



SAMPLE MATERIAL

K-2 Essential Reading Standards Assessment Form

John Wash Elementary School, California

Topic: Response to Intervention in Primary Grade Reading

Practice: Systematic Skill Instruction

Adapted from a form used by staff at John Wash Elementary School, the six-column *K-2 Essential Reading Standards Assessment Form* can be used to record and track student progress towards proficiency on specific standards. In the first column, teachers identify standards. In the second, they record a “smart goal,” the percentage of students expected to score at proficiency/advanced by a particular date. The third column documents the date the goal was set, while assessment results are recorded in the fourth. The fifth and sixth columns document revised intervention plans and instructional strategies. A completed first-grade example is provided along with a blank form.

This material also includes the K-2 reading content standards for California public schools. These are excerpted from *English-Language Arts Content Standards for California Public Schools*, which identifies the language arts skills, knowledge, and abilities all students should master at each grade level.

School: Woodside Elementary School

Teacher: Ms. Green

ESSENTIAL READING STANDARDS ASSESSMENT FORM*

1st Grade *Example*

| Essential Standard | "Smart Goal" (% of all students expected to score at proficiency/advanced on the standard by a specific date) | Date Goal Set | Assessment Results | Revised Tiered Intervention Strategies | Revised Instructional Strategies |
|---|--|---------------|--|--|---|
| 1.4 Distinguish initial, medial, and final sounds in single-syllable words. | 80% of all 1 st grade students will score at proficiency or higher as measured by the Phonemic Awareness Assessment given on December 10, 2009. | 10/1/09 | 75% Proficient or above 20% Strategic 5% Intensive | Strategic group: <ul style="list-style-type: none"> Increase differentiate during core instruction in small groups. Intensive group: <ul style="list-style-type: none"> Provide one-on-one instruction by reading specialist | Strategic group: <ul style="list-style-type: none"> Re-teach blending and segmenting Independent Practice with a partner on beginning and ending sounds Intensive group: <ul style="list-style-type: none"> Intensive modeling Extended scaffolding Increased error correction |
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*This form is adapted from an assessment form used by staff at the John Wash Elementary School in Fresno, CA to record and track student progress towards reaching proficiency on specific standards.

School: _____

Teacher: _____

ESSENTIAL READING STANDARDS ASSESSMENT FORM*

Grade Level: _____

| Essential Standard | “Smart Goal” (% of all students expected to score at proficiency/advanced on the standard by a specific date) | Date Goal Set | Assessment Results | Revised Tiered Intervention Strategies | Revised Instructional Strategies |
|--------------------|---|---------------|--------------------|--|----------------------------------|
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**California State Board of Education
English-Language Arts Content Standards
Kindergarten to Grade 2 Reading Standards***

Introduction

The *English–Language Arts Content Standards for California Public Schools* represents a strong consensus on the skills, knowledge, and abilities that all students should be able to master in language arts at specific grade levels K-12 in the California public school system. Each standard describes the content students need to master by the end of each grade level (kindergarten through grade eight) or cluster of grade levels (grades nine and ten and grades eleven and twelve). Performance standards will define various levels of competence at each grade level and gauge the degree to which a student has met the content standards that are measured.

The *Reading/Language Arts Framework for California Public Schools* (California Department of Education, 1999) aligns the curriculum and instructional program to the *California Content Standards*. The framework serves as a guide for teachers, administrators, parents, and other support personnel on when to introduce knowledge and how to sustain the practice of skills leading all students to mastery. It also provides ways in which to assess and monitor student progress; design systematic support and intervention programs; and encourage parent involvement. In addition, the framework identifies instructional and student resources; promotes professional development; and suggests strategies for improving communication between school, home, and community. Finally, the framework addresses the delivery of content-rich curriculum to special-needs students, especially English learners, students with disabilities, and learners at risk of failure.

***K-2 Reading Standards**

The K-2 Reading Standards included in this resource are excerpted from the *English-Language Arts Content Standards for California Public Schools Kindergarten Through Grade 12* adopted by the California State Board of Education December 1997 (reposted June 9, 2009, California Department of Education). The content standards are available for download from the California Department of Education website: <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>. The Essential Standards Assessment form is adapted from a form used by staff at the John Wash Elementary School in Fresno, CA.

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Kindergarten Reading Standards*

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes [e.g., /f, s, th/, /j, d, j/].
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated, e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.

Decoding and Word Recognition

- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Vocabulary and Concept Development

- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students.

Structural Features of Informational Materials

- 2.1 Locate the title, table of contents, name of author, and name of illustrator.

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Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Distinguish fantasy from realistic text.
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events.

Grade One Reading Standards*

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Concepts About Print

- 1.1 Match oral words to printed words.
- 1.2 Identify the title and author of a reading selection.
- 1.3 Identify letters, words, and sentences.

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., *bit/bite*].
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change target sounds to change words [e.g., change *cow* to *how*; *pan* to *an*].
- 1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat].
- 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].

Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- 1.11 Read common, irregular sight words [e.g., *the, have, said, come, give, of*].
- 1.12 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.
- 1.13 Read compound words and contractions.
- 1.14 Read inflectional forms [e.g., *-s, -ed, -ing*] and root words [e.g., *look, looked, looking*].
- 1.15 Read common word families [e.g., *-ite, -ate*].
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Identify text that uses sequence or other logical order.

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Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Respond to *who*, *what*, *when*, *where*, and *how* questions.
- 2.3 Follow one-step written instructions.
- 2.4 Use context to resolve ambiguities about word and sentence meanings.
- 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- 3.2 Describe the roles of authors and illustrators and their contributions to print materials.
- 3.3 Recollect, talk, and write about books read during the school year.

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Grade Two Reading Standards*

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= *sup*/ *per*]; vowel-consonant/consonant-vowel [= *sup*/ *per*]).
- 1.3 Decode two-syllable nonsense words and regular multi-syllable words.
- 1.4 Recognize common abbreviations [e.g., *Jan.*, *Sun.*, *Mr.*, *St.*].
- 1.5 Identify and correctly use regular plurals [e.g., -s, -es, -ies] and irregular plurals [e.g., *fly*/ *flies*, *wife*/ *wives*].
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.9 Know the meaning of simple prefixes and suffixes [e.g., *over-*, *un-*, *-ing*, *-ly*].
- 1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 State the purpose in reading (i. e., tell what information is sought).
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.4 Ask clarifying questions about essential textual elements of exposition [e.g., *why*, *what if*, *how*].
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.
- 2.7 Interpret information from diagrams, charts, and graphs.
- 2.8 Follow two-step written instructions.

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Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.
- 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- 3.3 Compare and contrast different versions of the same stories that reflect different cultures.
- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

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