



**Portsmouth School Department  
Power Standards in Reading**

**Developed at the Portsmouth  
Summer Literacy Institute  
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## Kindergarten Reading Power Standards

Reading Fluency and Accuracy	
Word ID Skills and Strategies	R:WID:K:1.5: Recognizing and naming all upper and lower case letters
Vocabulary	R:WID:K:1.6: Identifying the primary sounds represented by most consonants  R:WID:K:1.4: Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experience)  R:V:K:1.1: Using strategies to unlock meaning (activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading).
Literary Texts	While listening to or reading literary or informational text in print or electronic sources, students will demonstrate:
Informational Texts	R:LT:K4.1 Using prior knowledge  R:RS:K:2.1: Making connections to self  R:RS:K:1.1: Using pictures, first letter clues and/or repetitive language patterns to help predict upcoming words
Reading Strategies	R:ERS:K:2.1: Distinguishing between printed letters and words  R:ERS:K:2.2: Following text with finger-pointing (e.g., chart, simple books), demonstrating left-to right and top-to bottom directionality  R:ERS:K:2.2: Identifying key parts of the book: front and back, print, illustrations and the both pictures and print convey a message (picture walk)
Breadth of Reading	R:B:K:2.1: Self-selecting reading materials aligned with reading ability and personal interests



## Grade 1 Reading Power Standards

Reading Fluency and Accuracy	R:F&A:1:3: Read grade level appropriate text in a way that makes meaning clear and demonstrates phrasing, expression and attention to end punctuation. (90-94 % accuracy)
Word ID Skills and Strategies	Read grade level high frequency words (including irregularly spelled words). R:WID:1:1.2: Read regularly spelled 1-2 syllable words using knowledge of sounds and letter patterns.
Vocabulary	R:V:1:1.1: Using strategies to unlock meaning (activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading).
Literary Texts	R:LT: 1:2.1: Make predictions about what might happen next, and tell why the prediction was made.  R:LT:1: .3: Retell stories including beginning, middle, end, character, setting, problem and solution.  R:LT:1:2.2: Identify physical characteristics, personality traits, or possible motives of main characters.
Informational Texts	
Reading Strategies	R:RS:1:1.1: Monitor reading for meaning and self-correct miscues by using meaning, visual information and syntax.  R:RS:1:2.1: Uses reading comprehension strategies while reading or listening to literary and informational text. (prior knowledge, prediction, simple text-based inferences, questioning, creating sensory images, making t-t and t-s connections)
Breadth of Reading	R:B:1:1.2: Self selects and reads material at their just right level from a variety of genres and exhibits stamina (20-30 minutes)



## Grade 2 Reading Power Standards

Reading Fluency and Accuracy	R:F&A:2:1.3: Read fluently and accurately at grade level in a way that makes meaning clear; Demonstrating phrasing, expression and attention to punctuation at a rate of 80-100 wpm and 90-94% accuracy.
Word ID Skills and Strategies	R:WID:2:1.1: Identifying regularly spelled multi-syllabic words, by using knowledge of sounds (vowel teams, r-controlled vowels, etc...) syllable types, or word patterns (including most common spellings for consonants and vowels).
Vocabulary	R:V:2:1.1: Using strategies to unlock meaning (eg., synonyms and antonyms, knowledge of word structure, including common base words and suffixes, such as "thickest," and hopeful;" or context clues; or prior knowledge
Literary Texts	R:LT:2:1.1: Identify and describe characters, setting, problem, and solution orally and in writing
Informational Texts	R:IT:2:1.1: Use bolds, table of contents, glossary, headings and captions to obtain basic information
Reading Strategies	R:RS:2:1.1: Demonstrates self-correcting and self-monitoring approaches (predicting upcoming text, re-reading. Does it sound right? (syntax) Does it look right? (visual) Does it make sense? (semantics) ).  R:RS:2:2.1: Using strategies while reading or listening to informational/literary text (connections, images, predicting, generating and answering relevant questions, making basic inferences) and cite supporting evidence.
Breadth of Reading	R:B:2:2.1: Self-selecting reading materials from a variety of genres (fiction, non-fiction, poetry) and authors according to their reading level.



## Grade 3 Reading Power Standards

Reading Fluency and Accuracy	R:F&A:3:1.1 and R:F&A:3:1.2 : Reading material for grade 3, at the independent level, with 95% accuracy or higher and with reading with oral fluency rates of at least 90-120 words per minute.
Word ID Skills and Strategies  Vocabulary	R:WID:3:1.1 : Applies word identification/decoding strategies by identifying <u>multi-syllabic</u> words, by using knowledge of sounds, syllable types, or word patterns [including <u>prefixes</u> , <u>suffixes</u> , or <u>variant spellings for consonants or vowels</u> . R:V:3:1.1 : Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning [e.g., knowledge of word structure, including <u>prefixes/suffixes</u> and base words, such as “uncovered;” or context cues; or <u>other resources, such as dictionaries, glossaries; or prior knowledge</u> ]
Literary Texts	R:LT:3:1.2 : Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text. R: LT:3:2.3 : Analyze and interpret elements of literary texts, citing evidence where appropriate by making basic inferences about problem, <u>conflict</u> , or solution [e.g., cause-effect relationships] and R:LT.3:2.5 : Identifying the author's basic message
Informational Texts	R:IT:3:1.1 : Demonstrate initial understanding of informational text by obtaining information, from text features [e.g., <u>table of contents</u> , <u>glossary</u> , <u>basic transition words</u> , <u>bold or italicized text</u> , <u>headings</u> , <u>graphic organizers</u> , charts, graphs, or illustrations] R:IT:3:1.2 : Using information from the text to answer questions <u>related to explicitly main/central ideas or details</u>
Reading Strategies	R:RS:3:2.1 :Use comprehension strategies <u>before</u> , <u>during</u> , and <u>after</u> reading literary and informational text. [ <i>reference: LRR's scope and sequence that already exists</i> ]
Breadth of Reading	R:B:3:1.2 & R:B:3:2.1: Students will self-select reading materials, from a wide variety of genre/kinds of texts and a variety of authors, aligned with reading ability and personal interests.



## Grade 4 Reading Power Standards

Reading Fluency and Accuracy	R:F&A:4:1.3: Students will accurately read with expression, fluency and in a way that makes meaning clear at a 4 <sup>th</sup> grade level, attending to punctuation, such as italics and dialogue.
Word ID Skills and Strategies  Vocabulary	R:V:4:1.1: Students will use strategies to unlock word meanings including: <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Prior knowledge</li> <li>• Using resources: dictionaries, thesauruses, glossaries, technology</li> <li>• Interpret figurative language</li> </ul> R:V:4:2.1: Students will use decoding strategies including: <ul style="list-style-type: none"> <li>• <u>Syllabication</u> (6), prefixes, suffixes, base words, homophones, <u>shades of meaning</u></li> </ul>
Literary Texts	R:LT:4:1.1, R:LT:4:1.2, R:LT:4:2.3, R:LT:4:2.5: Students will develop an ability to understand and interpret elements of a story, such as: <ul style="list-style-type: none"> <li>• Plot</li> <li>• Problem/solution (<u>making inferences</u>)</li> <li>• Character traits</li> <li>• Setting</li> <li>• Author's message/<u>theme</u></li> <li>• <u>Character change over time</u></li> <li>• <u>Major events in sequence</u></li> </ul>
Informational Texts	R:IT:4:1.1a, R:IT:4:1.1b, R:IT:4:2.1, R:IT:4:2.2, R:IT:4:2.3, R:IT:4:2.4, R:IT:4:2.5: Students will use the features of text to connect and synthesize information within and across texts in order to distinguish fact vs. opinion, determine author's purpose, and <u>cause and effect</u> . <ul style="list-style-type: none"> <li>• Table of contents</li> <li>• <u>Index</u></li> <li>• Headings/<u>subheadings</u></li> <li>• Bold/italics</li> <li>• Graphs/graphic organizers</li> <li>• <u>Map, tables, diagrams, captions, timelines</u></li> <li>• <u>Transitional words/phrases</u></li> </ul>
Reading Strategies	R:RS:4:2.1: Students will use, as appropriate, the strategies readers use before, during, and after reading, such as: <ul style="list-style-type: none"> <li>• <u>Summarize</u></li> <li>• Stop and think/monitor for meaning</li> <li>• Infer</li> <li>• Question</li> <li>• Make predictions</li> <li>• Make connections</li> <li>• Activate prior knowledge</li> <li>• Visualize</li> <li>• Determine importance (<u>key details</u>)</li> <li>• Cite evidence</li> </ul>
Breadth of Reading	R:B:4:1.1, R:B:4:1.2, R:B:4:2.1, R:B:4:2.2: Students will read for multiple purposes across various genres. Students will self-select reading materials, in and out of school, aligned with reading ability and interests. Students will participate in meaningful discussions about texts. Students will exhibit increasing stamina.



## Grade 5 Reading Power Standards

Reading Fluency and Accuracy	R:F&A:5:1.3: Reading variety of text with phrasing and expression and with attention to text features such as punctuation, italics, and dialogue, and fluency determined by text demands
Word ID Skills and Strategies	R:V:5:1.1: Using strategies to unlock meaning (eg knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, or prior knowledge)
Vocabulary	R:V:5:2.1: Identifying synonyms, antonyms, homonyms, homophones, or shades of meaning.
Literary Texts	<p>R:LT:5:1.2: Paraphrase or summarize (orally) key ideas/plot, with major events sequenced, as appropriate to text</p> <p>R:LT:5:2.2: Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time.</p> <p>R:LT:5:2.3: Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (eg how the setting affects a character or plot development).</p> <p>R:LT:5:2.4: Identify the narrator.</p>
Informational Texts	<p>R:IT:5:1.3: Organizing information to show understanding (eg representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)</p> <p>R:IT:5:2.2: Synthesizing information within or across text</p> <p>R:IT:5:2.3: Drawing inferences about text, including author's purpose (eg to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant</p>
Reading Strategies	R:RS:5:2.1: Using strategies before, during, and after reading literary and informational text (including Internet sites). Examples of reading comprehension strategies might include: using prior knowledge, sampling a page for readability; summarizing predicting and making text-based inferences, determining importance; generating literal, clarifying and inferential questions; constructing sensory images, making connections, taking notes, locating, using and analyzing bold/italicized print, or using text structure clues
Breadth of Reading	R:B:5:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others



## Grade 6 Reading Power Standards

Reading Fluency and Accuracy	R:F&A:6:1.1, R:F&A:6:1.2 Reads with appropriate silent and oral reading fluency rates (135-160 wpm orally and 140-220 wpm silently) in grade level text.
Vocabulary	R:V:6:1.1, R:V:6:2.2 Selects appropriate words and/or explains the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary. Uses the dictionary, thesaurus, other references, and technology.
Literary Texts	R:LT:6:1.2 Can paraphrase or summarize key ideas or plots, with major events sequenced, as appropriate to text.
Informational Texts	R:IT:6:1.1, R:IT:6:2.5 Uses the text conventions of different media to obtain, organize, interpret and apply information.  Makes predictions, draws inferences, and distinguishes fact from opinion.
Reading Strategies	R:RS:6:1.1 Uses reading strategies to deepen and monitor comprehension, before, during, and after reading. (Each grade level will be responsible for specific strategies.)
Breadth of Reading	R:B:6:2.1 Can self-select reading materials of various genres, aligned with reading ability and personal interest (just right books).



## Grade 7 Reading Power Standards

Vocabulary	R:V:7:2.2 Students identify the meaning of unfamiliar vocabulary by selecting appropriate words or explaining the use of words in context, including content specific vocabulary and words with multiple meanings
Literary Texts	R:LT:7:2.1, R:LT:7:2.3, R:LT:7:2.5 Make predictions and inferences using supporting evidence
Informational Texts	R:IT:7:1.1, R:IT:7:1.3 Navigate through and obtain information from the organizational features of text and digital resources  Generate a response to what is read through interpretation, analysis, evaluation or reflection.
Reading Strategies	R:RS:7:1.1 Use reading strategies from prior grades before, during, and after reading literary and informational text. (See Appendix D of Reading GLEs: Metacognition Strategies for Understanding Text p. 83 of 96.)
Breadth of Reading	R:B:7:1.3 Research by reading multiple sources (including print and non-print resources) to solve a problem, make a decision, formulate a judgment or support a thesis by gathering, organizing, analyzing and interpreting the information.



## Grade 8 Reading Power Standards

Reading Fluency and Accuracy	R:F&A:8:1.1 Students will read grade 8 <sup>th</sup> material with at least 90% word recognition and 80% reading comprehension.
Word ID Skills and Strategies	R:V:8:1.1, R:V:8:2.1 Use strategies from previous grades to find word meaning and additionally word origins for example
Vocabulary	<ul style="list-style-type: none"> <li>• knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins</li> <li>• context clues, and identifying synonyms, antonyms, homonyms/homophones, shade of meaning</li> <li>• word origins, including words from other languages that have been adopted into our language. e.g. <i>déjà vu</i></li> </ul>
Literary Texts	
Informational Texts	<p>R:IT:8:1.1, R:IT:8:1.2, R:IT:8:1.5, R:IT:8:2.3, R:IT:8:2.4</p> <p>Identify, use and evaluate text features of print and non-print sources (e.g. table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations.)</p> <p>Organize and interpret information from text to answer questions, to state the main idea and provide supporting details to show understanding or relationships among facts, idea and events (charts, mapping, outlining, summarizing, paraphrasing).</p> <p>Identify, use and evaluate informational text (dictionaries, glossaries, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals, and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, and schedules)</p> <p>Using evidence to support conclusions by providing meaningful details to make connections or judgments.</p> <p>Distinguish fact from opinion and identify and analyze possible bias/propaganda for conflicting information within or across print or non-print text.</p>
Reading Strategies	R:RS:8:1.1 Use self-monitoring and self-correction strategies before during and after reading print and non-print material (e.g. predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure semantics/meaning, or other context clues, etc.)
Breadth of Reading	R:B:8:2.1 Self-select reading materials of various genres, aligned with reading ability and personal interest inside and outside of school



## Grade 9 Reading Power Standards

Reading Fluency and Accuracy	
Word ID Skills and Strategies  Vocabulary	R:V:10:1.1a Unlock word meaning and define content specific vocabulary using various strategies
Literary Texts	R:LT:10:1.2 Identify main ideas and summarize
Informational Texts	R:IT:10:1.3, R:IT:10:1.4, R:IT:10:2.1, R:IT:10:2.2, R:IT:10:2.3, R:IT:10:2.4 Logically organize information from text  Ask and answer factual and inferential questions  Explain connections about information within a text, across text, or to related ideas  Synthesize and evaluate within or across texts  Drawing conclusions and judgments using reliable evidence <ul style="list-style-type: none"><li>○ Understand the influence of propaganda</li><li>○ Discern the level of bias</li></ul>
Reading Strategies	R:RS:10:1.1 Apply metacognitive process and reading strategies
Breadth of Reading	



## Grade 10 Reading Power Standards

Reading Fluency and Accuracy	R:F&A:10:1.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading
Word ID Skills and Strategies  Vocabulary	R:V:10:2.2 Using strategies (including grammatical structure and etymology) to unlock meaning in order to comprehend the usage of <u>connotation or denotation, shades of meanings of words/nuances, or idioms</u> ; or use of content-specific vocabulary, words with multiple meanings, precise language, or <u>technical vocabulary</u>
Literary Texts	R:LT:10:1.2, R:LT:10:2.1 Paraphrasing or summarizing key events, plot, concepts, and relationships, to capture and connect main ideas as appropriate to text and applied across the curriculum  Explaining <u>and</u> supporting logical predictions <u>or logical outcomes</u> across curriculum
Informational Texts	R:IT:10:1.1, R:IT:10:1.2, R:IT:10:2.2, R:IT:10:2.3 Obtaining, organizing and using information from the text including digital sources to answer questions; to follow directions/instructions; to state the main/central ideas; to provide supporting details; <u>to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams;</u> and to apply analytical skills  Synthesizing, analyzing, evaluating, and connecting information within, across and from outside of text(s) including digital sources  Drawing inferences about text, including author's purpose or message; or explaining how purpose may affect the interpretation of the text; or using and citing supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant
Reading Strategies	R:RS:10:2.1 Students should utilize the appropriate metacognitive and literacy strategies before, during, and after reading literary and informational text.
Breadth of Reading	R:B:10:1.2 Students will have an understanding of their reading ability and preferences, preparing them to read frequently for a variety of purposes, inside and outside of the school setting.



## Grade 11 Reading Power Standards

Reading Fluency and Accuracy	
Word ID Skills and Strategies	R:V:12:1.1a, R:V:12:2.2 Understand the meaning of words as used in multiple contexts
Vocabulary	Use knowledge of general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words
Literary Texts	
Informational Texts	R:IT:12:1.2, R:IT:12:1.3 Obtain, organize and synthesize information to answer questions and solve problems (including informational documents such as reference and practical/functional materials)  R:IT:12:2.6 Evaluate the clarity and accuracy of text (consistency, effectiveness of organizational pattern, or logic of arguments)
Reading Strategies	R:RS:12:2.1 Utilize metacognition strategies for understanding and analyzing text across the content area (Appendix D on page 83/96)
Breadth of Reading	R:B:12:2.1 Self select reading materials in line with reading ability, personal interest, and purpose