

# Standards, Benchmarks and Grade Level Indicators

## Loess Hills AEA 13 Reading Consensus

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>
	<b>Uses the general skills and strategies of the reading process (print-sound code).</b>	<b>Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).</b>	<b>Demonstrates reading habits of proficient readers.</b>
<b>Preschool</b>	<p><b>1.1 Concepts of print:</b> <i>Understands that print conveys meaning</i></p> <ul style="list-style-type: none"> <li>• Knows that printed letters and words represent spoken language.</li> <li>• Recognizes environmental print.</li> <li>• Understands how books work, knows the orientation and parts of books and their functions (e.g., inverted, front and back, left to right progression).</li> </ul> <p><b>1.2 Knowledge of phonemic awareness</b></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding that spoken words consist of sequences of phonemes.</li> <li>• Explores with rhyming, begins to attend to rhyming sounds.</li> <li>• Isolate initial consonants in single-syllable words.</li> <li>• Listen to a sequence of separately spoken phonemes and then combine the phonemes to form a word (/b/, /i/, /g/ is big).</li> <li>• Segmentation: can break a word into separate sounds, saying each sound as individual phonemes.</li> <li>• Attends to syllables or parts of words, can clap or tap separate syllables (i.e., compound words, football, hotdog).</li> </ul> <p><b>1.3 Phonics</b></p> <ul style="list-style-type: none"> <li>• Identifies some letters of the alphabet (ten letters generally in their own names).</li> </ul> <p><b>1.4 Reading words</b></p> <ul style="list-style-type: none"> <li>• Recognizes some environmental print (i.e., STOP, McDonald's, Trix).</li> </ul>	<p><b>1.1 Accuracy</b></p> <ul style="list-style-type: none"> <li>• Retells with details a personal experience or a story.</li> </ul> <p><b>1.2 Comprehension</b></p> <ul style="list-style-type: none"> <li>• After hearing a story, is able to retell, reenact, create artwork, and get the events in the correct sequence. <b>(L, S, V)</b></li> <li>• Responds to questions before, during, and after the story or non-fiction text has been read (i.e., yes/no, what, when, why, where, how, and open ended). <b>(S)</b></li> <li>• Use knowledge from their own experience to make connections to the text. <b>(G)</b></li> <li>• Makes predictions based on illustrations or portions of stories or text. <b>(S)</b></li> </ul>	<p><b>1.1 Reading or being read to</b></p> <ul style="list-style-type: none"> <li>• Shows interest in story or non-fiction book. <b>(L)</b></li> <li>• Interacts with 1-2 books, through read alouds or self selection daily. <b>(L, S)</b></li> </ul> <p><b>1.2 Discussing books</b></p> <ul style="list-style-type: none"> <li>• Makes up a story related to pictures in a story or non-fiction book. <b>(S)</b></li> <li>• Answers yes/no, who, what, when, why, where, how, and open-ended questions before, during, and after story is read to them. <b>(S)</b></li> </ul> <p><b>1.3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Uses newly learned vocabulary and grammatical construction in own speech.</li> </ul>

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<b>Kindergarten</b>	<p><b>1.1 Concepts of print: Understands that print conveys meaning</b></p> <ul style="list-style-type: none"> <li>Knows that printed letters and words represent spoken language.</li> <li>Recognizes environmental print.</li> <li>Understands how books work, knows the parts of books and their functions (e.g., front and back, left to right progression, return sweep, one-to-one correspondence).</li> <li>Begins to track print when listening to familiar text being read or when rereading familiar text.</li> </ul> <p><b>1.2 Knowledge of phonemic awareness</b></p> <ul style="list-style-type: none"> <li>Demonstrates understanding that spoken words consist of sequences of phonemes.</li> <li>Produce rhyming words and recognize pairs of rhyming words.</li> <li>Isolate initial consonants in single-syllable words.</li> <li>Segmentation of sounds; fully separates sounds by saying each sound (phoneme).</li> <li>Given spoken segments, can merge them into a meaningful target word (e.g., when teacher stretches out m-o-m, the child can blend it together as mom).</li> <li>Blends onsets and rimes to form words.</li> <li>Given a spoken set – dan, dan, den – can identify that the first two are the same.</li> <li>Given a spoken set like dak, pat, zen, can identify the first two as sharing one same sound.</li> </ul> <p><b>1.3 Phonics: Relationship between letters and sounds</b></p> <ul style="list-style-type: none"> <li>Can recognize all upper and lower case letters.</li> <li>Can recognize and say the common sounds of letters and write a letter that goes with a spoken sound.</li> </ul>	<p><b>1.1 Accuracy and fluency</b></p> <ul style="list-style-type: none"> <li>Read “emergently” that is, “reread” a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said. <b>(S)</b></li> </ul> <p><b>1.2 Self-monitoring and self-correcting strategies</b></p> <ul style="list-style-type: none"> <li>Looking at the correct page.</li> <li>The word they are saying is the one they are pointing to.</li> <li>Notices when simple sentences, being read, fail to make sense.</li> <li>Listens to stories read aloud and monitors whether the story is making sense (e.g., they say they don’t understand something happening in the story). <b>(L)</b></li> </ul> <p><b>1.3 Comprehension</b></p> <ul style="list-style-type: none"> <li>After reading text on their own, gives evidence that they are following the meaning (retelling what they have read using their own words). <b>(S)</b></li> <li>After hearing a story, is able to retell, reenact, create artwork or a written response, and get the events in the correct sequence. <b>(L, S)</b></li> <li>Responds to questions about the content (i.e., yes/no, 5WH, and open ended). <b>(S)</b></li> <li>Use knowledge from their own experience to make connections to the text. <b>(G, MCGF)</b></li> <li>Make predictions based on illustrations or portions of stories or text. <b>(V)</b></li> </ul>	<p><b>1.1 Reading or being read to</b></p> <ul style="list-style-type: none"> <li>Listens to one to two books read aloud each day. <b>(L)</b></li> <li>“Reread” or read-along alone or with a partner or adult familiar books each day.</li> <li>Engage with a range of genres: literature (stories, songs, plays, poems); functional text (how-to books, signs, labels, messages); or informational texts (all about books, attribute texts).</li> </ul> <p><b>1.2 Discussing literary and informative texts</b></p> <ul style="list-style-type: none"> <li>Discussion should be teacher to student and student to student. <b>(S)</b></li> <li>Process texts at different levels- literal, making interpretations, making connections (text to text/self/world). <b>(G)</b></li> </ul> <p><b>1.3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>Notice words they don’t know when they are read to and talked with and guess what the words mean from how they are used.</li> <li>Learns and uses new words everyday from talk and books read aloud.</li> </ul>

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<b>Kindergarten (CONTINUED)</b>	<p>Uses their knowledge of sounds and letters to write phonetically (invented/temporary spelling) representing consonant sounds with single letters in the correct sequence.</p> <p><b>1.4 Reading words</b></p> <p>Reads simple text containing familiar letter sound correspondences and high frequency words.</p> <p>Reads some words on their own, including a small number (about 20) of simple high frequency words that are recognized by sight (i.e., the, I, am, you, is, are).</p> <p>Reads familiar texts emergently (i.e., not necessarily verbatim from the print alone).</p>		

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<b>First Grade</b>	<p><b>1.1 Phonemic awareness</b></p> <p>Blends onsets and rimes to form words (i.e., change “hat” to “cat”). Blend or segment the phonemes of most one syllable words. Substitutes letters in any position to form a new word (i.e., “fort” to “fork”, “bat” to “but”).</p> <p><b>1.2 Phonics</b></p> <p>Accurately decodes regular, one-syllable words and nonsense words (i.e., “sit”, “zot”). Uses letter-sound correspondence knowledge to sound out unknown words when reading text.</p> <p><b>1.3 Reading words</b></p> <p>Recognizes about 150 common irregularly spelled words by sight, (i.e., have, said, where, to). Has a reading vocabulary of 300-500 sight words and easily sounded-out words.</p>	<p><b>1.1 Accuracy</b></p> <p>Reads grade level appropriate material (90 percent or better accuracy with self-corrections).</p> <p><b>1.2 Fluency</b></p> <p>Independently read aloud from books that have been previewed for them using intonation, pauses, and emphasis that signal the structure of the sentence and the meaning of the text. (V)</p> <p><b>1.3 Self-monitoring and self-correcting strategies</b></p> <p>Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word or the sentence doesn’t make sense. Solves unknown words through strategies that include using syntax and word meaning clues, comparing pronounced sound to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts. Check their solution to a difficult word against their knowledge or the print-sound correspondence and the meaning of the text.</p> <p><b>1.4 Comprehension</b></p> <p>Notices when difficulties are encountered in understanding text. Tell what the book is about (summarizing). (S) Predicts and justifies what will happen next in stories. Describe new information gained from text. (S) Can answer simple, written comprehension questions based on the material read. (S) Discuss prior knowledge of topics in expository texts. (G, C)</p>	<p><b>1.1 Independent and assisted reading</b></p> <p>Read four or more books per day independently or assisted. Discuss at least one of these books with a peer or in a group. (S) Read some favorite books many times gaining deeper comprehension. Read their own writing and sometimes the writing of their classmates.</p> <p><b>1.2 Being read to</b></p> <p>Hear two to four books or other texts, for example, poems, letters, instructions, newspaper articles, dramatic scripts, and songs read aloud everyday. (G, MCGF, L) Listen to and discuss everyday at least one book or chapter that is longer and more difficult than what they can read independently or with assistance. (L)</p> <p><b>1.3 Discussing literary and informative texts</b></p> <p>Compare two books by the same author. Talk about several books on the same theme. Refer explicitly to parts of the text when presenting or defending a claim. Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions).</p> <p><b>1.4 Vocabulary</b></p> <p>Shows evidence of expanding language repertoire, including increasing appropriate use of standard, more formal language. Learn new words everyday from talk and books read aloud.</p>

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<b>First Grade (CONTINUED)</b>		Use how, why, and what-if questions to discuss non-fiction texts. <b>(S)</b> Make connections between text/self/world. <b>(G)</b>	Talk about the meaning of some new words encountered in independent and assisted reading. Make sense of new words from how the words are used, refining their sense of words as they encounter them again.

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<b>Second Grade</b>	<p><b>1.1 Phonics</b></p> <p>Accurately decodes regular, multi-syllable words and nonsense words (i.e., capital, Kalamazoo). Accurately reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common word endings.</p> <p><b>1.2 Reading words</b></p> <p>Has a reading vocabulary of at least 500 commonly used words.</p>	<p><b>1.1 Accuracy</b></p> <p>Reads grade level appropriate material (90 percent or better accuracy with self-corrections).</p> <p><b>1.2 Fluency</b></p> <p>Independently read aloud from unfamiliar books they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text. <b>(G, V)</b></p> <p>Use the cues of punctuation including commas, periods, question marks, and quotation marks to guide them in getting meaning and fluently reading aloud.</p> <p><b>1.3 Self-monitoring and self-correcting strategies</b></p> <p>Rereads sentences or paragraphs when meaning is not clear. Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word or the sentence doesn't make sense. Solves unknown words through strategies that include using syntax and word meaning clues, comparing pronounced sound to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts. Check their solution to a difficult word against their knowledge or the print-sound correspondence and the meaning of the text.</p> <p><b>1.4 Comprehension</b></p> <p>Recalls facts and details of the text. Reads non-fiction materials for answers to specific questions or for specific purposes. <b>(G)</b> Poses possible answers to how, why, and what-if questions. <b>(S)</b> Make connections between text/self/world. <b>(G)</b></p>	<p><b>1.1 Independent and assisted reading</b></p> <p>Read one or two short books or long chapters everyday and discuss what they read with another student or group. <b>(C, V)</b> Read good childrens' literature everyday. Read multiple books by the same author and be able to discuss differences and similarities among these books. Reread some favorite books or parts of longer books gaining deeper comprehension and knowledge of author's craft. Read the functional and instructional messages they see in the classroom environment (i.e., announcements, labels, instructions, menus, invitations). Reads voluntarily for interest and own purposes. Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays).</p> <p><b>1.2 Being read to</b></p> <p>Have worthwhile literature read to them to model the language and craft of good writing from a variety of genres. Listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance. <b>(L, S)</b> Use reading strategies explicitly modeled by adults in read alouds and assisted reading.</p> <p><b>1.3 Discussing literary and informative texts</b></p> <p>Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, and inferring).</p>

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<b>Second Grade (CONTINUED)</b>		<p>Discuss or write about the themes of the book – what the messages of the book might be. (V)</p> <p>Trace characters and plots across multiple episodes, perhaps ones that are read on several successive days.</p> <p>Infer cause/effect relationships that are not stated explicitly.</p> <p><b>1.5 Vocabulary</b></p> <p>Recognizes when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading.</p> <p>Learn new words everyday from their reading and talk.</p> <p>Talk about the meaning of some new words encountered in reading after they have finished reading and discussing the text.</p>	<p>Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (S)</p> <p>Recognize genre features and compare works by different authors in the same genre.</p>

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<b>Third Grade</b>	<p><b>1.1 Phonics</b></p> <p>Uses letter-sound knowledge and structural analysis to decode words (i.e., syllabication, vowel patterns, affixes).</p> <p>Infers word meaning from taught roots, prefixes, and suffixes.</p> <p>Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead).</p>	<p><b>1.1 Accuracy</b></p> <p>Reads grade level appropriate material (90 percent or better accuracy with self-corrections).</p> <p><b>1.2 Fluency</b></p> <p>Independently read aloud from unfamiliar books they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text. (V)</p> <p>Use the cues of punctuation including commas, periods, question marks, and quotation marks to guide them in getting meaning and fluently reading aloud.</p> <p><b>1.3 Self-monitoring and self-correcting strategies</b></p> <p>Rereads sentences or paragraphs when meaning is not clear.</p> <p>Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word or the sentence doesn't make sense.</p> <p>Solves unknown words through strategies that include using syntax and word meaning clues, comparing pronounced sound to printed letters, gathering context clues from surrounding sentences or pictures and deriving new words by analogy to known words and word parts.</p> <p>Check their solution to a difficult word against their knowledge or the print-sound correspondence and the meaning of the text.</p> <p><b>1.4 Comprehension</b></p> <p>Recalls facts and details of the text.</p> <p>Reads non-fiction materials for answers to specific questions or for specific purposes.</p> <p>Poses possible answers to how, why, and what-if questions. (S)</p>	<p><b>1.1 Independent and assisted reading</b></p> <p>Reads longer fictional selections and chapter books independently. (C, V)</p> <p>Read multiple books by the same author and be able to discuss differences and similarities among these books.</p> <p>Reread some favorite books or parts of longer books gaining deeper comprehension and knowledge of author's craft.</p> <p>Read the functional and instructional messages they see in the classroom environment (i.e., announcements, labels, instructions, menus, invitations).</p> <p>Reads voluntarily for interest and own purposes.</p> <p>Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, and plays). (MCGF)</p> <p><b>1.2 Being read to</b></p> <p>Have worthwhile literature read to them to model the language and craft of good writing from a variety of genres.</p> <p>Listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance. (L, S)</p> <p>Use reading strategies explicitly modeled by adults in read alouds and assisted reading.</p> <p><b>1.3 Discussing literary and informative texts</b></p> <p>Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, and inferring).</p>

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<b>Third Grade (CONTINUED)</b>		<p>Make connections between text/self/world. <b>(G)</b></p> <p>Previews text and establishes a purpose for reading.</p> <p>Discuss or write about the themes of the book – what the messages of the book might be.</p> <p>Identifies main elements of text (i.e., main idea, plot, character, setting).</p> <p>Trace characters and plots across multiple episodes, perhaps ones that are read on several successive days.</p> <p>Infer cause/effect relationships that are not stated explicitly.</p> <p>Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, and inferring).</p> <p>Recognize genre features and compare works by different authors in the same genre.</p> <p><b>1.5 Vocabulary</b></p> <p>Recognizes when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading.</p> <p>Learn new words everyday from their reading and talk.</p> <p>Talk about the meaning of some new words encountered in reading after they have finished reading and discussing the text. <b>(S)</b></p> <p>Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words).</p>	<p>Challenges other members of the group on accuracy of facts, providing supporting information or logic of information stated. <b>(S)</b></p> <p>Recognize genre features and compare works by different authors in the same genre.</p>

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<b>Fourth Grade</b>	<p><b>1.1 Word analysis</b></p> <p>Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead).</p> <p>Decodes words using phonetic and structural analysis (i.e., affixes, syllabication, vowel patterns, complex word families).</p> <p>Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. <b>(G)</b></p>	<p><b>1.1 Accuracy</b></p> <p>Reads grade level appropriate material (90 percent or better accuracy with self-corrections).</p> <p><b>1.2 Fluency</b></p> <p>Reads with a rhythm, flow, and meter that sounds like everyday speech.</p> <p>Varies reading rate to match purpose and difficulty of text.</p> <p><b>1.3 Self-monitoring and self-correcting strategies</b></p> <p>Monitors own reading strategies and makes modifications as needed.</p> <p><b>1.4 Comprehension</b></p> <p>Recalls facts and details of a variety of text (functional text).</p> <p>Reads non-fiction materials for answers to specific questions or for specific purposes.</p> <p>Poses possible answers to how, why, and what-if questions. <b>(S)</b></p> <p>Extends ideas read from non-fiction.</p> <p>Interprets new information by using prior knowledge and experience when reading non-fiction.</p> <p>Draws conclusions supported by text.</p> <p>Make connections between text/self/world. <b>(G, MCGF)</b></p> <p>Previews text and establishes a purpose for reading.</p> <p>Discuss or write about the themes of the book – what the messages of the book might be.</p> <p>Identifies main elements of text (i.e., main idea, plot, character, setting).</p> <p>Infer cause/effect relationships that are not stated explicitly.</p> <p>Paraphrases and summarizes text including functional text. <b>(S)</b></p> <p>Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, and inferring).</p>	<p><b>1.1 Independent Reading</b></p> <p>Reads 25 books from a diverse collection of fiction/non-fiction (i.e., newspaper, chapter books, informational books). <b>(C, V)</b></p> <p>Uses personal criteria to select reading material.</p> <p>Reread some favorite books or parts of longer books gaining deeper comprehension and knowledge of author’s craft.</p> <p>Reads several books by the same author and evaluates elements of the author’s craft.</p> <p>Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). <b>(C)</b></p> <p><b>1.2 Discussing literary and informative texts</b></p> <p>Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).</p> <p>Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. <b>(S)</b></p> <p>Recognize genre features and compare works by different authors in the same genre.</p> <p>Talk about the meaning of some new words encountered in reading after they have finished reading and discussing the text.</p>

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<b>Fourth Grade (CONTINUED)</b>		<p><b>1.5 Vocabulary</b></p> <p>Recognizes when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading.</p> <p>Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words).</p> <p>Expands general and specialized reading vocabulary (in subject area content).</p> <p><b>(L)</b></p>	

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	<b>Uses the general skills and strategies of the reading process (print-sound code).</b>	<b>Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).</b>	<b>Demonstrates reading habits of proficient readers.</b>
<b>Fifth Grade</b>	<p><b>1.1 Word Analysis</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead).</li> <li>• Decodes words using phonetic and structural analysis (i.e., affixes, syllabication, vowel patterns, complex word families).</li> <li>• Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. <b>(G)</b></li> </ul>	<p><b>1.1 Accuracy</b></p> <p>Reads grade level appropriate material (90 percent or better accuracy with self-corrections).</p> <p><b>1.2 Fluency</b></p> <p>Reads with a rhythm, flow, and meter that sounds like everyday speech. Varies reading rate to match purpose and difficulty of text.</p> <p><b>1.3 Self-monitoring and self-correcting strategies</b></p> <p>Monitors own reading strategies and makes modifications as needed.</p> <p><b>1.4 Comprehension</b></p> <p>Recalls facts and details of a variety of text (functional text). Reads non-fiction materials for answers to specific questions or for specific purposes. Poses possible answers to how, why, and what-if questions. <b>(S)</b> Extends ideas read from non-fiction. Interprets new information by using prior knowledge and experience when reading non-fiction. Draws conclusions supported by text. Make connections between text/self/ world. <b>(G, MCGF)</b> Previews text and establishes a purpose for reading. Discuss or write about the themes of the book – what the messages of the book might be. <b>(S, V)</b> Identifies main elements of text (i.e., main idea, plot, character, setting). Infer cause/effect relationships that are not stated explicitly. Paraphrases and summarizes text including functional text. <b>(S)</b> Understands author use of figurative language (idioms, similes). Understands author’s purpose (to persuade, inform, entertain).</p>	<p><b>1.1 Independent Reading</b></p> <p>Reads 25 books from a diverse collection of fiction/non-fiction (i.e., newspaper, chapter books, informational books). <b>(C, V)</b> Uses personal criteria to select reading material. Reread some favorite books or parts of longer books gaining deeper comprehension and knowledge of author’s craft. Reads several books by the same author and evaluates the author’s craft. Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). <b>(C)</b></p> <p><b>1.2 Discussing literary and informative texts</b></p> <p>Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. <b>(S)</b> Recognize genre features and compare works by different authors in the same genre. Talk about the meaning of some new words encountered in reading after they have finished reading and discussing the text.</p>

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>
	<b>Uses the general skills and strategies of the reading process (print-sound code).</b>	<b>Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).</b>	<b>Demonstrates reading habits of proficient readers.</b>
<b>Fifth Grade (CONTINUED)</b>		<p>Reflects on what has been learned after reading and formulates responses to text. <b>(S)</b></p> <p>Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).</p> <p>Recognize genre features and compare works by different authors in the same genre.</p> <p><b>1.5 Vocabulary</b></p> <p>Recognizes when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading.</p> <p>Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words).</p> <p>Expands general and specialized reading vocabulary (in subject area content). <b>(L)</b></p>	

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>
	<b>Uses the general skills and strategies of the reading process (print-sound code).</b>	<b>Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).</b>	<b>Demonstrates reading habits of proficient readers.</b>
<b>Sixth Grade</b>	<p><b>1.1 Word Analysis</b></p> <p>Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings). Recognizes denotative and connotative meanings of words (literal and non-literal). Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. <b>(G)</b></p>	<p><b>1.1 Accuracy</b></p> <p>Reads grade level appropriate material (90 percent or better accuracy with self-corrections).</p> <p><b>1.2 Fluency</b></p> <p>Reads with a rhythm, flow, and meter that sounds like everyday speech. Varies reading rate to match purpose and difficulty of text.</p> <p><b>1.3 Self-monitoring and self-correcting strategies</b></p> <p>Monitors own reading strategies and makes modifications as needed.</p> <p><b>1.4 Comprehension</b></p> <p>Poses possible answers to how, why, and what-if questions. <b>(S)</b> Extends ideas read from non-fiction. Interprets new information by using prior knowledge and experience when reading non-fiction. Draws conclusions supported by text. Make connections between text/self/world. <b>(G, MCGF)</b> Previews text and establishes a purpose for reading. Understands theme, main ideas, and supporting details in literary texts. Identifies main elements of text (i.e., plot, character, setting, irony, flashback, foreshadowing). Infer cause/effect relationships that are not stated explicitly. Paraphrases and summarizes text including functional text. <b>(S)</b> Understands author use of figurative language (idioms, similes). Uses symbolism and author's purpose to comprehend text. Reflects on what has been learned after reading and formulates responses to text. <b>(S, V)</b> Identifies author's point of view, bias, and stereotypes.</p>	<p><b>1.1 Independent Reading</b></p> <p>Reads 25 books from a diverse collection of fiction/non-fiction (i.e., newspaper, chapter books, informational books). <b>(C, V)</b> Uses personal criteria to select reading material. Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). <b>(C)</b></p> <p><b>1.2 Discussing literary and informative texts</b></p> <p>Recognizes that a text can elicit a variety of different responses from different readers. Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. <b>(S)</b> Recognize genre features and compare works by different authors in the same genre.</p>

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>
	<b>Uses the general skills and strategies of the reading process (print-sound code).</b>	<b>Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).</b>	<b>Demonstrates reading habits of proficient readers.</b>
<b>Sixth Grade (CONTINUED)</b>		<p>Uses knowledge of text structures to comprehend fiction and non-fiction.</p> <p>Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).</p> <p>Recognize genre features and compare works by different authors in the same genre.</p> <p><b>1.5 Vocabulary</b></p> <p>Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning).</p> <p>Extends, expands general and specialized reading vocabulary (subject area). <b>(L)</b></p>	