

TIPS FOR MAPPING READING

At times the content outline may feel “vague”...with less description or information than you feel you need to give an accurate score. Do the best that you can, knowing that every line of content will be clarified as you move forward through the process to look at standards and skills. Make note of the line number you are concerned about. If you take something on, only to find that it isn’t what you originally thought it was, you will have many opportunities to revise your score.

Everything in the Phonological Awareness section relates to **verbal** wordplay. No spelling or written representation of words and sounds is involved- that falls under Phonics.

Phonics section pertains to **reading** words and sounds, *not writing them*. (The writing component is called Spelling and you can find that in the Writing outline.)

Unless it says otherwise in the description, you should assume that the reading content and skills are to be demonstrated using **grade-level reading material** – as opposed to instructional-level reading material. *This is not a value judgment*. It is simply a reflection of the fact that the standards alignment pertains to reading grade-level material.

If the concepts are taught, but students are NOT using grade-level reading material, the highest score possible is a “1” (the grade-level reading material is not in the students hands). That score can be increased to a “2”, if the teacher and students work through a grade-level book/passage together.

You will find an identical list of genres listed twice in both the “Literary Text” and the “Information Text” sections.

-The first time you see them, you will be scoring the extent to which students are able to identify and distinguish between genres. Ex. Can they show you a newspaper and explain why it is a newspaper and not a magazine.

-The second time you see them, you will be scoring the extent to which you use them for genre study units. For ex. Did the whole class read and examine the unique characteristics of folktales?

Use the outline and line numbers below and on the back of this page to jump to a different section.

READING TOPICS AND LINE NUMBERS

10-PHONOLOGICAL AWARENESS

20- Isolate and identify sounds

290-Blend sounds

340-Add, change, or delete sounds

400-PHONICS

410-Concepts of print

520-Identify letters

570-Decode

READING TOPICS AND LINE NUMBERS, continued

820-WORD ANALYSIS

830-Identify, construct and deconstruct words

1090-VOCABULARY

1100-Recognize, identify and build vocabulary

1200-Apply word knowledge to determine meaning

1290-Identify and discuss linguistic devices

1400-READING FLUENCY

1410-Recognize and read words

1470-Echo reading with attention to

1530-Choral reading with attention to

1590-Orally read familiar, grade-span texts

1740 Orally read unfamiliar, grade-span texts

2020-Orally read challenging texts

2250-Silently read familiar, previously introduced grade-span texts

2360-Silently read unfamiliar, grade-span texts

2470-Silently read challenging texts

2500-COMPREHENSION

2510-Distinguish and build text awareness

2565-Obtain information using text features

2610-Apply comprehension strategies before reading

2660-Apply comprehension strategies while reading

2810-Apply comprehension strategies after reading

3020-Analyze literary texts

3030-Genre identification in literary texts

3180-Genre study with literary texts

3330-Narrator and narrative voice

3390-Direct characterization

3440-Indirect characterization

3480-Character roles and functions

3560-Setting

3600-Plot analysis

3670-Theme analysis

3750-Social and cultural perspectives

3810-Author study

3870-Literary devices

4130-Analyze informational texts

4140-Genre identification in informational texts

4380-Genre study with informational texts

4790-Content analysis in informational texts

4840-Examine factual consistency of content within or across texts

4850-Infer bias or propaganda

4860-Become life-long readers

4870-Self-select reading material

4920-Read

5000-Build depth of understanding

5070-Evaluate information and formulate opinions