

Language Arts 4-7 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.

4	5	6	7	BENCHMARK

Language Arts 4-7 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.

4	5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. 	<ul style="list-style-type: none"> Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. 	<ul style="list-style-type: none"> Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example. 	<ul style="list-style-type: none"> Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition, restatement and example. 	A. Use context clues and text structures to determine the meaning of new vocabulary.		50
<ul style="list-style-type: none"> Identify and apply the meaning of the terms synonym, antonym, homophone and homograph. Identify and understand new uses of words and phrases in text, such as similes and metaphors. 	<ul style="list-style-type: none"> Identify and understand new uses of words and phrases in text, such as similes and metaphors. 	<ul style="list-style-type: none"> Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words. Interpret metaphors and similes to understand new uses of words and phrases in text. 	<ul style="list-style-type: none"> Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms. Interpret metaphors and similes to understand new uses of words and phrases in text. 	B. Infer word meaning through identification and analysis of analogies and other word relationships.		13
<ul style="list-style-type: none"> Recognize the difference between the meanings of connotation and denotation. 	<ul style="list-style-type: none"> Identify the connotation and denotation of new words. 	<ul style="list-style-type: none"> Apply knowledge of connotation and denotation to determine the meaning of words. 	<ul style="list-style-type: none"> Apply knowledge of connotation and denotation to determine the meaning of words. 	C. Apply knowledge of connotation and denotation to learn the meanings of words.		8

Language Arts 4-7 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.

4	5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Identify word origins to determine the meaning of unknown words and phrases. • Identify the meanings of abbreviations. 	<ul style="list-style-type: none"> • Use word origins to determine the meaning of unknown words and phrases. • Identify the meanings of abbreviations. 	<ul style="list-style-type: none"> • Recognize and use words from other languages that have been adopted into the English language. • Identify symbols and acronyms and connect them to whole words. 	<ul style="list-style-type: none"> • Recognize and use words from other languages that have been adopted into the English language. • Use knowledge of symbols and acronyms to identify whole words. 	D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.		0
<ul style="list-style-type: none"> • Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words. 	<ul style="list-style-type: none"> • Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words. 	<ul style="list-style-type: none"> • Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words. 	<ul style="list-style-type: none"> • Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary. 	E. Use knowledge of roots and affixes to determine the meanings of complex words.		4
<ul style="list-style-type: none"> • Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, thesauruses, technology and textual features, such as definitional footnotes or sidebars. 	<ul style="list-style-type: none"> • Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. 	<ul style="list-style-type: none"> • Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. 	<ul style="list-style-type: none"> • Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. 	F. Use multiple resources to enhance comprehension of vocabulary.		14

Language Arts 4-7 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.

4	5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. • Select, create and use graphic organizers to interpret textual information. 	<ul style="list-style-type: none"> • Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. • Select, create and use graphic organizers to interpret textual information. 	<ul style="list-style-type: none"> • Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. • Select, create and use graphic organizers to interpret textual information. 	<ul style="list-style-type: none"> • Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. • Select, create and use graphic organizers to interpret textual information. 	A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.		11
<ul style="list-style-type: none"> • Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns. • Compare and contrast information on a single topic or theme across different text and non-text resources. • Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence. • Select, create and use graphic organizers to interpret textual information. 	<ul style="list-style-type: none"> • Predict and support predictions with specific references to textual examples that may be in widely separated sections of text. • Make critical comparisons across texts. • Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each. • Make inferences based on implicit information in texts, and provide justifications for those inferences. 	<ul style="list-style-type: none"> • Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text. • Make critical comparisons across texts, noting author's style as well as literal and implied content of text. • Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions. 	<ul style="list-style-type: none"> • Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text. • Make critical comparisons across text, noting author's style as well as literal and implied content of text. • Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions. 	B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas		34

Language Arts 4-7 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.

4	5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 	<ul style="list-style-type: none"> Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 	<ul style="list-style-type: none"> Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media. 	<ul style="list-style-type: none"> Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 	C. Make meaning through asking and responding to a variety of questions related to text.		83
<ul style="list-style-type: none"> Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back. List questions and search for answers within the text to construct meaning. 	<ul style="list-style-type: none"> Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text. List questions and search for answers within the text to construct meaning. 	<ul style="list-style-type: none"> Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. List questions and search for answers within the text to construct meaning. 	<ul style="list-style-type: none"> Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. 	D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.		1

Language Arts 4-7 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.

4	5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Make inferences about informational text from the title page, table of contents and chapter headings. Draw conclusions from information in maps, charts, graphs and diagrams. 	<ul style="list-style-type: none"> Use text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools to locate information. Analyze information found in maps, charts, tables, graphs and diagrams. 	<ul style="list-style-type: none"> Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools to locate information. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways. 	<ul style="list-style-type: none"> Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools to locate information. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. 	A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.		10
<ul style="list-style-type: none"> Identify examples of cause and effect used in informational text. Distinguish fact from opinion. 	<ul style="list-style-type: none"> Identify, distinguish between and explain examples of cause and effect in informational text. Analyze the difference between fact and opinion. 	<ul style="list-style-type: none"> Analyze examples of cause and effect and fact and opinion. 	<ul style="list-style-type: none"> Analyze examples of cause and effect and fact and opinion. 	B. Recognize the difference between cause and effect and fact and opinion to analyze text.		29
<ul style="list-style-type: none"> Locate important details about a topic, using different sources of information, including books, magazines, newspapers and online resources. 	<ul style="list-style-type: none"> Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources. 	<ul style="list-style-type: none"> Compare and contrast important details about a topic, using different sources of information including books, magazines, newspapers and online resources. 	<ul style="list-style-type: none"> Compare and contrast different sources of information including books, magazines, newspapers and online resources, to draw conclusions about a topic. 	C. Explain how main ideas connect to each other in a variety of sources.		11

Language Arts 4-7 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.

4	5	6	7	BENCHMARK	When	Freq
	<ul style="list-style-type: none"> Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform. 	<ul style="list-style-type: none"> Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform. 	<ul style="list-style-type: none"> Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text. 	D. Identify arguments and persuasive techniques used in informational text.		21
	<ul style="list-style-type: none"> Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary. 	<ul style="list-style-type: none"> Summarize information from informational text, identifying the treatment, scope and organization of ideas. 	<ul style="list-style-type: none"> Compare the treatment, scope and organization of ideas from different texts on the same topic. 	E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.		4
<ul style="list-style-type: none"> Summarize main ideas in informational text, using supporting details as appropriate. 	<ul style="list-style-type: none"> Summarize the main ideas and supporting details. 	<ul style="list-style-type: none"> Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text. 	<ul style="list-style-type: none"> Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text. 	F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.		17

Language Arts 4-7 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.

4	5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Describe the thoughts, words and interactions of characters. 	<ul style="list-style-type: none"> Explain how a character’s thoughts, words and actions reveal his or her motivations. 	<ul style="list-style-type: none"> Analyze the techniques authors use to describe characters, including narrator or other characters point of view; character’s own thoughts words or actions. 	<ul style="list-style-type: none"> Explain interactions and conflicts between main and minor characters in literary text and how the interactions affect the plot. 	A. Describe and analyze the elements of character development.		33
<ul style="list-style-type: none"> Identify the influence of setting on the selection. 	<ul style="list-style-type: none"> Explain the influence of setting on the selection. 	<ul style="list-style-type: none"> Identify the features of setting and explain their importance in literary text. 	<ul style="list-style-type: none"> Analyze the features of the setting and their importance in a text. 	B. Analyze the importance of setting.		2
<ul style="list-style-type: none"> Identify the main incidents of a plot sequence, identifying the major conflict and its resolution. 	<ul style="list-style-type: none"> Identify the main incidents of a plot sequence and explain how they influence future action. 	<ul style="list-style-type: none"> Identify the main and minor events of the plot, and explain how each incident gives rise to the next. 	<ul style="list-style-type: none"> Identify the main and minor events of the plot, and explain how each incident gives rise to the next. 	C. Identify the elements of plot and establish a connection between an element and a future event.		12

Language Arts 4-7 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.

4	5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Identify the speaker and recognize the difference between first- and third-person narration. 	<ul style="list-style-type: none"> Identify the speaker and explain how point of view affects the text. 	<ul style="list-style-type: none"> Explain first, third and omniscient points of view, and explain how voice affects the text. 	<ul style="list-style-type: none"> Identify and compare subjective and objective points of view and how they affect the overall body of work. 	D. Differentiate between the points of view in narrative text.		12
<ul style="list-style-type: none"> Determine the theme and whether it is implied or stated directly. 	<ul style="list-style-type: none"> Summarize stated and implied themes. 	<ul style="list-style-type: none"> Identify recurring themes, patterns and symbols found in literature from different eras and cultures. 	<ul style="list-style-type: none"> Identify recurring themes, patterns and symbols found in literature from different eras and cultures. 	E. Demonstrate comprehension by inferring themes, patterns and symbols.		13
<ul style="list-style-type: none"> Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction. 	<ul style="list-style-type: none"> Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction. 	<ul style="list-style-type: none"> Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction. 	<ul style="list-style-type: none"> Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction. 	F. Identify similarities and differences of various literary forms and genres.		4
<ul style="list-style-type: none"> Explain how an author’s choice of words appeals to the senses and suggests mood. Identify figurative language in literary works, including idioms, similes and metaphors. 	<ul style="list-style-type: none"> Interpret how an author’s choice of words appeals to the senses and suggests mood. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personifications. 	<ul style="list-style-type: none"> Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax. 	<ul style="list-style-type: none"> Interpret how mood or meaning is conveyed through word choice, figurative language and syntax. 	G. Explain how figurative language expresses ideas and conveys mood.		18

