

# Kansas School for the Deaf

## Reading Curriculum

### Grades K-12

Adapted from the 2003 Kansas State  
Curricular Standards  
Revised July 2007

Reading Curriculum  
Standards and Benchmarks  
Kindergarten

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

B1: The student uses skills in **alphabetics** to construct meaning from text.

B2: The student **reads fluently**.

B3: The student expands **vocabulary**.

B4: The student **comprehends** a variety of text.

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

B1: The student uses **literacy concepts** to interpret and respond to text.

B2: The student understands the **significance of literature** and its contribution to various cultures.

## Kindergarten

### Standard 1 – The student reads and comprehends text across the curriculum.

#### B1 - The student uses skills in alphabets to construct meaning from text.

1. Identify sounds of both upper and lower case letters of the alphabet. ▲
2. Identifies names of both upper and lower case letters of the alphabet. ▲
3. Distinguishes letters from words by recognizing that words are separated by spaces.
4. Demonstrates *phonemic awareness* skills [by hearing and orally manipulating sounds] (e.g., ▲phonemic isolation, ▲identification, ▲categorization, blending, segmentation, deletion, addition, substitution). ▲
5. Identifies and makes oral *rhymes* and begins to hear *onsets* and *rimes* (e.g., alliteration, intonation).
6. Demonstrates an understanding of *graphemes* and *phonemes* (e.g., sound-symbol relationships) in written and spoken language. ▲

#### B2 – The student reads fluently

1. Demonstrates an understanding of the *concepts of print* (e.g. front-to-back, top-to-bottom, left-to-right) and begins to track print.
2. Locates periods, question marks, and exclamation points.
3. Imitates the rhythm of speech in *emergent oral reading*.

#### B3 – The student expands vocabulary

1. Reads one-syllable and often heard words by sight.
2. Uses picture clues to identify unknown words and meanings.

#### B4 – The student comprehends a variety of texts (narrative, expository, technical, persuasive)

1. Participates in discussions about *narrative* and *expository* texts read to them.
2. Identifies and discusses title, author, illustrator, and illustrations.
3. Uses pictures, content, and prior knowledge to make predictions.
4. Responds logically to literal, inferential, and *critical thinking* questions before, during, and after listening to the text.
5. Uses picture clues, text, and prior knowledge to make inferences and draw conclusions.

6. Develops awareness of text structure (e.g., sequence, problem-solution).
7. Sequences 2-3 events in order.
8. Compares and contrasts information in illustrations, prior knowledge, and texts read aloud.
9. *Retells* or role plays important events and information from the text.
10. Explains the *topic* of a selection that has been read aloud (e.g., What is the book about?).

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

**B1 - The student uses literacy concepts to interpret and respond to text.**

1. Identifies and discusses *character(s)* in literature.
2. Identifies and talks about events in the story and why they are important.
3. Identifies and discusses problem and solution.

**B2 - The student understands the significance of literature and its contribution to various cultures.**

1. Recognizes and discusses cultural elements in books read aloud.

Reading Curriculum  
Standards and Benchmarks  
First Grade

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

B1: The student uses skills in **alphabetics** to construct meaning from text.

B2: The student **reads fluently**.

B3: The student expands **vocabulary**.

B4: The student **comprehends** a variety of text.

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

B1: The student uses **literacy concepts** to interpret and respond to text.

B2: The student understands the **significance of literature** and its contribution to various cultures.

## First Grade

### Standard 1 – The student reads and comprehends text across the curriculum.

#### B1 - The student uses skills in alphabets to construct meaning from text.

1. Identify sounds of both upper and lower case letters of the alphabet. (Letter-sound Relationships)
2. Identifies names of both upper and lower case letters of the alphabet. ▲
3. Identifies and distinguishes between letters, words, and sentences.
4. Identifies and manipulates phonemes in spoken words (e.g., phoneme isolation, identification, categorization, ▲blending, ▲segmentation, ▲deletion, ▲addition, ▲substitution). (Phonemic Awareness) ▲
5. Identifies *onsets* and *rimes* in spoken words (e.g., *alliteration, intonation, rhyme*). (Phonological Awareness) ▲
6. Uses knowledge of letter-sound correspondences (e.g., *consonant-vowel patterns, blends, digraphs, word families*) when reading unknown words. (Phonics) ▲
7. Manipulates *onsets* and *rimes* in spoken words (e.g. *alliteration, intonation, rhyme*). (Phonological Awareness)

#### B2 – The student reads fluently

1. Applies *concepts of print* when reading (e.g., front-to-back, top-to-bottom, left-to-right, capitalization).
2. Uses punctuation at *instructional* or *independent reading levels* while reading.
3. Reads expressively with appropriate *pace, phrasing, intonation, and rhythm of speech* with familiar text.
4. Uses knowledge of sentence structure to read fluently at *instructional* or *independent reading levels*.
5. Uses a variety of *word-recognition* strategies (e.g., practicing words in isolation) to read fluently.

#### B3 – The student expands vocabulary

1. Demonstrates automatic recognition of sight words.
2. Determines the meaning of unknown words or phrases using picture clues and *context clues* from sentences.
3. Identifies *synonyms* and *antonyms* to determine the meaning of words.
4. Determines meaning of words through knowledge of word structure (e.g. compound nouns, contractions).

#### B4 – The student comprehends a variety of texts (*narrative, expository, technical, persuasive*)

1. Participates in discussions about *narrative, expository, and technical texts* read to them or text read independently.
2. Locates and discusses title, author, illustrator, and illustrations.
3. Uses pictures, content, and prior knowledge to make predictions.
4. Responds logically to literal, inferential, and *critical thinking* questions before, during, and after listening to or reading the text.
5. Uses picture clues, text, and prior knowledge to make inferences and draw conclusions.
6. Develops awareness of text structure (e.g., *sequence, problem-solution*).
7. Sequences events according to basic story structure of beginning, middle, and end. ▲
8. Compares and contrasts information (e.g., *topics, characters*) between texts.
9. *Retells* or role plays important events and *main ideas* from *narrative* and *expository texts*. ▲
10. Identifies the *topic* and *main idea* in appropriate-level texts.

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

**B1- The student uses literary concepts to interpret and respond to text.**

1. Identifies and discusses *character(s)* in *literature*.
2. Identifies and describes *setting*.
3. Follows events in a *plot*.

**B2- The student understands the significance of literature and its contributions to various cultures.**

1. Listens to or reads text to connect personal experiences and ideas with those of other cultures in literature.

Reading Curriculum  
Standards and Benchmarks  
Second Grade

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

B1: The student uses skills in **alphabetic**s to construct meaning from text.

B2: The student **reads fluently**.

B3: The student expands **vocabulary**.

B4: The student **comprehends** a variety of text.

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

B1: The student uses **literacy concepts** to interpret and respond to text.

B2: The student understands the **significance of literature** and its contribution to various cultures.

## Second Grade

### Standard 1 – The student reads and comprehends text across the curriculum.

#### B1 - The student uses skills in alphabets to construct meaning from text.

1. Manipulates *onsets* and *rimes* in spoken syllables.  
(*Phonological Awareness*)
2. Uses knowledge of developmentally appropriate decoding skills (e.g., ▲consonant-vowel combinations, ▲blends, digraphs, ▲word families) when reading unknown words.  
(*Phonics*) ▲
3. Categorizes *onsets* and *rimes* in spoken syllables.  
(*Phonological Awareness*)

#### B2 – The student reads fluently.

1. Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at instructional or independent reading levels. ▲
2. Reads expressively with appropriate *pace*, *phrasing*, *intonation*, and *rhythm of speech*.
3. Uses knowledge of sentence structure to read fluently at *instructional* or *independent reading levels*.

4. Uses a variety of *word-recognition* strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.
5. Begins to adjust reading rate to support comprehension when reading *narrative* and *expository* texts.

#### B3 – The student expands vocabulary.

1. Demonstrates automatic recognition of *sight-words*.
2. Determines meaning of unknown words or phrases using context clues and picture clues from sentences and paragraphs. ▲
3. Identifies and uses synonyms, antonyms, and homophones to determine the meaning of words.
4. Uses a picture dictionary, dictionary, or glossary to understand word meaning.
5. Determines meaning of words through knowledge of word structure (e.g. ▲base words, ▲compound nouns, ▲contractions, inflectional endings). ▲

#### B4 – The student comprehends a variety of texts (*narrative, expository, technical, persuasive*)

1. Recognizes the differences between *narrative*, *expository*, and *technical* texts.

2. Locates and discusses text features (e.g., title, graphs and charts, table of contents, boldface type, italics, glossary, index) to understand information.
3. Uses pictures, content, and prior knowledge to make predictions.
4. Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
5. Uses ▲ illustrations, ▲ text, and prior knowledge to make inferences and draw conclusions. ▲
6. Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).
7. Sequences events according to basic story structure of beginning, middle, and end. ▲
8. Compares and contrasts information (e.g., *topics*, *characters*) between texts and within a single text.
9. Identifies cause-effect relationships in narrative and expository texts.
10. *Retells* or role plays important events and main ideas from narrative and expository texts. ▲
11. Identifies topic, main idea, and supporting details in appropriate-level texts. ▲
12. Distinguishes between fact and opinion in various texts.

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

**B1- The student uses literary concepts to interpret and respond to text.**

1. Identifies and describes character(s) in literature. ▲
2. Identifies and describes setting. ▲
3. Retells the plot of a story.

**B2- The student understands the significance of literature and its contributions to various cultures.**

1. Reads to connect personal experiences and ideas with those of other cultures in literature.
2. Identifies various languages, traditions, and cultures found in literature.
3. Makes connections between specific aspects of literature from a variety of cultures and personal experiences.

Reading Curriculum  
Standards and Benchmarks  
Third Grade

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

B1: The student uses skills in **alphabetics** to construct meaning from text.

B2: The student **reads fluently**.

B3: The student expands **vocabulary**.

B4: The student **comprehends** a variety of text.

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

B1: The student uses **literacy concepts** to interpret and respond to text.

B2: The student understands the **significance of literature** and its contribution to various cultures.

### Third Grade

#### **Standard 1 – The student reads and comprehends text across the curriculum.**

##### **B1 - The student uses skills in alphabets to construct meaning from text.**

1. Uses decoding skills that include knowledge of phonetics and structural analysis when reading unknown words.

##### **B2 – The student reads fluently**

1. Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, italics, graphics, hyphens) to read fluently at instructional or independent reading levels.
2. Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
3. Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.
4. Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.
5. Adjusts reading rate to support comprehension when reading narrative, expository, and technical texts.

##### **B3 – The student expands vocabulary.**

1. Expands sight-word vocabulary.
2. Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences and paragraphs. ▲
3. Uses synonyms, antonyms, and homophones, to determine the meaning of words.
4. Uses a dictionary or a glossary to determine an appropriate definition of a word.
5. Determines meaning of words through knowledge of word structure (e.g. ▲compound nouns, contractions, ▲root words, ▲prefixes, and ▲suffixes). ▲
6. Identifies the difference between literal and figurative language when reading similes, metaphors, and idioms.

##### **B4 – The student comprehends a variety of texts (narrative, expository, technical, persuasive).**

1. Recognizes the differences between narrative, expository, technical, and persuasive texts.
2. Understands the purpose of text features (e.g., ▲title, ▲graphs and charts, ▲table of contents, ▲pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲

3. Uses prior knowledge and content to make, revise, and confirm predictions.
4. Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
5. Uses information from the text to make inferences and draw conclusions. ▲
6. Identifies text structure (e.g., ▲sequence, ▲problem-solution, comparison-contrast, description, cause-effect). ▲
7. Sequences events and information in logical order.
8. Compares and contrasts information (e.g., topics, characters) in a text. ▲
9. Links causes and effects in appropriate-level narrative and expository texts. ▲
10. Retells main ideas or events as well as supporting details in narrative and expository texts. ▲
11. Identifies the topic, main idea(s), and supporting details in appropriate-level texts. ▲
12. Explains the author's purpose (e.g., to persuade, to entertain, to inform).
13. Establishes a purpose for reading or listening (e.g. to be informed, to follow directions, to be entertained).

14. Distinguishes between fact and opinion in various texts.

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

**B1- The student uses literary concepts to interpret and respond to text.**

1. Identifies and describes characters' physical traits, basic personality traits, and actions. ▲
2. Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text. ▲
3. Identifies plot sequence.

**B2 – The student understands the significance of literature and its contributions to various cultures.**

1. Reads to connect personal experiences and ideas with those of other cultures in literature.
2. Compares and contrasts various languages, traditions, and cultures found in literature.
3. Makes connections between specific aspects of literature from a variety of cultures and personal experiences.

### **Third Grade Assessed Items**

#### **Standard 1 – The student reads and comprehends text across the curriculum.**

##### **B3 – The student expands vocabulary.**

2. The student determines meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. ▲
4. The student uses a dictionary or glossary to determine an appropriate definition of a word. ▲
5. The student determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes). ▲

##### **B4 – The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

2. The student understands the purpose of text features (e.g., ▲title, ▲graphs and charts, ▲table of contents, ▲pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲
5. The student uses information from the text to make inferences and draw conclusions. ▲

6. The student identifies text structure (e.g., ▲sequence, ▲problem-solution, comparison-contrast, description, cause-effect). ▲

8. The student compares and contrasts information (e.g., topics, characters) in a text. ▲

9. The student links causes and effects in appropriate-level narrative and expository texts. ▲

10. The student retells main ideas or events as well as supporting details in narrative and expository texts. ▲

11. The student identifies the topic, main idea(s), and supporting details in appropriate-level texts. ▲

#### **Standard 2 – The student responds to a variety of text.**

##### **B1 – The student uses literary concepts to interpret and respond to text.**

1. The student identifies and describes characters' physical traits, basic personality traits, and actions. ▲
2. The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text. ▲

Reading Curriculum  
Standards and Benchmarks  
Fourth Grade

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

B1: The student uses skills in **alphabetics** to construct meaning from text.

B2: The student **reads fluently**.

B3: The student expands **vocabulary**.

B4: The student **comprehends** a variety of text.

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

B1: The student uses **literacy concepts** to interpret and respond to text.

B2: The student understands the **significance of literature** and its contribution to various cultures.

## Fourth Grade

### **Standard 1 – The student reads and comprehends text across the curriculum.**

#### **B1 - The student uses skills in alphabets to construct meaning from text.**

1. Uses decoding skills that include knowledge of structural analysis automatically when reading.

#### **B2 – The student reads fluently**

1. Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, colons, semi-colons, dashes) to read fluently at instructional or independent reading levels.
2. Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
3. Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.
4. Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.
5. Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

#### **B3 – The student expands vocabulary.**

1. Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences and paragraphs. ▲
2. Identifies and uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.
3. Uses a dictionary or a glossary to determine an appropriate definition of a word or uses a thesaurus to expand vocabulary.
4. Determines meaning of words through knowledge of word structure (e.g. compound nouns, contractions, ▲root words, ▲prefixes, and ▲suffixes). ▲
5. Determines the meaning of figurative language by interpreting similes, metaphors, and idioms.
6. Identifies the connotation and denotation of new words.

#### **B4 – The student comprehends a variety of texts (*narrative, expository, technical, persuasive*)**

1. Identifies characteristics of narrative, expository, technical, and persuasive texts.
2. Understands the purpose of text features (e.g., title, ▲graphs/ charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate

information in and to gain meaning from appropriate-level texts. ▲

3. Uses prior knowledge and content to make, revise, and confirm predictions.
4. Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
5. Uses information from the text to make inferences and draw conclusions. ▲
6. Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect). ▲
7. Compares and contrasts information aspects (e.g., topic, character traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare-contrast signal words. ▲
8. Links causes and effects in appropriate-level narrative and expository texts. ▲
9. Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts. ▲
10. Identifies the topic, main idea(s), and supporting details in appropriate-level texts. ▲
11. Identifies the author's purpose (e.g., to persuade, ▲to entertain, ▲to inform). ▲

12. Establishes a purpose for reading or listening (e.g. to be informed, to follow directions, to be entertained).

13. Follows directions explained in technical text.

14. Distinguishes between fact and opinion in various types of appropriate-level texts. ▲

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

### **B1- The student uses literary concepts to interpret and respond to text.**

1. Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions. ▲
2. Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text. ▲
3. Identifies or describes the major conflict in a story and how it is resolved. ▲

### **B2- The student understands the significance of literature and its contributions to various cultures.**

1. Describes aspects of history and culture found in works of literature.
2. Compares and contrasts various languages, traditions, and cultures found in literature.

3. Makes connections between specific aspects of literature from a variety of cultures and personal experiences.

## Fourth Grade Assessed Items

### **Standard 1 – The student reads and comprehends text across the curriculum.**

#### **B3 – The student expands vocabulary.**

1. The student determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. ▲
3. The student uses a ▲ dictionary or a glossary to determine an appropriate definition of a word or uses a thesaurus to expand vocabulary. ▲
4. The student determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes). ▲

#### **B4 – The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

2. The student understands the purpose of text features (e.g., title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/illustrations, ▲ boldface type, ▲ italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲

5. The student uses information from the text to make inferences and draw conclusions. ▲

6. The student identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect). ▲

7. The student compares and contrasts information (e.g., topic, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare-contrast signal words. ▲

8. The student links causes and effects in appropriate-level narrative and expository texts. ▲

9. The student retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts. ▲

10. The student identifies the topic, main idea(s), and supporting details in appropriate-level texts. ▲

11. The student identifies the author's purpose (e.g., to persuade, to entertain, to inform). ▲

14. The student distinguishes between fact and opinion in various types of appropriate-level texts. ▲

### **Standard 2 – The student responds to a variety of text.**

#### **B1 – The student uses literary concepts to interpret and respond to text.**

1. The student identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions. ▲
2. The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text. ▲
3. The student identifies or describes the major conflict in a story and how it is resolved. ▲

Reading Curriculum  
Standards and Benchmarks  
Fifth Grade

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

B1: The student uses skills in **alphabetic**s to construct meaning from text.

B2: The student **reads fluently**.

B3: The student expands **vocabulary**.

B4: The student **comprehends** a variety of text.

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

B1: The student uses **literacy concepts** to interpret and respond to text.

B2: The student understands the **significance of literature** and its contribution to various cultures.

## Fifth Grade

### **Standard 1 – The student reads and comprehends text across the curriculum.**

#### **B1 - The student uses skills in alphabets to construct meaning from text.**

#### **B2 – The student reads fluently**

1. Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently at instructional or independent reading levels.
2. Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
3. Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.
4. Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.
5. Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

#### **B3 – The student expands vocabulary.**

1. Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences and paragraphs. ▲
2. Uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.
3. Chooses reference materials (e.g. dictionaries, encyclopedias, atlases, glossaries, thesauri, on-line reference materials) appropriate to the task.
4. Determines meaning of words through knowledge of word structure (e.g., contractions, ▲root words, ▲prefixes, and ▲suffixes). ▲
5. Determines the meaning of figurative language by interpreting similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification.
6. Recognizes the differences between the meaning of connotation and denotation.

#### **B4 – The student comprehends a variety of texts (narrative, expository, technical, persuasive).**

1. Identifies characteristics of narrative, expository, technical, and persuasive texts.
2. Understands the purpose of text features (e.g., title, ▲graphs/ charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics,

- ▲glossary, ▲index, ▲headings, ▲subheadings, topic and summary sentences, ▲captions) and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲
3. Uses prior knowledge, content, and text features to make, revise, and confirm predictions.
  4. Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
  5. Uses information from the text to make inferences and draw conclusions. ▲
  6. Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect). ▲
  7. Compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts. ▲
  8. Links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships. ▲
  9. Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, technical, and persuasive texts. ▲

10. Identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts. ▲
11. Identifies the author's purpose (e.g., to persuade, to entertain, to inform). ▲
12. Establishes a purpose for reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
13. Follows directions explained in technical text.
14. Identifies evidence that supports conclusions in persuasive text.
15. Distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts. ▲

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

**B1- The student uses literary concepts to interpret and respond to text.**

1. Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions. ▲
2. Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text. ▲

3. Identifies and describes the major conflict in a story and major events related to the conflict (e.g., crisis/turning moments, climax, resolution). ▲
4. Understands that theme refers to the main idea (implied or stated), meaning of a selection, and includes the author's ideas about the subject.

**B2- The student understands the significance of literature and its contributions to various cultures.**

1. Understands the effects history and cultures may have on works of literature.
2. Compares and contrasts various languages, traditions, and cultures found in literature.
3. Makes connections between specific aspects of literature from a variety of cultures and personal experiences.

## Fifth Grade Assessed Items

### Standard 1 – The student reads and comprehends text across the curriculum.

#### B3 – The student expands vocabulary.

1. The student determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. ▲
4. The student determines meaning of words through knowledge of word structure (e.g., contractions, ▲root words, ▲prefixes, ▲suffixes). ▲

#### B4 – The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

2. The student understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, glossary, index, headings, subheadings, topics and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲
5. The student uses information from the text to make inferences and draw conclusions. ▲

6. The student identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect). ▲
7. The student compares and contrasts varying aspects (e.g., topic, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts. ▲
8. The student links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships. ▲
9. The student retells main ideas or events as well as supporting details in appropriate-level narrative, persuasive, and technical texts. ▲
10. The student identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts. ▲
11. The student identifies the author's purpose (e.g., to persuade, to entertain, to inform). ▲
15. The student distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level text. ▲

### Standard 2 – The student responds to a variety of text.

#### B1 – The student uses literary concepts to interpret and respond to text.

1. The student identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions. ▲
2. The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text. ▲
3. The student identifies and describes the major conflict in a story and major events related to the conflict (e.g., crisis/turning moments, climax, resolution). ▲

Reading Curriculum  
Standards and Benchmarks  
Sixth Grade

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

B1: The student uses skills in **alphabetic**s to construct meaning from text.

B2: The student **reads fluently**.

B3: The student expands **vocabulary**.

B4: The student **comprehends** a variety of text.

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

B1: The student uses **literacy concepts** to interpret and respond to text.

B2: The student understands the **significance of literature** and its contribution to various cultures.

## Sixth Grade

### **Standard 1 – The student reads and comprehends text across the curriculum.**

#### **B1 - The student uses skills in alphabets to construct meaning from text.**

#### **B2 – The student reads fluently**

1. Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.
2. Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
3. Uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.
4. Uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.
5. Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

#### **B3 – The student expands vocabulary.**

1. Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples,

descriptions, comparison-contrast, clue words) from sentences and paragraphs. ▲

2. Uses synonyms, antonyms, homophones to determine the meaning of words.
3. Understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.
4. Determines meaning of words through knowledge of word structure (e.g. ▲root words, ▲prefixes, ▲suffixes). ▲
5. Identifies and determines the meaning of figurative language including ▲similes, ▲metaphors, ▲analogies, hyperbole, onomatopoeia, personification, and idioms. ▲
6. Identifies word connotations and word denotations.

#### **B4 – The student comprehends a variety of texts (narrative, expository, technical, persuasive).**

1. Identifies characteristics of narrative, expository, technical, and persuasive texts.
2. Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate

- information in and to gain meaning from appropriate-level texts. ▲
3. Uses prior knowledge, content, text type and text features to make, to revise, and to confirm predictions.
  4. Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
  5. Uses information from the text to make inferences and draw conclusions. ▲
  6. Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text. ▲
  7. Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts. ▲
  8. Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲
  9. Uses paraphrasing and organizational skills to summarize information (e.g., stated and main ideas, main events, important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order. ▲
  10. Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text. ▲
  11. Identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose. ▲
  12. Establishes a purpose for reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
  13. Follows directions explained in technical text.
  14. Identifies evidence that supports conclusions in persuasive text. ▲
  15. Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts. ▲
- Standard 2 - The student responds to a variety of text.**
- B1- The student uses literary concepts to interpret and respond to text.**
1. Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict. ▲

2. Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text. ▲
3. Identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another. ▲
4. Identifies aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.
5. Identifies the use of literary devices (e.g., foreshadowing, flashback).

**B2- The student understands the significance of literature and its contributions to various cultures.**

1. Understands the effects history and cultures may have on works of literature.
2. Compares and contrasts various languages, traditions, and cultures found in literature.
3. Makes connections between specific aspects of literature from a variety of cultures and personal experiences.

## Sixth Grade Assessed Items

### Standard 1 – The student reads and comprehends text across the curriculum.

#### B3 – The student expands vocabulary.

1. The student determines the meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs. ▲
4. The student determines meaning of words through knowledge of word structure (e.g., ▲root words, ▲prefixes, ▲suffixes). ▲
5. The student identifies and determines the meaning of figurative language including ▲similes, ▲metaphors, ▲analogies, hyperbole, onomatopoeia, personification, and idioms. ▲

#### B4 – The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

2. The student understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses

such features to locate information in and to gain meaning from appropriate-level texts. ▲

5. The student uses information from the text to make inferences and draw conclusions. ▲
6. The student analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text. ▲
7. The student compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts. ▲
8. The student explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲
9. The student uses paraphrasing and organizational skills to summarize information (e.g., stated and main ideas, main events, important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order. ▲
10. The student identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text. ▲
11. The student identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose. ▲

14. The student identifies evidence that supports conclusions in persuasive text. ▲
15. The student distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media), bias, and stereotypes in various types of appropriate-level texts. ▲

**Standard 2 – The student responds to a variety of text.**

**B1 – The student uses literary concepts to interpret and respond to text.**

1. The student describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects of influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict. ▲
2. The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text. ▲
3. The student identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another. ▲

Reading Curriculum  
Standards and Benchmarks  
Seventh Grade

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

B1: The student uses skills in **alphabetic**s to construct meaning from text.

B2: The student **reads fluently**.

B3: The student expands **vocabulary**.

B4: The student **comprehends** a variety of text.

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

B1: The student uses **literacy concepts** to interpret and respond to text.

B2: The student understands the **significance of literature** and its contribution to various cultures.

## Seventh Grade

### Standard 1 – The student reads and comprehends text across the curriculum.

#### B1 - The student uses skills in alphabets to construct meaning from text.

#### B2 – The student reads fluently.

1. Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.
2. Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
3. Uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.
4. Uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.
5. Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

#### B3 – The student expands vocabulary.

1. Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples,

descriptions, comparison-contrast, clue words) from sentences and paragraphs. ▲

2. Locates and uses reference materials available in the classroom, school and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.
3. Determines meanings of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes and ▲suffixes to understand complex words, including words in science, mathematics, and social studies. ▲
4. Identifies and determines the meaning of figurative language, ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, and idioms. ▲
5. Identifies word connotations and word denotations.

#### B4 – The student comprehends a variety of texts (narrative, expository, technical, persuasive).

1. Identifies characteristics of narrative, expository, technical, and persuasive texts.
2. Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered

- or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲
3. Uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.
  4. Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
  5. Uses information from the text to make inferences and draw conclusions. ▲
  6. Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text. ▲
  7. Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts. ▲
  8. Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲
  9. Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order. ▲
  10. Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text. ▲
  11. Explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text. ▲
  12. Establishes purposes for both assigned and self-selected reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
  13. Follows directions explained in technical text.
  14. Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion). ▲
  15. Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts. ▲
- Standard 2 - The student responds to a variety of text.**
- B1- The student uses literary concepts to interpret and respond to text.**

1. Identifies different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict. ▲
2. Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot). ▲
3. Identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another. ▲
4. Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).
5. Identifies literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).

1. Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
2. Compares and contrasts customs and ideas within literature representing a variety of cultures.
3. Recognizes connections between cultures and experiences through a variety of texts.

**B2- The student understands the significance of literature and its contributions to various cultures.**

## Seventh Grade Assessed Items

### Standard 1 – The student reads and comprehends text across the curriculum.

#### B3 – The student expands vocabulary.

1. The student determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs. ▲
3. The student determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies. ▲
4. The student identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, and ▲idioms. ▲

#### B4 – The student comprehends a variety of texts (narrative, expository, technical and persuasive).

2. The student understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type,

italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲

5. The student uses information from the text to make inferences and draw conclusions. ▲
6. The student analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text. ▲
7. The student compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level text. ▲
8. The student explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲
9. The student uses paraphrasing and organizational skills to summarize information (e.g., stated and implied ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order. ▲
10. The student identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text. ▲

11. The student explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text. ▲

14. The student identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion). ▲

15. The student distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts. ▲

## **Standard 2 – The student responds to a variety of text.**

### **B1 – The student uses literary concepts to interpret and respond to text.**

1. The student describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict. ▲
2. The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections

between the setting and other story elements (e.g., character, plot). ▲

3. The student identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another. ▲

Reading Curriculum  
Standards and Benchmarks  
Eighth Grade

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

B1: The student uses skills in **alphabetic**s to construct meaning from text.

B2: The student **reads fluently**.

B3: The student expands **vocabulary**.

B4: The student **comprehends** a variety of text.

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

B1: The student uses **literacy concepts** to interpret and respond to text.

B2: The student understands the **significance of literature** and its contribution to various cultures.

## **Eighth Grade**

### **Standard 1 – The student reads and comprehends text across the curriculum.**

#### **B1 - The student uses skills in alphabets to construct meaning from text.**

#### **B2 – The student reads fluently.**

1. Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.
2. Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
3. Uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.
4. Uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.
5. Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

#### **B3 – The student expands vocabulary.**

1. Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples,

descriptions, comparison-contrast, clue words, cause-effect) from sentences and paragraphs. ▲

2. Locates and uses reference materials available in the classroom, school and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.
3. Determines meanings of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes and ▲suffixes to understand complex words in science, mathematics, and social studies. ▲
4. Identifies and determines the meaning of figurative language including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, ▲idioms, ▲imagery, and symbolism. ▲
5. Distinguishes between connotative and denotative meanings.

#### **B4 – The student comprehends a variety of texts (narrative, expository, technical, persuasive).**

1. Identifies characteristics of narrative, expository, technical, and persuasive texts.
2. Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered

- or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲
3. Uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.
  4. Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
  5. Uses information from the text to make inferences and draw conclusions. ▲
  6. Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text. ▲
  7. Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques) in one or more appropriate-level texts. ▲
  8. Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲
  9. Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order. ▲
  10. Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text. ▲
  11. Explains the relationship between elements of an author's use of literary devices in a text (e.g., ▲ foreshadowing, ▲ flashback, ▲ irony, symbolism, tone, mood) and his or her purpose for writing the text. ▲
  12. Establishes purposes for both assigned and self-selected reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
  13. Follows directions explained in technical text.
  14. Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion). ▲
  15. Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts. ▲

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

**B1- The student uses literary concepts to interpret and respond to text.**

1. Describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time. ▲
2. Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot). ▲
3. Identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another. ▲
4. Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).
5. Identifies the literary devices (e.g., foreshadowing, flashback, figurative language, imagery, symbolism) in a text and how the author uses such devices to help establish tone and mood.

**B2- The student understands the significance of literature and its contributions to various cultures.**

1. Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
2. Compares and contrasts customs and ideas within literature representing a variety of cultures.
3. Analyzes distinctive and shared characteristics of cultures through a variety of texts.

## **Eighth Grade Assessed Items**

### **Standard 1 – The student reads and comprehends text across the curriculum.**

#### **B3 – The student expands vocabulary.**

1. The student determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs. ▲

3. The student determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies. ▲

4. The student identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, and ▲idioms, ▲imagery, and symbolism. ▲

#### **B4 – The student comprehends a variety of texts (narrative, expository, technical and persuasive).**

2. The student understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary

sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲

5. The student uses information from the text to make inferences and draw conclusions. ▲
6. The student analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text. ▲
7. The student compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques) in one or more appropriate-level text. ▲
8. The student explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲
9. The student uses paraphrasing and organizational skills to summarize information (e.g., stated and implied ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order. ▲
10. The student identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text. ▲

11. The student explains the relationship between elements of an author's use of literary devices in a text (e.g., foreshadowing, flashback, irony, symbolism, tone, mood) and his or her purpose for writing the text. ▲

14. The student identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion). ▲

15. The student distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts. ▲▲

period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot). ▲

3. The student identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another. ▲

## **Standard 2 – The student responds to a variety of text.**

### **B1 – The student uses literary concepts to interpret and respond to text.**

1. The student describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time. ▲
2. The student identifies and describes the setting (e.g., environment, time of day or year, historical

Reading Curriculum  
Standards and Benchmarks  
High School

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

B1: The student uses skills in **alphabetic**s to construct meaning from text.

B2: The student **reads fluently**.

B3: The student expands **vocabulary**.

B4: The student **comprehends** a variety of text.

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

B1: The student uses **literacy concepts** to interpret and respond to text.

B2: The student understands the **significance of literature** and its contribution to various cultures.

## High School

### **Standard 1 – The student reads and comprehends text across the curriculum.**

#### **B1 - The student uses skills in alphabets to construct meaning from text.**

#### **B2 – The student reads fluently**

1. Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

#### **B3 – The student expands vocabulary.**

1. Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words and cause-effect) from sentences or paragraphs. ▲
2. Locates and uses reference materials available in the classroom, school and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.
3. Determines meanings of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words in science, mathematics, and social studies. ▲

4. Identifies, interprets and analyzes the use of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism. ▲
5. Discriminates between connotative and denotative meanings and interprets the connotative power of words.

#### **B4 – The student comprehends a variety of texts (narrative, expository, technical, persuasive).**

1. Identifies characteristics of narrative, expository, technical, and persuasive texts.
2. Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲
3. Uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.
4. Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
5. Uses information from the text to make inferences and draw conclusions. ▲

6. Analyzes and evaluates how authors use text structures (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes. ▲
7. Compares and contrasts varying aspects (e.g., characters' traits and motives, ideas, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts. ▲
8. Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲
9. Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent. ▲
10. Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text. ▲
11. Analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view,

allusion, overstatement, paradox) work together to achieve his or her purpose for writing text. ▲

12. Establishes purposes for both assigned and self-selected reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
13. Follows directions presented in technical text.
14. Identifies the author's position in a persuasive text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided. ▲
15. Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts. ▲

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

### **B1- The student uses literary concepts to interpret and respond to text.**

1. Identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters. ▲

2. Analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text. ▲
3. Analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events. ▲
4. Analyzes themes, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.
5. Identifies, analyzes, and evaluates the use of literary devices (e.g., foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) in a text.

**B2- The student understands the significance of literature and its contributions to various cultures.**

1. Recognizes ways that literature from different cultures presents similar themes differently across genres.
2. Compares and contrasts works of literature that deal with similar topics and problems.
3. Evaluates distinctive and shared characteristics of cultures through a variety of texts.

## High School Assessed Items

### Standard 1 – The student reads and comprehends text across the curriculum.

#### B3 – The student expands vocabulary.

1. The student determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs. ▲
3. Determines meanings of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words in science, mathematics, and social studies. ▲
4. Identifies, interprets and analyzes the use of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism. ▲

#### B4 – The student comprehends a variety of texts (narrative, expository, technical, persuasive).

2. Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such

features to locate information in and to gain meaning from appropriate-level texts. ▲

5. Uses information from the text to make inferences and draw conclusions. ▲
6. Analyzes and evaluates how authors use text structures (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes. ▲
7. Compares and contrasts varying aspects (e.g., characters' traits and motives, ideas, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts. ▲
8. Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲
9. Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent. ▲
10. Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text. ▲

11. Analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text. ▲

6. Analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events. ▲

14. Identifies the author's position in a persuasive text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided. ▲

15. Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts. ▲

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