

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 1: The student uses skills in alphabetics to construct meaning from text.**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
▲ Identifies sounds of both upper and lower case letters of the alphabet. (Letter-sound Relationships)	Identifies sounds of both upper and lower case letters of the alphabet. (Letter-sound Relationships)								
▲ Identifies names of both upper and lower case letters of the alphabet.	▲ Identifies names of both upper and lower case letters of the alphabet.								
Distinguishes letters from words by recognizing that words are separated by spaces.	Identifies and distinguishes between letters, words, and sentences.								
▲ Demonstrates phonemic awareness skills by hearing and orally manipulating sounds (e.g., ▲phoneme isolation, ▲identification, ▲categorization, blending, segmentation, deletion, addition, substitution). (Phonemic Awareness)	▲ Identifies and manipulates phonemes in spoken words (e.g., phoneme isolation, identification, categorization, ▲blending, ▲segmentation, ▲deletion, ▲addition, ▲substitution). (Phonemic Awareness)								
Identifies and makes oral rhymes and begins to hear onsets and rimes (e.g., alliteration, intonation). (Phonological Awareness)	▲ Identifies onsets and rimes in spoken words (e.g., alliteration, intonation, rhyme). (Phonological Awareness)	Manipulates onsets and rimes in spoken syllables. (Phonological Awareness)							

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Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
<p>▲ Demonstrates an understanding of graphemes and phonemes (i.e., sound-symbol relationships) in written and spoken language.</p> <p>(Phonics)</p>	<p>▲ Uses knowledge of letter-sound correspondences (e.g., ▲consonant-vowel patterns, blends, ▲digraphs, word families) when reading unknown words.</p> <p>(Phonics)</p>	<p>▲ Uses knowledge of developmentally appropriate decoding skills (e.g., ▲consonant-vowel combinations, ▲blends, digraphs, ▲word families) when reading unknown words.</p> <p>(Phonics)</p>	<p>Uses decoding skills that include knowledge of phonetics and structural analysis when reading unknown words.</p>	<p>Uses decoding skills that include knowledge of structural analysis automatically when reading.</p>					
	<p>Manipulates onsets and rimes in spoken words (e.g., alliteration, intonation, rhyme).</p> <p>(Phonological Awareness)</p>	<p>Categorizes onsets and rimes in spoken syllables.</p> <p>(Phonological Awareness)</p>							

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 2: The student reads fluently.**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
Demonstrates an understanding of concepts of print (e.g., front-to-back, top-to-bottom, left-to-right) and begins to track print.	Applies concepts of print when reading (e.g., front-to-back, top-to-bottom, left-to-right, capitalization).								
Locates periods, question marks, and exclamation points.	Uses punctuation at instructional or independent reading levels while reading.	▲ Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at instructional or independent reading levels.	Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, italics, graphics, hyphens) to read fluently at instructional or independent reading levels.	Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, colons, semi-colons, dashes) to read fluently at instructional or independent reading levels.	Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently at instructional or independent reading levels.	Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.	Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.	Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.	
Imitates the rhythm of speech in emergent oral reading.	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text.	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	
	Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.	Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.	Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.	Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.	Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.	Uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.	Uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.	Uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.	

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 2: The student reads fluently.**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
	Uses a variety of word-recognition strategies (e.g., practicing words in isolation) to read fluently.	Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.	Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.	Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.	Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.	Uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.	Uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.	Uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.	
		Begins to adjust reading rate to support comprehension when reading narrative and expository texts.	Adjusts reading rate to support comprehension when reading narrative, expository, and technical texts.	Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 3: The student expands vocabulary.**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
Reads one-syllable and often-heard words by sight.	Demonstrates automatic recognition of sight words.	Demonstrates automatic recognition of sight words.	Expands sight-word vocabulary.						
Uses picture clues to identify unknown words and meanings.	Determines the meaning of unknown words or phrases using picture clues and context clues from sentences.	▲Determines the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs.	▲Determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	▲Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	▲Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	▲Determines the meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.	▲Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.	▲Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.	▲Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.
	Identifies synonyms and antonyms to determine the meaning of words.	Identifies and uses synonyms, antonyms, and homophones to determine the meaning of words.	Identifies and uses synonyms, antonyms, and homophones to determine the meaning of words.	Identifies and uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.	Uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.	Uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.			
		Uses a picture dictionary, dictionary, or glossary to understand word meaning.	Uses a dictionary or a glossary to determine an appropriate definition of a word.	Uses a dictionary or a glossary to determine an appropriate definition of a word or uses a thesaurus to expand vocabulary.	Chooses reference materials (e.g., dictionaries, encyclopedias, atlases, glossaries, thesauri, on-line reference materials) appropriate to the task.	Understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	Locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	Locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	Locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 3: The student expands vocabulary.**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
	Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, inflectional endings).	▲Determines meaning of words through knowledge of word structure (e.g., ▲base words, ▲compound nouns, ▲contractions, inflectional endings).	▲Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes).	▲Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes).	▲Determines meaning of words through knowledge of word structure (e.g., contractions, ▲prefixes, ▲suffixes).	▲Determines meaning of words through knowledge of word structure (e.g., ▲root words, ▲prefixes, ▲suffixes).	▲Determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.	▲Determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.	▲Determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.
			Identifies the difference between literal and figurative language when reading similes, metaphors, and idioms.	Determines the meaning of figurative language by interpreting similes, metaphors, and idioms.	Determines the meaning of figurative language by interpreting similes, metaphors, analogies, hyperbole, onomatopoeia, and personification.	▲Identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, hyperbole, onomatopoeia, personification, and idioms.	▲Identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, and idioms.	▲Identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, ▲idioms, ▲imagery, and symbolism.	▲Identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.
				Identifies the connotation and denotation of new words.	Recognizes the differences between the meanings of connotation and denotation.	Identifies word connotations and word denotations.	Identifies word connotations and word denotations.	Distinguishes between connotative and denotative meanings.	Discriminates between connotative and denotative meanings and interprets the connotative power of words.

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
Participates in discussions about narrative and expository texts read to them.	Participates in discussions about narrative, expository, and technical texts read to them or text read independently.	Recognizes the differences between narrative, expository, and technical texts.	Recognizes the differences between narrative, expository, technical, and persuasive texts.	Identifies characteristics of narrative, expository, technical, and persuasive texts.	Identifies characteristics of narrative, expository, technical, and persuasive texts.	Identifies characteristics of narrative, expository, technical, and persuasive texts.	Identifies characteristics of narrative, expository, technical, and persuasive texts.	Identifies characteristics of narrative, expository, technical, and persuasive texts.	Identifies characteristics of narrative, expository, technical, and persuasive texts.
Identifies and discusses title, author, illustrator, and illustrations.	Locates and discusses title, author, illustrator, and illustrations.	Locates and discusses text features (e.g., title, graphs and charts, table of contents, boldface type, italics, glossary, index) to understand information.	<ul style="list-style-type: none"> <li>▲ Understands the purpose of text features (e.g.,                             <ul style="list-style-type: none"> <li>▲ title, ▲ graphs and charts,</li> <li>▲ table of contents,</li> <li>▲ pictures/illustrations,</li> <li>▲ boldface type, italics,</li> <li>▲ glossary, index)</li> </ul>                             and uses such features to locate information in and to gain meaning from appropriate-level texts.                         </li> </ul>	<ul style="list-style-type: none"> <li>▲ Understands the purpose of text features (e.g., title,                             <ul style="list-style-type: none"> <li>▲ graphs/charts and maps,</li> <li>▲ table of contents,</li> <li>▲ pictures/illustrations,</li> <li>▲ boldface type, italics,</li> <li>▲ glossary, index,</li> <li>▲ headings, subheadings,</li> <li>▲ topic and summary sentences, captions)</li> </ul>                             and uses such features to locate information in and to gain meaning from appropriate-level texts.                         </li> </ul>	<ul style="list-style-type: none"> <li>▲ Understands the purpose of text features (e.g., title,                             <ul style="list-style-type: none"> <li>▲ graphs/charts and maps,</li> <li>▲ table of contents,</li> <li>▲ pictures/illustrations,</li> <li>▲ boldface type, italics,</li> <li>▲ glossary, index,</li> <li>▲ headings, subheadings,</li> <li>▲ topic and summary sentences, captions)</li> </ul>                             and uses such features to locate information in and to gain meaning from appropriate-level texts.                         </li> </ul>	<ul style="list-style-type: none"> <li>▲ Understands the purpose of text features (e.g., title,                             <ul style="list-style-type: none"> <li>▲ graphs/charts and maps,</li> <li>▲ table of contents,</li> <li>▲ pictures/illustrations,</li> <li>▲ boldface type, italics,</li> <li>▲ glossary, index,</li> <li>▲ headings, subheadings,</li> <li>▲ topic and summary sentences, captions, sidebars,</li> <li>▲ underlining, numbered or bulleted lists)</li> </ul>                             and uses such features to locate information in and to gain meaning from appropriate-level texts.                         </li> </ul>	<ul style="list-style-type: none"> <li>▲ Understands the purpose of text features (e.g., title,                             <ul style="list-style-type: none"> <li>▲ graphs/charts and maps,</li> <li>▲ table of contents,</li> <li>▲ pictures/illustrations,</li> <li>▲ boldface type, italics,</li> <li>▲ glossary, index,</li> <li>▲ headings, subheadings,</li> <li>▲ topic and summary sentences, captions, sidebars,</li> <li>▲ underlining, numbered or bulleted lists)</li> </ul>                             and uses such features to locate information in and to gain meaning from appropriate-level texts.                         </li> </ul>	<ul style="list-style-type: none"> <li>▲ Understands the purpose of text features (e.g., title,                             <ul style="list-style-type: none"> <li>▲ graphs/charts and maps,</li> <li>▲ table of contents,</li> <li>▲ pictures/illustrations,</li> <li>▲ boldface type, italics,</li> <li>▲ glossary, index,</li> <li>▲ headings, subheadings,</li> <li>▲ topic and summary sentences, captions, sidebars,</li> <li>▲ underlining, numbered or bulleted lists)</li> <li>▲ footnotes, annotations)</li> </ul>                             and uses such features to locate information in and to gain meaning from appropriate-level texts.                         </li> </ul>	
Uses pictures, content, and prior knowledge to make predictions.	Uses pictures, content, and prior knowledge to make predictions.	Uses pictures, content, and prior knowledge to make predictions.	Uses prior knowledge and content to make, revise, and confirm predictions.	Uses prior knowledge and content to make, revise, and confirm predictions.	Uses prior knowledge, content, and text features to make, revise, and confirm predictions.	Uses prior knowledge, content, and text type features to make, revise, and confirm predictions.	Uses prior knowledge, content, and text type features to make, revise, and to confirm predictions.	Uses prior knowledge, content, and text type features to make, revise, and to confirm predictions.	Uses prior knowledge, content, and text type features to make, revise, and to confirm predictions.

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>High School</b>
Responds logically to literal, inferential, and critical thinking questions before, during, and after listening to the text.	Responds logically to literal, inferential, and critical thinking questions before, during, and after listening to or reading the text.	Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.	Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.	Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
Uses picture clues, text, and prior knowledge to make inferences and draw conclusions.	Uses picture clues, text, and prior knowledge to make inferences and draw conclusions.	▲ Uses ▲ illustrations, ▲ text, and prior knowledge to make inferences and draw conclusions.	▲ Uses information from the text to make inferences and draw conclusions.	▲ Uses information from the text to make inferences and draw conclusions.	▲ Uses information from the text to make inferences and draw conclusions.	▲ Uses information from the text to make inferences and draw conclusions.	▲ Uses information from the text to make inferences and draw conclusions.	▲ Uses information from the text to make inferences and draw conclusions.	▲ Uses information from the text to make inferences and draw conclusions.
Develops awareness of text structure (e.g., sequence, problem-solution).	Develops awareness of text structure (e.g., sequence, problem-solution, comparison-contrast).	Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).	▲ Identifies text structure (e.g., ▲ sequence, ▲ problem-solution, comparison-contrast, description, cause-effect).	▲ Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).	▲ Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).	▲ Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	▲ Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	▲ Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	▲ Analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.
Sequences 2-3 events in order.	▲ Sequences events according to basic story structure of beginning, middle, and end.	▲ Sequences events according to basic story structure of beginning, middle, and end.	Sequences events and information in logical order.						

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>High School</b>
Compares and contrasts information in illustrations, prior knowledge, and texts read aloud.	Compares and contrasts information (e.g., topics, characters) between texts.	Compares and contrasts information (e.g., topics, characters) between texts and within a single text.	▲ Compares and contrasts information (e.g., topics, characters) in a text.	▲ Compares and contrasts information, (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.	▲ Compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts.	▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.	▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts.	▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques) in one or more appropriate-level texts.	▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.
		Identifies cause-effect relationships in narrative and expository texts.	▲ Links causes and effects in appropriate-level narrative and expository texts.	▲ Links causes and effects in appropriate-level narrative and expository texts.	▲ Links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.	▲ Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.	▲ Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.	▲ Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.	▲ Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>High School</b>
Retells or role plays important events and information from the text.	▲ Retells or role plays important events and main ideas from narrative and expository texts.	▲ Retells or determines important events and main ideas from narrative and expository texts.	▲ Retells main ideas or events as well as supporting details in narrative and expository texts.	▲ Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.	▲ Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, technical, and persuasive texts.	▲ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order.	▲ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.	▲ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.	▲ Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent.
Explains the topic of a selection that has been read aloud (e.g., What is the book about?).	Identifies the topic and main idea in appropriate-level texts.	▲ Identifies topic, main idea, and supporting details in appropriate-level texts.	▲ Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	▲ Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
			Explains the author's purpose (e.g., to persuade, to entertain, to inform).	▲ Identifies the author's purpose (e.g., to persuade, ▲to entertain, ▲to inform).	▲ Identifies the author's purpose (e.g., to persuade, to entertain, to inform).	▲ Identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose.	▲ Explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.	▲ Explains the relationship between an author's use of literary devices in a text (e.g., ▲foreshadowing, ▲flashback, ▲ irony, symbolism, tone, mood) and his or her purpose for writing the text.	▲ Analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text.
			Establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).	Establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).	Establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).	Establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).	Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).	Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).	Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).
				Follows directions explained in technical texts.	Follows directions explained in technical text.	Follows directions explained in technical text.	Follows directions explained in technical text.	Follows directions explained in technical text.	Follows directions presented in technical text.

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
					Identifies evidence that supports conclusions in persuasive text.	▲ Identifies or describes evidence that supports conclusions in persuasive text.	▲ Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).	▲ Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).	▲ Identifies the author's position in a persuasive text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided.
		Distinguishes between fact and opinion in various texts.	Distinguishes between fact and opinion in various texts.	▲ Distinguishes between fact and opinion in various types of appropriate-level texts.	▲ Distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.	▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media), bias, and stereotypes in various types of appropriate-level texts.	▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.	▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.	▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

**Standard 2 - Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>High School</b>
Identifies and discusses character(s) in literature.	Identifies and discusses character(s) in literature.	▲ Identifies and describes character(s) in literature.	▲ Identifies and describes characters' physical traits, basic personality traits, and actions.	▲ Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	▲ Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	▲ Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.	▲ Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.	▲ Describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.	▲ Identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.
Identifies and talks about events in the story and why they are important.	Identifies and describes setting.	▲ Identifies and describes setting.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).	▲ Analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.

**Standard 2 - Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
Identifies and discusses problem and solution.	Follows events in a plot.	Retells the plot of a story.	Identifies plot sequence.	▲ Identifies or describes the major conflict in a story and how it is resolved	▲ Identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).	▲ Identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.	▲ Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	▲ Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	▲ Analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.
					Understands that theme refers to the main idea (implied or stated), meaning of a selection, and includes the author's ideas about the subject.	Identifies aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.	Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).	Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).	Analyzes themes, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.
						Identifies the use of literary devices (e.g., foreshadowing, flashback).	Identifies literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).	Identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, imagery, symbolism) in a text and explains how the author uses such devices to help establish tone and mood.	Identifies, analyzes, and evaluates the use of literary devices (e.g., foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) in a text.

**Standard 2 - Literature: The student responds to a variety of text.**

**Benchmark 2: The student understands the significance of literature and its contributions to various cultures.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>High School</b>
Recognizes and discusses cultural elements in books read aloud.	Listens to or reads text to connect personal experiences and ideas with those of other cultures in literature.	Reads to connect personal experiences and ideas with those of other cultures in literature.	Reads to connect personal experiences and ideas with those of other cultures in literature.	Describes aspects of history and culture found in works of literature.	Understands the effects history and cultures may have on works of literature.	Understands the effects history and cultures may have on works of literature.	Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	Recognizes ways that literature from different cultures presents similar themes differently across genres.
		Identifies various languages, traditions, and cultures found in literature.	Compares and contrasts various languages, traditions, and cultures found in literature.	Compares and contrasts various languages, traditions, and cultures found in literature.	Compares and contrasts various languages, traditions, and cultures found in literature.	Compares and contrasts various languages, traditions, and cultures found in literature.	Compares and contrasts customs and ideas within literature representing a variety of cultures.	Compares and contrasts customs and ideas within literature representing a variety of cultures.	Compares and contrasts works of literature that deal with similar topics and problems.
		Makes connections between specific aspects of literature from a variety of cultures and personal experiences.	Makes connections between specific aspects of literature from a variety of cultures and personal experiences.	Makes connections between specific aspects of literature from a variety of cultures and personal experiences.	Makes connections between specific aspects of literature from a variety of cultures and personal experiences.	Makes connections between specific aspects of literature from a variety of cultures and personal experiences.	Recognizes connections between cultures and experiences through a variety of texts.	Analyzes distinctive and shared characteristics of cultures through a variety of texts.	Evaluates distinctive and shared characteristics of cultures through a variety of texts.
<b>Total Number of Indicators</b>									
25	30	31	32	32	33	34	33	33	29