prior knowledge, predicting, using context clues, decoding, self-correcting, rereading, adjusting reading rate, asking questions during read aloud or text reading, and applying knowledge of word structure) b) Use a glossary and the dictionary c) Identify meaning of a word when the word has multiple meanings <i>Aligns with Vermont GE's R3: 4, 5, 6, 7, 8</i>	a) Read material appropriate for the end of third grade with 90 -100% accuracy b) Read grade level text correctly at 90-120 words per minute c) Read grade level text in a way that makes meaning clear, demonstrating phrasing, expression, and attention to text features (including punctuation, italics, dialogue) <i>Aligns with Vermont GE's R3: 3, 9</i>	a) Identify character traits and motives, setting, problem/ solution, cause/ effect, and plot b) Make inferences using evidence (details) from text (passage) c) Summarize key ideas or plot d) Make connections to stories (text to self; text to text) e) Identify author's basic message f) Interpret and analyze grade-appropriate poetry <i>Aligns with Vermont GE's R3: 10, 11, 13, 15</i>	a) Use information (text and/or text features) to answer questions b) Gather information and vocabulary from text features (chart, glossary, diagrams, illustrations, table of contents, captions, bold and italicized text, basic transition words, and headings) c) Record information to show understanding when given a graphic organizer d) Distinguish fact from opinion e) Make inferences, draw conclusions, or form opinion about a central idea <i>Aligns with Vermont GE's R3: 12, 15, 16</i>	a) Self-select reading materials (at appropriate level and interest) representative of 3 or more literary and informational genres b) Participate in discussions about text during read-aloud, guided reading, and independent reading <i>Aligns with Vermont GE's R3: 17, 18, 19</i>

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a) Identify multi-syllabic words using knowledge of sounds, five syllable types, syllable division with double consonants, or word patterns (including prefixes and suffixes) <i>Aligns with Vermont GE R4: 3</i>	a) Use strategies to monitor own reading, including summarizing b) Recognize a variety of text structures to construct meaning: compare/contrast, descriptive, chronological, and cause/effect <i>Aligns with Vermont GE's R4: 4, 5, 6, 7, 8</i>	a) Read material appropriate for the end of fourth grade b) Read grade level text in a way that makes meaning clear, demonstrating phrasing, expression, and attention to text features (including punctuation, italics, dialogue) <i>Aligns with Vermont GE R4: 9</i>	a) Identify character traits, motives, and changes over time, as well as setting, problem/ solution and major events (plot) b) Identify who is telling the story (point of view, narrator) c) Make inferences using evidence (details) from text (passage) d) Summarize key ideas or plot e) Identify author's basic message (theme) f) Interpret and analyze grade-appropriate poetry (including identifying speaker) <i>Aligns with Vermont GE's R4: 10, 13</i>	a) Use information (text and/or text features) to answer questions b) Gather information and vocabulary from text features (chart, glossary, index, diagrams, illustrations, table of contents, captions, bold and italicized text, basic transition words, and headings) c) Summarize and/or paraphrase information to show understanding d) Record information to show understanding when given a graphic organizer e) Distinguish fact from opinion f) Make inferences, draw conclusions, and/or form opinion about a central idea and author's purpose <i>Aligns with Vermont GE's R4: 15, 16</i>	a) Self-select reading materials (at appropriate level and interest) representative of 3 or more literary and informational genres b) Participate in focused discussions about text and respond to comments and recommendations <i>Aligns with Vermont GE's R4: 17, 18, 19</i>

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a) Identify multi-syllabic words using knowledge of sounds, six syllable types/syllable division, or word patterns (including prefixes and suffixes) <i>Aligns with Vermont GE R5: 3</i>	a) Use strategies to monitor own reading b) Recognize a variety of text structures to construct meaning <i>Aligns with Vermont GE's R5: 4, 5, 6, 7, 8</i>	a) Read material appropriate for the end of fifth grade with 90 -100% accuracy b) Read grade level text correctly at 125-150 words per minute c) Read grade level text in a way that makes meaning clear, demonstrating phrasing, expression, and attention to text features (including punctuation, italics, dialogue) <i>Aligns with Vermont GE R5: 9</i>	a) Describe character traits, motives, and changes over time in context of interactions with other characters, setting, events, etc. b) Identify the narrator (point of view) c) Make inferences using evidence (details) from text (passage) d) Summarize key ideas or plot e) Identify author's basic message (theme) f) Interpret and analyze grade-appropriate poetry (including identifying speaker) <i>Aligns with Vermont GE's R5: 10, 13</i>	a) Use information (text and/or text features) to answer questions b) Gather information and vocabulary from text features (chart, glossary, index, diagrams, illustrations, table of contents, captions, bold and italicized text, basic transition words, and headings) c) Summarize, paraphrase, compare, and/or contrast information to show understanding <i>Aligns with Vermont GE's R5: 12, 16</i>	a) Self-select reading materials (at appropriate level and interest) representative of 3 or more literary and informational genres b) Participate in focused discussions about text and respond to comments and recommendations using supporting evidence (details) <i>Aligns with Vermont GE's R5: 17, 18, 19</i>

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a) Identify word patterns such as prefixes and suffixes b) Identify the meaning of unfamiliar words using strategies such as syllabication, roots, and etymology c) Apply knowledge of context to verify meaning <i>Aligns with Vermont GE R6: 3</i>	a) Use strategies to comprehend own reading (examples may include the following: imagining, connecting, and/or asking questions) <i>Aligns with Vermont GE's R6: 4, 5, 6, 7, 8</i>	a) Read with appropriate rate, phrasing, and expression <i>Aligns with Vermont GE's R6: 9</i>	a) Summarize plot using a plotline b) Make inferences about literary text, such as character motivation or theme, using background knowledge and textual evidence c) Identify various types of texts/ genres d) Identify use of author's craft e) Provide response to selected literal and analytical questions about text <i>Aligns with Vermont GE's R6: 10, 13</i>	a) Use information to answer questions b) Gather information from text features such as glossary, index, and diagrams c) Summarize by stating the main/central idea and providing supporting details d) Organize information to show understanding using a variety of graphic organizers, such as charting, mapping, compare/contrast e) Make inferences and/or form opinions about a central idea and author's purpose <i>Aligns with Vermont GE's R6: 12, 16</i>	a) Read a minimum of the equivalent of one book per month at an instructional or independent level b) Read from a variety of genres and text types <i>Aligns with Vermont GE's R6: 17, 18, 19</i>

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a) Decode unfamiliar words by using strategies such as syllabication, roots, and etymology b) Apply knowledge of context clues to verify meaning <i>Aligns with Vermont GE R7: 3</i>	a) Identify meaning of unfamiliar words using knowledge of most frequently used Greek/Latin/Anlgo-Saxon roots and affixes b) Use reading strategies to comprehend own reading (examples may include: imagining, connecting, and/or asking questions) c) Use note-taking and mapping to demonstrate understanding of text <i>Aligns with Vermont GE's R7: 4, 5, 6, 7, 8</i>	a) Read with appropriate rate, phrasing, and expression <i>Aligns with Vermont GE's R7: 9</i>	a) Summarize plot using a plotline b) Make inferences about literary texts, such as character motivation or theme, using background knowledge and textual evidence c) Identify various types of text/ genres d) Identify use of author's craft e) Provide responses, literal and analytical, to selected question about text <i>Aligns with Vermont GE's R7: 10, 13</i>	a) Use information to answer questions b) Summarize by stating the main/central idea and providing supporting details c) Gather information using text features such as : glossary, index, and transitional devices <i>Aligns with Vermont GE's R7: 12, 16</i>	a) Read a minimum of the equivalent of two books per month at an instructional or independent level b) Read from a variety of genres and text types <i>Aligns with Vermont GE's R7: 17, 18, 19</i>

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a) Decode unfamiliar words by using strategies such as syllabication, roots, and etymology b) Apply knowledge of context clues to verify meaning <i>Aligns with Vermont GE R8: 3</i>	a) Identify meaning of unfamiliar words using knowledge of most frequently used Greek/Latin/Anlgo-Saxon roots and affixes b) Use reading strategies to comprehend own reading (examples may include: imagining, connecting, and/or asking questions c) Use note-taking and mapping to demonstrate understanding of text <i>Aligns with Vermont GE's R8: 4, 5, 6, 7, 8</i>	a) Read with appropriate phrasing and expression <i>Aligns with Vermont GE R8: 9</i>	a) Summarize plot using a plotline b) Make inferences about literary texts, such as character motivation or theme, using background knowledge and textual evidence c) Identify various types of text d) Identify use of author's craft e) Provide responses to selected literal and analytical questions about text <i>Aligns with Vermont GE's R8: 10, 13</i>	a) Draw inferences about text including author's purpose and explain how purpose may affect the interpretation of the text b) Summarize by stating main/central idea and providing supporting details c) Organize information to show understanding through the use of various methods such as charting, comparing/ contrasting, or outlining <i>Aligns with Vermont GE's R8: 12, 16</i>	a) Read a minimum of the equivalent of two books per month at an instructional or independent level b) Read from a variety of genres and text types <i>Aligns with Vermont GE's R8: 17, 18, 19</i>



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a) Read material appropriate for high school using text structure b) Use syllabication, roots, and etymology c) Apply knowledge of syntax, semantics, and context clues to verify meaning <i>Aligns with Vermont GE RHS: 3</i>	a) Use strategies to unlock meaning (e.g. knowledge of word structure, etymology, context clues) b) Understand word meanings and relationships connotation, denotation) c) Identify dialect, allusions, idioms <i>Aligns with Vermont GE's RHS: 4, 5, 6, 7, 8</i>	a) Read material appropriate for high school b) Read with fluency <i>Aligns with Vermont GE RHS: 9</i>	a) Use strategies such as predicting, summarizing, questioning, imagining b) Use elements of characterization to analyze text c) Make inferences about cause and effect, internal and external conflicts d) Understand how point of view or style influences interpretation e) Respond to literal questions about the text f) Find evidence to support author's underlying beliefs g) Use literary devices to assist comprehension (see 9-10 domain specific vocabulary list) h) Identify characteristics of varied literary texts (i.e., novels, poetry, drama, short stories, myth, historical texts) i) Make connections between text and broader world <i>Aligns with Vermont GE's RHS: 10, 13</i>	a) Gather information from text features (title, illustrations) b) Answer questions using explicitly stated information c) Organize and manipulates information in a variety of formats (i.e. charts, outlines, concept maps) d) Identify characteristics of text types (i.e. text books, primary documents, editorials, speeches, online reading, technical manuals) e) Synthesize and evaluate text information including formulating assertions and controlling ideas f) Make inferences about author's purpose and bias g) Recognize how bias and organizational strategies influence clarity and accuracy of information <i>Aligns with Vermont GE's RHS: 12, 16</i>	a) Read in and out of school (at least two books per month) b) Read from a variety of genres for a variety of purposes c) Self-select, discuss, and recommend reading materials <i>Aligns with Vermont GE's RHS: 17, 18, 19</i>