

District: Riverview Priority ELA Standards – Elementary Progression Matrix

Reading: Literature

	Kindergarten	First	Second	Third	Fourth	Fifth
Reading: Literature	<p>RL K.1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>RL 1.1: Ask and answer questions about key details in a text.</p>	<p>RL 2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inference from the text.</p>
	<p>RL K.2: With prompting and support, retell familiar stories, including key details.</p>	<p>RL 1.2: Retell stories including key details, and demonstrate understanding of their central message or lesson.</p>	<p>RL 2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p>	<p>RL 3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>RL 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
		<p>RL 1.3: Describe characters, settings, and major events in a story, using key details.</p>	<p>RL 2.3: Describe how characters in a story respond to major events and challenges.</p>	<p>RL 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
					<p>RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>

R E A D I N G · L I T E R A T U R E

	Kindergarten	First	Second	Third	Fourth	Fifth
					<p>RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>RL 5.6: Describe how a narrator's or speaker's point of view influences how events are described.</p>
		<p>RL 1.9: Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RL 2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>RL 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>		
		<p>RL 1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>RL 2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RL 3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RL 5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>

A S S E S S M E N T S	Student Reading Level Progress Monitoring Kindergarten Literature Assessment	Student Reading Level Progress Monitoring First Grade Literature Assessment	Student Reading Level Progress Monitoring Second Grade Literature Assessment	Student Reading Level Progress Monitoring Third Grade Literature Assessment Third Grade Literature Rubric	Student Reading Level Progress Monitoring Fourth Grade Literature Assessment Fourth Grade Literature Rubric	Student Reading Level Progress Monitoring Fifth Grade Literature Assessment Fifth Grade Literature Rubric
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Reading: Informational Text

	Kindergarten	First	Second	Third	Fourth	Fifth
Reading: Informational : Text	RI K.1: With prompting and support, ask and answer questions about key details in a text.	RI 1.1: Ask and answer questions about key details in a text.	RI 2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI K.2: With prompting and support, identify the main topic and retell key details of a text.	RI 1.2: Identify the main topic and retell key details of a text.	RI 2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

	RI K.3 With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text.	RI 1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI 5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		RI 1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	RI 2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI 5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
				RI 3.6: Distinguish their own point of view from that of the author of a text.	RI 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI 5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

	Kindergarten	First	Second	Third	Fourth	Fifth
Reading: Informational : Text					RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.	RI 5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		RI 1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	RI 2.9: Compare and contrast the most important points presented by two texts on the same topic.	RI 3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.		

		<p>RI 1.10: With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>RI 2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI 3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>RI 4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI 5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
Assessments	Student Reading Level Progress Monitoring Kindergarten Informational Text Assessment	Student Reading Level Progress Monitoring First Grade Informational Text Assessment	Student Reading Level Progress Monitoring Second Grade Informational Text Assessment	Student Reading Level Progress Monitoring Third Grade Informational Text Assessment Third Grade Informational Text Rubric	Student Reading Level Progress Monitoring Fourth Grade Informational Text Assessment Fourth Grade Informational Text Rubric	Student Reading Level Progress Monitoring Fifth Grade Informational Text Assessment Fifth Grade Informational Text Rubric

Foundational Skills

	Kindergarten	First	Second	Third	Fourth	Fifth
Foundational Skills L : Sk I L S	<p>RF K.1: Subgroup Topic: <i>Demonstrate understanding of the organization and basic features of print.</i> Rate: d. Recognize and name all upper and lowercase letters of the alphabet.</p>					

	<p>RF K.2: Subgroup Topic: <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i> Rate: a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words (not including CVCs ending with l, r, x)</p>	<p>RF 1.2: Subgroup Topic: <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i> Rate: a. Distinguish long from short vowel sounds in spoken single-syllable words..</p>				
	<p>RF K.3: Subgroup Topic: <i>Know and apply grade level phonics and word analysis skills in decoding words.</i> Rate: a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound of many of the most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the of, to, you, she, my, is, are, do, does).</p>	<p>RF 1.3: Subgroup Topic: <i>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</i> Rate: a. Decode regularly spelled one-syllable words. b. Know final -e and common vowel team conventions for representing long vowel sounds. c. Decode two-syllable words following basic patterns by breaking the words into syllables. d. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>RF 2.3: Subgroup Topic: <i>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</i> Rate: a. Know spelling-sound correspondences for additional common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>RF 3.3: Subgroup Topic: <i>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</i> Rate: a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode multi-syllable words.</p>	<p>RF 4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>

	Kindergarten	First	Second	Third	Fourth	Fifth
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<p>Foundational Skills</p>	<p>RF K.4: Read emergent-reader texts with purpose and understanding.</p>					
<p>Assessments</p>	<p>Fry Word List Kindergarten Reading Foundational Skills Assessment</p>	<p>Fry Word List Two-Syllable Words Assessment Decoding Regularly Spelled One-Syllable Words Long Vowels Assessment Foundational Reading Assessment Rubric</p>	<p>Fry Word List Second Grade Reading Foundational Skills Assessment Second Grade Reading Foundational Skills Rubric Prefix/Suffix Assessment</p>	<p>Third Grade Foundational Skills Assessment Third Grade Foundational Skills Rubric</p>	<p>Fourth Grade Foundational Skills Assessment Fourth Grade Foundational Skills Rubric</p>	

Writing

	Kindergarten	First	Second	Third	Fourth	Fifth
Wr — T — Ng	<p>W K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...)</p>	<p>W 1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W 2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>W 3.1: Subgroup Topic: <i>Write opinion pieces on topics or texts, supporting a point of view with reasons.</i> Rate: a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. c. Provide a concluding statement or section.</p>	<p>W 4.1: Subgroup Topic: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Rate: a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p>	<p>W 5.1: Subgroup Topic: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Rate: a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.</p>

	Kindergarten	First	Second	Third	Fourth	Fifth
W r - T - N B	<p>W K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W 1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>W 2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>W 3.2: Subgroup Topic: <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> Rate: a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. d. Provide a concluding statement or section.</p>	<p>W 4.2: Subgroup Topic: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Rate: a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W 5.2: Subgroup Topic: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Rate: a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>

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	Kindergarten	First	Second	Third	Fourth	Fifth
	<p>W K.3: Use a combination of drawing, dictating, and writing to narrate a single event or severely loosely linked events, tell about the events in the order in which they happened.</p>	<p>W 1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W 2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>W 3.3: Subgroup Topic: <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i></p> <p>Rate:</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>d. Provide a sense of closure.</p>	<p>W 4.3: Subgroup Topic: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Rate:</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W 5.3: Subgroup Topic: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Rate:</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

Language

	Kindergarten	First	Second	Third	Fourth	Fifth
Language					<p>L 4.1: Subgroup Topic: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Rate: a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>L 5.1 Subgroup Topic: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Rate: a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. d. Recognize and correct inappropriate shifts in verb tense.</p>

	<p>L K.2: Subgroup Topic: <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>Rate: 1.Capitalize the first words in a sentence and pronoun I. 2 Spell simple words phonetically drawing on knowledge of sound letter relationships.</p>	<p>L 1.2: Subgroup Topic: <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>Rate: a. Capitalize dates and names of people. b. Use end punctuation for sentences. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>L 2.2: Subgroup Topic: <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>Rate: a. Capitalize holidays, product names, and geographic names. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p>L 3.2: Subgroup Topic: <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>Rate: a. Capitalize appropriate words in titles. d. Form and use possessives. f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L 5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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	Kindergarten	First	Second	Third	Fourth	Fifth
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Language		<p>L 1.4: Subgroup Topic: <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</i></p> <p>Rate: a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>L 2.4: Subgroup Topic: <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</i></p> <p>Rate: a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>L 3.4: Subgroup Topic: <i>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</i></p> <p>Rate: a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>L 4.4: Subgroup Topic: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Rate: a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p>	<p>L 5.4 Subgroup topic: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Rate: a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p>
					<p>L 4.5 Subgroup Topic: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Rate: a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>L 5.5: Subgroup topic: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Rate: a. Interpret figurative language, including similes and metaphors, in context.</p>