

# Whitehall K-12 Reading Curriculum

Whitehall School District #4-47-2

Revised 2004



Benchmarks K-12

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### Key for Reading Curriculum

I = Introduce

D = Develop

M = Master

## **Kindergarten Reading**

- 1. Content Standard 1 - Students construct meaning as they comprehend, interpret, and respond to what they read.**
  - A. Activate prior knowledge. **I**
  - B. Identify author's purpose **I**
  - C. Identify cause and effect **I**
  - D. Predict outcomes **I**
  - E. Identify setting plot and characters **I**
  - F. Identify fact and opinion **I**
  - G. Paraphrase and retell a story orally and pictorially **I**
  - H. Sequence beginning, middle and end orally and pictorially **I**
  - I. Identify genres: fiction/nonfiction, fable, fairytales **I**
  
- 2. Content Standard 2 - Students apply a range of skills and strategies to read.**
  - A. Recognize and name the upper and lowercase letters of the alphabet. **I/D**
  - B. Discriminate between the consonant sounds at the beginning and the end of words. **I/D**
  - C. Demonstrate knowledge of long sounds. **I/D**
  - D. Demonstrate knowledge of short vowel sounds. **I/D**
  - E. Blend sounds into words. **I/D**
  - F. Recognize high frequency words. **I**
  - G. Recognize and produce rhyming words (word patterns). **I**
  - H. Spell sight words. **I**
  - I. Apply logical reasoning to identify unknown words. **I**
  - J. Develop vocabulary through concrete, meaningful experiences **I/D**
  
- 3. Content Standard 3 - Students set goals, monitor, and evaluate their progress in reading.**
  - A. Select from classroom library and teacher made materials with controlled vocabulary to read independently. **I**
  - B. Self monitor difficulty of materials. **I**
  - C. Orally and pictorially demonstrate comprehension. **I**
  
- 4. Content Standard 4 - Students select, read, and respond to print and non-print material for a variety of purposes.**
  - A. Select materials to read independently, with peers, and with adults in the classroom. **I/D**
  - B. Read for enjoyment, information, to practice skills, and to develop vocabulary. **I**
  - C. Respond orally through pictures and simple sentences. **I**

**5. Content Standard 5 - Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.**

- A. Compare and contrast ideas. **I**
- B. Discuss details when looking at pictures and print. **I**
- C. Identify key concepts and ideas through pictures, transitional spelling and some conventional spelling. **I**
- D. Compare and contrast characters. **I**
- E. Use technology (system 80, computer, tape recorder), school library, classroom library, teacher books, center activities, and readers' clubhouse. **I**
- F. Reflect on reading and respond in various ways. **I**
- G. Recognize evocation – the thoughts and feelings during reading or listening. **I**
- H. Relate own experience and other literary experience to what is being read **I**
- I. Assume alternate points of view to explore a literary selection **I**
- J. Reflect upon the relevance of the literary experience to the reader's own life **I**
- K. Synthesize and extend the literary experience through drawing, dramatizing, miming, storytelling. **I**
- L. Evaluate the quality of the literary experience. **I**
- M. Seek additional literary experience through varied voluntary reading. **I**
- N. Make connections between literature and other curriculum areas. **I**

## First Grade Reading

- 1. Content Standard 1 - Construct meaning as they comprehend, interpret, and respond to what they read.**
  - A. Demonstrate the ability to write an organized three-part story using letter/sound associations and correct spacing between words. **I/D**
  - B. Review capitalization at the beginning of a sentence and in their names, and be introduced to punctuation at the end of a sentence. **D**
  - C. Review correct formation of letters using D'Nealian Manuscript. **I**
  - D. Use naming words, action words and describing words. **I**
  - E. Demonstrate understanding of text using the following comprehension skills: predicting outcomes, main ideas and details, sequencing of events, classifying, recognizing reality and fantasy, identifying author's purpose, summarizing, and retelling.
  
- 2. Content Standard 2 - Students apply a range of skills and strategies to read.**
  - A. Review sounds associated with consonant letters. **M**
  - B. Review initial sound in a word. **M**
  - C. Review final sound in a word. **M**
  - D. Demonstrate ability to distinguish between short and long vowel sounds in a one-syllable word. **M**
  - E. Recognize long vowel patterns in a one syllable word: vce,ce, ee, ai, ay, ea, y, ey, i(y), oa **I/D**
  - F. Recognize sounds associated with the following clusters and digraphs in initial and final positions of 1 or 2 syllable words: st, sc, sm, th, sh, ch tch, ff, ll, ss, ld, nd, nt, ft, and pt. **I/D**
  - G. Demonstrate understanding of inflectional s in nouns. **I/D**
  - H. Experience and be exposed to analytical skills: inflectional s in verbs, ed in verbs, possessives, er, est, ing, es, contractions, spelling changes in suffixes, compound words, synonyms, antonyms, and rhyming words. **D**
  - I. Demonstrate ability to alphabetize up 3 words using only 1<sup>st</sup> letter. **I**
  - J. Recognize and develop proficiency with high frequency words.
  
- 3. Content Standard 3 - Students set goals, monitor, and evaluate their progress in reading.**
  - A. Select from leveled materials with controlled vocabulary to read with partners and independently. **M**
  - B. Self monitor difficulty of materials by summarizing. **I**
  - C. Demonstrate comprehension through written response, sequencing, re-telling, and projects as outlined by classroom teacher. **I**
  
- 4. Content Standard 4 - Students select, read, and respond to print and nonprint material for a variety of purposes.**
  - A. Select a variety of materials: books, leveled phonic readers, pictures, basal readers, textbooks, and graphic organizers to develop language arts concepts. **I**
  - B. Read for enjoyment and information to practice skills and to develop vocabulary. **I**
  - C. Respond orally through pictures, simple sentences, paragraphs, graphic organizers, and letter writing. **I**

- 5. Content Standard 5 – Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.**
- A. Reflect on reading and respond in various ways. **D**
  - B. Recognize evocation – the thoughts and feelings aroused during reading or listening. **D**
  - C. Relate own experience and other literary experience to what is being read. **D**
  - D. Assume alternate points of view to explore a literary selection. **D**
  - E. Reflect upon the relevance of the literary experience to the reader’s own life. **D**
  - F. Synthesize and extend the literary experience, e.g., through drawing, dramatizing, miming, storytelling, etc. **D**
  - G. Evaluate the quality of the literary experience. **D**
  - H. Seek additional literary experience through varied voluntary reading. **D**
  - I. Make connections between literature and other curriculum areas. **D**

## Second Grade Reading

1. **Content Standard 1 – Construct meaning as they comprehend, interpret, and respond to what they read.**
  - A. Activate prior knowledge. **D**
  - B. Identify author’s purpose. **D**
  - C. Recognize cause and effect. **D**
  - D. Predict outcomes. **D**
  - E. Identify setting, plot and characters. **D**
  - F. Identify fact and opinion. **D**
  - G. Summarize and re-tell a story orally, pictorially and written. **D**
  - H. Sequence the plot in a variety of ways. **D**
  - I. Identify genres. **D**
  
2. **Content Standard 2 – Students apply a range of skills and strategies to read.**
  - A. Review rhyming words. **M**
  - B. Review initial, medial and final consonants. **M**
  - C. Review consonant blends. **D/M**
    - a) Two letter
    - b) Three letter
  - D. Review consonant digraphs. **D/M**
  - E. Review short and long vowels, and y as a vowel. **M**
  - F. Review contractions. **I/D**
    - a) Not
    - b) Will
    - c) Have
    - d) Is
    - e) Am
    - f) Are
    - g) Us
  - G. Introduce hard and soft C and G. **D**
  - H. Introduce vowel digraphs. **D**
  - I. Introduce R-controlled vowels. **D**
  - J. Introduce vowel pairs. **D**
  - K. Introduce prefixes, suffixes. **I**
    - a) Re-, un-, dis-
    - b) –less, -ness, -ful, -ly, -er
  - L. Introduce ending LE. **I**
  - M. Introduce plurals. **I**
  - N. Introduce compound words. **D**
  - O. Syllabification
    - a) One syllable
    - b) Two syllables
  - P. Synonyms antonyms and homonym. **D**

- 3. Content Standard 3 – Students set goals, monitor, and evaluate their progress in reading.**
  - A. Complete unit reviews to assess progress. **I**
  - B. Use Accelerated Reader. **I**
  - C. Select materials from class library and leveled phonic readers with and without controlled vocabulary. **D**
  - D. Read independently and with partners. **D**
  - E. Self monitor difficulty of materials. **D**
  
- 4. Content Standard 4 – Students select, read, and respond to print and nonprint material for a variety of purposes.**
  - A. Learn word meaning. **D**
    - a) Multiple meanings
    - b) Figurative language
  - B. Select a variety of materials to develop language art concepts: speaking, listening, reading, writing. **D**
  - C. Connect literature to own life and other curriculum content. **D**
  - D. Read for enjoyment and information to practice skills and to develop vocabulary. **D**
  - E. Responds orally through picture walks simple sentences, paragraphs, graphic organizers and letter writing. **D**
  
- 5. Content Standard 5 – Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.**
  - A. Identify information from text
  - B. Organize and construct meaning from text
  - C. Reflect on reading and respond in various ways
  - D. Recognize evocation – the thoughts and feelings aroused during reading or listening
  - E. Relate own experience and other literary experience to what is being read
  - F. Assume alternate points of view to explore a literary selection
  - G. Reflect upon the relevance of the literary experience to the readers own life
  - H. Synthesize and extend the literary experience, e.g., through drawing, dramatizing, miming, storytelling, etc.
  - I. Evaluate the quality of the literary experience
  - J. Seek additional literary experience through varied voluntary reading
  - K. Make connections between literature and other curriculum areas

## Third Grade Reading

- 1. Content Standard 1 - A student must construct meaning as they comprehend, interpret, and respond to what they read. (D)**
  - A. Story elements
  - B. Main ideas and detail
  - C. Reality/fantasy
  - D. Drawing conclusions
  - E. Declarative speech
  - F. Cause and effect
  - G. Context clues
  - H. Inference
  - I. Sequence
  - J. Predicting outcomes
  - K. Following directions
  - L. Comparisons
  - M. Inference
  
- 2. Content Standard 2 - A student must apply a range of skills and strategies to read. (D)**
  - A. Phonics
  - B. Vocabulary
  - C. Suffixes
  - D. Prefixes
  - E. Synonyms
  - F. Antonyms
  - G. Homophones
  
- 3. Content Standard 3 - A student must set goals, monitor, and evaluate their progress in reading. (D)**
  - A. Individualized Accelerated Reader
  
- 4. Content Standard 4 - A student must select, read, and respond to print and non-print material for a variety of purposes. (D)**
  - A. Research
  - B. Shared reading
  - C. Presentation
  - D. Enjoyment
  
- 5. Content Standard 5 - A student must gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes, and audiences. (D)**
  - A. Compare and describe similarities of plot, characters, setting and theme in literature
  - B. Describe how various cultures are represented in literature.
  - C. Read widely in a range of genres.

## **Fourth Grade Reading**

- 1. A student must construct meaning as they comprehend, interpret, and respond to what they read. (D)**
  - A. Apply automatically multiple comprehension strategies (including predicting, inferring, monitoring, rereading, cross-checking, context clues, visualizing, summarizing) to read grade-appropriate texts fluently.
  - B. Adjust reading rate for various purposes.
  - C. Recognize and use text structures (main idea, supporting details, cause/effect, sequence, problem/solution, descriptions, compare/contrast, etc.)
  - D. Choose to read silently in increasing amounts with independent-level materials.
  - E. Recognize different purposes for skimming and scanning.
  
- 2. A student must apply a range of skills and strategies to read. (D)**
  - A. Apply automatically multiple comprehension strategies (including predicting, inferring, monitoring, rereading, cross-checking, context clues, visualizing, summarizing) to read grade-appropriate texts fluently.
  - B. Adjust reading rate for various purposes.
  - C. Choose to read silently in increasing amounts with independent-level materials.
  - D. Locate meanings of unfamiliar words using dictionaries and glossaries.
  - E. Recognize different purposes for skimming and scanning.
  
- 3. A student must set goals, monitor, and evaluate their progress in reading. (D)**
  - A. Plan and carry out his or her own problem-solving task with little help from the teacher to include: problem identification and materials selection to find the answer. ( I)
  - B. Read the appropriate number of Accelerated Read points and monitor own progress.
  
- 4. A student must select, read, and respond to print and non-print material for a variety of purposes. (D)**
  - A. Paraphrase portions of materials accurately.
  - B. Create simple graphs, charts and timelines based on written material to convey meaning.
  - C. List desirable criteria for judging the quality of a written piece or project.
  
- 5. A student must gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes, and audiences. (D)**
  - A. Read and accurately interpret grade appropriate fiction, non-fiction, magazines, newspapers and Internet sources.
  - B. Create written pieces using paraphrased information from a variety of sources and source types. ( I)

## **Fifth Grade Reading**

- 1. A student must construct meaning as they comprehend, interpret, and respond to what they read. (D)**
  - A. Apply automatically multiple comprehension strategies (including predicting, inferring, monitoring, rereading, cross-checking, context clues, visualizing, summarizing) to read grade-appropriate texts fluently.
  - B. Adjust reading rate for various purposes.
  - C. Recognize and use text structures (main idea, supporting details, cause/effect, sequence, problem/solution, descriptions, compare/contrast, etc.)
  - D. Choose to read silently in increasing amounts with independent-level materials.
  - E. Recognize different purposes for skimming and scanning.
  
- 2. A student must apply a range of skills and strategies to read. (D)**
  - A. Use a variety of word-attack strategies
  - B. Modify rate of reading to fit various types and difficulty of materials.
  - C. Approach textbooks differently than fiction: use chapter and outlines in structure to locate information.
  
- 3. A student must set goals, monitor, and evaluate their progress in reading. (D)**
  - A. Read with the Accelerated Reading program and monitor own progress.
  - B. Set goals for reading progress in terms of scores on STAR reading assessment.
  
- 4. A student must select, read, and respond to print and non-print material for a variety of purposes. (D)**
  - A. Paraphrase portions of materials accurately.
  - B. Create simple graphs, charts and timelines based on written material to convey meaning.
  - C. List desirable criteria for judging the quality of a written piece or project.
  
- 5. A student must gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes, and audiences.**
  - A. Select, read and critically respond to a variety of texts: classic, contemporary, informative and popular.
  - B. Compare story variants, as in fairy tales from different countries.

## **Sixth Grade Reading**

- 1. A student must construct meaning as they comprehend, interpret, and respond to what they read. (D)**
  - A. Apply automatically multiple comprehension strategies (including predicting, inferring, monitoring, rereading, cross-checking, context clues, visualizing, summarizing) to read grade-appropriate texts fluently.
  - B. Adjust reading rate for various purposes.
  - C. Recognize and use text structures (main idea, supporting details, cause/effect, sequence, problem/solution, descriptions, compare/contrast, etc.)
  - D. Choose to read silently in increasing amounts with independent-level materials.
  - E. Recognize different purposes for skimming and scanning.
  
- 2. A student must apply a range of skills and strategies to read. (D)**
  - A. Use a variety of word-attack strategies
  - B. Modify rate of reading to fit various types and difficulty of materials.
  - C. Approach textbooks differently than fiction: use chapter and outlines in structure to locate information.
  
- 3. A student must set goals, monitor, and evaluate their progress in reading. (D)**
  - A. Read with the Accelerated Reading program and monitor own progress.
  - B. Set goals for reading progress in terms of scores on STAR reading assessment.
  
- 4. A student must select, read, and respond to print and non-print material for a variety of purposes. (D)**
  - A. Investigate complex strategies with effective and independent research skills ( I)
  - B. Read textbooks, fiction novels, informative books, magazines, newspapers and Internet resources.
  - C. Read independently, in small groups and as a whole class for various types of reading materials.
  
- 5. A student must gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes, and audiences. (D)**
  - A. Research a problem through print and non-print sources with teacher guidance when needed.

## Seventh Grade Reading

- 1. A student must construct meaning as they comprehend, interpret, and respond to what they read. (D)**
  - A. Apply automatically multiple comprehension strategies (including predicting, inferring, monitoring, rereading, cross-checking, context clues, visualizing, summarizing) to read grade-appropriate texts fluently.
  - B. Adjust reading rate for various purposes.
  - C. Recognize and use text structures (main idea, supporting details, cause/effect, sequence, problem/solution, descriptions, compare/contrast, etc.)
  - D. Choose to read silently in increasing amounts with independent-level materials.
  - E. Recognize different purposes for skimming and scanning.
  
- 2. A student must apply a range of skills and strategies to read. (D)**
  - A. Use a variety of word-attack strategies
  - B. Modify rate of reading to fit various types and difficulty of materials.
  - C. Approach textbooks differently than fiction: use chapter and outlines in structure to locate information.
  
- 3. A student must set goals, monitor, and evaluate their progress in reading. (D)**
  - A. Read with the Accelerated Reading program and monitor own progress.
  - B. Set goals for reading progress in terms of scores on STAR reading assessment.
  
- 4. A student must select, read, and respond to print and non-print material for a variety of purposes. (D)**
  - A. Read in all content area classes: textbooks, novels, magazines, Internet sources, etc.
  - B. Use written materials to solve problems and research topics.
  
- 5. A student must gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes, and audiences. (D)**
  - A. Research and write four-page paper in History.

## Reading Content Standard 1

**Students construct meaning as they comprehend, interpret, and respond to what they read.**

### Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
1. Apply what they have learned from texts to their lives and to the lives of others through various themes.	1. Apply what they learn from texts to their lives and to the lives of others through various themes.	1. Apply what they learn from texts to their lives and to the lives of others through the various themes.	1. Apply what they learn from texts to their lives and to the lives of others through the various themes.

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
<ol style="list-style-type: none"> <li>1. Make predictions and connections between new material and previous experiences.</li> <li>2. Incorporate new print/non-print information into existing knowledge to draw conclusions and make applications</li> <li>3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.</li> <li>4. Demonstrate basic understanding of main ideas and supporting details.</li> <li>5. Accurately retell key elements of appropriate reading material.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make predictions and connections between new material and previous experiences.</li> <li>2. Incorporate new print/non-print information into existing knowledge to draw conclusions and make applications</li> <li>3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and share with peers.</li> <li>4. Demonstrate understanding of main ideas and supporting details.</li> <li>5. Accurately retell key elements of appropriate reading material.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make predictions and describe, with details, meaningful connections between new and previous reading material.</li> <li>2. Compare and contrast print/non-print information with existing knowledge to draw conclusions and make applications with guidance from teacher.</li> <li>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.</li> <li>4. Demonstrate understanding of main ideas and relevant supporting details.</li> <li>5. Provide summaries of key elements in materials read with mostly relevant supporting details</li> </ol>	<ol style="list-style-type: none"> <li>1. Make predictions and describe, with details, meaningful connections between new and previous reading material.</li> <li>2. Compare and contrast print/non-print information with existing knowledge to draw conclusions and make applications with guidance from teacher.</li> <li>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.</li> <li>4. Demonstrate understanding of main ideas and relevant supporting details.</li> <li>5. Provide accurate summaries of key elements in materials read.</li> </ol>

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## Reading Content Standard 2

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**Students apply a range of skills and strategies to read.**

### **Benchmarks**

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
1. Develop the knowledge and skills necessary to begin to decode simple CVC words and recognize some high-frequency words.	1. Develop the knowledge and skills necessary to fluently decode and recognize printed words.	1. Develop the knowledge and skills necessary to fluently decode and recognize printed words.	1. Develop the knowledge and skills to fluently decode and recognize printed words.  2. Develop understanding of literary elements and devices.  3. Develop vocabulary through context clues and reference sources.

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
<ol style="list-style-type: none"> <li>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.</li> <li>2. Demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution)</li> <li>3. Identify literary devices (e.g., figurative language, exaggeration)</li> <li>4. Use features and organization of fiction and nonfiction material to comprehend complex material</li> <li>5. Adjust fluency, rate and style of reading to the purpose of the material with guidance.</li> <li>6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).</li> <li>7. Identify and apply reading strategies, including decoding words, self-correction, and rereading to comprehend.</li> <li>8. Ask questions and check predictions prior to, during and after reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.</li> <li>2. Demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution)</li> <li>3. Identify literary devices (e.g., figurative language, exaggeration, dialogue).</li> <li>4. Use features and organization of fiction and nonfiction material to comprehend complex material</li> <li>5. Adjust fluency, rate and style of reading to the purpose of the material with guidance.</li> <li>6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).</li> <li>7. Identify and apply reading strategies, including decoding words, self-correction, context clues and rereading to comprehend.</li> <li>8. Ask questions and check predictions prior to, during and after reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.</li> <li>2. Demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution)</li> <li>3. Identify literary devices (e.g., figurative language, exaggeration, dialogue).</li> <li>4. Use features and organization of fiction and nonfiction material to comprehend complex material</li> <li>5. Adjust fluency, rate and style of reading to the purpose of the material with guidance.</li> <li>6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).</li> <li>7. Identify and apply reading strategies, including decoding words, self-correction, context clues and rereading to comprehend.</li> <li>8. Ask questions and check predictions prior to, during and after reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.</li> <li>2. Demonstrate understanding of literary elements (e.g., plot, character, setting, conflict, resolution)</li> <li>3. Identify literary devices (e.g., figurative language, humor, exaggeration, dialogue).</li> <li>4. Use features and organization of fiction and nonfiction material to comprehend complex material</li> <li>5. Adjust fluency, rate and style of reading to the purpose of the material with guidance.</li> <li>6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).</li> <li>7. Identify and apply reading strategies, including decoding words, self-correction, context clues and rereading to comprehend.</li> <li>8. Ask questions and check predictions prior to, during and after reading.</li> </ol>

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## Reading Content Standard 3

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### Students set goals, monitor, and evaluate their progress in reading

#### Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
<ol style="list-style-type: none"> <li>1. Build confidence in decoding skills and basic phonics</li> <li>2. Select materials in library for reading at home.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop the strategies, skills, and knowledge necessary to fluently read, comprehend, and respond to a range of general and technical material.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop the strategies, skills, and knowledge necessary to fluently read, comprehend, and respond to a range of general and technical material.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.</li> <li>2. Select authors, subjects and materials to share with others.</li> </ol>

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
<ol style="list-style-type: none"> <li>1. Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.</li> <li>2. Describe reading successes and set reading goals.</li> <li>3. Select authors, subjects and print and non-print material to share with others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.</li> <li>2. Describe reading successes and set reading goals.</li> <li>3. Select authors, subjects and print and non-print material to share with others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Articulate and evaluate strategies to solve reading problems, self-monitor progress and seek guidance as needed.</li> <li>2. Monitor reading successes and set reading goals.</li> <li>3. Select authors, subjects, and print and non-print material, usually able to express reasons for recommendations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Articulate and evaluate strategies to solve reading problems, self-monitor progress and seek guidance as needed.</li> <li>2. Monitor reading successes and set reading goals.</li> <li>3. Select authors, subjects, and print and non-print material, expressing reasons for recommendations.</li> </ol>

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## Reading Content Standard 4

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**Students select, read, and respond to print and non-print material for a variety of purposes.**

### **Benchmarks**

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
<ol style="list-style-type: none"><li>1. Develop the strategies, skills, and knowledge necessary to comprehend and respond to a range of materials.</li><li>2. Investigate important issues in-depth, being involved with a variety of genres, and demonstrate their understanding of issues and problems about the world they live in.</li></ol>	<ol style="list-style-type: none"><li>1. Read to investigate important issues in depth. They read across a variety of genres or within one genre, and demonstrate their understanding of issues and problems about the world they live in.</li></ol>	<ol style="list-style-type: none"><li>1. Read to investigate important issues in depth. They read across a variety of genres or within one genre, and demonstrate their understanding of issues and problems about the world they live in.</li></ol>	<ol style="list-style-type: none"><li>1. Introduce a variety of purposes for reading.</li><li>2. Solve a problem or answer a question through reading.</li><li>3. Read and interpret information from a variety of non-fiction sources with teacher assistance.</li></ol>

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
<ol style="list-style-type: none"> <li>1. Identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits)</li> <li>2. Solve a problem or answer a question through reading (e.g., signs, labels, instruction).</li> <li>3. Perform tasks for a variety of purposes (e.g., recipes, directions, schedules, maps, tables, charts).</li> <li>4. Read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.</li> <li>5. Read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).</li> <li>6. Read and interpret information from a variety of documents and sources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits) and sharing reading selections.</li> <li>2. Read to organize and understand information, and to use material to investigate a topic.</li> <li>3. Perform tasks for a variety of purposes (e.g., recipes, directions, schedules, maps, tables, charts).</li> <li>4. Read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.</li> <li>5. Read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).</li> <li>6. Read and interpret information from a variety of documents and sources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish and adjust the purpose for reading.</li> <li>2. Read to organize and understand information, and to use material to investigate a topic.</li> <li>3. Read, interpret and apply information to perform specific tasks.</li> <li>4. Read analyze and provide oral, written, and/or artistic responses to traditional and contemporary literature.</li> <li>5. Identify recurring ideas, perspectives, cultures and issues by reading.</li> <li>6. Read and identify civic and social responsibilities by interpreting and analyzing social rules.</li> <li>7. Identify, locate, read and interpret information from a variety of documents and sources with guidance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish and adjust the purpose for reading.</li> <li>2. Read to organize and understand information, and to use material to investigate a topic.</li> <li>3. Read, interpret and apply information to perform specific tasks.</li> <li>4. Read analyze and provide oral, written, and/or artistic responses to traditional and contemporary literature.</li> <li>5. Identify recurring themes, perspectives, cultures and issues by reading.</li> <li>6. Read and identify civic and social responsibilities by interpreting and analyzing social rules.</li> <li>7. Identify, locate, read and interpret information from a variety of documents and sources.</li> </ol>

## Reading Content Standard 5

**Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences**

### Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
1. Be involved with texts representing a wide range of literary genres for different purposes and will demonstrate their appreciation of literature through responses that indicate their ability to connect text to their world.	1. Read texts representing a wide range of literary genres for different purposes and will demonstrate their appreciation of literature through responses that indicate their ability to connect text to their world yesterday, today, and tomorrow.	1. Read texts representing a wide range of literary genres for different purposes and will demonstrate their appreciation of literature through responses that indicate their ability to connect text to their world yesterday, today, and tomorrow.	1. Make connections, integrate and organize information from multiple sources with teacher assistance.

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
1. Identify and summarize similarities and differences using a single element, such as character within a text and between sources of information. 2. Make connections, integrate and organize information from multiple sources. 3. Recognize authors' point of view. 4. Distinguish fact from opinion in various print and non-print material.	1. Identify and summarize similarities and differences using a single element, such as character within a text and between sources of information. 2. Make connections, integrate and organize information from multiple sources. 3. Recognize authors' point of view. 4. Distinguish fact from opinion in various print and non-print material.	1. Compare and contrast information and textual elements in print and non-print material. 2. Make connections, explain relationships among a variety of sources, and integrate similar information. 3. Recognize authors' point of view and purposes with guidance. 4. Recognize authors' use of language and literary device to influence readers. 5. Recognize, express and defend a point of view with guidance when needed.	1. Compare and contrast information and textual elements in print and non-print material. 2. Make connections, explain relationships among a variety of sources, and integrate similar information. 3. Recognize authors' point of view and purposes. 4. Recognize authors' use of language and literary device to influence readers 5. Recognize, express and defend a point of view.

## **Eighth Grade Reading**

- 1. A student must construct meaning as they comprehend, interpret, and respond to what they read. (D)**
  - A. Make predictions between new material and old information with consistency and accuracy.
  - B. Make connections and predictions based on previous knowledge in terms of new materials.
  - C. Locate and interpret stated and inferred ideas
  - D. Identifies important main and supporting details in eighth grade materials.
  
- 2. A student must apply a range of skills and strategies to read. (D)**
  - A. Identifies most literary devices in written materials.
  - B. Interprets elements of fiction and nonfiction,
  - C. Builds vocabulary with unknown words through decoding and reference materials.
  
- 3. A student must set goals, monitor, and evaluate their progress in reading. (D)**
  - A. Read with the Accelerated Reading program and monitor own progress.
  - B. Set goals for reading progress in terms of scores on STAR reading assessment.
  
- 4. A student must select, read, and respond to print and non-print material for a variety of purposes. (D)**
  - A. Read, respond to, listen to and view a variety of reading materials.
  - B. Compare, contrast and integrate information from print and non-print sources specific to solving a problem or researching a topic.
  - C. Read at least four novels.
  
- 5. A student must gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes, and audiences. (D)**
  - A. Locate, gather and interpret a variety of materials for various research projects and papers in the content area classes.
  - B. Demonstrate comprehension of material through writing and creative projects.

## **Ninth Grade Reading**

- 1. A student must construct meaning as they comprehend, interpret, and respond to what they read. (D)**
  - A. Develop further understand of various genres: plays, poetry, novels, non-fiction
  - B. Increase vocabulary through reference text usage and word-attack techniques
  - C. Identify, discuss and write about elements of literature and commonalities between pieces.
  
- 2. A student must apply a range of skills and strategies to read. (D)**
  - A. Recognize literary devices in texts.
  - B. Adjust pace as needed for materials of varying difficulty.
  
- 3. A student must set goals, monitor, and evaluate their progress in reading. (D)**
  - A. Read with the Accelerated Reading program and monitor own progress.
  - B. Set goals for reading progress in terms of scores on STAR reading assessment.
  
- 4. A student must select, read, and respond to print and non-print material for a variety of purposes. (D)**
  - A. Broaden exposure to written materials through increased difficulty of content-area textbooks.
  - B. Enhance Internet research skills to access more specific materials (InfoTrac, advanced searches).
  - C. Read and respond to a variety of board-approved novels.
  
- 5. A student must gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes, and audiences. (D)**
  - A. Refine paraphrasing through scientific articles in magazines and on the Internet and through the summary and discussion of current events.
  - B. Read at least four novels and one play.

## **Tenth Grade Reading**

- 1. A student must construct meaning as they comprehend, interpret, and respond to what they read. (D)**
  - A. Develop further understanding of fiction and non-fiction literature: novels, plays, poetry
  - B. Make connections and predict outcomes based on prior knowledge.
  - C. Identify, discuss and write about elements of literature and commonalities between pieces.
  
- 2. A student must apply a range of skills and strategies to read. (D)**
  - A. Recognize literary devices in texts.
  - B. Adjust pace as needed for materials of varying difficulty.
  - C. Increase vocabulary through unfamiliar words encountered in texts.
  - D. Self-monitor comprehension and reading weaknesses/strengths
  
- 3. A student must set goals, monitor, and evaluate their progress in reading. (D)**
  - A. Read with the Accelerated Reading program and monitor own progress.
  - B. Set goals for reading progress in terms of scores on STAR reading assessment.
  - C. Estimate time required to complete a book after a 30 minute reading sample.
  
- 4. A student must select, read, and respond to print and non-print material for a variety of purposes. (D)**
  - A. Select topic, research and report on a specific science topic with seven sources at least.
  - B. Read and write essays on at least two novels in English II.
  - C. Enhance skimming skills in content area classes with textbooks.
  
- 5. A student must gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes, and audiences. (D)**
  - A. Select topic, research and report on a specific science topic with seven sources at least.
  - B. Research and synthesize information for web page in science.
  - C. Read and write essays on at least two novels in English II.
  - D. Enhance skimming skills in content area classes with textbooks.

## **Eleventh Grade Reading**

- 1. A student must construct meaning as they comprehend, interpret, and respond to what they read. (D)**
  - A. Develop further understanding of fiction and non-fiction literature: novels, plays, poetry
  - B. Make connections and predict outcomes based on prior knowledge.
  - C. Identify, discuss and write about elements of literature and commonalities between pieces.
  
- 2. A student must apply a range of skills and strategies to read. (D)**
  - A. Recognize literary devices in texts.
  - B. Adjust pace as needed for materials of varying difficulty.
  - C. Increase vocabulary through unfamiliar words encountered in texts.
  - D. Self-monitor comprehension and reading weaknesses/strengths
  
- 3. A student must set goals, monitor, and evaluate their progress in reading. (D)**
  - A. Read with the Accelerated Reading program and monitor own progress.
  - B. Set goals for reading progress in terms of scores on STAR reading assessment.
  
- 4. A student must select, read, and respond to print and non-print material for a variety of purposes. (D)**
  - A. Select topic, research and report on a specific I-Search topic with ten sources at least.
  - B. Read and write essays on at least two novels in English II.
  - C. Enhance skimming skills in content area classes with textbooks.
  
- 5. A student must gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes, and audiences. (D)**
  - A. Select topic, research and report on a specific science topic with seven sources at least.
  - B. Read and write essays on at least two novels in English II.
  - C. Enhance skimming skills in content area classes with textbooks.

## **Twelfth Grade Reading**

- 1. A student must construct meaning as they comprehend, interpret, and respond to what they read. (D)**
  - A. Read various forms of board-approved British literature.
  - B. Read and analyze four board-approved novels and plays.
  - C. Apply complex thinking skills while gathering, synthesizing and evaluating new material.
  - D. Make, confirm and revise predications before, during and after reading 12<sup>th</sup> grade material.
  
- 2. A student must apply a range of skills and strategies to read. (D)**
  - A. Monitors and uses a variety of strategies to interpret the language, literary characteristics and overall intent of print and non-print material, fiction and non-fiction.
  
- 3. A student must set goals, monitor, and evaluate their progress in reading. (D)**
  - A. Read with the Accelerated Reading program and monitor own progress.
  - B. Set goals for reading progress in terms of scores on STAR reading assessment.
  
- 4. A student must select, read, and respond to print and non-print material for a variety of purposes. (D)**
  - A. Select topic and resources for a major research paper.
  - B. Refine non-fiction reading skills through use of content are textbooks.
  
- 5. A student must gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate his or her findings in ways appropriate for his or her purposes, and audiences. (D)**
  - A. Select research and write research paper in English IV as well as smaller projects in content area classes.

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## Reading Content Standard 1

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**Students construct meaning as they comprehend, interpret, and respond to what they read.**

### Benchmarks

Students will:

End of Eighth Grade	End of Ninth Grade	End of Tenth Grade
<ol style="list-style-type: none"> <li>1. Make predictions and describe, with details, meaningful connections between new and previous reading material.</li> <li>2. Compare and contrast print/non-print information with existing knowledge to draw conclusions and make applications with guidance from teacher.</li> <li>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.</li> <li>4. Demonstrate understanding of main ideas and relevant supporting details.</li> <li>5. Provide accurate summaries of key elements in materials read.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make predictions and describe, with details, meaningful connections between new and previous reading material.</li> <li>2. Compare and contrast print/non-print information with existing knowledge to draw conclusions and make applications with guidance from teacher.</li> <li>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.</li> <li>4. Demonstrate understanding of main ideas and relevant supporting details.</li> <li>5. Provide accurate summaries of key elements in materials read.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make predictions and describe, with details, meaningful connections between new and previous reading material.</li> <li>2. Compare and contrast print/non-print information with existing knowledge to draw conclusions and make applications with lessening guidance from teacher.</li> <li>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.</li> <li>4. Demonstrate understanding of main ideas and relevant supporting details.</li> <li>5. Provide accurate summaries of key elements in materials read.</li> </ol>

End of Eleventh Grade	Upon Graduation
<ol style="list-style-type: none"> <li>1. Make predictions and describe inferences and connections within material and between new material and previous information/ experiences.</li> <li>2. Integrate new important print/ non-print information with their existing knowledge to draw conclusions and make applications.</li> <li>3. Provide oral, written and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.</li> <li>4. Demonstrate understanding of main ideas and formulate arguments using supporting evidence.</li> <li>5. Accurately paraphrase reading material, reflecting tone and point of view</li> </ol>	<ol style="list-style-type: none"> <li>1. Make predictions and describe inferences and connections within material and between new material and previous information/ experiences.</li> <li>2. Integrate new important print/ non-print information with their existing knowledge to draw conclusions and make applications.</li> <li>3. Provide oral, written and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.</li> <li>4. Demonstrate understanding of main ideas and formulate arguments using supporting evidence.</li> <li>5. Accurately paraphrase reading material, reflecting tone and point of view.</li> </ol>

## Reading Content Standard 2

**Students apply a range of skills and strategies to what they read.**

### Benchmarks

Students will:

End of Eighth Grade	End of Ninth Grade	End of Tenth Grade
<ol style="list-style-type: none"> <li>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.</li> <li>1. Demonstrate understanding of literary elements (e.g., plot, character, setting, conflict, resolution)</li> <li>2. Identify literary devices (e.g., figurative language, humor, exaggeration, dialogue).</li> <li>3. Use features and organization of fiction and nonfiction material to comprehend complex material</li> <li>4. Adjust fluency, rate and style of reading to the purpose of the material with guidance.</li> <li>5. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).</li> <li>6. Identify and apply reading strategies, including decoding words, self-correction, context clues and rereading to comprehend.</li> <li>7. Ask questions and check predictions prior to, during and after reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.</li> <li>2. Identify, analyze and evaluate literary elements.</li> <li>3. Identify, analyze and evaluate the use of literary devices.</li> <li>4. Use features and organization of fiction and nonfiction materials to comprehend increasingly complex material.</li> <li>5. Adjust fluency, rate and style of reading to content and purpose of the material.</li> <li>6. Develop vocabulary through the use of context clues, analysis of parts, auditory clues and reference sources, and expand and refine vocabulary related to specific academic areas, culture and technology.</li> <li>7. Use a variety of reading strategies to comprehend complex materials, including self-correcting, rereading, using context, and adjusting rate.</li> <li>8. Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.</li> <li>2. Identify, analyze and evaluate literary elements.</li> <li>3. Identify, analyze and evaluate the use of literary devices.</li> <li>4. Use features and organization of fiction and nonfiction materials to comprehend increasingly complex material.</li> <li>5. Adjust fluency, rate and style of reading to content and purpose of the material.</li> <li>6. Develop vocabulary through the use of context clues, analysis of parts, auditory clues and reference sources, and expand and refine vocabulary related to specific academic areas, culture and technology.</li> <li>7. Use a variety of reading strategies to comprehend complex materials, including self-correcting, rereading, using context, and adjusting rate.</li> <li>8. Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.</li> </ol>

End of Eleventh Grade	Upon Graduation
<ol style="list-style-type: none"> <li>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.</li> <li>2. Identify, analyze and evaluate literary elements.</li> <li>3. Identify, analyze and evaluate the use of literary devices.</li> <li>4. Use features and organization of fiction and nonfiction materials to comprehend increasingly complex material.</li> <li>5. Adjust fluency, rate and style of reading to content and purpose of the material.</li> <li>6. Develop vocabulary through the use of context clues, analysis of parts, auditory clues and reference sources, and expand and refine vocabulary related to specific academic areas, culture and technology.</li> <li>7. Use a variety of reading strategies to comprehend complex materials, including self-correcting, rereading, using context, and adjusting rate.</li> <li>8. Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.</li> <li>2. Identify, analyze and evaluate literary elements.</li> <li>3. Identify, analyze and evaluate the use of literary devices.</li> <li>4. Use features and organization of fiction and nonfiction materials to comprehend increasingly complex material.</li> <li>5. Adjust fluency, rate and style of reading to content and purpose of the material.</li> <li>6. Develop vocabulary through the use of context clues, analysis of parts, auditory clues and reference sources, and expand and refine vocabulary related to specific academic areas, culture and technology.</li> <li>7. Use a variety of reading strategies to comprehend complex materials, including self-correcting, rereading, using context, and adjusting rate.</li> <li>8. Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.</li> </ol>

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## Reading Content Standard 3

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### Students set goals, monitor and evaluate their progress in reading

#### Benchmarks

Students will:

End of Eighth Grade	End of Ninth Grade	End of Tenth Grade
<ol style="list-style-type: none"> <li>1. Articulate and evaluate strategies to solve reading problems, self-monitor progress and seek guidance as needed.</li> <li>2. Monitor reading successes and set reading goals.</li> <li>3. Select authors, subjects, and print and non-print material, expressing reasons for recommendations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading with lessening teacher guidance.</li> <li>2. Analyze reading successes and attainment of reading goals.</li> <li>3. Select authors, subjects and print and non-print material, expressing reasons from recommendations, and information and insights gained.</li> </ol>	<ol style="list-style-type: none"> <li>1. Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading. With little guidance from teacher.</li> <li>2. Analyze reading successes and attainment of reading goals.</li> <li>3. Select authors, subjects and print and non-print material, expressing reasons from recommendations, and information and insights gained.</li> </ol>

End of Eleventh Grade	Upon Graduation
<ol style="list-style-type: none"> <li>1. Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading, with little guidance from teacher.</li> <li>2. Analyze reading successes and attainment of reading goals.</li> <li>3. Select authors, subjects and print and non-print material, expressing reasons from recommendations, and information and insights gained.</li> </ol>	<ol style="list-style-type: none"> <li>1. Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.</li> <li>2. Analyze reading successes and attainment of reading goals.</li> <li>3. Select authors, subjects and print and non-print material, expressing reasons from recommendations, and information and insights gained.</li> </ol>

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**Reading Content Standard 4**

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**Students select, read and respond to print and non-print material for a variety of purposes.**

**Benchmarks**

Students will:

End of Eighth Grade	End of Ninth Grade	End of Tenth Grade
1. Identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits)	Being Developed	Being Developed
2. Solve a problem or answer a question through reading (e.g., signs, labels, instruction.		
3. Perform tasks for a variety of purposes (e.g., recipes, directions, schedules, maps, tables, charts).		
4. Read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.		
5. Read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).		
6. Read and interpret information from a variety of documents and sources.		

End of Eleventh Grade	Upon Graduation
Being Developed	Being Developed

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## Reading Content Standard 5

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**Students select, read and respond to print and non-print material for a variety of purposes.**

### Benchmarks

Students will:

End of Eighth Grade	End of Ninth Grade	End of Tenth Grade
<ol style="list-style-type: none"> <li>1. Compare and contrast information and textual elements in print and non-print material.</li> <li>2. Make connections, explain relationships among a variety of sources, and integrate similar information.</li> <li>3. Recognize authors' point of view and purposes.</li> <li>4. Recognize authors' use of language and literary device to influence readers</li> <li>5. Recognize, express and defend a point of view.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast information and broad themes within and among a variety of information sources with teacher guidance</li> <li>2. Logically synthesize information from a complex range of print and non-print sources.</li> <li>3. Apply basic principles of formal logic to print and non-print material with teacher guidance.</li> <li>4. Analyze use of evidence, logic, language devices and bias as strategies to influence readers with teacher guidance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast information and broad themes within and among a variety of information sources with lessening teacher guidance.</li> <li>2. Logically synthesize information from a complex range of print and non-print sources.</li> <li>3. Apply basic principles of formal logic to print and non-print material.</li> <li>4. Analyze use of evidence, logic, language devices and bias as strategies to influence readers with lessening guidance from the teacher..</li> </ol>

End of Eleventh Grade	Upon Graduation
<ol style="list-style-type: none"> <li>1. Compare and contrast information and broad themes within and among a variety of information sources with little teacher guidance.</li> <li>1. Logically synthesize information from a complex range of print and non-print sources.</li> <li>2. Apply basic principles of formal logic to print and non-print material.</li> <li>3. Analyze use of evidence, logic, language devices and bias as strategies to influence readers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast information and broad themes within and among a variety of information sources.</li> <li>2. Logically synthesize information from a complex range of print and non-print sources.</li> <li>3. Apply basic principles of formal logic to print and non-print material.</li> <li>4. Analyze use of evidence, logic, language devices and bias as strategies to influence readers.</li> </ol>