

Reading Literacy Standards and Benchmarks

Standard 1 – Uses the general skills and strategies of the reading process (print-sound code).

Standard 2 – Uses reading skills and strategies to understand and interpret variety of literary and informative texts. (getting the meaning).

Standard 3 – Demonstrates reading habits of proficient readers.

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	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.

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	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Preschool	<p>1.1 Concepts of print: <i>Understands that print conveys meaning</i></p> <ul style="list-style-type: none"> a. Knows that printed letters and words represent spoken language. b. Recognizes environmental print. c. Understands how books work, d. knows the orientation and parts of books and their functions (e.g., inverted, front and back, left to right progression). <p>1.2 Demonstrates knowledge of phonemic awareness</p> <ul style="list-style-type: none"> a. Demonstrates understanding that spoken words consist of sequences of phonemes. b. Explores with rhyming, begins to attend to rhyming sounds. c. Isolate initial consonants in single-syllable words. d. Listen to a sequence of separately spoken phonemes and then combine the phonemes to form a word (/b/, /i/, /g/ is big). e. Segmentation: can break a word into separate sounds, saying each sound as individual phonemes. f. Attends to syllables or parts of words, can clap or tap separate syllables (i.e., compound words, football, hotdog). <p>1.3 Uses phonics</p> <ul style="list-style-type: none"> a. Identifies some letters of the alphabet (ten letters generally in their own names). <p>1.4 Reads words</p> <ul style="list-style-type: none"> b. <ul style="list-style-type: none"> • Recognizes some environmental print (i.e., STOP, McDonald's, Trix). 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> a. Retells with details a personal experience or a story. <p>2.2 Comprehends</p> <ul style="list-style-type: none"> a. After hearing a story, is able to retell, reenact, create artwork, and get the events in the correct sequence. (L, S, V) b. Responds to questions before, during, and after the story or non-fiction text has been read (i.e., yes/no, what, when, why, where, how, and open ended). (S) c. Use knowledge from their own experience to make connections to the text. (G) d. Makes predictions based on illustrations or portions of stories or text. (S) 	<p>3.1 Reads or Uses listening skills</p> <ul style="list-style-type: none"> a. Shows interest in story or non-fiction book. (L) b. Interacts with 1-2 books, through read alouds or self selection daily. (L, S) <p>3.2 Discusses books</p> <ul style="list-style-type: none"> a. Makes up a story related to pictures in a story or non-fiction book. (S) b. Answers yes/no, who, what, when, why, where, how, and open-ended questions before, during, and after story Uses listening skills them. (S) <p>3.3 Uses vocabulary</p> <ul style="list-style-type: none"> a. Uses newly learned vocabulary and grammatical construction in own speech.

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Kindergarten	<p>1.1 Concepts of print: <i>Understands that print conveys meaning</i></p> <ul style="list-style-type: none"> a. Knows that printed letters and words represent spoken language. b. Recognizes environmental print. c. Understands how books work, knows the parts of books and their functions (e.g., front and back, left to right progression, return sweep, one-to-one correspondence). d. Begins to track print when listening to familiar text being read or when rereading familiar text. <p>1.2 Demonstrates knowledge of phonemic awareness</p> <ul style="list-style-type: none"> a. Demonstrates understanding that spoken words consist of sequences of phonemes. b. Produce rhyming words and recognize pairs of rhyming words. c. Isolate initial consonants in single-syllable words. d. Segmentation of sounds; fully separates sounds by saying each sound (phoneme). e. Given spoken segments, can merge them into a meaningful target word (e.g., when teacher stretches out m-o-m, the child can blend it together as mom). f. Blends onsets and rimes to form words. g. Given a spoken set – dan, dan, den – can identify that the first two are the same. h. Given a spoken set like dak, pat, zen, can identify the first two as sharing one same sound. <p>1.3 Uses phonics: <i>Understands relationship between letters and sounds</i></p> <ul style="list-style-type: none"> a. Can recognize all upper and lower case letters. b. Can recognize and say the common sounds of letters and 	<p>2.1 Reads with accuracy and fluency</p> <ul style="list-style-type: none"> a. Reads “emergently” that is, “reread” a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said. (S) <p>2.2 Uses self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> a. Looks at the correct page. b. Points to the word they are saying . c. Notices when simple sentences, being read, fail to make sense. d. Listens to stories read aloud and monitors whether the story is making sense (e.g., they say they don’t understand something happening in the story). (L) <p>2.3 Comprehends</p> <ul style="list-style-type: none"> a. After reading text on their own, gives evidence that they are following the meaning (retelling what they have read using their own words). (S) b. After hearing a story, is able to retell, reenact, create artwork or a written response, and get the events in the correct sequence. (L, S) c. Responds to questions about the content (i.e., yes/no, 5WH, and open ended). (S) d. Uses knowledge from their own experience to make connections to the text. (G, MCGF) e. Makes predictions based on illustrations or portions of stories or text. (V) 	<p>3.1 Reads or Uses listening skills</p> <ul style="list-style-type: none"> a. Listens to one to two books read aloud each day. (L) b. “Rereads” or read-along alone or with a partner or adult familiar books each day. c. Engages with a range of genres: literature (stories, songs, plays, poems); functional text (how-to books, signs, labels, messages); or informational texts (all about books, attribute texts). <p>3.2 Discusses literary and informative texts</p> <ul style="list-style-type: none"> a. Discusses with teacher to student and student to student. (S) b. Processes texts at different levels-literal, making interpretations, making connections (text to text/self/world). (G) <p>3.3 Uses vocabulary</p> <ul style="list-style-type: none"> a. Notices words they don’t know when they are read to and talked with and guess what the words mean from how they are used. b. Learns and uses new words everyday from talk and books read aloud.
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Kindergarten (CONTINUED)	<ul style="list-style-type: none"> • Uses their knowledge of sounds and letters to write phonetically (invented/temporary spelling) representing consonant sounds with single letters in the correct sequence. <p>1.4 Reads words</p> <ul style="list-style-type: none"> a. Reads simple text containing familiar letter sound correspondences and high frequency words. b. Reads some words on their own, including a small number (about 20) of simple high frequency words that are recognized by sight (i.e., the, I, am, you, is, are). c. Reads familiar texts emergently (i.e., not necessarily verbatim from the print alone). 		

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First Grade	<p>1.1 Demonstrates phonemic awareness</p> <p>a. Blends onsets and rimes to form words (i.e., change “hat” to “cat”).</p> <p>b. Blend or segment the phonemes of most one syllable words.</p> <p>c. Substitutes letters in any position to form a new word (i.e., “fort” to “fork”, “bat” to “but”).</p> <p>1.2 Uses phonics</p> <p>a. Accurately decodes regular, one-syllable words and nonsense words (i.e., “sit”, “zot”).</p> <p>b. Uses letter-sound correspondence knowledge to sound out unknown words when reading text.</p> <p>1.3 Reads words</p> <p>a. Recognizes about 150 common irregularly spelled words by sight, (i.e., have, said, where, to).</p> <p>b. Has a reading vocabulary of 300-500 sight words and easily sounded-out words.</p>	<p>2.1 Reads with accuracy</p> <p>a. Reads grade level appropriate material (90 percent or better accuracy with self-corrections).</p> <p>2.2 Reads with fluency</p> <p>a. Independently read aloud from books that have been previewed for them using intonation, pauses, and emphasis that signal the structure of the sentence and the meaning of the text. (V)</p> <p>2.3 Uses self-monitoring and self-correcting strategies</p> <p>a. Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word or the sentence doesn’t make sense.</p> <p>b. Solves unknown words through strategies that include using syntax and word meaning clues, comparing pronounced sound to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts.</p> <p>c. Check their solution to a difficult word against their knowledge or the print-sound correspondence and the meaning of the text.</p> <p>2.4 Comprehends</p> <p>a. Notices when difficulties are encountered in understanding text.</p> <p>b. Tell what the book is about (summarizing). (S)</p> <p>c. Predicts and justifies what will happen next in stories.</p> <p>d. Describe new information gained from text. (S)</p> <p>e. Can answer simple, written comprehension questions based on the material read. (S)</p> <p>f. Discuss prior knowledge of topics in expository texts. (G, C)</p>	<p>3.1 Reads independently and with assistance</p> <p>a. Reads four or more books per day independently or assisted.</p> <p>b. Discusses at least one of these books with a peer or in a group. (S)</p> <p>c. Reads some favorite books many times gaining deeper comprehension.</p> <p>d. Reads their own writing and sometimes the writing of their classmates.</p> <p>3.2 Uses listening skills</p> <p>a. Hears two to four books or other texts, for example, poems, letters, instructions, newspaper articles, dramatic scripts, and songs read aloud everyday. (G, MCGF, L)</p> <p>b. Listens to and discuss everyday at least one book or chapter that is longer and more difficult than what they can read independently or with assistance. (L)</p> <p>3.3 Discusses literary and informative texts</p> <p>a. Compares two books by the same author.</p> <p>b. Talks about several books on the same theme.</p> <p>c. Refers explicitly to parts of the text when presenting or defending a claim.</p> <p>d. Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions).</p> <p>3.4 Uses vocabulary</p> <ul style="list-style-type: none"> Shows evidence of expanding language repertoire, including increasing appropriate use of standard, more formal language. Learns new words everyday from talk and books read aloud.
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First Grade (CONTINUED)		<ul style="list-style-type: none"> • Uses how, why, and what-if questions to discuss non-fiction texts. (S) • Makes connections between text/self/world. (G) 	<ul style="list-style-type: none"> • Talks about the meaning of some new words encountered in independent and assisted reading. • Make sense of new words from how the words are used, refining their sense of words as they encounter them again.

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Second Grade	<p>1.1 Uses phonics</p> <p>a. Accurately decodes regular, multi-syllable words and nonsense words (i.e., capital, Kalamazoo).</p> <p>b. Accurately reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common word endings.</p> <p>1.2 Reads words</p> <p>a. Has a reading vocabulary of at least 500 commonly used words.</p>	<p>2.1 Reads with accuracy</p> <p>a. Reads grade level appropriate material (90 percent or better accuracy with self-corrections).</p> <p>2.2 Reads with fluency</p> <p>a. Independently reads aloud from unfamiliar books they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text. (G, V)</p> <p>b. Uses the cues of punctuation including commas, periods, question marks, and quotation marks to guide them in getting meaning and fluently reading aloud.</p> <p>2.3 Uses self-monitoring and self-correcting strategies</p> <p>a. Rereads sentences or paragraphs when meaning is not clear.</p> <p>b. Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word or the sentence doesn't make sense.</p> <p>c. Solves unknown words through strategies that include using syntax and word meaning clues, comparing pronounced sound to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts.</p> <p>d. Check their solution to a difficult word against their knowledge or the print-sound correspondence and the meaning of the text.</p> <p>2.4 Comprehends</p> <ul style="list-style-type: none"> Recalls facts and details of the text. Reads non-fiction materials for answers to specific questions or for specific purposes. (G) Poses possible answers to how, why, and what-if questions. (S) Makes connections between text/self/world. (G) 	<p>3.1 Reads independently and with assistance</p> <p>a. Reads one or two short books or long chapters everyday and discuss what they read with another student or group. (C, V)</p> <p>b. Reads good childrens' literature everyday.</p> <p>c. Read multiple books by the same author and be able to discuss differences and similarities among these books.</p> <p>d. Rereads some favorite books or parts of longer books gaining deeper comprehension and knowledge of author's craft.</p> <p>e. Reads the functional and instructional messages they see in the classroom environment (i.e., announcements, labels, instructions, menus, invitations).</p> <p>f. Reads voluntarily for interest and own purposes.</p> <p>g. Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays).</p> <p>3.2 Uses listening skills</p> <p>a. Has worthwhile literature read to them to model the language and craft of good writing from a variety of genres.</p> <p>b. Listens to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance. (L, S)</p> <p>c. Uses reading strategies explicitly modeled by adults in read alouds and assisted reading.</p> <p>3.3 Discusses literary and informative texts</p>

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Second Grade (CONTINUED)		<ul style="list-style-type: none"> • Discusses or writes about the themes of the book – what the messages of the book might be. (V) • Traces characters and plots across multiple episodes, perhaps ones that are read on several successive days. • Infers cause/effect relationships that are not stated explicitly. <p>2.5 Uses vocabulary</p> <ul style="list-style-type: none"> a. Recognizes when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading. b. Learn new words everyday from their reading and talk. c. Talk about the meaning of some new words encountered in reading after they have finished reading and discussing the text. 	<ul style="list-style-type: none"> a. Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (S) b. Recognizes genre features and compares works by different authors in the same genre.

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Third Grade	<p>1.1 Uses phonics</p> <ul style="list-style-type: none"> • Uses letter-sound knowledge and structural analysis to decode words (i.e., syllabication, vowel patterns, affixes). • Infers word meaning from taught roots, prefixes, and suffixes. • Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead). 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). <p>2.2 Reads with fluency</p> <ul style="list-style-type: none"> • Independently reads aloud from unfamiliar books they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text. (V) • Uses the cues of punctuation including commas, periods, question marks, and quotation marks to guide them in getting meaning and fluently reading aloud. <p>2.3 Uses self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Rereads sentences or paragraphs when meaning is not clear. • Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word or the sentence doesn't make sense. • Solves unknown words through strategies that include using syntax and word meaning clues, comparing pronounced sound to printed letters, gathering context clues from surrounding sentences or pictures and deriving new words by analogy to known words and word parts. • Checks their solution to a difficult word against their knowledge or the print-sound correspondence and the meaning of the text. <p>2.4 Comprehends</p> <ul style="list-style-type: none"> • Recalls facts and details of the text. • Reads non-fiction materials for answers to specific questions or for specific purposes. (H,S) • Poses possible answers to how, why, and what-if questions. (S) 	<p>3.1 Reads independently and with assistance</p> <ul style="list-style-type: none"> • Reads longer fictional selections and chapter books independently. (C, V) • Reads multiple books by the same author and be able to discuss differences and similarities among these books. • Rereads some favorite books or parts of longer books gaining deeper comprehension and knowledge of author's craft. • Reads the functional and instructional messages they see in the classroom environment (i.e., announcements, labels, instructions, menus, invitations). (H,S) • Reads voluntarily for interest and own purposes. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, and plays). (MCGF,H,S) <p>3.2 Uses listening skills</p> <ul style="list-style-type: none"> • Have worthwhile literature read to them to model the language and craft of good writing from a variety of genres. • Listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance. (L, S) • Use reading strategies explicitly modeled by adults in read alouds and assisted reading. <p>3.3 Discusses literary and informative texts</p> <ul style="list-style-type: none"> • Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, and inferring).

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Third Grade (CONTINUED)		<ul style="list-style-type: none"> • Makes connections between text/self/world. (G) • Previews text and establishes a purpose for reading. • Discusses or write about the themes of the book – what the messages of the book might be. (H,S) • Identifies main elements of text (i.e., main idea, plot, character, setting). • Trace characters and plots across multiple episodes, perhaps ones that are read on several successive days. • Infers cause/effect relationships that are not stated explicitly. • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, and inferring). • Recognizes genre features and compare works by different authors in the same genre. <p>2.5 Uses vocabulary</p> <ul style="list-style-type: none"> • Recognizes when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading. • Learns new words everyday from their reading and talk. • Talks about the meaning of some new words encountered in reading after they have finished reading and discussing the text. (S,H) • Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words). 	<ul style="list-style-type: none"> • Challenges other members of the group on accuracy of facts, providing supporting information or logic of information stated. (S) • Recognizes genre features and compares works by different authors in the same genre.

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Fourth Grade	<p>1.1 Analyzes words</p> <ul style="list-style-type: none"> • Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead). • Decodes words using phonetic and structural analysis (i.e., affixes, syllabication, vowel patterns, complex word families). • Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. (G) 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). <p>2.2 Reads with fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow, and meter that sounds like everyday speech. • Varies reading rate to match purpose and difficulty of text. <p>2.3 Uses self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>2.4 Comprehends</p> <ul style="list-style-type: none"> • Recalls facts and details of a variety of text (functional text). • Reads non-fiction materials for answers to specific questions or for specific purposes. • Poses possible answers to how, why, and what-if questions. (S) • Extends ideas read from non-fiction. • Interprets new information by using prior knowledge and experience when reading non-fiction. • Draws conclusions supported by text. • Make connections between text/self/world. (G, MCGF) • Previews text and establishes a purpose for reading. • Discusses or write about the themes of the book – what the messages of the book might be. • Identifies main elements of text (i.e., main idea, plot, character, setting). • Infer cause/effect relationships that are not stated explicitly. • Paraphrases and summarizes text including functional text. (S) • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, and inferring). 	<p>3.1 Independently reads</p> <ul style="list-style-type: none"> • Reads 25 books from a diverse collection of fiction/non-fiction (i.e., newspaper, chapter books, informational books). (C, V) • Uses personal criteria to select reading material. • Rereads some favorite books or parts of longer books gaining deeper comprehension and knowledge of author’s craft. • Reads several books by the same author and evaluates elements of the author’s craft. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). (C) <p>3.2 Discusses literary and informative texts</p> <ul style="list-style-type: none"> • Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (S) • Recognizes genre features and compares works by different authors in the same genre. • Talk about the meaning of some new words encountered in reading after they have finished reading and discussing the text.

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Fourth Grade (CONTINUED)		<p>2.5 Uses vocabulary</p> <ul style="list-style-type: none"> Recognizes when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading. Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words). Expands general and specialized reading vocabulary (in subject area content). (L) 	

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Fifth Grade	<p>1.1 Analyzes words</p> <ul style="list-style-type: none"> • Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead). • Decodes words using phonetic and structural analysis (i.e., affixes, syllabication, vowel patterns, complex word families). • Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. (G) 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). <p>2.2 Reads with fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow, and meter that sounds like everyday speech. • Varies reading rate to match purpose and difficulty of text. <p>2.3 Uses self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>2.4 Comprehends</p> <ul style="list-style-type: none"> • Recalls facts and details of a variety of text (functional text). • Reads non-fiction materials for answers to specific questions or for specific purposes. • Poses possible answers to how, why, and what-if questions. (S) • Extends ideas read from non-fiction. • Interprets new information by using prior knowledge and experience when reading non-fiction. • Draws conclusions supported by text. • Makes connections between text/self/world. (G, MCGF) • Previews text and establishes a purpose for reading. • Discusses or write about the themes of the book – what the messages of the book might be. (S, V) • Identifies main elements of text (i.e., main idea, plot, character, setting). • Infers cause/effect relationships that are not stated explicitly. • Paraphrases and summarizes text including functional text. (S) • Understands author use of figurative language (idioms, similes). • Understands author’s purpose (to persuade, inform, entertain). 	<p>3.1 Reads independently</p> <ul style="list-style-type: none"> • Reads 25 books from a diverse collection of fiction/non-fiction (i.e., newspaper, chapter books, informational books). (C, V) • Uses personal criteria to select reading material. • Rereads some favorite books or parts of longer books gaining deeper comprehension and knowledge of author’s craft. • Reads several books by the same author and evaluates the author’s craft. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). (C) <p>3.2 Discusses literary and informative texts</p> <ul style="list-style-type: none"> • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (S) • Recognizes genre features and compares works by different authors in the same genre. • Talks about the meaning of some new words encountered in reading after they have finished reading and discussing the text.

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Fifth Grade (CONTINUED)		<ul style="list-style-type: none"> • Reflects on what has been learned after reading and formulates responses to text. (S) • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Recognizes genre features and compare works by different authors in the same genre. <p>2.5 Uses vocabulary</p> <ul style="list-style-type: none"> • Recognizes when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading. • Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words). • Expands general and specialized reading vocabulary (in subject area content). (L) 	

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Sixth Grade	<p>1.1 Analyzes words</p> <ul style="list-style-type: none"> • Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings). • Recognizes denotative and connotative meanings of words (literal and non-literal). • Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. (G) 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). <p>2.2 Reads with fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow, and meter that sounds like everyday speech. • Varies reading rate to match purpose and difficulty of text. <p>2.3 Uses self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>2.4 Comprehends</p> <ul style="list-style-type: none"> • Poses possible answers to how, why, and what-if questions. (S) • Extends ideas read from non-fiction. • Interprets new information by using prior knowledge and experience when reading non-fiction. • Draws conclusions supported by text. • Makes connections between text/self/world. (G, MCGF) • Previews text and establishes a purpose for reading. • Understands theme, main ideas, and supporting details in literary texts. • Identifies main elements of text (i.e., plot, character, setting, irony, flashback, foreshadowing). • Infers cause/effect relationships that are not stated explicitly. • Paraphrases and summarizes text including functional text. (S) • Understands author use of figurative language (idioms, similes). • Uses symbolism and author's purpose to comprehend text. • Reflects on what has been learned after reading and formulates responses to text. (S, V) • Identifies author's point of view, bias, and stereotypes. 	<p>3.1 Reads independently</p> <ul style="list-style-type: none"> • Reads 25 books from a diverse collection of fiction/non-fiction (i.e., newspaper, chapter books, informational books). (C, V) • Uses personal criteria to select reading material. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). (C) <p>3.2 Discusses literary and informative texts</p> <ul style="list-style-type: none"> • Recognizes that a text can elicit a variety of different responses from different readers. • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (S) • Recognizes genre features and compares works by different authors in the same genre.

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Sixth Grade (CONTINUED)		<ul style="list-style-type: none"> • Uses knowledge of text structures to comprehend fiction and non-fiction. • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Recognizes genre features and compare works by different authors in the same genre. <p>2.5 Uses vocabulary</p> <ul style="list-style-type: none"> • Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning). • Extends, expands general and specialized reading vocabulary (subject area). (L) 	

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Seventh Grade	<p>1.1 Analyze words</p> <ul style="list-style-type: none"> • Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings). • Recognizes denotative and connotative meanings of words (literal and non-literal). • Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. (G) 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). (S) <p>2.2 Reads with fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow, and meter that sounds like everyday speech. (S, V) • Varies reading rate to match purpose and difficulty of text. (S) <p>2.3 Uses self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>2.4 Comprehends</p> <ul style="list-style-type: none"> • Extends ideas read from non-fiction. (C, G, MCGF) • Interprets new information by using prior knowledge and experience when reading non-fiction. (C, G, MCGF) • Draws conclusions supported by text. (C, G, MCGF) • Makes connections between text/self/world. (C, G, MCGF) • Previews text and establishes a purpose for reading. • Understands theme, main ideas, and supporting details in literary texts. • Infers cause/effect relationships that are not stated explicitly. • Paraphrases and summarizes text including functional text. • Understands author use of figurative language (idioms, similes). • Reflects on what has been learned after reading and formulates responses to text. • Uses inductive and deductive reasoning to comprehend text. • Identifies author's point of view and purpose to comprehend text. • Uses knowledge of text structures to comprehend fiction and non-fiction. 	<p>3.1 Reads independently</p> <ul style="list-style-type: none"> • Reads from a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. (MCGF, V) • Uses personal criteria to select reading material. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). (MCGF) <p>3.2 Discusses literary and informative texts</p> <ul style="list-style-type: none"> • Recognizes that a text can elicit a variety of different responses from different readers. • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). (L, S) • Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (L, S, NV) • Recognizes genre features and compares works by different authors in the same genre.

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Seventh Grade (CONTINUED)		<ul style="list-style-type: none"> • Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax). • Understands elements of character development (character traits and motivation). • Understands the use of language in literary works to convey mood, images, and meanings (i.e., dialect, dialogue, symbolism, hyperbole). • Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life. • Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents). • Understands writing techniques used to influence the reader and accomplish the author's purpose (i.e., text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing). • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Recognizes genre features and compare works by different authors in the same genre. <p>2.5 Uses vocabulary</p> <ul style="list-style-type: none"> • Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning). • Extends, expands general and specialized reading vocabulary (subject area). 	

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Eighth Grade	<p>1.1 Analyzes words</p> <ul style="list-style-type: none"> • Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings). • Recognizes denotative and connotative meanings of words (literal and non-literal). • Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). (S) <p>2.2 Reads with fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow, and meter that sounds like everyday speech. (S, V) • Varies reading rate to match purpose and difficulty of text. (S) <p>2.3 Uses self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>2.4 Comprehends</p> <ul style="list-style-type: none"> • Extends ideas read from non-fiction. (C, G, MCGF) • Interprets new information by using prior knowledge and experience when reading non-fiction. (C, G, MCGF) • Draws conclusions supported by text. (C, G, MCGF) • Makes connections between text/self/world. (C, G, MCGF) • Previews text and establishes a purpose for reading. • Understands theme, main ideas, and supporting details in literary texts. • Infers cause/effect relationships that are not stated explicitly. • Paraphrases and summarizes text including functional text. • Understands author use of figurative language (idioms, similes). • Reflects on what has been learned after reading and formulates responses to text. • Uses inductive and deductive reasoning to comprehend text. • Identifies author's point of view and purpose to comprehend text. • Uses knowledge of text structures to comprehend fiction and non-fiction. 	<p>3.1 Reads independently</p> <ul style="list-style-type: none"> • Reads a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. (MCGF, V) • Uses personal criteria to select reading material. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). (MCGF) <p>3.2 Discusses literary and informative texts</p> <ul style="list-style-type: none"> • Recognizes that a text can elicit a variety of different responses from different readers. • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). (L, S) • Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (L, S, NV) • Recognizes genre features and compares works by different authors in the same genre.

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Eighth Grade (CONTINUED)		<ul style="list-style-type: none"> • Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax). • Understands elements of character development (character traits and motivation). • Understands the use of language in literary works to convey mood, images, and meanings (i.e., dialect, dialogue, symbolism, hyperbole). • Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life. • Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents). • Identifies and analyzes literary elements (i.e., plot, setting, theme, character development, conflict, and resolution). • Understands writing techniques used to influence the reader and accomplishes the author's purpose (i.e., text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing). • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Recognizes genre features and compare works by different authors in the same genre. <p>2.5 Uses vocabulary</p> <ul style="list-style-type: none"> • Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning). • Extends, expands general and specialized reading vocabulary (subject area). 	

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Ninth Grade	<p>1.1 Analyzes words</p> <ul style="list-style-type: none"> • Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings). • Recognizes denotative and connotative meanings of words (literal and non-literal). • Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). <p>2.2 Reads with fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow, and meter that sounds like everyday speech. (S, V) • Varies reading rate to match purpose and difficulty of text. <p>2.3 Use self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>2.4 Comprehends</p> <ul style="list-style-type: none"> • Extends ideas read from non-fiction. (G, MCGF, V) • Interprets new information by using prior knowledge and experience when reading non-fiction. (G, MCGF, V) • Draws conclusions supported by text. (G, MCGF, V) • Make connections between text/self/world. • Previews text and establishes a purpose for reading. • Understands theme, main ideas, and supporting details in literary texts. • Infers cause/effect relationships that are not stated explicitly. • Paraphrases and summarizes text including functional text. • Understands author use of figurative language (idioms, similes). • Reflects on what has been learned after reading and formulates responses to text. • Uses inductive and deductive reasoning to comprehend text. • Identifies author's point of view and purpose to comprehend text. • Uses knowledge of text structures to comprehend fiction and non-fiction. 	<p>3.1 Reads independently</p> <ul style="list-style-type: none"> • Reads a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. • Uses personal criteria to select reading material. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). <p>3.2 Discusses literary and informative texts</p> <ul style="list-style-type: none"> • Recognizes that a text can elicit a variety of different responses from different readers. • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). (L, S) • Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (C, L, S, NV) • Recognizes genre features and compares works by different authors in the same genre.

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Ninth Grade (CONTINUED)		<ul style="list-style-type: none"> • Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax). • Understands elements of character development (character traits and motivation). • Understands the use of language in literary works to convey mood, images, and meanings (i.e., dialect, dialogue, symbolism, hyperbole). • Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life. • Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents). • Identifies and analyzes literary elements (i.e., plot, setting, theme, character development, conflict, and resolution). • Understands writing techniques used to influence the reader and accomplish the author's purpose (i.e., text structure, stereotypes, bias, sarcasm, criticism, praise, affection, literary, and technical devices such as flashback, irony, foreshadowing). • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Recognizes genre features and compare works by different authors in the same genre. <p>2.5 Uses vocabulary</p> <ul style="list-style-type: none"> • Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning). • Extends, expands general and specialized reading vocabulary (subject area). 	

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Tenth Grade	<p>1.1 Analyzes words</p> <ul style="list-style-type: none"> • Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings). (MCGF) • Recognizes denotative and connotative meanings of words (literal and non-literal). (MCGF) • Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. (MCGF) 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). <p>2.2 Reads with fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow, and meter that sounds like everyday speech. (S, V) • Varies reading rate to match purpose and difficulty of text. <p>2.3 Uses self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>2.4 Comprehends</p> <ul style="list-style-type: none"> • Extends ideas read from non-fiction. • Interprets new information by using prior knowledge and experience when reading non-fiction. • Draws conclusions supported by text. • Make connections between text/self/world. (G) • Previews text and establishes a purpose for reading. • Understands theme, main ideas, and supporting details in literary texts. • Infers cause/effect relationships that are not stated explicitly. • Paraphrases and summarizes text including functional text. • Understands author use of figurative language (idioms, similes). • Reflects on what has been learned after reading and formulates responses to text. • Uses inductive and deductive reasoning to comprehend text. • Identifies author's point of view and purpose to comprehend text. (MCGF) • Uses knowledge of text structures to comprehend fiction and non-fiction. • Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax). 	<p>3.1 Reads independently</p> <ul style="list-style-type: none"> • Reads a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. (G, MCGF) • Uses personal criteria to select reading material. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). <p>3.2 Discusses literary and informative texts</p> <ul style="list-style-type: none"> • Recognizes that a text can elicit a variety of different responses from different readers. • Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (L, S, V) • Recognizes genre features and compares works by different authors in the same genre.

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Tenth Grade (CONTINUED)		<ul style="list-style-type: none"> • Understands elements of character development (character traits and motivation). • Understands the use of language in literary works to convey mood, images and meanings (i.e., dialect, dialogue, symbolism, hyperbole). • Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life. (G) • Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents). • Identifies and analyzes literary elements (i.e., plot, setting, theme, character development, conflict, and resolution). • Understands writing techniques used to influence the reader and accomplish the author’s purpose (i.e., text structure, stereotypes, bias, sarcasm, criticism, praise, affection, literary and technical devices such as flashback, irony, foreshadowing). (G, MCGF) • Understands relationships between literature and its historical period, culture, and society (i.e., influence of historical context on form, style and point of view, social influences on author’s description of characters, plot, and setting). (G, MCGF) • Scans a passage to determine whether or not it contains relevant information. (V) • Uses a variety of criteria to evaluate clarity and accuracy of information (i.e., author’s bias, expertise of author, propaganda techniques, authenticity). (C) • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Recognizes genre features and compares works by different authors in the same genre. <p>2.5 Uses vocabulary</p> <ul style="list-style-type: none"> • Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning). • Extends, expands general and specialized reading vocabulary (subject area). 	

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Eleventh Grade	<p>1.1 Analyzes words</p> <ul style="list-style-type: none"> • Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings). • Recognizes denotative and connotative meanings of words (literal and non-literal). • Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). <p>2.2 Reads with fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow, and meter that sounds like everyday speech. (S, V) • Varies reading rate to match purpose and difficulty of text. <p>2.3 Use self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>2.4 Comprehends</p> <ul style="list-style-type: none"> • Extends ideas read from non-fiction. • Interprets new information by using prior knowledge and experience when reading non-fiction. • Draws conclusions supported by text. • Make connections between text/self/world. (G) • Previews text and establishes a purpose for reading. • Understands theme, main ideas, and supporting details in literary texts. • Infers cause/effect relationships that are not stated explicitly. • Paraphrases and summarizes text including functional text. • Understands author use of figurative language (idioms, similes). • Reflects on what has been learned after reading and formulates responses to text. • Uses inductive and deductive reasoning to comprehend text. • Identifies author's point of view and purpose to comprehend text. • Uses knowledge of text structures to comprehend fiction and non-fiction. • Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax). 	<p>3.1 Reads independently</p> <ul style="list-style-type: none"> • Reads a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. • Uses personal criteria to select reading material. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). <p>3.2 Discusses literary and informative texts</p> <ul style="list-style-type: none"> • Recognizes that a text can elicit a variety of different responses from different readers. (V) • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (L) • Recognizes genre features and compares works by different authors in the same genre.

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Eleventh Grade (CONTINUED)		<ul style="list-style-type: none"> • Understands elements of character development (character traits and motivation). • Analyzes the simple and complex actions (e.g., internal/external conflicts) between main and subordinate characters in literary works containing complex character structures. • Understands the use of language in literary works to convey mood, images, and meanings (i.e., dialect, dialogue, hyperbole). • Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life. • Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents). (C) • Identifies and analyzes literary elements (i.e., plot, setting, theme, character development, conflict, and resolution). • Understands how themes are used across literary works and genres (e.g., universal themes in literature of different cultures, such as death and rebirth, initiation, love and duty, major themes in American literature, authors associated with major themes of specific eras). (MCGF) • Understands writing techniques used to influence the reader and accomplish the author's purpose (i.e., text structure, stereotypes, bias, sarcasm, criticism, praise, affection, literary and technical devices such as flashback, irony, foreshadowing, symbolism). (NV) • Understands relationships between literature and its historical period, culture, and society (i.e., influence of historical context on form, style and point of view, social influences on author's description of characters, plot, and setting). • Scans a passage to determine whether or not it contains relevant information. • Uses a variety of criteria to evaluate clarity and accuracy of information (i.e., author's bias, expertise of author, propaganda techniques, authenticity). • Understands philosophical assumptions and basic beliefs underlying an author's purpose. 	

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Eleventh Grade (CONTINUED)		<ul style="list-style-type: none"> • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Recognizes genre features and compares works by different authors in the same genre. <p>2.5 Use vocabulary</p> <ul style="list-style-type: none"> • Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning). • Extends, expands general and specialized reading vocabulary (subject area). 	

	STANDARD 1	STANDARD 2	STANDARD 3
	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Twelfth Grade	<p>1.1 Analyzes words</p> <ul style="list-style-type: none"> • Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings). • Recognizes denotative and connotative meanings of words (literal and non-literal). (L, S, NV) • Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. (G) 	<p>2.1 Reads with accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). <p>2.2 Reads with fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow, and meter that sounds like everyday speech. (S, V) • Varies reading rate to match purpose and difficulty of text. <p>2.3 Use self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>2.4 Comprehends</p> <ul style="list-style-type: none"> • Extends ideas read from non-fiction. • Interprets new information by using prior knowledge and experience when reading non-fiction. • Draws conclusions supported by text. • Makes connections between text/self/world. (G, MCGF) • Previews text and establishes a purpose for reading. • Understands theme, main ideas, and supporting details in literary texts. • Infers cause/effect relationships that are not stated explicitly. • Paraphrases and summarizes text including functional text. • Understands author use of figurative language (idioms, similes). • Reflects on what has been learned after reading and formulates responses to text. • Uses inductive and deductive reasoning to comprehend text. • Identifies author’s point of view and purpose to comprehend text. • Uses knowledge of text structures to comprehend fiction and non-fiction. • Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax). 	<p>3.1 Reads independently</p> <ul style="list-style-type: none"> • Reads a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. (C, G, MCGF, V) • Uses personal criteria to select reading material. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). (C, G, MCGF, S, NV, V) <p>3.2 Discusses literary and informative texts</p> <ul style="list-style-type: none"> • Recognizes that a text can elicit a variety of different responses from different readers. • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). (L, S) • Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (L, S) • Recognizes genre features and compares works by different authors in the same genre.

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	Uses the general skills and strategies of the reading process (print-sound code.)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).	Demonstrates reading habits of proficient readers.
Twelfth Grade (CONTINUED)		<ul style="list-style-type: none"> • Understands elements of character development (character traits and motivation). • Analyzes the simple and complex actions (e.g., internal/external conflicts) between main and subordinate characters in literary works containing complex character structures. • Understands the use of language in literary works to convey mood, images, and meanings (i.e., dialect, dialogue, hyperbole). • Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life. (G) • Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents). (C) • Identifies and analyzes literary elements (i.e., plot, setting, theme, character development, conflict, and resolution). • Understands how themes are used across literary works and genres (e.g., universal themes in literature of different cultures, such as death and rebirth, initiation, love and duty, major themes in American literature, authors associated with major themes of specific eras). (G, MCGF, V) • Understands writing techniques used to influence the reader and accomplish the author’s purpose (i.e., text structure, stereotypes, bias, sarcasm, criticism, praise, affection, literary, and technical devices such as flashback, irony, foreshadowing, symbolism). • Understands relationships between literature and its historical period, culture, and society (i.e., influence of historical context on form, style and point of view, social influences on author’s description of characters, plot and setting). (G, MCGF) • Scans a passage to determine whether or not it contains relevant information. (V) • Uses a variety of criteria to evaluate clarity and accuracy of information (i.e., author’s bias, expertise of author, propaganda techniques, authenticity). • Uses language and perspectives of literary criticism to evaluate literary works (e.g., evaluates aesthetic qualities of style, such as diction, tone, theme, 	

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Twelfth Grade (CONTINUED)		<p>mood, identifies ambiguities, subtleties, and incongruities in the text, compares reviews of literature). (V)</p> <ul style="list-style-type: none"> • Understands philosophical assumptions and basic beliefs underlying an author's purpose. • Demonstrates skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme inferring). • Recognizes genre features and compares works by different authors in the same genre. <p>2.5 Uses vocabulary</p> <ul style="list-style-type: none"> • Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning). (NV, V) • Extends, expands general and specialized reading vocabulary (subject area). 	