

## Language Arts K-3 - Reading

### Phonemic Awareness, Word Recognition and Fluency

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of the third grade, they demonstrate fluent oral reading, carrying their intonation and timing as appropriate for the text.

K	1	2	3	BENCHMARK	When	Freq
<ul style="list-style-type: none"> <li>• Identify and complete rhyming words and patterns.</li> <li>• Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.</li> <li>• Distinguish and name all upper- and lower-case letters.</li> <li>• Recognize, say and write the common sounds of letters.</li> <li>• Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and distinguish between letters, words and sentences.</li> <li>• Identify and say the beginning and ending sounds in words.</li> <li>• Demonstrate an understanding of letter-sound correspondence by saying the sound from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.</li> <li>• Decode by using letter-sound matches.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rhyming words with the same or different spelling patterns.</li> <li>• Blend phonemes of letters and syllables to read unknown words with one or more syllables.</li> <li>• Use knowledge of common word families to sound out unfamiliar words.</li> <li>• Segment letter, letter blends and syllable sounds in words.</li> <li>• Distinguish and identify the beginning, middle and ending sounds in words.</li> <li>• Identify words as having either short- or long-vowel sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rhyming words with the same or different spelling patterns.</li> <li>• Use letter-sound knowledge and structural analysis to decode words.</li> <li>• Use knowledge of common word families and complex word families to sound out unfamiliar words.</li> </ul>	A. Use letter-sound correspondence knowledge and structural analysis to decode words.		0
<ul style="list-style-type: none"> <li>• Read own first and last name.</li> <li>• Read one-syllable and often-heard words by sight.</li> <li>• Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a growing stock of sight words.</li> <li>• Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.</li> <li>• Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Read regularly spelled multi-syllable words by sight.</li> <li>• Demonstrate a growing stock of sight words.</li> <li>• Read text using fluid and automatic decoding skills.</li> <li>• Read passages fluently with appropriate changes in voice, timing and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a growing stock of sight words.</li> <li>• Read text using fluid and automatic decoding skills.</li> <li>• Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.</li> </ul>	B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.		0

## Language Arts K-3 – Reading

### Acquisition of Vocabulary

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>BENCHMARK</b>	<b>When</b>	<b>Freq</b>
<ul style="list-style-type: none"> <li>Understand new words from the context of conversations or from the use of pictures within a text.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.</li> <li>Use context clues to determine the meaning of homophones, homonyms and homographs.</li> </ul>	A. Use context clues to determine the meaning of new vocabulary.		14
<ul style="list-style-type: none"> <li>Recognize and understand words, signs and symbols seen in everyday life.</li> <li>Identify words in common categories such as color words, number words and directional words.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize common sight words.</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately high-frequency sight words.</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately high-frequency sight words.</li> </ul>	B. Read accurately high-frequency sight words.		0
	<ul style="list-style-type: none"> <li>Predict the meaning of compound words using knowledge of individual words.</li> <li>Recognize contractions and common abbreviations.</li> <li>Read root words and their inflectional endings.</li> <li>Determine the meaning of unknown words using a beginner's dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meaning of common compound words by explaining the relationship between the words contained in the compound.</li> <li>Identify contractions and common abbreviations and connect them to whole words.</li> <li>Determine the meaning of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful, -less.</li> <li>Use root words and their various inflections to determine the meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of individual words in unknown compound words to determine their meanings.</li> <li>Use knowledge of contractions and common abbreviations to identify whole words.</li> <li>Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.</li> <li>Decode and determine the meaning of words by using knowledge of root words and their various inflections.</li> </ul>	C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.		14

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K	1	2	3	BENCHMARK	When	Freq
	<ul style="list-style-type: none"> <li>• Identify words that have similar meanings and words that have opposite meanings.</li> <li>• Classify words into categories.</li> <li>• Recognize that words can sound alike but have different meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words that have similar meanings and words that have opposite meanings.</li> <li>• Classify words into categories.</li> <li>• Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the meaning of the terms synonyms and antonyms.</li> </ul>	D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.		14
<ul style="list-style-type: none"> <li>• Determine the meaning of unknown words, with assistance, using a beginner’s dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the meaning of unknown words using a beginner’s dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the meaning and pronunciations of unknown words using a beginner’s dictionary, glossaries and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</li> </ul>	E. Use resources to determine the meanings and pronunciations of unknown words.		3

## Language Arts K-3 - Reading

### Reading Process – Concepts of print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

K	1	2	3	BENCHMARK	When	Freq
<ul style="list-style-type: none"> <li>Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a purpose for reading.</li> <li>Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a purpose for reading.</li> <li>Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate Comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a purpose for reading.</li> <li>Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.</li> </ul>	A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.		7
<ul style="list-style-type: none"> <li>Predict what will happen next, using pictures and content as a guide.</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions while reading and support predictions with information from the text or prior experience.</li> </ul>	<ul style="list-style-type: none"> <li>Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.</li> </ul>	B. Make predictions from text clues and cite specific examples to support predictions.		2
<ul style="list-style-type: none"> <li>Recall information from a story by sequencing pictures and events.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the important ideas in fictional and non-fictional texts.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize text by recalling main ideas and some supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize texts, sequencing information accurately and include main ideas and details as appropriate.</li> <li>Make inferences regarding events and possible outcomes from information in text.</li> </ul>	C. Draw conclusions from information in text.		8

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K	1	2	3	BENCHMARK	When	Freq
<ul style="list-style-type: none"> <li>Compare information in texts using prior knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Compare information in texts with prior knowledge and experience.</li> <li>Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast information in texts with prior knowledge and experience.</li> <li>Summarize text by recalling main ideas and some supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast information between texts and across subject areas.</li> <li>Summarize texts, sequencing information accurately and include main ideas and details as appropriate.</li> </ul>	D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.		2
<ul style="list-style-type: none"> <li>Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.</li> </ul>	<ul style="list-style-type: none"> <li>Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> </ul>	<ul style="list-style-type: none"> <li>Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> </ul>	<ul style="list-style-type: none"> <li>Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> </ul>	E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).		41
<ul style="list-style-type: none"> <li>Monitor comprehension of orally read texts by asking and answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor comprehension of independently- or group-read texts by asking and answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.</li> <li>Monitor reading comprehension by identifying word errors and self-correcting.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.</li> </ul>	F. Apply and adjust self-monitoring strategies to assess understanding of text.		0

## Language Arts K-3 - Reading

### Reading Applications – Informational, Technical and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instructional manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>BENCHMARK</b>	<b>When</b>	<b>Freq.</b>
<ul style="list-style-type: none"> <li>Use pictures and illustrations to aid comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Use title page, photographs, captions and illustrations to develop comprehension of informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.</li> </ul>	<ul style="list-style-type: none"> <li>Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.</li> </ul>	A. Use text features and structures to organize content, draw conclusions and build text knowledge.		7
	<ul style="list-style-type: none"> <li>Ask questions concerning essential elements of informational text.</li> </ul>	<ul style="list-style-type: none"> <li>List questions about essential elements from informational text and identify answers.</li> </ul>	<ul style="list-style-type: none"> <li>List questions about essential elements from informational text and identify answers.</li> </ul>	B. Ask clarifying questions concerning essential elements of informational text.		11
<ul style="list-style-type: none"> <li>Identify and discuss the sequence of events in informational text.</li> <li>Tell the main idea of a selection that has been read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the sequence of events in informational text.</li> <li>Identify central ideas and supporting details of informational text with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange events from informational text in sequential order.</li> <li>Classify ideas from informational texts as main ideas or supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and list the important central ideas and supporting details of informational text.</li> </ul>	C. Identify the central ideas and supporting details of informational text.		17
<ul style="list-style-type: none"> <li>Identify and discuss simple maps, charts and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>Identify information in diagrams, charts, graphs and maps.</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from information in maps, charts, graphs and diagrams.</li> </ul>	D. Use visual aids as sources to gain additional information from text.		0
<ul style="list-style-type: none"> <li>Follow simple directions.</li> </ul>	<ul style="list-style-type: none"> <li>Follow multiple-step directions.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze a set of directions for proper sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze a set of directions for proper sequencing, clarity and completeness.</li> </ul>	E. Evaluate two- and three- step directions for proper sequencing and completeness.		0

## Language Arts K-3 - Reading

### Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

K	1	2	3	BENCHMARK	When	Freq.
<ul style="list-style-type: none"> <li>Identify favorite books and stories.</li> <li>Retell or re-enact a story that has been heard.</li> </ul>	<ul style="list-style-type: none"> <li>Provide own interpretation of story, using information from the text.</li> <li>Retell the beginning, middle and ending of a story, including its important events.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast different versions of the same story.</li> <li>Retell the plot of a story.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and describe similarities and differences of plot across literary works.</li> <li>Retell the plot sequence.</li> </ul>	A. Compare and contrast plot across literary works.		1
<ul style="list-style-type: none"> <li>Identify the characters and setting in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Identify characters, setting and events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Describe characters and setting.</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete details from the text to describe characters and setting.</li> </ul>	B. Use supporting details to identify and describe main ideas, characters and setting.		13
<ul style="list-style-type: none"> <li>Distinguish between fantasy and reality.</li> <li>Recognize predictable patterns in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Identify differences between stories, poems and plays.</li> <li>Recognize predictable patterns in stories and poems.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between stories, poems, plays, fairy tales and fables.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.</li> </ul>	C. Recognize the defining characteristics and features of different types of literary forms and genres.		3
		<ul style="list-style-type: none"> <li>Identify words from texts that appeal to the senses.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how an author’s choice of words appeals to the senses.</li> <li>Describe methods authors use to influence readers feelings and attitudes.</li> </ul>	D. Explain how an author’s word choice and use of methods influences the reader.		7
		<ul style="list-style-type: none"> <li>Identify the theme of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify stated and implied themes.</li> </ul>	E. Identify the theme of a literary text.		4