

USD 368 Curriculum Guide

*KS Assessment

Grade/Course: Second
Curricular Area: Reading

Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 1: The student uses skills in alphabets to construct meaning from text.

Knowledge Base Indicators

The student...

1. manipulates *onsets* and *rimes* in spoken syllables. (*Phonological Awareness*)
2. * uses knowledge of developmentally appropriate decoding skills (e.g., *consonant-vowel combinations, **blends*, *digraphs*, **word families*) when reading unknown words. (*Phonics*)
3. categorizes *onsets* and *rimes* in spoken syllables. (*Phonological Awareness*)
4. alphabetizes a list of words to the second letter

Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 2: The student reads fluently.

Knowledge Base Indicators

The student...

1. * uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at *instructional* or *independent reading levels*.
2. reads expressively with appropriate *pace*, *phrasing*, *intonation*, and *rhythm of speech*.
3. uses knowledge of sentence structure to read fluently at *instructional* or *independent reading levels*.
4. uses a variety of *word-recognition* strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.
5. begins to adjust reading rate to support comprehension when reading *narrative* and *expository* texts.

Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 3: The student expands vocabulary.

Knowledge Base Indicators

The student...

1. demonstrates automatic recognition of *sight words*.
2. * determines the meaning of unknown words or phrases using picture clues and *context clues* from sentences and paragraphs.

3. identifies and uses *synonyms*, *antonyms*, and *homophones* to determine the meaning of words.
4. uses a picture dictionary, *dictionary, or glossary to understand word meaning.
5. *determines meaning of words through knowledge of word structure (e.g., *base words, *compound nouns, *contractions, inflectional endings).

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Knowledge Base Indicators

The student...

1. recognizes the differences between *narrative*, *expository*, and *technical* texts.
2. locates and discusses text features (e.g., title, graphs and charts, table of contents, boldface type, italics, glossary, index) to understand information.
3. uses pictures, content, and prior knowledge to make predictions.
4. generates and responds logically to literal, inferential, and *critical thinking* questions before, during, and after reading the text.
5. *uses illustrations, text, and prior knowledge to make inferences and draw conclusions.
6. identifies text structure (e.g., *sequence*, *problem-solution*, *comparison-contrast*, *description*, *cause-effect*).
7. * sequences events according to basic story structure of beginning, middle, and end.
8. compares and contrasts information (e.g., *topics*, *characters*) between texts and within a single text.
9. identifies cause-effect relationships in *narrative* and *expository* texts.
10. ** retells or role plays important events and *main ideas* from *narrative* and *expository* texts.
11. *identifies *topic*, *main idea*, and supporting details in appropriate-level text.
12. distinguishes between fact and opinion in various texts.

**Standard 2 – Literature: The student reads and responds to a variety of text.
Benchmark 1: The student uses literary concepts to interpret and respond to text.**

Knowledge Base Indicators

The student...

1. *identifies and describes *character(s)* in literature.
2. *identifies and describes *setting*.
3. *retells* the *plot* of a story.

**Standard 2 – Literature: The student responds to a variety of text.
Benchmark 2: The student understands the significance of literature and its contributions to various cultures.**

Knowledge Base Indicators

The student...

1. reads to connect personal experiences and ideas with those of other cultures in literature.
2. identifies various languages, traditions, and cultures found in literature.
3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The students use writing as a tool for learning throughout the curriculum.

Knowledge Base Indicators

The student...

1. writes notes, graphics organizers, journal entries, learning logs and self-reflections while learning in content areas.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.

Knowledge Base Indicators

The student...

1. uses pre-writing strategies to organize ideas on a topic or a prompt (e.g., mapping, listing, clustering).
2. organizes a draft with beginning, middle and end.
3. revises writing with assistance, focusing on the six traits of writing.
4. edits for conventions such as capitalization, end punctuation and spelling.
5. publishes a legible final copy.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The students use ideas that are well developed, clear and interesting.

Knowledge Base Indicators

The student...

1. chooses an idea about which to write.
2. develops one clear main idea.
3. includes details to develop main idea.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The students will use organization that enhances the reader’s understanding.

Knowledge Base Indicators

The student...

1. uses a variety of organizational strategies such as webbing or concept mapping.
2. writes a series of sentences, with the ideas presented in a logical order.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 5: The students use *authentic* and appropriate voice.

Knowledge Base Indicators

The student...

1. writes expressively.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 6: The students use effective word choice.

Knowledge Base Indicators

The student...

1. attempts new words to make writing more interesting.
2. understands concept of a verb.
3. uses verbs and nouns and verbs in a sentence.
4. chooses appropriate adjectives to complete sentences.
5. Creates and uses words correctly, including plurals, contractions, compounds and abbreviations.
6. identifies and uses pronouns and common and proper nouns.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 7: The students use clear and fluent sentences.

Knowledge Base Indicators

The student...

1. writes a complete sentence with subject/verb agreement.
2. writes sentences that are easy to read aloud.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The students use standard American English conventions.

Knowledge Base Indicators

The student...

1. writes complete sentences.
2. capitalizes the beginning of a sentence.
3. uses correct ending punctuation.
4. correctly spells commonly used words.
5. uses commas in a series and between a city and state.
6. uses quotation marks.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.

Knowledge Base Indicators

The student...

1. writes for a specific purpose and audience.
2. writes descriptive pieces (e.g., journal entries, and learning logs).
3. writes narrative pieces that may include personal narratives.
4. writes expository pieces (e.g., lists, math problems, and directions).

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective research practices.

Knowledge Base Indicators

The student...

1. discusses curriculum topics or topics of interest.
2. formulates broad and specific questions that relate to the topic under discussion and seeks answers.
3. recognizes, with guidance, that different text formats exist.
4. locates, with guidance, appropriate information (e.g., print, non-print).
5. records information.
6. organizes and shares information.
7. selects relevant information.

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 2: The student uses ethical research practices.

Knowledge Base Indicators

The student...

1. discusses the differences between the author's work and the student's work (*Plagiarism*).
2. expresses information in own words using complete sentences.
3. gives credit to the author, title, or website.