

# Content Standard I

## Reading Process

**Students use the essential strategies and skills necessary to decode text and to construct meaning from a wide variety of assigned and self-selected materials.**

### Performance Standards

#### KINDERGARTEN

To progress toward the content standard in reading skills and strategies, kindergarten students will:

**Demonstrate an understanding of how print is organized and read.**

To progress toward meeting the grade level standard, students will:

- Identify the front and back of a book.
- Recognize that print goes from left to right and top to bottom.
- Identify print as the main source of meaning.
- Identify the title and author.
- Chant aloud with rhythm, pace and intonation.
- “Read” own writing.
- “Read” familiar texts.

**Demonstrate developmentally appropriate levels of phonemic awareness, levels of decoding and word recognition.**

To progress toward meeting the grade level standard, students will:

- Hear separate words.
- Aurally recognize rhyming words.
- Hear some separate sounds in words.
- Aurally recognize words that begin with same consonant sound.
- Orally substitute words in rhyming patterns.
- Recognize own name.
- Read signs, logos, label, and high interest words.
- Understand that letters make sounds.

To progress toward the content standard in **reading comprehension**, kindergarten students will:

**Respond to fictional text to develop understanding of a story read aloud.**

To progress toward meeting the grade level standard, students will:

- Talk to others about books.
- Use pictures and context to clarify meaning and make predictions.
- Retell stories orally and/or through dramatic play.
- Identify characters and story events.
- Answer clarifying questions.

**Respond to nonfiction text or informational material that has been read aloud to develop understanding and expertise.**

To progress toward meeting the grade level standard, students will:

- Relate new knowledge to personal experience.
- Restate ideas from text in their own words.

## GRADE ONE

To progress toward the content standard in **reading skills and strategies**, first grade students will:

### **Demonstrate an understanding of how print is organized and read.**

To progress toward meeting the grade level standard, students will:

- Recognize and name all upper and lower-case letters.
- Match some high frequency oral words to some high frequency printed words.
- Recognize the function of empty space in establishing word boundaries.

### **Demonstrate developmentally appropriate levels of phonemic awareness, decoding and word recognition.**

To progress toward meeting the grade level standard, students will:

- Hear each separate sound in words.
- Identify middle and ending consonant sounds.
- Blend sounds such as /c/ /a/ /t/ into “cat”.
- Change ending sound to create new words, such as cat into /c/ /a/ /n/.
- Delete beginning sounds to make a new word, such as, “If I had ‘cat’ and I took off/c/ what would be left?”
- Identify all upper and lower case letters.
- Identify all corresponding consonant sounds and approximate vowel sounds.
- Break words into syllables.
- Read familiar text.
- Use decoding strategies (phonics) to explore new text.
- Look for word parts.

To progress toward the content standard in **reading comprehension**, first grade students will:

### **Respond to fictional texts to develop understanding of a story read aloud.**

To progress toward meeting the grade level standard, students will:

- Recognize topic or main idea.
- Clearly retell stories including beginning, middle and end.
- Respond to *who*, *what*, *where*, *when* and *how* questions.
- Summarize simple narrative passages.
- Use *who*, *what*, *where*, *when* and *how* questions to compare various versions

- of the same text.
- Identify a story as a type of literature.

**Respond to nonfiction text or informational material that has been read aloud to develop understanding and expertise.**

To progress toward meeting the grade level standard, students will:

- Relate background knowledge to textual information.
- Describe the main idea of simple texts.
- Summarize simple passages.
- Follow simple written instructions.

## **GRADE TWO**

To progress toward the content standard in **reading skills and strategies**, second grade students will:

### **Demonstrate an understanding of how print is organized and read.**

To progress toward meeting the grade level standard, students will:

- Identify difference between story and poetry.
- Identify and use periods to facilitate oral reading.
- State a purpose for reading (such as, collecting information, pleasure, etc.).

### **Demonstrate the use of phonemic awareness, phonics and word recognition skills.**

To progress toward meeting the grade level standard, students will:

- Count sounds in multisyllabic words.
- Manipulate sounds within a word to reverse the order, such as “tub” reversed is “but”.
- Apply knowledge of blending in sounding out more complex words.
- Identify and use knowledge of simple spelling patterns, such as special vowel spellings, when reading.
- Recognize some frequently used abbreviations.
- Identify and correctly pronounce regular plurals.
- Apply knowledge of phonics (what sounds right), grammar cues (what looks right), and context cues (what makes sense).

To progress toward the content standard in **reading comprehension**, second grade students will:

### **Read and respond to fictional text to develop understanding.**

To progress toward meeting the grade level standard, students will:

- Identify details of story.
- Use *who*, *what*, *when*, *why* and *how* questions to compare and contrast various versions of the same text.
- Respond to texts in a variety of ways.
- Apply strategies such as rereading, predicting and confirming to facilitate understanding.

**Read and respond to nonfiction text and informational materials to develop understanding and expertise.**

To progress toward meeting the grade level standard, students will:

- Identify main idea and supporting details.
- Interpret information from charts and graphs.

## **GRADE THREE**

To progress toward the content standard, third grade students will:

### **Demonstrate an understanding of how print is organized and read.**

To progress toward meeting the grade level standard, students will:

- Identify difference between story and drama.
- Accurately read aloud familiar materials.
- Read aloud with rhythm, pace, and intonation.
- Use chapter and section headings.
- Understand and use the table of contents.
- Understand and use the dictionary to determine the meaning of unknown words.
- Identify and use end punctuation to facilitate reading.

### **Demonstrate appropriate levels of decoding and word recognition.**

To progress toward meeting the grade level standard, students will:

- Distinguish syllable breaks phonemically.
- Know and use complex word families when reading.
- Use knowledge of compound words to determine meaning of words.
- Use knowledge of suffixes and prefixes when reading.
- Use a range of cueing systems (letter sound correspondence, phonics, meaning, grammar) and overall context to determine pronunciation and meaning.
- Self-correct when subsequent reading indicates an earlier miscue.

### **Read fictional and nonfictional materials, and respond in order to demonstrate understanding.**

To progress toward meeting the grade level standard, students will:

- Identify main idea and significant supporting details.
- Ask and answer “what if” questions and make predictions.
- Demonstrate knowledge of setting, characters, and events.
- Restate facts or story events in correct sequence.
- Interpret information from diagrams.

## GRADE FOUR

To progress toward the content standard, fourth grade students will:

### **Demonstrate an understanding of how print is organized and read.**

To progress toward meeting the grade level standard, students will:

- Understand and use the glossary and index of texts.
- Understand and use the dictionary to determine the meaning of unknown words.
- Identify and use internal punctuation to facilitate reading.

### **Demonstrate an understanding of word origins and word relationships.**

To progress toward meeting the grade level standard, students will:

- Apply knowledge of common antonyms, synonyms and homonyms to determine meanings of words.
- Use knowledge of prefixes and suffixes to determine meanings of words.

### **Read fictional and nonfictional materials for a variety of purposes, and respond in order to demonstrate an understanding.**

To progress toward meeting the grade level standard, students will:

- Recognize cause and effect relationship in text.
- Identify and use textual features such as topic sentences and key words.
- Categorize information to establish relationships among facts.
- Recognize when an author's purpose is intended primarily to entertain.
- Use reading strategies such as skimming, scanning, cross-checking, predicting, and rereading to comprehend text.

## **GRADE FIVE**

To progress toward the content standard, fifth grade students will:

### **Demonstrate an understanding of how print is organized and read.**

To progress toward meeting the grade level standard, students will:

- Identify and use textual and graphic features such as diagrams, illustrations, charts, maps, photographs and captions.

### **Demonstrate an understanding of word origins and word relationships.**

To progress toward meeting the grade level standard, students will:

- Use multiple meaning words appropriately.

### **Read fictional and nonfictional materials for a variety of purposes, and respond in order to demonstrate understanding.**

To progress toward meeting the grade level standard, students will:

- Confirm or revise predictions using events and ideas presented in text.
- Recognize when a text is primarily intended to inform.
- Differentiate between fact and opinion
- Discuss the impact of author's word choice content.
- Identify common organizational structures such as comparison and contrast, and chronological order.
- Sequence information needed to carry out a procedure.
- Use context to determine the meaning of words with multiple meanings.

## GRADE SIX

To progress toward the content standard, sixth grade students will:

### **Demonstrate an understanding of how print is organized and read.**

To progress toward meeting the grade level standard, students will:

- Use encyclopedia, atlas, almanac and thesaurus to locate specific information.

### **Demonstrate an understanding of word origins and word relationships to determine meaning of words.**

To progress toward meeting the grade level standard, students will:

- Use word origins to determine the influences on English word meanings.

### **Read fictional and non fictional material for a variety of purposes, and respond in order to demonstrate understanding.**

To progress toward meeting the grade level standard, students will:

- Analyze how structure contributes to the understanding of text.
- Analyze, compare and contrast ways characters solve problems.
- Make inferences and draw conclusions about characters, setting, events and themes. Support these with evidence from the text.
- Distinguish among facts, supported inferences, and opinions from information sources.
- Recognize instances of bias, stereotyping, and propaganda techniques in expository text.
- Recognize when author's purpose is primarily intended to persuade.
- Apply reading strategies such as reading with others, predicting, questioning, clarifying, and summarizing.

## **GRADES SEVEN THROUGH TWELVE**

To progress toward the content standard secondary students will:

**Read a wide variety of texts: fiction and nonfiction, classic and contemporary, in order to demonstrate understanding.**

**Read for a variety of purposes including to enhance personal fulfillment, to develop problem solving strategies, to acquire new information, and to extend their basic core of knowledge.**

**Read critically and apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.**

### **GRADE SEVEN**

To progress toward meeting the grade level standard, students will:

- Connect, sequence, and visualize to demonstrate an understanding of the parts of a text.
- Question, make predictions and summarize to demonstrate an understanding of the whole text.
- Demonstrate knowledge of the vocabulary necessary for understanding a text.
- Recognize cultural features, customs, values, and stereotypes, as well as similar stories from different cultures using contextual clues in their reading.
- Recognize the importance of language conventions such as dialogue and dialect in order to comprehend texts and the contexts from which they come.
- Read thoughtfully, supporting their interpretations using convincing evidence from the text.
- Apply prior knowledge to new information.
- Recognize relevant details and draw conclusions.
- Recognize cause and effect in the texts they read.

### **GRADE EIGHT**

To progress toward meeting the grade level standards, students will:

- Visualize, clarify, and analyze to demonstrate an understanding of the parts of a text.
- Make inferences, classify, and evaluate to demonstrate an understanding of the whole text.
- Demonstrate knowledge of the vocabulary, including specialized vocabulary, necessary for understanding a text and its implications.
- Distinguish between the denotative and connotative meanings of words.

- Analyze cultural features, customs, values, and stereotypes, as well as similar stories from different cultures, using contextual clues in their reading.
- Analyze the importance of language conventions such as dialogue and dialect to comprehend texts and the contexts from which they come.
- Read thoughtfully and critically, supporting their interpretations using convincing evidence from the text.
- Relate prior knowledge to new information and make connections to related topics.
- Recognize relevant details and recognize symbols in order to draw conclusions.
- Relate the cause of events to their effects in the texts they read.

## **GRADE NINE**

To progress toward meeting the grade level standards, students will:

- Read a significant work in each of the major fiction genres: short story, poetry, drama, novel, mythology, mystery and fantasy.
- Read a variety of nonfiction genres including autobiography, and expository essays.
- Analyze evidence and related generalizations that comprise an author's presentation of an argument or defense of a claim.
- Analyze importance of denotative and connotative meanings to comprehend text.
- Apply contextual clues to discern word meanings, including definition, restatement, example, comparison, contrast, cause and effect.
- Critique the logic of functional documents such as the sequencing of information and the effectiveness of diction and supporting evidence.

## **GRADE TEN**

To progress toward meeting the grade level standard, students will:

- Understand characteristics of various genres: classic and contemporary literature, essays, and mythology.
- Identify and use knowledge of word roots and origins to understand the meaning of new words.
- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Read essays on a variety of topics from approved textbook.
- Make connections between the origins of words and their relationship to historical events.
- Analyze text structure to discern recurrent patterns presented by an author, including repetition of key ideas, concepts, principles, and generalizations.

## **GRADES ELEVEN AND TWELVE**

To progress toward meeting the grade level standards, students will:

- Apply knowledge of roots and etymology to draw inferences concerning the meaning of political science and history, scientific, and mathematical terminology.
- Use appropriate context clues to analyze the meaning of abstract concepts and evaluate the effects of particular word and phrase choices encountered in works of fiction and nonfiction.
- Analyze how the patterns of organization, syntax, and word choice in text influence understanding.
- Discern the relationship of word meaning between pairs of words encountered in analogies.