

CROSS GRADE COMPARISON CHART

Reading

Overall Expectation 3

READING OVERALL EXPECTATION # 3: use knowledge of words and cueing systems to read fluently

Reading With Fluency

3.1 Reading Familiar Words

Grade 1	Grade 2	Grade 3	Grade 4
<p>automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts (e.g., the same word in different graphic representations such as: on the word wall; in shared-, guided-, and independent-reading texts; on shared- and interactive-writing charts; in personal writing; in a variety of fonts)</p>	<p>automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts (e.g., the same word in different graphic representations such as: on charts or posters; in shared-, guided-, and independent-reading texts; in shared- and interactive-writing texts; in personal writing and the writing of their peers)</p>	<p>automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts (e.g., words from gradelevel texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, and some regularly used resource materials in the curriculum subject areas)</p>	<p>automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts (e.g., words from gradelevel texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts and some regularly used resource materials in the curriculum subject areas)</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>automatically read and understand most words in common use (e.g., words from grade-level texts, subject-specific terminology used regularly in discussions and posted on anchor charts, words from shared- and guided-reading texts and some regularly used resource materials in the curriculum subject areas)</p>	<p>automatically read and understand most words in a range of reading contexts (e.g., words from oral vocabulary and grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts and resource materials in the curriculum subject areas)</p>	<p>automatically read and understand most words in a wide range of reading contexts (e.g., words from grade-level texts; terminology used in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, electronic texts, and resource materials in the curriculum subject areas)</p>	<p>automatically read and understand most words in a wide range of reading contexts (e.g., words from grade-level texts; terminology used in discussions and posted in the classroom; words from shared-, guided-, and independent-reading texts, electronic texts, and resource material used in the curriculum subject areas)</p>

3.2 Reading Unfamiliar Words

Grade 1	Grade 2	Grade 3	Grade 4
<p>predict the meaning of and solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); syntactic (language structure) cues (e.g., predictable word order, predictable language patterns, punctuation); graphophonic (phonological and graphic) cues (e.g., blending and segmenting of individual sounds in words; visual features of words such as shape and orientation; sound-letter relationships for initial, final, and medial sounds; onset and rime; common spelling patterns; words within words) <i>Teacher prompt</i> (for cross-checking of cues): “It looks right and sounds right, but does it make sense?”</p>	<p>predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); syntactic (language structure) cues (e.g., word order, language patterns, punctuation); graphophonic (phonological and graphic) cues (e.g., letter clusters within words; onset and rime; common spelling patterns; words within words; visual features of words such as shape or size) <i>Teacher prompt</i> (for cross-checking of cues): “The word does have the same beginning sound (bright and brought) but does it make sense in this sentence?”</p>	<p>predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); syntactic (language structure) cues (e.g., word order, language patterns, punctuation); graphophonic (phonological and graphic) cues (e.g., onset and rime; syllables; similarities between words with common spelling patterns and unknown words; words within words) <i>Teacher prompt</i> (for cross-checking of cues): “Does the word sound right and make sense given your understanding of the text?”</p>	<ul style="list-style-type: none"> - predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); syntactic (language structure) cues (e.g., word order; language patterns such as those for regular and irregular plurals, possessives, and contractions; punctuation); graphophonic (phonological and graphic) cues (e.g., familiar words within larger words: highlight, enlighten; recognizable sequences of letters within long words: spacious, conscious, delicious)

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> - predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (<i>e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language</i>); syntactic (language structure) cues (<i>e.g., word order, language patterns, punctuation</i>); graphophonic (phonological and graphic) cues (<i>e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words, visual cues that indicate irregular plurals</i>) 	<ul style="list-style-type: none"> - predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (<i>e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language</i>); syntactic (language structure) cues (<i>e.g., word order, language patterns, punctuation</i>); graphophonic (phonological and graphic) cues (<i>e.g., words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words</i>) 	<ul style="list-style-type: none"> - predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (<i>e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language</i>); syntactic (language structure) cues (<i>e.g., word order, language patterns, punctuation</i>); graphophonic (phonological and graphic) cues (<i>e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words</i>) 	<p>predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (<i>e.g., base words, prefixes, suffixes, phrases sentences, and visuals that activate existing knowledge of oral and written language</i>); syntactic (language structure) cues (<i>e.g., word order and the relationship between words, language patterns, punctuation</i>); graphophonic (phonological and graphic) cues (<i>e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words</i>) Teacher prompt: “Read to the end off the paragraph and see if the context will help you solve the word. Is the word essential to your understanding? If so, reread and see if you can solve the word by...”</p>
3.3 Reading Fluently			
Grade 1	Grade 2	Grade 3	Grade 4
<p>read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader (<i>e.g., make oral reading of a role in a simple readers’ theatre script sound like natural speech</i>)</p>	<p>read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience (<i>e.g., make oral reading sound like spoken language, with the appropriate pauses, stops, and starts indicated by the punctuation</i>) Teacher prompt: “Can you make your reading sound just as if you are talking?”</p>	<p>read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (<i>e.g., read a poem for two voices with a partner, using appropriate phrasing and expression</i>)</p>	<p>read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (<i>e.g., read orally in role as part of a readers’ theatre, using appropriate phrasing and expression</i>)</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (<i>e.g., read a poem aloud with appropriate phrasing and emphasis</i>)</p>	<p>read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (<i>e.g., read a radio drama or radio editorial in role with suitable emphasis and phrasing</i>)</p>	<p>read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (<i>e.g., read in role with suitable emphasis and phrasing to dramatize a text for an audience</i>)</p>	<p>read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (<i>e.g., orally read to entertain a younger class, using suitable emphasis, intonation, and phrasing</i>)</p>