

Montana Standards and Expanded Benchmarks for Reading



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Montana Standards for Reading

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information.

Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

Content standards indicate what all students should know, understand, and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points – at the end of grade 4, the end of grade 8, and grade 12.

The following standards are for all students, and the expanded benchmarks are specifically labeled throughout the document:

Content Standard 1 – Students construct meaning as they comprehend, interpret, and respond to what they read.

Content Standard 2 – Students apply a range of skills and strategies to read.

Content Standard 3 – Students set goals, monitor, and evaluate their progress in reading.

Content Standard 4 – Student select, read, and respond to print and nonprint material for a variety of purposes.

Content Standard 5 – Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

End of Grade 4 Standards and Expanded Benchmarks for Reading

Reading Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.

Essence of Standard 1: Comprehend and make use of ideas from a variety of information sources.

Rationale

Readers actively engage with text to build their own understanding. Thus, readers understand what they read as it relates to what they know. In this process, readers use prior knowledge and related experiences to:

- predict what a text might say and confirm or revise their understanding,
- integrate new information into their existing knowledge base;
- reflect upon what has been read in order to respond and create personal meaning through discussion and writing, as well as through artistic expression, formal presentation, media, etc.

As readers construct meaning they interpret what they read, selecting important ideas and details.

Benchmarks

When reading, students will:

1.1 Make predictions and connections between new material and previous information/experiences.

Expanded Benchmark 1.1.1 Understand information to anticipate and attend to reading activity.

1.1.1.1 Attend to people and objects in the environment.

1.1.1.2 Anticipate the beginning of literacy activity (look toward reader, tolerate headphones, locate literacy materials).

1.1.1.3 Attend to literacy materials.

1.1.1.4 Attend to person and literacy materials in a purposeful manner.

1.1.1.5 Attend to literacy materials from beginning to end.

Expanded Benchmark 1.1.2 Understand information and get meaning from books and other information sources when text is supported by sounds, graphics, and/or object.

1.1.2.1 Preview/explore literacy material (look at, touch, hold, listen).

1.1.2.2 Make a prediction.

1.1.2.3 Verify a prior prediction.

Expanded Benchmark 1.1.3 Understand information and respond to signs and other print information at school, home, and in the community.

1.1.3.1 Respond to own name, spoken/signed, print/picture.

- 1.1.3.2 Attend to a picture/symbol/object when presented.
- 1.1.3.3 Locate a picture/symbol/object when named or signed.
- 1.1.3.4 Locate environmental print/picture/symbol/object.
- 1.1.3.5 Identify environmental print in its context (e.g., point to "women's" restroom, the lunchroom, in/out, etc.).

Expanded Benchmark 1.1.4 Understand information and use text, spoken information, and/or objects to complete simple tasks.

- 1.1.4.1 Anticipate routines or patterns connected to a literacy activity.
- 1.1.4.2 Follow routines or patterns connected to a literacy activity.
- 1.1.4.3 Use appropriate literacy-related materials (computer, switch activated tape, videotape player, etc.).
- 1.1.4.4 Follow directions that contain verbs (point to; look at; turn page; hit switch).
- 1.1.4.5 Follow directions that contain prepositions.

1.2 Incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.

Expanded Benchmark 1.2.1 Use information to guide action and apply information learned from one print and/or nonprint information source to another situation.

- 1.2.1.1 Identify a variety of resources (e.g., computer, dictionary, map).
- 1.2.1.2 Identify resource materials to gain information about words.
- 1.2.1.3 Use environmental print to navigate (e.g., locate places using signs).

Expanded Benchmark 1.2.2 Use information from a prior experience to understand reading material.

- 1.2.2.1 Request adaptations needed prior to understanding a story/reading selection.
- 1.2.2.2 Request to review literacy materials (preview).
- 1.2.2.3 Identify a prior experience that relates to the content of selection.

Expanded Benchmark 1.2.3 Use information to guide action and sort groups of known words, pictures, and/or objects into categories based on a common feature or function.

- 1.2.3.1 Identify words/pictures/symbols/objects used for social communication.
- 1.2.3.2 Identify words/pictures/symbols/objects used for content communication.
- 1.2.3.3 Sort words/pictures/symbols/objects into groups.

1.3 Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.

Expanded Benchmark 1.3.1 Express ideas and select personal preference when given a choice between two or more print/nonprint items.

- 1.3.1.1 Communicate preferred mode for reading/comprehending literacy materials.
- 1.3.1.2 Request/select literacy materials/books for others to read.
- 1.3.1.3 Indicate preference when offered a choice of books.
- 1.3.1.4 Select literacy materials/books by character or topic.

Expanded Benchmark 1.3.2 Express ideas and feelings about information that has been presented.

1.3.2.1 Respond to information gained by developing an opinion about a reading selection.

Expanded Benchmark 1.3.3 Express ideas and respond to text by expressing opinions, creating illustrations, or using resources.

1.3.3.1 Communicate an opinion about the text.

1.3.3.2 Defend an opinion about the reading selection using detail from the text.

1.3.3.3 Creates an illustration/photo essay/object box specific to the text.

Expanded Benchmark 1.3.4 Express ideas and react with appropriate affect to information thought or intended to be funny or sad.

1.3.4.1 Display affect appropriate to content.

1.3.4.2 Display affect appropriate to the author's purpose (e.g., smile at humor, respond to information gained).

1.3.4.3 Display affect appropriate to the theme of a reading selection.

1.4 Demonstrate basic understanding of main ideas and some supporting details.

Expanded Benchmark 1.4.1 Share information and tell others the main idea of a message or story that has been heard.

1.4.1.1 Recall name of a common object/symbol when given the function of the object or symbol.

1.4.1.2 Identify the main idea in a story.

1.4.1.3 Identify details related to the main idea of a story.

1.4.1.4 Identify the main message of an expository reading selection.

1.4.1.5 Identify details related to the main message of an expository reading selection.

Expanded Benchmark 1.4.2 Share a favorite or preferred print and/or nonprint information source with another.

1.4.2.1 Identify a favorite part of a story/text.

1.4.2.2 Retell/communicate to others favorite part of a story/text.

1.4.2.3 Identify a preferred resource to gain information.

1.5. Accurately retell key elements of appropriate reading material.

Expanded Benchmark 1.5.1 Recall important aspects of what was read.

1.5.1.1 Identify key elements of reading material.

1.5.1.2 Retell a summary of the text.

Reading Content Standard 2: Students apply a range of skills and strategies to read.

Essence of Standard 2: Interpret print and non-print information.

Rationale

Readers use a variety of strategies to construct meaning. Some of these strategies include phonics, grammatical structure, use of context clues, and self-monitoring. The student reads fluently by adjusting rate according to purpose,

material, and understanding. Varied experiences with literature develop a rich vocabulary for lifelong learning and an understanding of the elements of fiction and nonfiction.

Benchmarks

When reading, students will:

2.1 Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.

Expanded Benchmark 2.1.1 Interpret information presented in print and nonprint formats and understand that text has meaning.

2.1.1.1 Match objects to pictures.

2.1.1.2 Understand that pictures of objects can vary in literacy formats.

2.1.1.3 Recognize that printed words associate to pictures of objects.

Expanded Benchmark 2.1.2 Interpret information presented in print and nonprint formats and connect sounds to letters and words.

2.1.2.1 Locate letters in words.

2.1.2.2 Recognize consonant letter-sound association.

2.1.2.3 Name/identify the initial consonant sound in a spoken word.

2.1.2.4 Recognize vowel letter-sound association.

Expanded Benchmark 2.1.3 Interpret information presented in print and nonprint formats and read basic sight words and personal identifying information.

2.1.3.1 Match pictures to printed words.

2.1.3.2 Locate environmental print in a story.

2.1.3.3 Recognize familiar printed words, including such words as names of objects and people.

2.1.3.4 Indicate that a sentence is made up of words.

2.1.3.5 Use simple sound-letter association to decode unfamiliar words.

2.1.3.6 Locate the root word in words with plural, past tense, or suffix endings.

Expanded Benchmark 2.1.4 Interpret information presented in print and nonprint formats and recognize letters of the alphabet.

2.1.4.1 Orient a word/picture/symbol/object correctly.

2.1.4.2 Identify letters by name/signing.

Expanded Benchmark 2.1.5 Interpret information presented in print and nonprint formats and associate meaning of words with objects or actions.

2.1.5.1 Match spoken/signed or written words to actions or objects.

2.1.5.2 Use spoken/signed or written words to communicate requests, actions, or objects.

Expanded Benchmark 2.1.6 Interpret information presented in print and nonprint formats and associate a drawing, picture and/or object with a familiar action or event.

2.1.6.1 Match a picture/symbol/object to communicate requests, actions, or objects.

2.1.6.2 Use a picture/symbol/object to communicate requests, actions, or objects.

Expanded Benchmark 2.1.7 Interpret information presented in print and nonprint formats and use matching to interpret information.

2.1.7.1 Match groups of pictures/symbols/objects of the same type to describe an action.

2.1.7.2 Review a grouping and communicate an identifying detail specific to the grouping (e.g., a globe, map, and drawing all can give directional information).

2.2 Demonstrate understanding of literacy elements (e.g., plot, character, setting, problem, solution).

Expanded Benchmark 2.2.1 Demonstrate understanding of reading material.

2.2.1.1 Demonstrate understanding of a problem presented in a story/reading selection.

2.2.1.2 Demonstrate understanding of a solution presented in a story/reading selection.

2.2.1.3 Analyze supporting details in order to draw conclusions from a reading selection.

2.2.1.4 Draw conclusions from facts presented in a story/reading selection.

Expanded Benchmark 2.2.2 Identify the main character and setting of a story.

2.2.2.1 Answer "who" questions about characters in stories (using spoken words; pictures/symbols/objects; or communication devices).

2.2.2.2 Identify characters in reading materials.

2.2.2.3 Identify the main character in a story.

2.2.2.4 Describe characters by using details in a story. (Locate words that describe the characters and the setting in a story/reading selection.)

2.2.2.5 Recognize that quotations in text refer to a character speaking.

2.2.2.6 Indicate an understanding of the meaning of a message in quotation.

2.2.2.7 Identify the setting.

Expanded Benchmark 2.2.3 Respond to basic questions about plot/outcome of a story.

2.2.3.1 Answer "what" questions about objects in stories.

2.2.3.2 Answer "where" questions about places in stories.

2.2.3.3 Answer simple "what would happen if" questions to demonstrate an understanding of cause/effect of character actions on events.

2.2.3.4 Answer "how" questions about events in a reading selection.

2.2.3.5 Answer "why" questions about issues in a reading selection.

2.2.3.6 Identify supporting details from a reading selection.

2.2.3.7 Identify opinions within a reading selection.

2.2.3.8 Identify plot.

Expanded Benchmark 2.2.4 Identify the beginning, middle, and end of reading material.

2.2.4.1 Identify components related to the beginning of a reading selection.

2.2.4.2 Identify components related to the middle of a reading selection.

2.2.4.3 Identify components related to the end of a reading selection.

2.2.4.4 Sequence events in simple stories.

Expanded Benchmark 2.2.5 Identify repetitive elements in a story.

2.2.5.1 Identify repetitive use of a particular line.

2.2.5.2 Identify repetitive use of setting.

2.3 Identify literary devices (e.g., figurative language and exaggeration).

Expanded Benchmark 2.3.1 Explore a variety of literary devices.

2.3.1.1 Explain the meaning of figurative forms of language.

2.3.1.2 Identify a person's ideas, images, or meaning from a quote.

2.4 Use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, and visuals).

Expanded Benchmark 2.4.1 Comprehend complex material.

2.4.1.1 Locate title, chapter, glossary, etc.

2.4.1.2 Use title, chapter, glossary, etc.

2.4.1.3 Use text features to move through a text in appropriate sequence.

2.5 Adjust fluency, rate, and style of reading to the purpose of the material with guidance.

Expanded Benchmark 2.5.1 Identify purpose of a reading selection and adapt fluency, rate, and style of reading to that purpose.

2.5.1.1 Identify when characters are speaking.

2.5.1.2 Identify when instructions are being provided.

2.5.1.3 Identify when setting is being described.

2.6 Develop vocabulary through the use of context clue, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).

Expanded Benchmark 2.6.1 Develop vocabulary.

2.6.1.1 Demonstrate understanding of a new word based on context of a reading selection.

2.6.1.2 Identify/recognize a new word within the text of a reading selection.

Expanded Benchmark 2.6.2 Use words, pictures, symbols/objects to communicate.

2.6.2.1. Identify words/pictures/symbols/objects used to name familiar places (restroom, library, lunchroom, bus stop, etc.).

2.6.2.2 Use new words/pictures/symbols/objects to name familiar places.

2.6.2.3 Identify words/pictures/symbols/objects used to name familiar people (teacher, friend, parent, etc.).

2.6.2.4 Use new words/pictures/symbols/objects to name familiar people (teacher, friend, parent, etc.).

Expanded Benchmark 2.6.3 Interpret meaning of new words, pictures, or objects when presented in the context of a familiar story or routine

2.6.3.1 Explain the meaning of new vocabulary words in the context of a story/reading selection/activity.

Expanded Benchmark 2.6.4 Generalize use of new words, pictures, symbols/objects in new settings.

2.6.4.1 Use new words/pictures/symbols/objects to communicate in new settings.

2.6.4.2 Use new words/pictures/symbols/objects to communicate a familiar message.

2.6.4.3 Use new words/pictures/symbols/objects to communicate an unfamiliar message.

2.7 Identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.

Expanded Benchmark 2.7.1 Maintain place when "reading" a sequence of words, pictures, or objects.

2.7.1.1 Identify preferred mode to comprehend text.

2.7.1.2 Request an adaptation that is required (large font, headphones, screen reader, etc.).

2.7.1.3 Reread to gain understanding (go back a page, hit a switch to rewind tape, etc.).

2.7.1.4 Use auditory or visual scanning to maintain place.

2.7.1.5 Use word recognition skills and context clues to comprehend text.

2.7.1.6 Use listening/observing strategies to comprehend a reading selection.

2.7.1.7 Display knowledge of front and back, right-side up, page turning, and scanning when exploring literacy material.

Expanded Benchmark 2.7.2 Seek assistance to interpret unknown words, pictures, and/or objects.

2.7.2.1 Identify words/pictures/symbols/objects that are new and unfamiliar.

2.7.2.2 Request assistance to understand unfamiliar words/pictures/symbols/objects.

2.7.2.3 Use organizational features to understand meaning of a word using pictures/symbols/objects.

2.8. Ask questions and check predictions prior to, during, and after reading.

Expanded Benchmark 2.8.1 Respond to questions and make predictions.

2.8.1.1 Answer questions about what the main idea of the text might be.

2.8.1.2 Make predictions before reading.

2.8.1.3 Acknowledge predictions during reading.

2.8.1.4 Verify predictions after reading.

Reading Content Standard 3: Students set goals, monitor, and evaluate their progress in reading.

Essence of Standard 3: Participate in reading activities

Rationale

Readers monitor their reading progress. They assess their strengths as readers and recognize success. Successful readers determine areas for improvement and select appropriate strategies to continually grow as readers.

Benchmarks

When reading, students will:

3.1 Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.

3.2 Describe reading successes and set reading goals.

Expanded Benchmark 3.2.1 Select preferred modalities by which to access materials and communicate about reading experience.

3.2.1.1 Identify preferred mode for reading.

3.2.1.2 Identify reading goals (e.g., tolerate headphones, learn to use tape switch, maintain eye contact, increase vocabulary, increase attention, expand to other genre).

3.2.1.3 Keep a reading journal or log of selections read or heard.

3.3 Select authors, subjects, and print and nonprint material to share with others.

Expanded Benchmark 3.3.1 Select reading materials to explore and share.

3.3.1.1 Select a favorite type of book/literacy material.

3.3.1.2 Locate a library/bookshelf/literacy materials.

Reading Content Standard 4: Student select, read, and respond to print and nonprint material for a variety of purposes.

Essence of Standard 4: Use and respond to print and nonprint information for a variety of purposes.

Rationale

Readers require a purpose to read related to personal, academic, and civic needs and respond in a variety of ways, including writing and discussion, as well as through artistic expression, formal presentation, media, etc.

Specific reasons to read include:

- *To gain personal satisfaction.*
- *To learn new information.*
- *To perform a task.*
- *To discover occupational applications.*
- *To expand aesthetic experiences.*

- *To use and to benefit from media and technological communication.*
- *To fulfill civic and social responsibilities.*
- *To gather information for responding.*

Benchmarks

When reading, students will:

4.1 Identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits).

Expanded Benchmark 4.1.1 Understand purposes of various materials and texts.

4.1.1.1 Demonstrate understanding of the difference between an information resource and literature.

4.1.1.2 Identify an appropriate information resource to gain specific information (e.g., use Web/phone book/newspaper).

Expanded Benchmark 4.1.2 Seek out print and nonprint information for pleasure.

4.1.2.1 Locate the library.

4.1.2.2 Anticipate preparation for a library visit or literacy activity.

4.2 Solve a problem or answer a question through reading (e.g., signs, labels, instruction).

Expanded Benchmark 4.2.1 Use print and nonprint information sources to solve a problem or gain needed information.

4.2.1.1 Identify a problem that can be solved by using a resource.

4.2.1.2 Use a resource to solve a problem or gain needed information.

4.3 Perform tasks for variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).

Expanded Benchmark 4.3.1 Use print and nonprint materials to follow a sequence of events or steps in a task.

4.3.1.1 Identify events or steps from a functional text.

4.3.1.2 Accurately order events or steps from a functional text.

Expanded Benchmark 4.3.2 Use print and nonprint information sources to complete a task.

4.3.2.1 Complete a step in a task after gaining information from a source.

4.3.2.2 Complete a task after gaining information from a source.

4.3.2.3 Use another resource to complete a task (e.g., use the telephone to call a phone number found in a phone book).

4.4 Read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.

Expanded Benchmark 4.4.1 Identify diverse perspectives, cultures, and issues.

4.4.1.1 Identify cultural elements in a reading selection. (Anne Frank is Jewish.)

4.4.1.2 Identify in a reading selection details specific to a cultural issue. (e.g., Anne Frank was hiding because her life was in danger because Jewish people were being captured by the Nazis.)

4.4.1.3 Create and illustrate a photo essay/object box to express responses to a different perspective, cultural element, or issue.

4.4.1.4 Provide details about perspective.

4.5 Read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).

Expanded Benchmark 4.5.1 Use information sources to identify basic information about the day, weather, schedule of events, etc.

4.5.1.1 Identify facts related to the day, weather, or events in basic information.

4.5.1.2 Use a daily schedule to identify time and place of an event.

Expanded Benchmark 4.5.2 Use information sources to learn about current and upcoming events in the classroom and school.

4.5.2.1 Use a school calendar or daily schedule to identify the fact of an upcoming event.

4.5.2.2 Identify details related to an upcoming classroom or school event.

Expanded Benchmark 4.5.3 Use information sources to learn about major events in the community and world.

4.5.3.1 Identify an upcoming event in the community.

4.5.3.2 Identify specific details of an upcoming event in the community.

4.6 Read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).

Expanded Benchmark 4.6.1 Identify information in a variety of documents.

4.6.1.1 Identify items on a map.

4.6.1.2 Identify time of events from a schedule.

4.6.1.3 Identify items on a graph or table.

4.6.1.4 Use a timeline to provide information about an event.

Reading Content Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Essence of Standard 5: Compare and combine information from more than one source.

Rationale

Readers depend on their ability to critically investigate text and analyze information in order to elaborate their understanding from various sources. They evaluate the author's use of language, style, purpose, and perspective. Readers then select and synthesize important information.

Benchmarks

When reading, students will:

5.1 Identify and summarize similarities and differences using a single element such as character within a text and between sources of information.

Expanded Benchmark 5.1.1 Use graphic organizers to identify similarities and differences.

5.1.1.1 On an organizer, make a graphic representation of a similarity and difference on one attribute from a topic in the text (e.g., main characters, setting).

5.1.1.2 On an organizer, make a graphic representation of a similarity and difference on one attribute from a topic gathered from different sources of information.

Expanded Benchmark 5.1.2 Identify elements that share one or more attributes, such as similarities of main characters.

5.1.2.1 Identify details of characters that are the same (e.g., physical, personality, setting)

5.1.2.2 Identify similar types of information gained from reading a variety of sources (e.g., name, address, and phone number are required on job applications, resumes, apartment applications, etc.).

5.2 Make connections, integrate, and organize information from multiple sources.

Expanded Benchmark 5.2.1 Organize and gather information from two or more sources.

5.2.1.1 Use one source to organize information (e.g., use a concept web to record information from a source).

5.2.2 Combine information from two or more sources.

5.3 Recognize authors' points of view.

Expanded Benchmark 5.3.1 Recognize an author's point of view.

5.3.1.1 Identify who is telling the story (point of view).

5.3.1.2 Identify the difference between narrator and character in the story.

5.3.1.3 Identify the narrator.

5.3.1.4 Identify whether the narrator is inside or outside the story.

5.4 Distinguish fact from opinion in various print and nonprint material.

Expanded Benchmark 5.4.1 Distinguish fact from opinion.

5.4.1.1 Identify facts in text.

5.4.1.2 Identify opinions in text.

5.4.1.3 Express the difference between a fact and an opinion.

Expanded Benchmark 5.4.2 Identify what is true and what is false about information presented in various print and nonprint materials.

5.4.2.1 Respond to yes/no questions about information in print and nonprint materials.

5.4.2.2 Identify truthful information within a text.

5.4.2.3 Identify nontruths within a text.

End of Grade 8 Standards and Expanded Benchmarks for Reading

Reading Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.

Essence of Standard 1: Comprehend and make use of ideas from a variety of information sources.

Rationale

Readers actively engage with text to build their own understanding. Thus, readers understand what they read as it relates to what they know. In this process, readers use prior knowledge and related experiences to:

- predict what a text might say and confirm or revise their understanding,
- integrate new information into their existing knowledge base;
- reflect upon what has been read in order to respond and create personal meaning through discussion and writing, as well as through artistic expression, formal presentation, media, etc.

As readers construct meaning they interpret what they read, selecting important ideas and details.

Benchmarks

When reading, students will:

1.1 Make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.

Expanded Benchmark 1.1.1 Understand information to anticipate and attend to reading activity.

1.1.1.1 Attend to people and objects in the environment.

1.1.1.2 Anticipate the beginning of literacy activity (look toward reader, tolerate headphones, locate literacy materials).

1.1.1.3 Attend to literacy materials.

1.1.1.4 Attend to person and literacy materials in a purposeful manner.

1.1.1.5 Attend to literacy materials from beginning to end.

Expanded Benchmark 1.1.2 Understand information and get meaning from books and other information sources when text is supported by sounds, graphics, and/or object.

1.1.2.1 Preview/explore literacy material (look at, touch, hold, listen).

1.1.2.2 Make a prediction.

1.1.2.3 Verify a prior prediction.

1.1.2.4 Connect new literary works and reading materials with previous information/experiences.

1.1.2.5 Compare and contrast the impact of setting.

Expanded Benchmark 1.1.3 Understand information and respond to signs and other print information at school, home, and in the community.

1.1.3.1 Respond to own name, spoken/signed, print/picture.

1.1.3.2 Attend to a picture/symbol/object when presented.

1.1.3.3 Locate a picture/symbol/object when named or signed.

1.1.3.4 Locate environmental print/picture/symbol/object.

1.1.3.5 Identify environmental print in its context (e.g., point to "women's" restroom, the lunchroom, in/out, etc.).

Expanded Benchmark 1.1.4 Understand information and use text, spoken information, and/or objects to complete simple tasks.

1.1.4.1 Anticipate routines or patterns connected to a literacy activity.

1.1.4.2 Follow routines or patterns connected to a literacy activity.

1.1.4.3 Use appropriate literacy-related materials (computer, switch activated tape, videotape player, etc.).

1.1.4.4 Follow directions that contain verbs (point to; look at; turn page; hit switch).

1.1.4.5 Follow directions that contain prepositions.

1.2 Compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application.

Expanded Benchmark 1.2.1 Use information to guide action and apply information learned from one print and/or nonprint information source to another situation.

1.2.1.1 Identify a variety of resources (e.g., computer, dictionary, map).

1.2.1.2 Identify resource materials to gain information about words.

1.2.1.3 Use environmental print to navigate (e.g., locate places using signs).

1.2.1.4 Identify reality.

1.2.1.5 Identify fiction.

1.2.1.6 Differentiate between real and not real.

Expanded Benchmark 1.2.2 Use information from a prior experience to understand reading material.

1.2.2.1 Request adaptations needed prior to understanding a story/reading selection.

1.2.2.2 Request to review literacy materials (preview).

1.2.2.3 Identify a prior experience that relates to the content of selection.

1.2.2.4 Compare and contrast print/nonprint information with existing knowledge to draw conclusions.

Expanded Benchmark 1.2.3 Use information to guide action and sort groups of known words, pictures, and/or objects into categories based on a common feature or function.

1.2.3.1 Identify words/pictures/symbols/objects used for social communication.

1.2.3.2 Identify words/pictures/symbols/objects used for content communication.

1.2.3.3 Sort words/pictures/symbols/objects into groups.

1.3 Interpret and provide oral, written and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.

Expanded Benchmark 1.3.1 Express ideas and select personal preference when given a choice between two or more print/nonprint items.

1.3.1.1 Communicate preferred mode for reading/comprehending literacy materials.

1.3.1.2 Request/select literacy materials/books for others to read.

1.3.1.3 Indicate preference when offered a choice of books.

1.3.1.4 Select literacy materials/books by character or topic.

Expanded Benchmark 1.3.2 Express ideas and feelings about information that has been presented.

1.3.2.1 Respond to information gained by developing an opinion about a reading selection.

1.3.2.2 Communicate ideas generated from reading.

1.3.2.3 Communicate feelings generated from reading.

Expanded Benchmark 1.3.3 Express ideas and respond to text by expressing opinions, creating illustrations, or using resources.

1.3.3.1 Communicate an opinion about the text.

1.3.3.2 Defend an opinion about the reading selection using detail from the text.

1.3.3.3 Creates an illustration/photo essay/object box specific to the text.

1.3.3.4 With peers, compare and contrast ideas generated from reading.

1.3.3.5 With peers, compare and contrast feelings generated from reading.

Expanded Benchmark 1.3.4 Express ideas and react with appropriate affect to information thought or intended to be funny or sad.

1.3.4.1 Display affect appropriate to content.

1.3.4.2 Display affect appropriate to the author's purpose (e.g., smile at humor, respond to information gained).

1.3.4.3 Display affect appropriate to the theme of a reading selection.

1.4 Demonstrate understanding of main ideas and select important supporting facts and details.

Expanded Benchmark 1.4.1 Share information and tell others the main idea of a message or story that has been heard.

1.4.1.1 Recall name of a common object/symbol when given the function of the object or symbol.

1.4.1.2 Identify the main idea in a story.

1.4.1.3 Identify details related to the main idea of a story.

1.4.1.4 Identify the main message of an expository reading selection.

1.4.1.5 Identify details related to the main message of an expository reading selection.

1.4.1.6 Select important details/facts from reading materials.

Expanded Benchmark 1.4.2 Share a favorite or preferred print and/or nonprint information source with another.

1.4.2.1 Identify a favorite part of a story/text.

1.4.2.2 Retell/communicate to others favorite part of a story/text.

1.4.2.3 Identify a preferred resource to gain information.

1.5 Provide accurate, detailed summaries using key elements of appropriate reading material.

Expanded Benchmark 1.5.1 Recall important aspects of what was read.

1.5.1.1 Identify key elements of reading material.

1.5.1.2 Retell a summary of the text.

1.5.1.3 Retell key events in sequence

1.5.1.4 Summarize the plot of a reading selection.

Reading Content Standard 2: Students apply a range of skills and strategies to read.

Essence of Standard 2: Interpret print and non-print information.

Rationale

Readers use a variety of strategies to construct meaning. Some of these strategies include phonics, grammatical structure, use of context clues, and self-monitoring. The student reads fluently by adjusting rate according to purpose, material, and understanding. Varied experiences with literature develop a rich vocabulary for lifelong learning and an understanding of the elements of fiction and nonfiction.

Benchmarks

When reading, students will:

2.1 Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.

Expanded Benchmark 2.1.1 Interpret information presented in print and nonprint formats and understand that text has meaning.

2.1.1.1 Match objects to pictures.

2.1.1.2 Understand that pictures of objects can vary in literacy formats.

2.1.1.3 Recognize that printed words associate to pictures of objects.

Expanded Benchmark 2.1.2 Interpret information presented in print and nonprint formats and connect sounds to letters and words.

2.1.2.1 Locate letters in words.

2.1.2.2 Recognize consonant letter-sound association.

2.1.2.3 Name/identify the initial consonant sound in a spoken word.

2.1.2.4 Recognize vowel letter-sound association.

2.1.2.5 Identify syllables.

2.1.2.6 Divide words into syllables.

Expanded Benchmark 2.1.3 Interpret information presented in print and nonprint formats and read basic sight words and personal identifying information.

2.1.3.1 Match pictures to printed words.

2.1.3.2 Locate environmental print in a story.

2.1.3.3 Recognize familiar printed words, including such words as names of objects and people.

- 2.1.3.4 Indicate that a sentence is made up of words.
- 2.1.3.5 Use simple sound-letter association to decode unfamiliar words.
- 2.1.3.6 Locate the root word in words with plural, past tense, or suffix endings.
- 2.1.3.7 Identify prefixes.
- 2.1.3.8 Identify suffixes.
- 2.1.3.9 Recognize word order in simple sentences.

Expanded Benchmark 2.1.4 Interpret information presented in print and nonprint formats and recognize letters of the alphabet.

- 2.1.4.1 Orient a word/picture/symbol/object correctly.
- 2.1.4.2 Identify letters by name/signing.

Expanded Benchmark 2.1.5 Interpret information presented in print and nonprint formats and associate meaning of words with objects or actions.

- 2.1.5.1 Match spoken/signed or written words to actions or objects.
- 2.1.5.2 Use spoken/signed or written words to communicate requests, actions, or objects.

Expanded Benchmark 2.1.6 Interpret information presented in print and nonprint formats and associate a drawing, picture and/or object with a familiar action or event.

- 2.1.6.1 Match a picture/symbol/object to communicate requests, actions, or objects.
- 2.1.6.2 Use a picture/symbol/object to communicate requests, actions, or objects.

Expanded Benchmark 2.1.7 Interpret information presented in print and nonprint formats and use matching to interpret information.

- 2.1.7.1 Match groups of pictures/symbols/objects of the same type to describe an action.
- 2.1.7.2 Review a grouping and communicate an identifying detail specific to the grouping (e.g., a globe, map, and drawing all can give directional information).

2.2 Demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).

Expanded Benchmark 2.2.1 Demonstrate understanding of reading material.

- 2.2.1.1 Demonstrate understanding of a problem presented in a story/reading selection.
- 2.2.1.2 Demonstrate understanding of a solution presented in a story/reading selection.
- 2.2.1.3 Analyze supporting details in order to draw conclusions from a reading selection.
- 2.2.1.4 Draw conclusions from facts presented in a story/reading selection.
- 2.2.1.5 Identify the setting.

Expanded Benchmark 2.2.2 Identify the main character and setting of a story.

- 2.2.2.1 Answer "who" questions about characters in stories (using spoken words; pictures/symbols/objects; or communication devices).
- 2.2.2.2 Identify characters in reading materials.
- 2.2.2.3 Identify the main character in a story.
- 2.2.2.4 Describe characters by using details in a story. (Locate words that describe the characters and the setting in a story/reading selection.)
- 2.2.2.5 Recognize that quotations in text refer to a character speaking.
- 2.2.2.6 Indicate an understanding of the meaning of a message in quotation.

2.2.2.7 Identify the setting.

Expanded Benchmark 2.2.3 Respond to basic questions about plot/outcome of a story.

2.2.3.1 Answer "what" questions about objects in stories.

2.2.3.2 Answer "where" questions about places in stories.

2.2.3.3 Answer simple "what would happen if" questions to demonstrate an understanding of cause/effect of character actions on events.

2.2.3.4 Answer "how" questions about events in a reading selection.

2.2.3.5 Answer "why" questions about issues in a reading selection.

2.2.3.6 Identify supporting details from a reading selection.

2.2.3.7 Identify opinions within a reading selection.

2.2.3.8 Identify plot.

2.2.3.9 Analyze the plot including climax and conflict.

Expanded Benchmark 2.2.4 Identify the beginning, middle, and end of reading material.

2.2.4.1 Identify components related to the beginning of a reading selection.

2.2.4.2 Identify components related to the middle of a reading selection.

2.2.4.3 Identify components related to the end of a reading selection.

2.2.4.4 Sequence events in simple stories.

Expanded Benchmark 2.2.5 Identify repetitive elements in a story.

2.2.5.1 Identify repetitive use of a particular line.

2.2.5.2 Identify repetitive use of setting.

2.3 Identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).

Expanded Benchmark 2.3.1 Explore a variety of literary devices.

2.3.1.1 Explain the meaning of figurative forms of language.

2.3.1.2 Identify a person's ideas, images, or meaning from a quote.

2.3.1.3 Recognize exaggeration in reading materials.

2.4 Use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, and visuals).

Expanded Benchmark 2.4.1 Comprehend complex material.

2.4.1.1 Locate title, chapter, glossary, etc.

2.4.1.2 Use title, chapter, glossary, etc.

2.4.1.3 Use text features to move through a text in appropriate sequence.

2.4.1.4 Use text features to comprehend content area texts.

2.5 Adjust fluency, rate, and style of reading to the content and the purpose of the material with guidance.

Expanded Benchmark 2.5.1 Identify purpose of a reading selection and adapt fluency, rate, and style of reading to that purpose.

2.5.1.1 Identify when characters are speaking.

2.5.1.2 Identify when instructions are being provided.

2.5.1.3 Identify when setting is being described.

2.5.1.4 Skim for information.

2.6 Develop vocabulary through the use of context clue, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.

Expanded Benchmark 2.6.1 Develop vocabulary.

2.6.1.1 Demonstrate understanding of a new word based on context of a reading selection.

2.6.1.2 Identify/recognize a new word within the text of a reading selection.

2.6.1.3 Identify multiple word meanings.

2.6.1.4 Identify synonyms.

2.6.1.5 Identify antonyms.

Expanded Benchmark 2.6.2 Use words, pictures, symbols/objects to communicate.

2.6.2.1 Identify words/pictures/symbols/objects used to name familiar places (restroom, library, lunchroom, bus stop, etc.).

2.6.2.2 Use new words/pictures/symbols/objects to name familiar places.

2.6.2.3 Identify words/pictures/symbols/objects used to name familiar people (teacher, friend, parent, etc.).

2.6.2.4 Use new words/pictures/symbols/objects to name familiar people (teacher, friend, parent, etc.).

Expanded Benchmark 2.6.3 Interpret meaning of new words, pictures, or objects when presented in the context of a familiar story or routine

2.6.3.1 Explain the meaning of new vocabulary words in the context of a story/reading selection/activity.

Expanded Benchmark 2.6.4 Generalize use of new words, pictures, symbols/objects in new settings.

2.6.4.1 Use new words/pictures/symbols/objects to communicate in new settings.

2.6.4.2 Use new words/pictures/symbols/objects to communicate a familiar message

2.6.4.3 Use new words/pictures/symbols/objects to communicate an unfamiliar message.

2.7 Uses a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.

Expanded Benchmark 2.7.1 Maintain place when "reading" a sequence of words, pictures, or objects.

2.7.1.1 Identify preferred mode to comprehend text.

2.7.1.2 Request an adaptation that is required (large font, headphones, screen reader, etc.).

2.7.1.3 Reread to gain understanding (go back a page, hit a switch to rewind tape, etc.).

2.7.1.4 Use auditory or visual scanning to maintain place.

2.7.1.5 Use word recognition skills and context clues to comprehend text.

2.7.1.6 Use listening/observing strategies to comprehend a reading selection.

2.7.1.7 Display knowledge of front and back, right-side up, page turning, and scanning when exploring literacy material.

Expanded Benchmark 2.7.2 Seek assistance to interpret unknown words, pictures, and/or objects.

2.7.2.1 Identify words/pictures/symbols/objects that are new and unfamiliar.

2.7.2.2 Request assistance to understand unfamiliar words/pictures/symbols/objects.

2.7.2.3 Use organizational features to understand meaning of a word using pictures/symbols/objects.

2.7.2.4 Demonstrate reading strategies (i.e., self-correcting, rereading, context clues and rate adjustment) to comprehend meaning.

2.8 Ask questions, check predictions, and summarizes information prior to, during, and after reading.

Expanded Benchmark 2.8.1 Respond to questions and make predictions.

2.8.1.1 Answer questions about what the main idea of the text might be.

2.8.1.2 Make predictions before reading.

2.8.1.3 Acknowledge predictions during reading.

2.8.1.4 Verify predictions after reading.

Reading Content Standard 3: Students set goals, monitor, and evaluate their progress in reading.

Essence of Standard 3: Participate in reading activities

Rationale

Readers monitor their reading progress. They assess their strengths as readers and recognize success. Successful readers determine areas for improvement and select appropriate strategies to continually grow as readers.

Benchmarks

When reading, students will:

3.1 Articulate and evaluate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance as needed.

3.2 Monitor reading successes and set reading goals.

Expanded Benchmark 3.2.1 Select preferred modalities by which to access materials and communicate about reading experience.

3.2.1.1 Identify preferred mode for reading.

3.2.1.2 Identify reading goals (e.g., tolerate headphones, learn to use tape switch, maintain eye contact, increase vocabulary, increase attention, expand to other genre).

3.2.1.3 Keep a reading journal or log of selections read or heard.

3.2.1.4 Monitor progress towards achievement of reading goals.

3.3 Select authors, subjects, and print and nonprint material, expressing reasons for recommendations.

Expanded Benchmark 3.3.1 Select reading materials to explore and share.

3.3.1.1 Select a favorite type of book/literacy material.

3.3.1.2 Locate a library/bookshelf/literacy materials.

3.3.1.3 Express reasons for selection of reading materials.

Reading Content Standard 4: Student select, read, and respond to print and nonprint material for a variety of purposes.

Essence of Standard 4: Use and respond to print and nonprint information for a variety of purposes.

Rationale

Readers require a purpose to read related to personal, academic, and civic needs and respond in a variety of ways, including writing and discussion, as well as through artistic expression, formal presentation, media, etc.

Specific reasons to read include:

- *To gain personal satisfaction.*
- *To learn new information.*
- *To perform a task.*
- *To discover occupational applications.*
- *To expand aesthetic experiences.*
- *To use and to benefit from media and technological communication.*
- *To fulfill civic and social responsibilities.*
- *To gather information for responding.*

Benchmarks

When reading, students will:

4.1 Establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).

Expanded Benchmark 4.1.1 Understand purposes of various materials and texts

4.1.1.1 Demonstrate understanding of the difference between an information resource and literature.

4.1.1.2 Identify an appropriate information resource to gain specific information (e.g., use Web/phone book/newspaper).

Expanded Benchmark 4.1.2 Seek out print and nonprint information for pleasure.

4.1.2.1 Locate the library.

4.1.2.2 Anticipate preparation for a library visit or literacy activity.

4.2 Read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines and electronic information).

Expanded Benchmark 4.2.1 Use print and nonprint information sources to solve a problem or gain needed information.

4.2.1.1 Identify a problem that can be solved by using a resource.

4.2.1.2 Use a resource to solve a problem or gain needed information.

4.2.1.3 Organize information gained on a topic.

4.3 Read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).

Expanded Benchmark 4.3.1 Use print and nonprint materials to follow a sequence of events or steps in a task.

4.3.1.1 Identify events or steps from a functional text.

4.3.1.2 Accurately order events or steps from a functional text.

Expanded Benchmark 4.3.2 Use print and nonprint information sources to complete a task.

4.3.2.1 Complete a step in a task after gaining information from a source.

4.3.2.2 Complete a task after gaining information from a source.

4.3.2.3 Use another resource to complete a task (e.g., use the telephone to call a phone number found in a phone book).

4.4 Read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.

Expanded Benchmark 4.4.1 Identify diverse perspectives, cultures, and issues.

4.4.1.1 Identify cultural elements in a reading selection. (Anne Frank is Jewish.)

4.4.1.2 Identify in a reading selection details specific to a cultural issue. (e.g., Anne Frank was hiding because her life was in danger because Jewish people were being captured by the Nazis.)

4.4.1.3 Create and illustrate a photo essay/object box to express responses to a different perspective, cultural element, or issue.

4.4.1.4 Provide details about perspective.

4.5 Identify recurring themes, perspectives, cultures, and issues by reading (e.g., identify, conflict, change) and

4.6 Read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).

Expanded Benchmark 4.5.1 Use information sources to identify basic information about the day, weather, schedule of events, etc.

4.5.1.1 Identify facts related to the day, weather, or events in basic information.

4.5.1.2 Use a daily schedule to identify time and place of an event.

Expanded Benchmark 4.5.2 Use information sources to learn about current and upcoming events in the classroom and school.

4.5.2.1 Use a school calendar or daily schedule to identify the fact of an upcoming event.

4.5.2.2 Identify details related to an upcoming classroom or school event.

Expanded Benchmark 4.5.3 Use information sources to learn about major events in the community and world.

4.5.3.1 Identify an upcoming event in the community.

4.5.3.2 Identify specific details of an upcoming event in the community.

4.7 Identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).

Expanded Benchmark 4.7.1 Identify information in a variety of documents. (In the End of Grade 4 performance indicators are under benchmark 4.6. The following performance indicators are labeled 4.6.1.1 through 4.6.1.4)

4.7.1.1* Identify items on a map.

4.7.1.2* Identify time of events from a schedule.

4.7.1.3 Identify items on a graph or table.

4.7.1.4* Use a timeline to provide information about an event.

Reading Content Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Essence of Standard 5: Compare and combine information from more than one source.

Rationale

Readers depend on their ability to critically investigate text and analyze information in order to elaborate their understanding from various sources. They evaluate the author's use of language, style, purpose, and perspective. Readers then select and synthesize important information.

Benchmarks

When reading, students will:

5.1 Compare and contrast information and textual elements in print and nonprint material.

Expanded Benchmark 5.1.1 Use graphic organizers to identify similarities and differences.

5.1.1.1 On an organizer, make a graphic representation of a similarity and difference on one attribute from a topic in the text (e.g., main characters, setting).

5.1.1.2 On an organizer, make a graphic representation of a similarity and difference on one attribute from a topic gathered from different sources of information.

Expanded Benchmark 5.1.2 Identify elements that share one or more attributes, such as similarities of main characters.

5.1.2.1 Identify details of characters that are the same (e.g., physical, personality, setting)

5.1.2.2 Identify similar types of information gained from reading a variety of sources (e.g., name, address, and phone number are required on job applications, resumes, apartment applications, etc.)

5.1.2.3 Compare/contrast information in reading materials.

5.2 Make connections, explain relationships among a variety of sources, and integrate similar information.

Expanded Benchmark 5.2.1 Organize and gather information from two or more sources.

5.2.1.1 Use one source to organize information (e.g., use a concept web to record information from a source).

5.2.1.2 Make connections between reading materials and personal experiences.

Expanded Benchmark 5.2.2 Combine information from two or more sources.

5.3 Recognize authors' points of view and purposes. and

5.5 Recognize, express, and defend a point of view.

Expanded Benchmark 5.3.1 Recognize an author's point of view.

5.3.1.1 Identify who is telling the story (point of view).

5.3.1.2 Identify the difference between narrator and character in the story.

5.3.1.3 Identify the narrator.

5.3.1.4 Identify whether the narrator is inside or outside the story.

5.3.1.5 Defend an author's point of view.

5.4 Recognize authors' use of language and literary devices to influence readers.

Expanded Benchmark 5.4.1 Distinguish fact from opinion.

5.4.1.1 Identify facts in text.

5.4.1.2 Identify opinions in text.

5.4.1.3 Express the difference between a fact and an opinion.

Expanded Benchmark 5.4.2 Identify what is true and what is false about information presented in various print and nonprint materials.

5.4.2.1 Respond to yes/no questions about information in print and nonprint materials.

5.4.2.2 Identify truthful information within a text.

5.4.2.3 Identify nontruths within a text.

Upon Graduation - End of Grade 12 Standards and Expanded Benchmarks for Reading

End of Grade 12

Reading Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.

Essence of Standard 1: Comprehend and make use of ideas from a variety of information sources.

Rationale

Readers actively engage with text to build their own understanding. Thus, readers understand what they read as it relates to what they know. In this process, readers use prior knowledge and related experiences to:

- predict what a text might say and confirm or revise their understanding,
- integrate new information into their existing knowledge base;
- reflect upon what has been read in order to respond and create personal meaning through discussion and writing, as well as through artistic expression, formal presentation, media, etc.

As readers construct meaning they interpret what they read, selecting important ideas and details.

Benchmarks

When reading, students will:

1.1 Make predictions and describe inferences and connections within material and between new material and previous information/experiences.

Expanded Benchmark 1.1.1 Understand information to anticipate and attend to reading activity.

1.1.1.1 Attend to people and objects in the environment.

1.1.1.2 Anticipate the beginning of literacy activity (look toward reader, tolerate headphones, locate literacy materials).

1.1.1.3 Attend to literacy materials.

1.1.1.4 Attend to person and literacy materials in a purposeful manner.

1.1.1.5 Attend to literacy materials from beginning to end.

Expanded Benchmark 1.1.2 Understand information and get meaning from books and other information sources when text is supported by sounds, graphics, and/or object.

1.1.2.1 Preview/explore literacy material (look at, touch, hold, listen).

1.1.2.2 Make a prediction.

1.1.2.3 Verify a prior prediction.

1.1.2.4 Connect new literary works and reading materials with previous information/experiences.

1.1.2.5 Compare and contrast the impact of setting.

1.1.2.6 Compare and contrast the impact of character.

1.1.2.7 Compare and contrast the impact of plot.

1.1.2.8 Make meaningful connections between new material and previous information experiences.

1.1.2.9 Compare and contrast the impact of mood and theme.

Expanded Benchmark 1.1.3 Understand information and respond to signs and other print information at school, home, and in the community.

1.1.3.1 Respond to own name, spoken/signed, print/picture.

1.1.3.2 Attend to a picture/symbol/object when presented.

1.1.3.3 Locate a picture/symbol/object when named or signed.

1.1.3.4 Locate environmental print/picture/symbol/object.

1.1.3.5 Identify environmental print in its context (e.g., point to "women's" restroom, the lunchroom, in/out, etc.).

Expanded Benchmark 1.1.4 Understand information and use text, spoken information, and/or objects to complete simple tasks.

1.1.4.1 Anticipate routines or patterns connected to a literacy activity.

1.1.4.2 Follow routines or patterns connected to a literacy activity.

1.1.4.3 Use appropriate literacy-related materials (computer, switch activated tape, videotape player, etc.).

1.1.4.4 Follow directions that contain verbs (point to; look at; turn page; hit switch).

1.1.4.5 Follow directions that contain prepositions.

1.2 Integrate new important print/nonprint information with their existing knowledge to draw conclusions and make applications.

Expanded Benchmark 1.2.1 Use information to guide action and apply information learned from one print and/or nonprint information source to another situation.

1.2.1.1 Identify a variety of resources (e.g., computer, dictionary, map).

1.2.1.2 Identify resource materials to gain information about words.

1.2.1.3 Use environmental print to navigate (e.g., locate places using signs).

1.2.1.4 Identify reality.

1.2.1.5 Identify fiction.

1.2.1.6 Differentiate between real and not real.

1.2.1.7 Draw conclusions based on facts presented in print/nonprint materials.

Expanded Benchmark 1.2.2 Use information from a prior experience to understand reading material.

1.2.2.1 Request adaptations needed prior to understanding a story/reading selection.

1.2.2.2 Request to review literacy materials (preview).

1.2.2.3 Identify a prior experience that relates to the content of selection.

1.2.2.4 Compare and contrast print/nonprint information with existing knowledge to draw conclusions.

1.2.2.5 Compare and contrast print/nonprint information with existing knowledge to make inferences.

1.2.2.6 Compare and contrast print/nonprint information with existing knowledge to make application.

Expanded Benchmark 1.2.3 Use information to guide action and sort groups of known words, pictures, and/or objects into categories based on a common feature or function.

1.2.3.1 Identify words/pictures/symbols/objects used for social communication.

1.2.3.2 Identify words/pictures/symbols/objects used for content communication.

1.2.3.3 Sort words/pictures/symbols/objects into groups.

1.3 Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.

Expanded Benchmark 1.3.1 Express ideas and select personal preference when given a choice between two or more print/nonprint items.

1.3.1.1 Communicate preferred mode for reading/comprehending literacy materials.

1.3.1.2 Request/select literacy materials/books for others to read.

1.3.1.3 Indicate preference when offered a choice of books.

1.3.1.4 Select literacy materials/books by character or topic.

Expanded Benchmark 1.3.2 Express ideas and feelings about information that has been presented.

1.3.2.1 Respond to information gained by developing an opinion about a reading selection.

1.3.2.2 Communicate ideas generated from reading.

1.3.2.3 Communicate feelings generated from reading.

Expanded Benchmark 1.3.3 Express ideas and respond to text by expressing opinions, creating illustrations, or using resources.

1.3.3.1 Communicate an opinion about the text.

1.3.3.2 Defend an opinion about the reading selection using detail from the text.

1.3.3.3 Creates an illustration/photo essay/object box specific to the text.

1.3.3.4 With peers, compare and contrast ideas generated from reading.

1.3.3.5 With peers, compare and contrast feelings generated from reading.

1.3.3.6 Respect the ideas/feelings others generate from reading.

Expanded Benchmark 1.3.4 Express ideas and react with appropriate affect to information thought or intended to be funny or sad.

1.3.4.1 Display affect appropriate to content.

1.3.4.2 Display affect appropriate to the author's purpose (e.g., smile at humor, respond to information gained).

1.3.4.3 Display affect appropriate to the theme of a reading selection.

1.4 Demonstrate understanding of main ideas and formulate arguments using supportive evidence.

Expanded Benchmark 1.4.1 Share information and tell others the main idea of a message or story that has been heard.

1.4.1.1 Recall name of a common object/symbol when given the function of the object or symbol.

1.4.1.2 Identify the main idea in a story.

1.4.1.3 Identify details related to the main idea of a story.

1.4.1.4 Identify the main message of an expository reading selection.

1.4.1.5 Identify details related to the main message of an expository reading selection.

1.4.1.6 Select important details/facts from reading materials.

Expanded Benchmark 1.4.2 Share a favorite or preferred print and/or nonprint information source with another.

1.4.2.1 Identify a favorite part of a story/text.

1.4.2.2 Retell/communicate to others favorite part of a story/text.

1.4.2.3 Identify a preferred resource to gain information.

1.5 Accurately paraphrase reading material, reflecting tone and point of view.

Expanded Benchmark 1.5.1 Recall important aspects of what was read.

1.5.1.1 Identify key elements of reading material.

1.5.1.2 Retell a summary of the text.

1.5.1.3 Retell key events in sequence

1.5.1.4 Summarize the plot of a reading selection.

1.5.1.5 Summarize the characters of a reading selection.

1.5.1.6 Summarize the settings of a reading selection.

Reading Content Standard 2: Students apply a range of skills and strategies to read.

Essence of Standard 2: Interpret print and non-print information.

Rationale

Readers use a variety of strategies to construct meaning. Some of these strategies include phonics, grammatical structure, use of context clues, and self-monitoring. The student reads fluently by adjusting rate according to purpose, material, and understanding. Varied experiences with literature develop a rich vocabulary for lifelong learning and an understanding of the elements of fiction and nonfiction.

Benchmarks

When reading, students will:

2.1 Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.

Expanded Benchmark 2.1.1 Interpret information presented in print and nonprint formats and understand that text has meaning.

2.1.1.1 Match objects to pictures.

2.1.1.2 Understand that pictures of objects can vary in literacy formats.

2.1.1.3 Recognize that printed words associate to pictures of objects.

Expanded Benchmark 2.1.2 Interpret information presented in print and nonprint formats and connect sounds to letters and words.

2.1.2.1 Locate letters in words.

2.1.2.2 Recognize consonant letter-sound association.

2.1.2.3 Name/identify the initial consonant sound in a spoken word.

2.1.2.4 Recognize vowel letter-sound association.

2.1.2.5 Identify syllables.

2.1.2.6 Divide words into syllables.

Expanded Benchmark 2.1.3 Interpret information presented in print and nonprint formats and read basic sight words and personal identifying information.

2.1.3.1 Match pictures to printed words.

2.1.3.2 Locate environmental print in a story.

2.1.3.3 Recognize familiar printed words, including such words as names of objects and people.

2.1.3.4 Indicate that a sentence is made up of words.

2.1.3.5 Use simple sound-letter association to decode unfamiliar words.

2.1.3.6 Locate the root word in words with plural, past tense, or suffix endings.

2.1.3.7 Identify prefixes.

2.1.3.8 Identify suffixes.

2.1.3.9 Recognize word order in simple sentences.

2.1.3.9 Differentiate between prefixes and suffixes.

2.1.3.10 Recognize word order in compound sentences.

2.1.3.11 Recognize word order in complex sentences.

Expanded Benchmark 2.1.4 Interpret information presented in print and nonprint formats and recognize letters of the alphabet.

2.1.4.1 Orient a word/picture/symbol/object correctly.

2.1.4.2 Identify letters by name/signing.

Expanded Benchmark 2.1.5 Interpret information presented in print and nonprint formats and associate meaning of words with objects or actions.

2.1.5.1 Match spoken/signed or written words to actions or objects.

2.1.5.2 Use spoken/signed or written words to communicate requests, actions, or objects.

Expanded Benchmark 2.1.6 Interpret information presented in print and nonprint formats and associate a drawing, picture and/or object with a familiar action or event.

2.1.6.1 Match a picture/symbol/object to communicate requests, actions, or objects.

2.1.6.2 Use a picture/symbol/object to communicate requests, actions, or objects.

Expanded Benchmark 2.1.7 Interpret information presented in print and nonprint formats and use matching to interpret information.

2.1.7.1 Match groups of pictures/symbols/objects of the same type to describe an action.

2.1.7.2 Review a grouping and communicate an identifying detail specific to the grouping (e.g., a globe, map, and drawing all can give directional information).

2.2 Identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).

Expanded Benchmark 2.2.1 Demonstrate understanding of reading material.

- 2.2.1.1 Demonstrate understanding of a problem presented in a story/reading selection.
- 2.2.1.2 Demonstrate understanding of a solution presented in a story/reading selection.
- 2.2.1.3 Analyze supporting details in order to draw conclusions from a reading selection.
- 2.2.1.4 Draw conclusions from facts presented in a story/reading selection.
- 2.2.1.5 Identify the setting.

Expanded Benchmark 2.2.2 Identify the main character and setting of a story.

- 2.2.2.1 Answer "who" questions about characters in stories (using spoken words; pictures/symbols/objects; or communication devices)
- 2.2.2.2 Identify characters in reading materials.
- 2.2.2.3 Identify the main character in a story.
- 2.2.2.4 Describe characters by using details in a story. (Locate words that describe the characters and the setting in a story/reading selection.)
- 2.2.2.5 Recognize that quotations in text refer to a character speaking.
- 2.2.2.6 Indicate an understanding of the meaning of a message in quotation.
- 2.2.2.7 Identify the setting.

Expanded Benchmark 2.2.3 Respond to basic questions about plot/outcome of a story.

- 2.2.3.1 Answer "what" questions about objects in stories.
- 2.2.3.2 Answer "where" questions about places in stories.
- 2.2.3.3 Answer simple "what would happen if" questions to demonstrate an understanding of cause/effect of character actions on events.
- 2.2.3.4 Answer "how" questions about events in a reading selection.
- 2.2.3.5 Answer "why" questions about issues in a reading selection.
- 2.2.3.6 Identify supporting details from a reading selection.
- 2.2.3.7 Identify opinions within a reading selection.
- 2.2.3.8 Identify plot.
- 2.2.3.9 Analyze the plot including climax and conflict.
- 2.2.3.10 Recognize the impact of plot.

Expanded Benchmark 2.2.4 Identify the beginning, middle, and end of reading material.

- 2.2.4.1 Identify components related to the beginning of a reading selection.
- 2.2.4.2 Identify components related to the middle of a reading selection.
- 2.2.4.3 Identify components related to the end of a reading selection.
- 2.2.4.4 Sequence events in simple stories.

Expanded Benchmark 2.2.5 Identify repetitive elements in a story.

- 2.2.5.1 Identify repetitive use of a particular line.
- 2.2.5.2 Identify repetitive use of setting.

2.3 Identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).

Expanded Benchmark 2.3.1 Explore a variety of literary devices.

- 2.3.1.1 Explain the meaning of figurative forms of language.
- 2.3.1.2 Identify a person's ideas, images, or meaning from a quote.
- 2.3.1.3 Recognize exaggeration in reading materials.
- 2.3.1.4 Recognize similes.
- 2.3.1.5 Recognize metaphors.
- 2.3.1.6 Recognize analogies.

2.4 Use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization).

Expanded Benchmark 2.4.1 Comprehend complex material.

- 2.4.1.1 Locate title, chapter, glossary, etc.
- 2.4.1.2 Use title, chapter, glossary, etc.
- 2.4.1.3 Use text features to move through a text in appropriate sequence.
- 2.4.1.4 Use text features to comprehend content area texts.

2.5 Adjust fluency, rate, and style of reading to the content and purpose of the material.

Expanded Benchmark 2.5.1 Identify purpose of a reading selection and adapt fluency, rate, and style of reading to that purpose.

- 2.5.1.1 Identify when characters are speaking.
- 2.5.1.2 Identify when instructions are being provided.
- 2.5.1.3 Identify when setting is being described.
- 2.5.1.4 Skim for information.

2.6 Develop vocabulary through the use of context clue, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.

Expanded Benchmark 2.6.1 Develop vocabulary.

- 2.6.1.1 Demonstrate understanding of a new word based on context of a reading selection.
- 2.6.1.2 Identify/recognize a new word within the text of a reading selection.
- 2.6.1.3 Identify multiple word meanings.
- 2.6.1.4 Identify synonyms.
- 2.6.1.5 Identify antonyms.
- 2.6.1.6 Use resource materials to gain meaning of unfamiliar words.

Expanded Benchmark 2.6.2 Use words, pictures, symbols/objects to communicate.

2.6.2.1 Identify words/pictures/symbols/objects used to name familiar places (restroom, library, lunchroom, bus stop, etc.).

2.6.2.2 Use new words/pictures/symbols/objects to name familiar places.

2.6.2.3 Identify words/pictures/symbols/objects used to name familiar people (teacher, friend, parent, etc.).

2.6.2.4 Use new words/pictures/symbols/objects to name familiar people (teacher, friend, parent, etc.).

Expanded Benchmark 2.6.3 Interpret meaning of new words, pictures, or objects when presented in the context of a familiar story or routine

2.6.3.1 Explain the meaning of new vocabulary words in the context of a story/reading selection/activity.

Expanded Benchmark 2.6.4 Generalize use of new words, pictures, symbols/objects in new settings.

2.6.4.1 Use new words/pictures/symbols/objects to communicate in new settings.

2.6.4.2 Use new words/pictures/symbols/objects to communicate a familiar message

2.6.4.3 Use new words/pictures/symbols/objects to communicate an unfamiliar message.

2.7 Use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.

Expanded Benchmark 2.7.1 Maintain place when "reading" a sequence of words, pictures, or objects.

2.7.1.1 Identify preferred mode to comprehend text.

2.7.1.2 Request an adaptation that is required (large font, headphones, screen reader, etc.).

2.7.1.3 Reread to gain understanding (go back a page, hit a switch to rewind tape, etc.).

2.7.1.4 Use auditory or visual scanning to maintain place.

2.7.1.5 Use word recognition skills and context clues to comprehend text.

2.7.1.6 Use listening/observing strategies to comprehend a reading selection.

2.7.1.7 Display knowledge of front and back, right-side up, page turning, and scanning when exploring literacy material.

Expanded Benchmark 2.7.2 Seek assistance to interpret unknown words, pictures, and/or objects.

2.7.2.1 Identify words/pictures/symbols/objects that are new and unfamiliar.

2.7.2.2 Request assistance to understand unfamiliar words/pictures/symbols/objects.

2.7.2.3 Use organizational features to understand meaning of a word using pictures/symbols/objects.

2.7.2.4 Demonstrate reading strategies (i.e., self-correcting, rereading, context clues and rate adjustment) to comprehend meaning.

2.8 Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.

Expanded Benchmark 2.8.1 Respond to questions and make predictions.

2.8.1.1 Answer questions about what the main idea of the text might be.

2.8.1.2 Make predictions before reading.

2.8.1.3 Acknowledge predictions during reading.

2.8.1.4 Verify predictions after reading.

Reading Content Standard 3: Students set goals, monitor, and evaluate their progress in reading.

Essence of Standard 3: Participate in reading activities

Rationale

Readers monitor their reading progress. They assess their strengths as readers and recognize success. Successful readers determine areas for improvement and select appropriate strategies to continually grow as readers.

Benchmarks

When reading, students will:

3.1 Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.

3.2 Analyze reading successes and attainment of reading goals.

Expanded Benchmark 3.2.1 Select preferred modalities by which to access materials and communicate about reading experience.

3.2.1.1 Identify preferred mode for reading.

3.2.1.2 Identify reading goals (e.g., tolerate headphones, learn to use tape switch, maintain eye contact, increase vocabulary, increase attention, expand to other genre).

3.2.1.3 Keep a reading journal or log of selections read or heard.

3.2.1.4 Monitor progress towards achievement of reading goals.

3.2.1.5 Adjust goals based on monitoring.

3.3 Select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.

Expanded Benchmark 3.3.1 Select reading materials to explore and share.

3.3.1.1 Select a favorite type of book/literacy material.

3.3.1.2 Locate a library/bookshelf/literacy materials.

3.3.1.3 Express reasons for selection of reading materials.

Reading Content Standard 4: Student select, read, and respond to print and nonprint material for a variety of purposes.

Essence of Standard 4: Use and respond to print and nonprint information for a variety of purposes.

Rationale

Readers require a purpose to read related to personal, academic, and civic needs and respond in a variety of ways, including writing and discussion, as well as through artistic expression, formal presentation, media, etc.

Specific reasons to read include:

- *To gain personal satisfaction.*
- *To learn new information.*
- *To perform a task.*
- *To discover occupational applications.*
- *To expand aesthetic experiences.*
- *To use and to benefit from media and technological communication.*
- *To fulfill civic and social responsibilities.*
- *To gather information for responding.*

Benchmarks

When reading, students will:

4.1 Integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading).

Expanded Benchmark 4.1.1 Understand purposes of various materials and texts.

4.1.1.1 Demonstrate understanding of the difference between an information resource and literature.

4.1.1.2 Identify an appropriate information resource to gain specific information (e.g., use Web/phone book/newspaper).

Expanded Benchmark 4.1.2 Seek out print and nonprint information for pleasure.

4.1.2.1 Locate the library.

4.1.2.2 Anticipate preparation for a library visit or literacy activity.

4.2 Read to evaluate appropriate resource material for a specific task.

Expanded Benchmark 4.2.1 Use print and nonprint information sources to solve a problem or gain needed information.

4.2.1.1 Identify a problem that can be solved by using a resource.

4.2.1.2 Use a resource to solve a problem or gain needed information.

4.2.1.3 Organize information gained on a topic.

4.3 Locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information).

Expanded Benchmark 4.3.1 Use print and nonprint materials to follow a sequence of events or steps in a task.

4.3.1.1 Identify events or steps from a functional text.

4.3.1.2 Accurately order events or steps from a functional text.

Expanded Benchmark 4.3.2 Use print and nonprint information sources to complete a task.

4.3.2.1 Complete a step in a task after gaining information from a source.

4.3.2.2 Complete a task after gaining information from a source.

4.3.2.3 Use another resource to complete a task (e.g., use the telephone to call a phone number found in a phone book).

4.4 Read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals).

Expanded Benchmark 4.4.1 Identify diverse perspectives, cultures, and issues.

4.4.1.1 Identify cultural elements in a reading selection. (Anne Frank is Jewish.)

4.4.1.2 Identify in a reading selection details specific to a cultural issue. (e.g., Anne Frank was hiding because her life was in danger because Jewish people were being captured by the Nazis.)

4.4.1.3 Create and illustrate a photo essay/object box to express responses to a different perspective, cultural element, or issue.

4.4.1.4 Provide details about perspective.

4.4.1.5 Identify recurring themes in traditional and contemporary literature.

4.5 Read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).

and

4.6 Read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).

Expanded Benchmark 4.5.1 Use information sources to identify basic information about the day, weather, schedule of events, etc.

4.5.1.1 Identify facts related to the day, weather, or events in basic information.

4.5.1.2 Use a daily schedule to identify time and place of an event.

Expanded Benchmark 4.5.2 Use information sources to learn about current and upcoming events in the classroom and school.

4.5.2.1 Use a school calendar or daily schedule to identify the fact of an upcoming event.

4.5.2.2 Identify details related to an upcoming classroom or school event.

Expanded Benchmark 4.5.3 Use information sources to learn about major events in the community and world.

4.5.3.1 Identify an upcoming event in the community.

4.5.3.2 Identify specific details of an upcoming event in the community.

4.7 Locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet)

Expanded Benchmark 4.7.1 Identify information in a variety of documents. (In the End of Grade 4 performance indicators are under benchmark 4.6. The following performance indicators are labeled 4.6.1.1 through 4.6.1.4)

4.7.1.1* Identify items on a map.

4.7.1.2* Identify time of events from a schedule.

4.7.1.3 Identify items on a graph or table.

4.7.1.4* Use a timeline to provide information about an event.

4.7.1.5 Identify items from a manual or set of instructions.

Reading Content Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Essence of Standard 5: Compare and combine information from more than one source.

Rationale

Readers depend on their ability to critically investigate text and analyze information in order to elaborate their understanding from various sources. They evaluate the author's use of language, style, purpose, and perspective. Readers then select and synthesize important information.

Benchmarks

When reading, students will:

5.1 Compare and contrast information and broad themes within and among a variety of information sources.

Expanded Benchmark 5.1.1 Use graphic organizers to identify similarities and differences.

5.1.1.1 On an organizer, make a graphic representation of a similarity and difference on one attribute from a topic in the text (e.g., main characters, setting).

5.1.1.2 On an organizer, make a graphic representation of a similarity and difference on one attribute from a topic gathered from different sources of information.

Expanded Benchmark 5.1.2 Identify elements that share one or more attributes, such as similarities of main characters.

5.1.2.1 Identify details of characters that are the same (e.g., physical, personality, setting)

5.1.2.2 Identify similar types of information gained from reading a variety of sources (e.g., name, address, and phone number are required on job applications, resumes, apartment applications, etc.)

5.1.2.3 Compare/contrast information in reading materials.

5.2 Logically synthesize information from a complex range of print and nonprint sources.

Expanded Benchmark 5.2.1 Organize and gather information from two or more sources.

5.2.1.1 Use one source to organize information (e.g., use a concept web to record information from a source).

5.2.1.2 Make connections between reading materials and personal experiences.

5.2.1.3 Organize information from two or more sources and personal experiences.

Expanded Benchmark 5.2.2 Combine information from two or more sources.

5.2.2.1 Make connections among a variety of sources to demonstrate an understanding of a personal experience.

5.3 Apply basic principles of formal logic to print and nonprint material.

Expanded Benchmark 5.3.1 Recognize an author's point of view.

5.3.1.1 Identify who is telling the story (point of view).

5.3.1.2 Identify the difference between narrator and character in the story.

5.3.1.3 Identify the narrator.

5.3.1.4 Identify whether the narrator is inside or outside the story.

5.3.1.5 Defend an author's point of view.

5.4 Analyze use of evidence, logic, language devices, and bias as strategies to influence readers.

Expanded Benchmark 5.4.1 Distinguish fact from opinion.

5.4.1.1 Identify facts in text.

5.4.1.2 Identify opinions in text.

5.4.1.3 Express the difference between a fact and an opinion.

Expanded Benchmark 5.4.2 Identify what is true and what is false about information presented in various print and nonprint materials.

5.4.2.1 Respond to yes/no questions about information in print and nonprint materials.

5.4.2.2 Identify truthful information within a text.

5.4.2.3 Identify nontruths within a text.