

## **Progression of Literacy Skills at Rivendell School**

For Preschool and Younger Kids, the following are benchmark skills. It is important to note that when students are ready to move to the next level, we create learning experiences that challenge them appropriately.

### **Preschool:**

#### **Reading:**

Awareness of letters and printed words  
First names  
Awareness of illustrations  
Rhyming  
Phonemic awareness  
Beginning sounds  
Ending sounds  
Word families  
Comprehension, sequencing  
Letter names  
Recognizing both upper and lower case letters  
Rhyming  
Vocabulary building through association, classification, opposites, prepositions, superlatives  
Sequencing of stories: beginning, middle, end

#### **Writing:**

Pencil grip and pencil pressure  
Proper letter formation  
Writer's body position- holding paper, leaning over work, focusing  
Name writing- capital first letter and lower case  
Writing sentence progression: dictation - tracing over - writing under - copying from another source or sounding out.  
Illustrations

### **Younger Kids:**

#### **Reading:**

Phonemic Awareness  
Phonics through individualized sounds  
Rhyming  
Beginning sounds  
Ending sounds  
Middle sounds  
Blending CVC words  
Word families  
Comprehension  
Blending longer multi-syllable words  
Sight words  
Accuracy  
Phrasing  
Fluency  
Speed  
Suffixes

#### **Writing:**

Pencil grip  
Illustrations  
Proper letter formation  
Sitting letters on a line  
Spelling rules  
Adding detail  
Capitalization  
Using periods at the end of a sentence  
Exclamation marks  
Question marks  
Quotation marks

### **Both Preschool and Younger Kids:**

#### **Language Development:**

Speaking clearly – articulation  
Expressing feelings, needs, opinions  
Developing the ability to speak in sentences  
Learning to ask questions  
Following two- and three-part directions  
Telling events of a story in sequence  
Recalling songs, poems, and finger-plays  
Participating in Show & Tell  
Engaging in group discussion

## **Progression of Literacy Skills at Rivendell School: Middle Kids**

### **Reading Comprehension Skills:**

- Use a variety of comprehension skills in reading: predict, make connections, ask questions, draw inferences, visualize.
- Use a variety of comprehension strategies before, during and after reading.
- Select appropriate reading materials based on interest and at the appropriate level using the “five finger rule.”
- Recognize the main idea and supporting details.
- Use and integrate background knowledge and context to construct meaning.
- Know the sequence of events and identify the beginning, middle and end.
- Identify physical and personality traits of main characters.
- Read for a variety of purposes.
- Explain differences between fiction and non-fiction.
- Read, respond and gain meaning from a variety of literature.
- Summarize.
- Respond to books in a variety of ways.
- Compare and contrast characters, narratives, expository texts.
- Understand cause and effect to comprehend text.
- Describe how characters respond to events and challenges.

### **Word Recognition Skills:**

- Use knowledge of short vowels, long vowel patterns, vowel digraphs, consonant clusters, and consonant digraphs to decode unfamiliar words.
- Use knowledge of word families to decode unfamiliar words.
- Use self-correcting strategies to decode unknown words, re-read, break up words, pictures and context clues.
- Read appropriate level of text fluently.
- Use prefixes, suffixes and roots to decode and understand multi-syllabic words.

### **Writing:**

- Genre – students will write in a variety of texts.
- Write narrative texts with characters and setting.
- Write texts that are persuasive, descriptive, point-of-view.

### **Writing Process:**

- Use the writing process: pre-write, rough draft, revise, edit, share.
- Use editing marks to correct drafts.
- Introduce cursive.

### **Word Choice and Style:**

- Use descriptive vocabulary – adjectives.
- Study and use similes, personification, alliteration, onomatopoeia.
- Write good beginnings and endings in narratives.
- Use dialogue.
- Use a variety of sentence beginnings.

**Organization:**

- Write narratives with beginning, middle, and end.
- Organize prewriting with “MCPASS.”
- Organize expository paragraph with T-chart.
- Write expository paragraph with topic and concluding sentence.
- Write legible document.

**Grammar, Writing, Spelling and Punctuation Conventions:**

- Use regular plurals in sentences.
- Identify parts of speech (noun, verb, adjective).
- Write simple sentences.
- Use period in common abbreviations (e.g. Mr., St.).
- Capitalize beginning of sentences.
- Capitalize simple abbreviations (e.g. Mrs., Dr.), greeting and closing of letters, and simple proper nouns.
- Use appropriate phonetic spelling for difficult words.
- Spell high frequency words correctly.
- Use dictionaries and other resources to spell words.
- Use correct subject/verb agreement.
- Introduce irregular plurals.
- Use commas for day, month, and year; greetings, and closings in friendly letters; and cities and states.
- Use apostrophes in contractions and possessives.
- Capitalize simple titles and holidays.
- Understand oral directions.

**Thinking and Analyzing:**

- Understand oral directions.
- Participate in small and large group discussions.
- Form own opinion and recognize opinions of others.

**Research and Presentation Skills:**

- Write and present research or a creative writing on a given topic.
- Use books, internet, and other sources for research, with support.
- Choose photographs, objects or drawn illustrations to support the research or creative writing.
- Speak in complete sentences and audible voice during presentation.

# **Progression of Literacy Skills at Rivendell School: Older Kids**

## **Reading:**

- Find the main idea and sequence.
- Monitor comprehension and visualization.
- Make inferences.
- Identify and understand character, setting, and theme.
- Identify and understand author's purpose and prediction.
- Use context clues.
- Draw conclusions.
- Note details.
- Understand questions.
- Understand paragraphs.
- Understand relevant and irrelevant information.
- Understand fact and opinion.
- Determine important information and ask questions.
- Understand cause and effect.
- Understand persuasion.
- Understand non-fiction text details.
- Understand and use a table of contents and index.
- Use schedules and understand maps.
- Understand graphs and charts.

## **Writing:**

- Understand qualities of a good writer.
- Use six traits of writing: ideas, organization, word choice, sentence fluency, voice, and conventions.

## **Writing – Ideas:**

- Choose a strong idea.
- Use topic sentence and supporting details.
- Develop character, setting, and plot.
- Elaborate on ideas and details.
- Maintain focus.

## **Writing - Organization:**

- Use sequencing.
- Organize information logically.
- Organize information in order to compare and contrast.
- Organize to persuade.
- Choose which way to organize writing.

## **Writing - Word Choice:**

- Write about action.
- Use descriptive language.
- Understand and use similes, metaphors, and personification.
- Choose words for the audience.
- Get the reader's attention.

### **Writing – Sentence Fluency:**

- Combine sentences with conjunctions.
- Write complex sentences.
- Begin the sentence in different ways.
- Write a smooth paragraph.

### **Writing – Voice**

- Examine types of voices.
- Use different voices and different purposes.
- Use voice in poetry.
- Write from different points of view.
- Use voice in persuasive writing.

### **Writing – Conventions:**

- Choosing end marks.
- Noun identification.
- Proper versus common nouns.
- Review capitalization.
- Subject and predicate.
- Contractions.
- Simple/compound subjects.
- Comparative adjectives.
- Forming complete sentences.
- Commas.
- Friendly letters.
- Homophones.
- Verb identification.
- Subject/Verb agreement.
- Conversations-quotations.
- Plural nouns - s, es, and y endings.
- Consistent verb tense.
- Book titles.
- Singular possessive.
- Plural possessives.
- Comparative and superlative adjectives.
- Pronouns.
- Adjectives and proper adjectives.
- Subject and verb agreement review.
- Conjunctions.
- Adverbs.
- Reasons to start a new paragraph, new time, new scene.
- Decision to capitalize.
- Appositives, commas, and transitions.
- Business letters.