

Project READS

Indiana Academic Standards, English/Language Arts

Grades 1-3

Children meet in a group to listen to a story and then spend one-on-one time with tutors trained by staff from the Allen County Education Partnership (ACEP). Tutors help with word attack skills and ask appropriate comprehension questions. The group reconvenes to play reading games at the end of the hour. Children are evaluated as to reading level at the beginning and end of the year (September – April) and “graduate” when they have reached the third grade reading level. Incentive gifts are presented to the children, based upon attendance and daily reading goals. The program is based on standards 1- 7, found on the Internet at <http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml> .

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Concepts About Print

- K.1.1 Identify the front cover, back cover, and title page of a book.
- K.1.2 Follow words from left to right and from top to bottom on the printed page.
- K.1.3 Understand that printed materials provide information.
- K.1.4 Recognize that sentences in print are made up of separate words.
- K.1.5 Distinguish letters from words.
- K.1.6 Recognize and name all capital and lowercase letters of the alphabet.
 - 1.1.1 Match oral words to printed words.
 - 1.1.2 Identify letters, words, and sentences.
 - 1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.
- 2.1 Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.
- 3.1 Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

*Phonemic Awareness**

- K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the

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order.

Example: Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.

- K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
Example: Listen to the word *bat* and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word *brother*.
- K.1.9 Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.
- K.1.10 Say rhyming words in response to an oral prompt.
Example: Say a word that rhymes with *cat*.
- K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.
Example: Tell what sound you hear at the beginning of the word *girl*.
- K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
- K.1.13 Count the number of syllables in words.
* When letters have a slanted line before and after them, such as /f/, /sh/, /b/, this represents the sound the letter makes, not the name of the letter.
- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
Example: Tell the sound that comes at the beginning of the word *sun*. Tell the sound that comes at the end of the word *cloud*. Tell the sound that comes in the middle of the word *boat*.
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
Example: Say the sound that is in the middle of the word *bit*. Say the sound that is in the middle of the word *bite*. Tell whether this is the same sound or a different sound.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
Example: Tell what letter you would have to change to make the word *cow* into the word *how*. Tell what letter you would have to change to make the word *pan* into *an*.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /fl/ /a/ /t/.
- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by:
- distinguishing beginning, middle, and ending sounds in words.
 - rhyming words.

- clearly pronouncing blends and vowel sounds.

Decoding and Word Recognition

- K.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (*a, e, i, o, u*), and blend those sounds into recognizable words.
- K.1.14 Match all consonant sounds (*mad, red, pin, top, sun*) to appropriate letters.
- K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.
- K.1.16 Use self-correcting strategies when reading simple sentences.
- K.1.17 Read their own names.
- K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
- K.1.19 Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.
- 1.1.11 Read common sight words (words that are often seen and heard).
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the *ea* in *eat*) and knowledge of how vowel sounds change when followed by the letter *r* (such as the *ea* in the word *ear*).
- 1.1.14 Read common word patterns (*-ite, -ate*).
Example: Read words, such as *gate, late, and kite*.
- 1.1.15 Read aloud smoothly and easily in familiar text.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as *cut/cutting, slide/sliding*) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (*dinosaur, vacation*).
- 2.1.4 Recognize common abbreviations (*Jan., Fri.*).
- 2.1.5 Identify and correctly use regular plural words (*mountain/mountains*) and irregular plural words (*child/children, mouse/mice*).
- 2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.
- 2.1.11 Know and use common word families (such as *-ale, -est, -ine, -ock, -ump*) when reading unfamiliar words.
- 3.1.1 Know and use more difficult word families (*-ight*) when reading unfamiliar words.
- 3.1.2 Read words with several syllables.
- 3.1.3 Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.

Vocabulary and Concept Development

- K.1.20 Identify and sort common words in basic categories.
- K.1.21 Identify common signs and symbols.
- K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.
- 1.1.16 Read and understand simple compound words (*birthday, anything*) and contractions (*isn't, aren't, can't, won't*).
- 1.1.17 Read and understand root words (*look*) and their inflectional forms (*looks, looked, looking*).
- 1.1.18 Classify categories of words.
Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (*lunchtime, lunchroom, daydream, raindrop*).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as *un-*) and suffixes (word parts added at the end of words such as *-ful*).
- 2.1.10 Identify simple multiple-meaning words (*change, duck*).
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.6 Use sentence and word context to find the meaning of unknown words.
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as *un-, pre-*) and suffixes (word parts added at the end of words such as *-er, -ful, -less*) to determine the meaning of words.

Standard 2

READING: Comprehension and Analysis of Nonfiction and Informational Text

Structural Features of Informational and Technical Materials

- K.2.1 Locate the title and the name of the author of a book.
- 1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.
- 1.2.2 Identify text that uses sequence or other logical order.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

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- K.2.2 Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
- K.2.3 Generate and respond to questions (*who, what, where*).
- K.2.4 Identify types of everyday print materials.
- K.2.5 Identify the order (first, last) of information.
- 1.2.3 Respond to *who, what, when, where, why*, and *how* questions and recognize the main idea of what is read.
- 1.2.4 Follow one-step written instructions.
- 1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.
- 1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when* or cause and effect, such as *because, since, therefore, so*).
- 1.2.7 Relate prior knowledge to what is read.
- 2.2.4 Ask and respond to questions (*when, who, where, why, what if, how*) to aid comprehension about important elements of informational texts.
- 2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
- 2.2.6 Recognize cause-and-effect relationships in a text.
- 2.2.8 Follow two-step written instructions.
- 2.2.9 Use context (the meaning of the surrounding text) to understand word and sentence meanings.

Standard 3

READING: Comprehension and Analysis of Literary Text

Analysis of Grade-Level-Appropriate Literary Text

- K.3.1 Distinguish fantasy from reality.
- K.3.2 Retell (beginning, middle, end) familiar stories.
- K.3.3 Identify characters, settings, and important events in a story.
- K.3.4 Identify favorite books and stories.
- K.3.5 Understand what is heard or seen by responding to questions (*who, what, where*).
- 1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
- 1.3.2 Describe the roles of authors and illustrators.
- 1.3.3 Confirm predictions about what will happen next in a story.

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- 1.3.4 Distinguish fantasy from reality.
- 1.3.5 Understand what is read by responding to questions (*who, what, when, where, why, how*).
- 2.3.5 Confirm predictions about what will happen next in a story.
- 2.3.6 Recognize the difference between fantasy and reality.
- 2.3.7 Identify the meaning or lesson of a story.
- 3.2 Students read and understand grade-level-appropriate material.

Standard 4

WRITING: Processes and Features

Organization and Focus

- K.4.1 Discuss ideas to include in a story.
- K.4.2 Tell a story that the teacher or some other person will write.
- K.4.3 Write using pictures, letters, and words.
- K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).
- K.4.5 Write by moving from left to right and from top to bottom.
- 1.4.1 Discuss ideas and select a focus for group stories or other writing.
- 1.4.2 Use various organizational strategies to plan writing.
- 2.4 Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.
- 3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.

Evaluation and Revision

- 1.4.3 Revise writing for others to read.
- 3.4.6 Review, evaluate, and revise writing for meaning and clarity.
- 2.4.6 Review, evaluate, and revise writing for meaning and clarity.

Standard 5

WRITING: Applications (Different Types of Writing and Their Characteristics)

- K.5.1 Draw pictures and write words for a specific reason.
- K.5.2 Draw pictures and write for specific people or persons.
- 1.5.1 Write brief narratives (stories) describing an experience.
- 1.5.3 Write simple rhymes.
- 1.5.4 Use descriptive words when writing.

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- 1.5.5 Write for different purposes and to a specific audience or person.
- 3.5.2 Write descriptive pieces about people, places, things, or experiences that:
- develop a unified main idea.
 - use details to support the main idea.
- 3.5.4 Use varied word choices to make writing interesting.

Standard 6

WRITING: English Language Conventions

Handwriting

- K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.
- 1.6.1 Print legibly and space letters, words, and sentences appropriately.
- 3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.
- 2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

Sentence Structure

- 1.6.2 Write in complete sentences.
- 2.6.2 Distinguish between complete (*When Tom hit the ball, he was proud.*) and in complete sentences (*When Tom hit the ball*).
- 2.6.3 Use the correct word order in written sentences.

Grammar

- 1.6.3 Identify and correctly use singular and plural nouns (*dog/dogs*).
- 1.6.4 Identify and correctly write contractions (*isn't, aren't, can't*).
- 1.6.5 Identify and correctly write possessive nouns (*cat's meow, girls' dresses*) and possessive pronouns (*my/mine, his/hers*).

Punctuation

- 1.6.6 Correctly use periods (*I am five.*), exclamation points (*Help!*), and question marks (*How old are you?*) at the end of sentences.

Capitalization

- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

- K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.
- 1.6.8 Spell correctly three- and four-letter words (*can, will*) and grade-level-appropriate sight words (*red, fish*).

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Comprehension

- K.7.1 Understand and follow one- and two-step spoken directions.
- 1.7.1 Listen attentively.
- 1.7.2 Ask questions for clarification and understanding.
- 1.7.3 Give, restate, and follow simple two-step directions.
- 3.7.2 Connect and relate experiences and ideas to those of a speaker.

Oral Communication

- K.7.2 Share information and ideas, speaking in complete, coherent sentences.
- 1.7.4 Stay on the topic when speaking.
- 3.7.3 Answer questions completely and appropriately.

Speaking Applications

- K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.
- K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).
- 1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.