

**K - 4**

**Reading Curriculum**

**aligned with**

**Montana State Standards**

**Officially Adopted 5/9/00**



**A kindergarten student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ displays an interest in books and a desire to read.
- ❖ acquires early concepts of print.
- ❖ interacts through play and guided activities to develop language and build background knowledge.
- ❖ knows most letter names and sounds.

**A first grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates confidence and independence as a new reader.
- ❖ combines decoding and comprehension strategies to gain meaning.
- ❖ acquires a grade level vocabulary.
- ❖ recognizes and responds to a variety of literature and materials to meet a reading purpose.
- ❖ engages in setting personal reading goals.

**A second grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ displays confidence while reading increasingly complex material.
- ❖ uses grade level vocabulary to increase accuracy and fluency toward becoming an independent reader.
- ❖ gains meaning through the use of decoding, word analysis, grammatical structure and comprehension strategies.
- ❖ initiates personal goal setting strategies.
- ❖ responds to a variety of literature and material to meet a reading purpose.

**A third grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates an understanding of grade level reading material.
- ❖ uses a variety of strategies to comprehend grade level material: (e.g., decoding, context clues, rereading, and self-correcting).
- ❖ fluently reads grade level material.
- ❖ develops an expanded vocabulary through reading and listening.
- ❖ initiates goal-setting strategies.
- ❖ reads appropriate materials for a variety of purposes: (e.g., to read for enjoyment, to gain new information and to solve simple problems).
- ❖ identifies important and unimportant information, identifies facts and opinions, and compares and contrasts story elements.

**A fourth grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates an overall understanding of reading material: (e.g., applies prior knowledge, prediction, cause and effect, relationships, main idea, supporting detail, and conclusions).
- ❖ effectively applies a variety of strategies to comprehend grade level material: (e.g., decoding, context clues, rereading, self-correction, and adjusting fluency, rate, and style).
- ❖ uses a substantial reading and listening vocabulary appropriate to grade level.
- ❖ self-selects appropriate reading material for a variety of purposes: (e.g., to read for enjoyment, to gain new information, to solve problems, to understand current events).
- ❖ uses various sources to gather and summarize information in order to communicate to others: (e.g., author's viewpoint, fact/opinion, inferences).

***Instruction depends on the developmental and cognitive levels of the students. Instruction also varies according to content and complexity of subject matter.***

# MODEL IMPLEMENTATION TOOL – READING

K-12 Content and Performance Standards: A Framework for Student Learning

**Reading Content Standard 1**      **Students construct meaning as they comprehend, interpret, and respond to what they read.**

*When reading students will:*

<i>Pre-K</i>	<i>K/Pre-1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>Benchmark 1</b> <b>make predictions and connections between new material and previous information/experiences.</b>					
* begin to share experiences	* relate stories to self	* apply prior knowledge to print	* expand prior knowledge to print	* connect prior knowledge to written material	* connect prior knowledge and text
<b>Benchmark 2</b> <b>incorporate new print/nonprint information into existing knowledge to draw conclusions and make applications.</b>					
* be aware of cause/effect relationships through listening	* listen for cause/effect relationships	* begin to draw conclusions * begin to identify cause/effect relationships	* practice drawing conclusions * identify cause/effect relationships	* draw conclusions * recognize and use cause/effect relationships	* draw conclusions from facts * make applications using cause/effect relationships
<b>Benchmark 3</b> <b>provide oral, written, and/or artistic responses to ideas and feelings generated by reading material.</b>					
* be aware of many and varied responses to print	* be aware of many and varied responses to print	* generate many and varied responses to print	* continue to produce many and varied responses to print	* extend many and varied responses to print	* select many and varied responses to print
<b>Benchmark 4</b> <b>demonstrate basic understanding of main ideas and some supporting details.</b>					
* begin to listen for detail	* begin to listen for main ideas	* begin to listen for main idea and supporting details	* practice identifying main idea and supporting details	* identify main idea and supporting details	* state the main idea and describe supporting details

# MODEL IMPLEMENTATION TOOL – READING

K-12 Content and Performance Standards: A Framework for Student Learning

**Reading Content Standard 1**      **Students construct meaning as they comprehend, interpret, and respond to what they read.**

*When reading students will:*

<i>Pre-K</i>	<i>K/Pre-1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>Benchmark 5</b> <b>accurately retell key elements of appropriate reading material.</b>					
* recite nursery rhymes, songs, and fingerplays	* begin to retell elements of a story	* begin to identify sequence of events * begin summarizing * relate and retell stories	* practice identifying sequence of events * practice summarizing	* summarize * extend practice of sequencing of events	* accurately retell key elements of the reading material

**Reading Content Standard 2      Students apply a range of skills and strategies to read.**

<i>Pre-K</i>	<i>K/Pre-1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>Benchmark 1      decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material</b>					
<ul style="list-style-type: none"> <li>* develop phonological awareness through rhyming, segmenting, and blending</li> <li>* recite the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>* develop phonological awareness through rhyming, segmenting and blending</li> <li>* recite the alphabet</li> <li>* begin symbol to sound awareness</li> <li>* name letters</li> <li>* produce consonant and short vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>* begin to recognize and use short &amp; long vowel sounds</li> <li>* consonant blends and digraphs</li> <li>* silent e</li> <li>* common word patterns</li> <li>* compound words</li> <li>* contractions</li> <li>* sound blending</li> <li>* base words</li> <li>* common endings</li> <li>* picture text/print clues</li> </ul>	<ul style="list-style-type: none"> <li>* begin to recognize and use consonant variants</li> <li>* regular plurals</li> <li>* irregular plurals</li> <li>* irregular vowels</li> <li>* diphthongs</li> <li>* r controlled vowels</li> <li>* short and long vowels</li> <li>* vowel digraphs</li> <li>* semantic and syntactic cues</li> <li>* sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>* apply and practice all skills from this continuum</li> <li>* identify possessives</li> </ul>	<ul style="list-style-type: none"> <li>* demonstrate proficient use of all skills from this continuum</li> <li>* practice using possessives</li> </ul>
<b>Benchmark 2      demonstrate understanding of literary elements (e.g., plot, character, setting, problem and solution).</b>					
<ul style="list-style-type: none"> <li>* listen to a story</li> </ul>	<ul style="list-style-type: none"> <li>* be aware of literary elements through teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>* begin to identify character and setting</li> </ul>	<ul style="list-style-type: none"> <li>* apply and practice understanding character and setting</li> <li>* begin to identify plot, problem/ solution</li> </ul>	<ul style="list-style-type: none"> <li>* apply and practice understanding of plot, problem/ solution</li> <li>* demonstrate proficient understanding of character, setting</li> </ul>	<ul style="list-style-type: none"> <li>* demonstrate proficient understanding of literary elements</li> <li>* begin to identify plot relationship to character</li> <li>* begin to identify the setting relationship to character</li> <li>* begin to identify characters' interaction with plot</li> </ul>
<b>Benchmark 3      identify literary devices (e.g., figurative language and exaggeration).</b>					
<ul style="list-style-type: none"> <li>* become aware of rhyme, rhythm, and repetition</li> </ul>	<ul style="list-style-type: none"> <li>* practice rhyme, rhythm, and repetition</li> </ul>	<ul style="list-style-type: none"> <li>* become aware of descriptive language and exaggeration</li> </ul>	<ul style="list-style-type: none"> <li>* recognize descriptive language and exaggeration</li> </ul>	<ul style="list-style-type: none"> <li>* begin to identify similes</li> </ul>	<ul style="list-style-type: none"> <li>* identify similes</li> <li>* begin to recognize metaphors</li> </ul>

**Reading Content Standard 2      Students apply a range of skills and strategies to read.**

<i>Pre-K</i>	<i>K/Pre-1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>Benchmark 4      use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, index, tables of contents, charts, visuals)</b>					
	* identify title	* use illustrations, charts and titles to gain meaning	* use headings and tables of contents to gain meaning	* use chapters and paragraphs to gain meaning	* use index, glossary, and visuals for meaning
<b>Benchmark 5      adjust fluency, rate and style of reading to the purpose of the material with guidance.</b>					
* observe fluency, rate and style through modeling	* observe fluency, rate, and style through modeling	* progress toward fluency	* continue to practice towards fluency * adjust reading rate to match purpose	* practice reading with feeling and expression	* demonstrate proficient use of fluency, rate and style
<b>Benchmark 6      develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).</b>					
* develop language acquisition through dramatic play, stories, and exploration * use library as a resource	* develop vocabulary through cooperative dramatic play, stories, and exploration with peers * develop limited sight words	* recognize high frequency words * use sentence structure to gain meaning * acquire grade level vocabulary	* read high frequency words * begin to identify prefixes and suffixes * identify multi-meaning words * use picture dictionary * identify synonyms and antonyms * acquire grade level vocabulary	* apply and practice synonyms, antonyms, and homographs * begin to identify morphographs * use general dictionary * begin to use a glossary and encyclopedia * acquire grade level vocabulary	* recognize morphographs * use a thesaurus * use an encyclopedia * acquire grade level vocabulary

**Reading Content Standard 2      Students apply a range of skills and strategies to read.**

*Pre-K*

*K/Pre-1*

*1*

*2*

*3*

*4*

**Benchmark 7      identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.**

\* be aware of holding book right-side up and turning one page at a time

\* use directionality (e.g., left, right, top, bottom)  
 \* be aware that print/nonprint has meaning  
 \* be aware of physical parts of a book (e.g., spine, cover, pages)

\* use directionality  
 \* one to one correspondence  
 \* begin to use a variety of strategies:  
   decode  
   pictures clues  
   ask "Does this make sense?"  
   reread for meaning  
   use sight words  
   guess and check

\* apply and practice a variety of strategies:  
   self corrections  
   skip and read ahead  
   read ahead  
   ask "Does it make sense?"  
   reread for meaning  
   use sight words  
   guess and check

\* apply strategies in content areas

\* review and apply a variety of strategies to comprehend complex material

**Benchmark 8      ask questions and check predictions prior to, during, and after reading.**

\* begin to predict what will happen next

\* begin to predict what will happen next

\* make predictions

\* predict reasonable outcomes prior to, during, and after reading

\* anticipate and predict reasonable outcomes

\* demonstrate proficiency in predicting outcomes

**Reading Content Standard 3      Students set goals, monitor, and evaluate their progress in reading.**

*Pre-K*

*K/Pre-1*

*1*

*2*

*3*

*4*

**Benchmark 1      articulate strategies used to self monitor reading progress and to overcome reading difficulties with guidance from the teacher.**

- \* identify strengths
- \* say what “I can” do well
- \* say what “I will” do to improve

- \* identify strengths
- \* make “I can” statements in various formats
- \* make what “I will” do to improve statements in various formats

- \* monitor own understanding and make assessment of own learning progress

- \* articulate strategies used to self monitor reading progress
- \* overcome reading difficulties with guidance from the teacher

**Benchmark 2      describe reading successes and set reading goals.**

- \* have favorite books, finger plays, and songs

- \* listen for enjoyment and personal growth

- \* be aware of reading goals
- \* begin to initiate goal setting strategies through teacher modeling

- \* initiate goal setting strategies with teacher guidance

- \* initiate goal setting strategies

- \* describe reading successes and set reading goals

**Benchmark 3      select authors, subjects, and print and nonprint materials to share with others.**

- \* be aware of authors/illustrators

- \* learn about authors/illustrators
- \* select books

- \* participate in author/illustrator studies
- \* select books by favorite authors/illustrators/subjects

- \* begin to self select authors/illustrators/subjects

- \* select authors, subjects, and print/nonprint material to share with others

- \* select authors, subjects, and print/nonprint materials to share with others



**Reading Content Standard 4**      **Students select, read, and respond to print and nonprint material for a variety of purposes.**

*Pre-K*

*K/Pre-1*

*1*

*2*

*3*

*4*

**Benchmark 1**      **identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits).**

- \* demonstrate an interest in books
- \* listen to stories for enjoyment and information

- \* demonstrate an interest in books
- \* listen to stories for enjoyment and information
- \* understand the many purposes for reading

- \* begin to read for meaning
- \* read for enjoyment and information

- \* read for meaning
- \* read to learn new information
- \* read for enjoyment

- \* read for meaning to gather information
- \* read to learn new information
- \* read for enjoyment

- \* establish a purpose for reading
- \* demonstrate reading as an avenue for personal growth

**Benchmark 2**      **solve a problem or answer a question through reading (e.g., signs, labels, instruction).**

- \* be aware of environmental print to gain information
- \* recognize printed first name

- \* use environmental print to gain information
- \* recognize printed first and last name
- \* recognize the first names of others

- \* begin to solve a problem or answer a question through teacher modeling

- \* read to solve a problem or answer a question through teacher guidance

- \* read to solve a problem or answer a question in content areas with teacher support

- \* identify problem/solutions
- \* select appropriate solution

**Benchmark 3**      **perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).**

- \* be aware of a variety of informational formats

- \* engage in a variety of experiential activities

- \* experience a variety of informational formats through teacher modeling

- \* experience a variety of informational formats through teacher guidance

- \* practice using a variety of informational formats with teacher support

- \* perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts)

**Reading Content Standard 4**      **Students select, read, and respond to print and nonprint material for a variety of purposes.**

*Pre-K*

*K/Pre-1*

*1*

*2*

*3*

*4*

**Benchmark 4**      **read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.**

\* be aware of a variety of literature

\* experience and respond to a variety of literature

\* begin to respond to a variety of diverse perspectives in literature

\* respond to a variety of diverse perspectives in literature

\* respond to a variety of diverse perspectives in literature  
\* respond to character's point of view

\* build awareness of societal and personal values  
\* affirm diversity, non traditional ideas, and approaches

**Benchmark 5**      **read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).**

\* be aware of self

\* be aware of self and community

\* be aware of current events  
\* begin to use newspapers, maps, globes, and magazines

\* begin to understand current events  
\* use newspapers, maps, globes, and magazines

\* practice reading current events through a variety of sources with teacher support

\* demonstrate an understanding of local to global current events

**Benchmark 6**      **read and interpret information from a variety of documents and sources (e.g., memos, directions, maps, tables, schedules, as well as other technological material).**

\* be aware of map and globe

\* be aware of informational formats

\* interpret simple maps  
\* know the difference between maps, globes, and simple tables/graphs

\* interpret information from a variety of sources

\* use appropriate sources to interpret information with teacher guidance

\* begin to identify, locate, and interpret information from a variety of documents and sources

**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.**

<i>Pre-K</i>	<i>K/Pre-1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>Benchmark 1 identify and summarize similarities and differences using a single element such as character within a text and between sources of information.</b>					
* sort and classify	* expand sorting and classifying * compare groups	* begin to compare and contrast * categorize pictures and words	* practice comparing and contrasting	* identify important and unimportant information * understand relationships between parts of a text or between two simple texts with teacher guidance	* identify and summarize similarities and differences using a single element such as character within a text and between sources of information
<b>Benchmark 2 make connections, integrate and organize information from multiple sources.</b>					
* build background knowledge through concrete experiences	* build background knowledge through concrete experiences	* begin to make inferences from text and background knowledge	* make inferences from multiple sources	* make inferences and organize information from multiple sources	* make connections, integrate and organize information from multiple sources
<b>Benchmark 3 recognize author's point of view.</b>					
			* begin to explore author's opinion and intentions	* begin to recognize author's points of view	* recognize author's points of view
<b>Benchmark 4 distinguish fact from opinion in various print and nonprint material.</b>					
		* be aware of facts and opinions	* identify facts and opinions with teacher modeling	* identify facts and opinions in written material	* distinguish facts from opinions in various print and nonprint material

**5 - 8**

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# HELENA SCHOOL DISTRICT #1 MIDDLE SCHOOL PROFICIENT LEARNER PROFILE

## **A fifth grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates a clear understanding of reading material by making predictions, connections, and inferences; sharing artistic responses; locating main ideas and details; and restating reading material.
- ❖ utilizes reading strategies to comprehend grade-level material, examines literary elements and devices, and selects appropriate vocabulary decoding skills.
- ❖ develops personal reading goals and monitors reading progress.
- ❖ sets purpose for reading, chooses relevant material, and expresses a personal response to literature.
- ❖ compares, contrasts, and connects information from resource material; recognizes authors' points of view and purposes; makes inferences and draws conclusions.

## **A sixth grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates a clear understanding of reading material by making predictions/connections, creating artistic responses, recognizing main ideas and details, and retelling reading material.
- ❖ applies reading strategies to understand reading material and begins to recognize literary elements and devices.
- ❖ initiates personal reading goals and describes reading successes.
- ❖ sets a purpose for reading, self-selects and utilizes informational books, and expresses personal interpretations of reading material.
- ❖ compares, contrasts, and connects information from various sources and recognizes authors' points of view and purposes.

## **A seventh grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates a clear understanding of reading material by making and confirming predictions, connections, and inferences; creating and sharing artistic responses; locating and interpreting main ideas and details; and summarizing reading material.
- ❖ utilizes reading strategies to question, clarify, and summarize grade-level reading material; identifies literary elements and devices; and applies vocabulary decoding skills.
- ❖ sets personal reading goals and evaluates reading progress.
- ❖ establishes purposes for reading, gathers and organizes relevant information, and responds in a variety of formats.
- ❖ compares, contrasts, connects, and evaluates information from several sources; recognizes authors' points of view, purposes, and literary devices; and defends a personal point of view.

## **A eighth grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates an understanding of reading material by consistently making, confirming, and revising predictions, connections, and inferences; creating and sharing artistic responses; locating and interpreting stated and inferred main ideas, and beginning to paraphrase reading material.
- ❖ combines reading strategies to fluently read with comprehension; interprets literary elements, devices, and grade-level vocabulary.
- ❖ sets and meets reading goals; articulates and evaluates reading progress.
- ❖ defines purposes for reading; investigates a topic; and responds in a variety of formats.
- ❖ compares, contrasts, and integrates information from a variety of sources; analyzes authors' intent and use of literary devices; and defends various points of view.

# MODEL IMPLEMENTATION TOOL – READING

K-12 Content and Performance Standards: A Framework for Student Learning

**Reading Content Standard 1**      **Students construct meaning as they comprehend, interpret, and respond to what they read.**

**5**

**6**

**7**

**8**

**Benchmark 1**      **Make predictions and connections between new material and previous information/experiences.**

- \* make connections between new and prior knowledge
- \* make predictions

- \* make connections between new and prior knowledge
- \* make inferences from text and background knowledge
- \* make predictions

- \* make connections between new and prior knowledge
- \* make and confirm inferences from text and background knowledge
- \* make predictions

- \* make connections between new and prior knowledge
- \* make, confirm and revise inferences and predictions from text and background knowledge

**Benchmark 1.2**      **Compare and contrast important print and nonprint information with existing knowledge to draw conclusions and make applications.**

- \* draw conclusions from facts
- \* compare and contrast information from varied texts
- \* begin to distinguish between important and unimportant information

- \* draw conclusions from facts and implications
- \* compare and contrast information from two or more sources
- \* distinguish between important and unimportant information

- \* draw and explain conclusions based on facts and implications
- \* compare/contrast information and make connections from several print/nonprint sources
- \* distinguish between relevant and irrelevant material

- \* draw conclusions and state reasons for them based on facts and implications
- \* compare, contrast and connect ideas from a broad range of print/nonprint sources
- \* distinguish between relevant and irrelevant material and demonstrate understanding

<b>Reading Content Standard 1</b>		<b>Students construct meaning as they comprehend, interpret, and respond to what they read.</b>	
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Benchmark 1.3 Interpret and provide oral, written, and or artistic responses to ideas generated by reading material and comparing responses with peers.</b>			
<ul style="list-style-type: none"> <li>* create and share responses to reading material through               <ul style="list-style-type: none"> <li>* dramatization</li> <li>* puppetry</li> <li>* art</li> <li>* written responses and/or</li> <li>* oral reports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* create and share responses to reading material through               <ul style="list-style-type: none"> <li>* dramatization</li> <li>* puppetry</li> <li>* art / diorama</li> <li>* written responses</li> <li>* brochures and creative writing and/or</li> <li>* cartoons/posters</li> </ul> </li> <li>* write responses to experiences that are related or stimulated by the literature</li> <li>* explain orally experiences related or stimulated by the literature (e.g., oral report, debate, discussion)</li> </ul>	<ul style="list-style-type: none"> <li>* create and share responses to reading material through               <ul style="list-style-type: none"> <li>* dramatization</li> <li>* art / diorama</li> <li>* written responses</li> <li>* brochures and creative writing and/or</li> <li>* cartoons/posters</li> </ul> </li> <li>* write questions, predictions, summaries and clarifications related to or stimulated by the literature</li> <li>* explain orally experiences related or stimulated by the literature (e.g., oral report, debate, discussion)</li> </ul>	<ul style="list-style-type: none"> <li>* create and share responses to reading material through               <ul style="list-style-type: none"> <li>* dramatization</li> <li>* art / diorama</li> <li>* written responses and creative writing</li> <li>* posters and/or</li> <li>* technology presentations</li> </ul> </li> <li>* write questions, predictions, summaries, and clarifications related to the literature</li> <li>* explain experiences stimulated by the literature (e.g., oral report, debate, discussion)</li> </ul>
<b>Benchmark 1.4 Demonstrate understanding of main ideas and select important facts and details.</b>			
<ul style="list-style-type: none"> <li>* identify and comprehend main ideas and supporting details</li> <li>* locate key words and topic sentences</li> <li>* recall basic factual information</li> <li>* use graphic organizers to demonstrate comprehension</li> <li>* identify sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>* identify and comprehend main ideas supporting facts and details</li> <li>* locate key word and topic sentences</li> <li>* recall and relate basic factual information including content areas</li> <li>* use graphic organizers to demonstrate comprehension</li> <li>* note sequence of events in literature</li> </ul>	<ul style="list-style-type: none"> <li>* readily identify and comprehend main ideas supporting facts and details</li> <li>* locate key word and topic sentences</li> <li>* recall and restate basic factual information including content areas</li> <li>* use graphic organizers to demonstrate comprehension</li> <li>* determine sequence of events in a variety of literature</li> </ul>	<ul style="list-style-type: none"> <li>* accurately identify and comprehend main ideas and supporting facts, and analyze details as important/unimportant</li> <li>* locate key words and topic sentences</li> <li>* recall and explain factual information of increasing length and difficulty</li> <li>* use graphic organizers to demonstrate comprehension</li> <li>* determine sequence of events in a variety of literature</li> </ul>
<b>Benchmark 1.5 Provide accurate, detailed summaries using key elements of appropriate reading materials.</b>			
<ul style="list-style-type: none"> <li>* summarize material from reading in own words</li> </ul>	<ul style="list-style-type: none"> <li>* summarize main point of reading in own words</li> </ul>	<ul style="list-style-type: none"> <li>* summarize information in a meaningful and succinct manner</li> </ul>	<ul style="list-style-type: none"> <li>* begin to paraphrase key elements of reading material</li> </ul>

<b>Reading Content Standard 2</b>		<b>Students apply a range of skills and strategies to read.</b>	
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Benchmark 2.1 Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understanding reading material.</b>			
<ul style="list-style-type: none"> <li>* continue to demonstrate proficient use of all decoding skills from K-4 continuum</li> <li>* break long words into identifiable parts/morphographs</li> <li>* use syllabication rules</li> <li>* use base words, prefixes, suffixes, and context clues</li> </ul>	<ul style="list-style-type: none"> <li>* apply phonetic principles to increasingly difficult text</li> <li>* apply knowledge of language structure, root words, contractions, prefixes, suffixes, abbreviations, and context clues</li> </ul>	<ul style="list-style-type: none"> <li>* apply phonetic principles to increasingly difficult text</li> <li>* apply knowledge of language structure, root words, contractions, prefixes, suffixes, abbreviations, and context clues</li> </ul>	<ul style="list-style-type: none"> <li>* define unknown words by using word origins, root words, prefixes, suffixes, contractions, and context clues</li> </ul>
<b>Benchmark 2.2 Demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).</b>			
<ul style="list-style-type: none"> <li>* identify and make connections between story elements (e.g., setting, character, plot)</li> <li>* recognize mood of story</li> <li>* recognize moral of various literary works (e.g., fairy tales, fables)</li> </ul>	<ul style="list-style-type: none"> <li>* identify and describe setting, character, sequence, plot, mood, conflict, theme, and foreshadowing</li> </ul>	<ul style="list-style-type: none"> <li>* interpret setting, character, sequence, plot, mood, conflict/resolution, theme, and foreshadowing</li> </ul>	<ul style="list-style-type: none"> <li>* analyze setting, character, sequence, plot, mood, conflict/resolution, theme, foreshadowing, point of view (e.g., first, second, third person), flashback, and imagery</li> <li>* name and utilize literary elements while interpreting the novel/short story</li> </ul>
<b>Benchmark 2.3 Identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).</b>			
<ul style="list-style-type: none"> <li>* begin to recognize literary devices in the short story, novel, and poetry (e.g., simile, metaphor, idiom, exaggeration, humor, dialogue, rhyme, rhythm).</li> </ul>	<ul style="list-style-type: none"> <li>* recognize and begin to distinguish between literary devices in the short story, novel, and poetry (e.g., simile, metaphor, idiom, exaggeration, humor, dialogue, theme, alliteration).</li> </ul>	<ul style="list-style-type: none"> <li>* identify and differentiate literary devices in the short story, novel, and poetry (e.g., rhyme, rhythm, repetition, simile, metaphor, onomatopoeia, hyperbole, personification, alliteration).</li> </ul>	<ul style="list-style-type: none"> <li>* recognize literary devices in the short story, novel, and poetry (e.g., rhyme, rhythm, repetition, imagery, simile, metaphor, alliteration, onomatopoeia, theme, hyperbole, irony, personification).</li> </ul>



<b>Reading Content Standard 2      Students apply a range of skills and strategies to read.</b>			
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Benchmark 2.4    Use features and organization of fiction and nonfiction materials to comprehend complex materials (e.g., paragraphs, chapters, titles, indices, table of contents, graphs, charts, visuals).</b>			
* use organizational features of a text	* understand and use organizational features of a text	* use organizational features of text and electronic information	* understand and use organizational features of various resources
<b>Benchmark 2.5    Adjust fluency, rate, and style of reading to the content and purpose of the material.</b>			
* read both orally and silently with ease * adjust reading speed depending on difficulty of content * utilize punctuation for oral reading expression	* read both orally and silently with ease * adjust reading pace to accommodate the form, style and difficulty of the material and purpose of reading (e.g., skim, scan, independent reading, content study)	* read both orally and silently with ease * read more complex text with appropriate phrasing, pace, and expression	* read both orally and silently with ease * read fluently for details to maintain meaning
<b>Benchmark 2.6    Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.</b>			
* recognize morphographs * use sentence structure and meaning * use synonyms, antonyms, homonyms, and homophones * increase use of dictionary and thesaurus * identify relationships of words and distinguish word meaning (e.g., nation, nationality) * acquire grade level and content area vocabulary	* use sentence structure and meaning * understand etymology/word origins * infer the meaning of common idioms * determine meaning of multi-meaning words * recognize analogies * acquire grade level and content area vocabulary	* use sentence structure and meaning * understand etymology/word origins * construct general and specialized vocabularies through reading and specific content areas * comprehend analogies * explain multi-meaning words	* use sentence structure and meaning * understand etymology/word origins * understand words as they relate to objects/symbols (e.g., referent) * apply analogies * utilize multi-meaning words * understand and use functional vocabulary in the content areas and technology

**Reading Content Standard 2****Students apply a range of skills and strategies to read.****5****6****7****8****Benchmark 2.7 Use a variety of reading strategies to comprehend meaning including self-correcting, rereading, using context and adjusting rate.**

- \* reread for better understanding
- \* check understanding of material while reading
- \* memorize informational passages

- \* understand text through a variety of strategies (e.g., predict, ask questions, confirm, correct)
- \* memorize and restate informational passages

- \* use a variety of reading strategies to comprehend words and ideas including self-correcting, rereading, reading on and slowing down
- \* memorize and demonstrate knowledge of informational passages

- \* consistently and independently apply comprehension strategies to understanding reading materials
- \* memorize and demonstrate knowledge of informational passages

**Benchmark 2.8 Ask questions, check predictions, and summarize information prior to, during, and after reading.**

- \* explain orally and in writing questions, predictions, summaries, or personal experiences related to the reading material
- \* generate basic recall questions from a selection
- \* note and clarify inconsistencies of own predictions vs. text in reading

- \* explain orally and in writing questions, predictions, summaries, or personal experiences related to the reading material
- \* generate comprehension questions from a selection

- \* explain orally and in writing questions, predictions, summaries, or personal experiences related to or stimulated by the reading material
- \* generate and discuss comprehension questions from a selection

- \* explain orally and in writing questions, predictions, summaries, or personal experiences that relate to the reading material
- \* generate and discuss comprehension questions from a selection

<b>Reading Content Standard 3      Students set goals, monitor and evaluate their progress in reading.</b>			
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Benchmark 3.1    Articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.</b>			
<ul style="list-style-type: none"> <li>* recognize reading strategies</li> <li>* seek teacher and peer help as needed</li> </ul>	<ul style="list-style-type: none"> <li>* use comprehension strategies to check progress</li> <li>* seek teacher and peer help as needed</li> </ul>	<ul style="list-style-type: none"> <li>* choose appropriate reading and comprehension strategies to check progress</li> <li>* seek teacher and peer help as needed</li> </ul>	<ul style="list-style-type: none"> <li>* evaluate chosen strategies for effectiveness</li> <li>* seek teacher and peer help as needed</li> </ul>
<b>Benchmark 3.2    Monitor reading successes and set reading goals.</b>			
<ul style="list-style-type: none"> <li>* set reading goals and develop strategies to meet goals and monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>* set reading goals and develop strategies to meet goals and monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>* set reading goals and develop strategies to meet goals and monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>* monitor progress and direct own reading</li> </ul>
<b>Benchmark 3.3    Select authors, subjects, and print and nonprint material, expressing reasons for recommendations.</b>			
<ul style="list-style-type: none"> <li>* explore and recommend various literary genre by self-selection, (e.g., folk tales, fairy tales, tall tales, informational books)</li> <li>* make recommendations to peers</li> </ul>	<ul style="list-style-type: none"> <li>* explore and recommend various literary genre by self-selection (e.g., poetry, short stories, novels, informational books)</li> </ul>	<ul style="list-style-type: none"> <li>* explore and recommend various literary genre by self-selection (e.g., poetry, short stories, novels, informational books)</li> </ul>	<ul style="list-style-type: none"> <li>* explore and recommend various literary genre by self-selection (e.g., poetry, short stories, novels, informational books)</li> </ul>

<b>Reading Content Standard 4      Students select, read, and respond to print and nonprint material for a variety of purposes.</b>			
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Benchmark 4.1    Establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing, reflecting on the reading).</b>			
<ul style="list-style-type: none"> <li>* set purpose for reading (e.g., pre-reading strategies)</li> <li>* demonstrate reading as an avenue for personal growth</li> </ul>	<ul style="list-style-type: none"> <li>* set purpose for reading (e.g., pre-reading strategies)</li> <li>* demonstrate reading as a source of enjoyment and personal growth</li> </ul>	<ul style="list-style-type: none"> <li>* set purpose for reading (e.g., pre-reading strategies)</li> <li>* demonstrate reading as a source of enjoyment and personal growth</li> </ul>	<ul style="list-style-type: none"> <li>* set purpose for reading (e.g., pre-reading strategies)</li> <li>* demonstrate reading as a source of enjoyment and personal growth</li> </ul>
<b>Benchmark 4.2    Read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines, electronic information).</b>			
<ul style="list-style-type: none"> <li>* select and use materials to investigate a topic</li> </ul>	<ul style="list-style-type: none"> <li>* research a topic using appropriate resource materials (e.g., atlas, encyclopedia, magazine, newspaper, electronic and other related text material)</li> </ul>	<ul style="list-style-type: none"> <li>* understand and use resource materials to investigate a topic (e.g., reference material, encyclopedia, manual, public document, newspaper, magazine article, trade publication)</li> </ul>	<ul style="list-style-type: none"> <li>* investigate a question, topic, or issue using resource material</li> </ul>
<b>Benchmark 4.3    Read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).</b>			
<ul style="list-style-type: none"> <li>* read information to perform a task (e.g., maps, newspaper, telephone book, schedules).</li> </ul>	<ul style="list-style-type: none"> <li>* read and understand information to perform a task (e.g., assembling a model, following a recipe, programming a VCR)</li> </ul>	<ul style="list-style-type: none"> <li>* read and understand information to perform a specific task (e.g., instructions, consumer reports, travel books, first-aid manuals, catalogs, yellow pages)</li> </ul>	<ul style="list-style-type: none"> <li>* perform a task by following written directions</li> </ul>

<b>Reading Content Standard 4      Students select, read, and respond to print and nonprint material for a variety of purposes.</b>			
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Benchmark 4.4    Read, analyze and provide oral, written and/or artistic responses to traditional and contemporary literature.</b>			
<ul style="list-style-type: none"> <li>* select and read appropriate grade level literature</li> <li>* analyze literature with teacher direction</li> <li>* respond to literature in a variety of formats</li> </ul>	<ul style="list-style-type: none"> <li>* select and read appropriate grade level literature</li> <li>* analyze literature with teacher direction</li> <li>* respond to literature in a variety of formats</li> </ul>	<ul style="list-style-type: none"> <li>* select and read appropriate grade level literature</li> <li>* analyze literature with increasing independence</li> <li>* respond to literature in a variety of formats</li> </ul>	<ul style="list-style-type: none"> <li>* select and read appropriate grade level literature</li> <li>* analyze literature and share insights</li> <li>* respond to literature in a variety of formats</li> </ul>
<b>Benchmark 4.5    Identify recurring themes, perspectives, cultures, and issues by reading (e.g., identify, conflict, change).</b>			
<ul style="list-style-type: none"> <li>* relate literature to real life</li> <li>* recognize themes which occur in a variety of literature (e.g., culture, family, friendship, tradition)</li> </ul>	<ul style="list-style-type: none"> <li>* relate literature to real life</li> <li>* use a variety of literature to identify perspectives of self, others, and world issues</li> </ul>	<ul style="list-style-type: none"> <li>* relate literature to real life</li> <li>* identify recurring themes/issues in literature (e.g., identify, conflict, struggle)</li> </ul>	<ul style="list-style-type: none"> <li>* relate literature to real life</li> <li>* analyze a variety of perspectives in literature from different cultures</li> <li>* identify recurring themes in literature (e.g., social/economic change)</li> </ul>
<b>Benchmark 4.6    Read and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).</b>			
<ul style="list-style-type: none"> <li>* acquire an awareness for individual rights, privileges, and responsibility through text</li> </ul>	<ul style="list-style-type: none"> <li>* identify the rights and responsibilities of citizens through text</li> </ul>	<ul style="list-style-type: none"> <li>* identify and interpret source and examples of the rights and responsibilities of citizens</li> </ul>	<ul style="list-style-type: none"> <li>* demonstrate an understanding of concerns, standards, issues, and conflict-related human rights</li> </ul>
<b>Benchmark 4.7    Identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).</b>			
<ul style="list-style-type: none"> <li>* read to interpret detailed information from a variety of documents and sources</li> </ul>	<ul style="list-style-type: none"> <li>* locate and draw conclusions from information found in a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>* demonstrate accurate understanding of information from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>* interpret information found in a variety of media sources</li> </ul>

**Reading Content Standard 5****Students gather, synthesize, and evaluate information from a variety of sources and communicate their finds in a way appropriate for their purposes and audiences.****5****6****7****8****Benchmark 5.1 Compare and contrast information and textual elements in print and nonprint material.**

\* compare/contrast information from various sources

\* compare/contrast information from two or more sources

\* compare/contrast and make connections within and among several sources

\* compare/contrast and connect ideas within and among a broad range of sources

**Benchmark 5.2 Make connections, explain relationships among a variety of sources, and integrate similar information.**

\* select and use resource material to investigate a topic

\* understand and use resource materials to investigate a question, topic or issue

\* evaluate the appropriateness of a variety of resource materials for a specific task

\* integrate a variety of resource materials for a specific task

**Benchmark 5.3 Recognize authors' points of view and purposes.**

\* identify authors' points of view and purposes (e.g., inform, entertain, persuade)

\* discuss the authors' points of view and purpose (e.g., inform, entertain, persuade).

\* recognize the authors' points of view and purpose

\* analyze the authors' purposes to write a particular piece of literature

**Benchmark 5.4 Recognize authors' use of language and literary devices to influence readers.**

\* participate in literary discussions based on understanding of text (e.g., authors' use of language, style, perspective).

\* begin to recognize literary devices used by an author to persuade, create images, and evoke feelings

\* recognize literary devices used by an author to persuade, create images and evoke feelings

\* evaluate literary devices used by an author to persuade, create images, and evoke feeling

**Benchmark 5.5 Recognize, express, and defend a point of view.**

\* recognize various points of view

\* recognize and discuss various points of view

\* differentiate and discuss various points of view

\* form and defend points of view of an issue

**9 - 12**

**Reading Curriculum**

**aligned with**

**Montana State Standards**

**Officially Adopted 5/9/00**



**A ninth grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates an understanding of reading material by consistently making and analyzing predictions; draws accurate conclusions; interprets literary elements through aesthetic media, written and oral responses' and paraphrasing.
- ❖ demonstrates guided and independent use of reading strategies and techniques to read fluently with comprehension; interprets and correctly uses literary elements, devices and grade level vocabulary; comprehends and uses three levels of understanding (factual, interpretive and evaluative) to analyze content area reading.
- ❖ identifies and discusses goals and a purpose for reading.
- ❖ articulates purpose for reading; locates, reads and evaluates a variety of sources.
- ❖ selects and analyzes written material; compares / contrasts information and themes; identifies author's purpose and use of literary devices.

**A tenth grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates an understanding of reading material by consistently making and analyzing inferences; identifies cause / effect; interprets literary elements through aesthetic media, written and oral responses; draws accurate conclusions based on implications and paraphrasing.
- ❖ demonstrates independent use of reading strategies and techniques; correctly reads and interprets literary elements, devices, and grade level vocabulary; comprehends and uses three levels of understanding (factual, interpretive and evaluative) to analyze content area reading.
- ❖ establishes goals and a purpose for reading.
- ❖ articulates and analyzes purpose for reading; locates, reads and evaluates a variety of sources considering: authority timeliness, content bias, and relevance.
- ❖ selects and analyzes written material; compares / contrasts information, themes; analyzes author's purpose and use of literary devices.

**An eleventh grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates an understanding of reading material by consistently making and analyzing predictions; draws accurate conclusions, interprets literary elements through aesthetic media, written and oral responses; identifies cause and effect and paraphrasing.
- ❖ demonstrates independent use of reading strategies and techniques to read fluently with comprehension; correctly interprets and evaluates literary elements, devices and grade level vocabulary; comprehends and uses three levels of understanding (factual, interpretive and evaluative) to analyze content area reading.
- ❖ identifies and discusses goals and purpose for reading.
- ❖ articulates purpose for reading; locates, reads and evaluates a variety of sources; formulates conclusions in a thesis-based essay.
- ❖ selects, analyzes, and evaluates written material; compares / contrasts information, themes; analyzes author's purpose and use of literary devices.

**A twelfth grade student at the proficient level demonstrates solid academic performance.**

He/she:

- ❖ demonstrates an understanding of reading by consistently making, analyzing and revising predictions, explains inferences and analyzes casual relationships.
- ❖ demonstrates independent use of reading strategies and techniques to read fluently with comprehension; interprets and evaluates literary elements, devices and grade level vocabulary; understands and applies complex thinking skills in response to information gathered.
- ❖ identifies and discusses goals and a purpose for reading.
- ❖ articulates purpose for reading; locates, reads and evaluates a variety of sources; formulates material into a thesis-structured research paper.
- ❖ selects and analyzes written material; compares / contrasts information and themes; analyzes author's purpose and use of literary devices; formulates arguments with supporting evidence.



# PROPOSED READING CURRICULUM

K-12 Content and Performance Standards: A Framework for Student Learning

**Reading Content Standard 1**      **Students construct meaning as they comprehend, interpret, and respond to what they read.**

*9*

*10*

*11*

*12*

**Benchmark 1**      **Make predictions and describe inferences and connections within material and between new material and previous information experiences.**

- \* make inferences from text and background knowledge
- \* analyze the content area reading, explaining questions, predictions, summaries, or personal experiences related to the content area reading

- \* make inferences from text and background knowledge
- \* identify cause and effect relationships in short stories, novels, and drama
- \* analyze the content area reading, explaining questions, predictions, summaries, or personal experiences related to the content area reading

- \* make inferences from text and background knowledge
- \* identify cause and effect relationships in content area reading
- \* analyze the content area reading, explaining questions, predictions, summaries, or personal experiences related to the content area reading

- \* make and support inferences from text and background knowledge
- \* analyze the content area reading through comparing and contrasting, making and evaluating predictions, the effect and quality of the content area reading, or personal experiences related to the content area reading

**Benchmark 2**      **Integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.**

- \* identify cause/effect relationships
- \* draw accurate conclusions about content area reading based on implication and relate to background knowledge

- \* draw and support accurate conclusions about content area reading based on implication

- \* draw and support accurate conclusions about content area reading based on background knowledge and related concepts

- \* formulate new concepts, synthesizing increasingly complex material with background knowledge to construct meaning

**Reading Content Standard 1****Students construct meaning as they comprehend, interpret, and respond to what they read.****9****10****11****12****Benchmark 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.**

- \* interpret characters, setting, theme, or plot development through dramatic presentations such as original plays, readers' theater, choral reading, and other activities of oral interpretation
- \* express and present personal interpretation of content area reading through aesthetic media, written and oral responses
- \* show through the oral and written responses to content area reading an understanding of the reading at a personal level

- \* interpret characters, setting, theme, or plot development through dramatic presentations such as original plays, readers' theater, choral reading, and other activities of oral interpretation
- \* express and present personal interpretation of content area reading through aesthetic media, written and oral responses
- \* show through the oral and written responses to content area reading an understanding of the reading at a personal level

- \* interpret characters, setting, theme, or plot development through dramatic presentations such as original plays, readers' theater, choral reading, and other activities of oral interpretation
- \* express and present personal interpretation of content area reading through aesthetic media, written and oral responses
- \* show through the oral and written responses to content area reading an understanding of the reading at a personal level

- \* interpret characters, setting, theme, or plot development through dramatic presentations such as original plays, readers' theater, choral reading, and other activities of oral interpretation, providing a rationale for their choice of format
- \* express, present and evaluate personal interpretation of content area reading through aesthetic media, written and oral responses, reflecting tone and theme
- \* show through the oral and written responses to content area reading an understanding of the reading at a personal level

**Benchmark 4 Demonstrate understanding of main ideas and formulate arguments using supporting evidence.**

- \* demonstrate understanding of main ideas and supporting details while researching a topic
- \* communicate main ideas from content area reading in discussion using critical and creative thinking, and in written response

- \* demonstrate understanding of main ideas and supporting details while researching a topic by formulating well supported arguments
- \* communicate main ideas from content area reading in discussion using critical and creative thinking, and in organized written response

- \* formulate arguments using supporting evidence while researching a topic
- \* communicate main ideas from content area reading in discussion using critical and creative thinking, and in organized written response

- \* formulate arguments using supporting evidence in a research paper
- \* communicate main ideas from content area reading in discussion using critical and creative thinking, and in written response

**Benchmark 5 Accurately paraphrase reading material, reflecting tone and point of view**

- \* paraphrase content area reading to show understanding of the author's meaning and point of view

- \* paraphrase content area reading to show understanding of the author's meaning and point of view

- \* paraphrase fiction and non-fiction, to show understanding of the author's meaning, tone, and point of view

- \* paraphrase fiction and non-fiction, to show understanding of the author's meaning, tone, and point of view

**Reading Content Standard 2****Students apply a range of skills and strategies to read****9****10****11****12****Benchmark 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.**

- \* recognize, differentiate, and correctly use words with multi-meanings through writing, discussion, and applied vocabulary work
- \* identify denotative meaning of words in content reading through the use of dictionaries and context clues
- \* identify denotative and connotative meaning of words in discussion and writing

- \* recognize, differentiate, and correctly use words with multi-meanings through writing, discussion, and applied vocabulary work
- \* identify denotative meaning of words in content reading through the use of dictionaries and context clues
- \* identify denotative and connotative meaning of words in discussion and writing

- \* recognize, differentiate, and correctly use words with multi-meanings through writing, discussion, and applied vocabulary work
- \* analyze and evaluate denotative and connotative meanings of words with relation to tone and style

- \* recognize, differentiate, and correctly use words with multi-meanings through writing, discussion, and applied vocabulary work
- \* analyze and evaluate denotative and connotative meaning of words with relation to tone and style

**Benchmark 2 Identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).**

- \* recognize, analyze and evaluate a variety of literature for plot, sequence, setting, conflict, climax, character, and the interrelationships as developed in the literature
- \* demonstrate correct use of these literary terms
- \* analyze these elements of literature for their contributions to meaning in literary text

- \* recognize, analyze, and evaluate a variety of literature for plot, sequence, setting, conflict, climax, character, and their connections with meaning and theme as developed in the literature
- \* demonstrate correct use of these literary terms

- \* analyze and evaluate a variety of literature for plot, sequence, setting, conflict, climax, character, and their connections with meaning and theme as developed in the literature.
- \* understand and apply correct use of these literary terms

- \* evaluate the interrelationships of literary elements in world literature and their contributions to meaning and theme
- \* apply correct use of these literary terms in analysis

**Reading Content Standard 2****Students apply a range of skills and strategies to read***9**10**11**12***Benchmark 3 Identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism.)**

- \* define, recognize, and analyze the following terms in a variety of literature emphasizing poetry and drama: free verse, blank verse in poetry and poetic drama, rhyme, rhythm, imagery, assonance/consonance, metaphor/simile, alliteration, onomatopoeia, stereotype, symbolism, point of view, and irony
- \* demonstrate correct use of these literary terms
- \* analyze these literary devices for their contributions to meaning in literary text

- \* define, recognize, and analyze the following terms in a variety of literature: poetic devices such as free verse, blank verse, and rhyme; and other literary devices such as imagery, metaphor/simile, stereotype, symbolism, point of view, and irony with an emphasis on figurative language
- \* demonstrate correct use of these literary terms
- \* analyze connections of literary devices to meaning and theme

- \* define, recognize, and analyze the following terms in a variety of literature: poetic devices such as free verse, blank verse in poetry and poetic drama; and other literary devices such as imagery, metaphor/simile, stereotype, symbolism, dialect, irony, poetic justice, point of view, allusion, stream of consciousness, adage/maxim, tone, and local color
- \* demonstrate correct use of these literary terms
- \* analyze connections of literary devices to meaning and theme

- \* understand and evaluate the effect of the following terms in a variety of literature emphasizing poetry and drama: free verse, blank verse in poetry and poetic drama, imagery, figurative language, stereotype, symbolism, irony, comedy/tragedy, soliloquy, satire, parody, epithet, and paradox

**Benchmark 4 Use features and organization of fiction and non-fiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals, and methods of organization).**

- \* demonstrate guided and independent use of the organizational features (paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals, and methods of organization) in content area reading to increase comprehension

- \* demonstrate guided and independent use of the organizational features (paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals, and methods of organization) in content area reading to increase comprehension

- \* demonstrate guided and independent use of the organizational features (paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals, and methods of organization) in content area reading to increase comprehension

- \* demonstrate independent use of the organizational features (paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals, and methods of organization) in content area reading to increase comprehension

**Reading Content Standard 2****Students apply a range of skills and strategies to read***9**10**11**12***Benchmark 5 Adjust fluency, rate, and style of reading to content and purpose of the material.**

- \* adjust reading rate for a variety of purposes including skimming, scanning, in-depth reading, and reading with timed guidelines
- \* participate in pre-reading activities to establish appropriate purpose, style, and rate of reading

- \* adjust reading rate for a variety of purposes including skimming, scanning, in-depth reading, and reading with timed guidelines
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- \* adjust reading rate for a variety of purposes including skimming, scanning, in-depth reading, and reading with timed guidelines
- \* participate in pre-reading activities to establish appropriate purpose, style, and rate of reading

- \* adjust reading rate for a variety of purposes including skimming, scanning, in-depth reading, and reading with timed guidelines
- \* participate in pre-reading activities to establish appropriate purpose, style, and rate of reading

**Benchmark 6 Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.**

- \* apply vocabulary words identified from content reading in discussion and writing
- \* derive meaning of words from written context, spoken context, and reference sources
- \* understand and apply vocabulary related to technology
- \* understand and apply analogies

- \* apply vocabulary words identified from content reading in discussion and writing
- \* derive meaning of words from written and spoken context, and reference sources
- \* understand and apply vocabulary related to technology

- \* apply vocabulary words identified from content reading in discussion and writing
- \* derive meaning of words from written and spoken context, and reference sources
- \* understand and apply vocabulary related to technology

- \* apply vocabulary words identified from content reading in discussion and writing
- \* develop vocabulary by examining the history of the English language, specifically word origins and word families
- \* derive meaning of words from written context, spoken context, and reference sources
- \* understand and apply vocabulary related to technology

**Benchmark 7 Use a variety of reading strategies to comprehend complex material, including self-correcting, rereading, using context, and adjusting rate.**

- \* demonstrate ability to use various reading strategies, such as surveying, questioning, reviewing, and adjusting reading rate in group or individual reading

- \* demonstrate and verbalize ability to use various reading strategies, such as surveying, questioning, reviewing, and adjusting reading rate in group or individual reading

- \* demonstrate and evaluate the use of various reading strategies, such as surveying, questioning, reviewing, and adjusting reading rate in group or individual reading

- \* use various reading strategies independently, such as surveying, questioning, reviewing, and adjusting reading rate

**Reading Content Standard 2****Students apply a range of skills and strategies to read****9****10****11****12****Benchmark 8 Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.**

- \* make, support, and check predictions throughout reading
- \* examine self-understanding of material while reading a selection
- \* comprehends and uses three levels of understanding (factual, interpretive, evaluative)

- \* makes, supports, and checks predictions throughout reading
- \* examines self-understanding of material while reading a selection
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- \* make, support, and check predictions throughout reading
- \* examine self-understanding of material while reading a selection
- \* comprehends and uses three levels of understanding (factual, interpretive, evaluative)

- \* make, support, and check predictions throughout reading
- \* examine self-understanding of material while reading a selection
- \* understands and applies complex thinking skills in response to information gathered

**Reading Content Standard 3****Students set goals, monitor, and evaluate their progress in reading.***9**10**11**12***Benchmark 1 Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.**

- \* identify and discuss various reading strategies for success, and modify as needed

- \* identify and discuss various reading strategies for success, evaluating for effectiveness, and modify as needed

- \* identify and discuss various reading strategies for success, evaluating for effectiveness, and modify as needed

- \* assess and articulate learning and progress, adapting learning strategies to learning strengths and modifying as needed

**Benchmark 2 Analyze reading successes and attainment of reading goals.**

- \* establish purpose for reading appropriate to content area reading
- \* successfully complete reading as assigned
- \* evaluate, orally or in writing, the reading experience

- \* establish purpose for reading appropriate to content area reading
- \* successfully complete reading as assigned
- \* evaluate, orally or in writing, the reading experience

- \* establish purpose for reading appropriate to content area reading
- \* evaluate, orally or in writing, the reading experience

- \* establish purpose for reading appropriate to content area reading

**Benchmark 3 Select authors, subjects, and print and nonprint materials, expressing reasons for recommendations, and information and insights gained.**

- \* select titles and topics for independent reading and research projects, then present reports orally or in writing

- \* select titles and topics for independent reading and research projects, then present conclusions in a formal research paper

- \* select titles and topics for independent reading and research projects, then formulate conclusions in a thesis-based research essay

- \* select titles and topics for independent reading and research projects, formulating and supporting arguments based on insights gained

**Reading Content Standard 4****Students select, read, and respond to print and nonprint material for a variety of purposes.****9****10****11****12****Benchmark 1 Integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading).**

- \* discuss reactions to content area reading, relating reading to personal experience
- \* choose books for independent reading

- \* discuss reactions to content area reading, relating reading to personal experience
- \* choose books for independent reading based on interest and need

- \* discuss reactions to content area reading, relating reading to personal experience
- \* choose books for independent reading based on various purposes and needs

- \* discuss reactions to content area reading, relating reading to personal experience
- \* develop and communicate personal tastes and preferences for lifelong reading
- \* recognize various purposes and needs for reading

**Benchmark 2 Read to evaluate appropriate resource material for a specific task.**

- \* locate and read a variety of sources during the research process, applying a standard research format such as Modern Language Association (MLA) for citation
- \* evaluate the validity of sources considering authority, timeliness, content, bias and relevance

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- \* evaluate the validity of sources considering authority, timeliness, content, bias and relevance

- \* locate and read a variety of sources during the research process, applying a standard research format such as Modern Language Association (MLA) for citation
- \* synthesize information from a variety of sources during the research process
- \* evaluate the validity of sources considering authority, timeliness, content, bias and relevance



**Reading Content Standard 4****Students select, read, and respond to print and nonprint material for a variety of purposes.****9****10****11****12****Benchmark 3 Locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information).**

- \* locate varied, multiple resources in a library
- \* use technology to locate reference materials, periodicals, and data
- \* use research methods, including standard research format, such as Modern Language Association (MLA) for citation, to create a short research report

- \* locate varied, multiple resources in the library, using electronic sources appropriately
- \* use technology to locate reference materials, periodicals, and data
- \* use research methods, including standard research format, such as Modern Language Association (MLA) for citation, to create a well-developed research paper

- \* locate varied, multiple resources in libraries, community and government resources
- \* use technology to locate reference materials, periodicals, and data
- \* use research methods, including standard research format, such as Modern Language Association (MLA) for citation, to create a well-developed research essay

- \* locate varied, multiple resources in libraries, community and government resources
- \* use technology to locate reference materials, periodicals, and data
- \* use research methods, including standard research format, such as Modern Language Association (MLA) for citation, to create a well-developed thesis-based research paper

**Benchmark 4 Read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals).**

- \* memorize specific information and/or selections
- \* read, examine, and utilize reference materials and informational books for gathering information to apply to content instruction

- \* memorize specific information and/or selections
- \* read, examine, and utilize reference materials and informational books for gathering information to apply to content instruction

- \* memorize specific information and/or selections
- \* read, examine, and utilize reference materials and other non-fiction sources

- \* memorize specific information and/or selections
- \* read, examine, and utilize reference materials and other non-fiction sources

**Reading Content Standard 4****Students select, read, and respond to print and nonprint material for a variety of purposes.****9****10****11****12****Benchmark 5 Read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).**

- \* read and analyze works pertaining to content area
- \* analyze, discuss, and support reasons for the author's writing
- \* analyze and compare the writings of various authors on related subjects or themes in content area reading
- \* examine, appreciate, and analyze a variety of literature related to content area reading

- \* read and analyze works pertaining to content area
- \* analyze, discuss, and support reasons for the author's writing
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- \* analyze, discuss, and support reasons for the author's writing
- \* analyze and compare the writings of various authors on related subjects or themes in content area reading
- \* examine, appreciate, and analyze a variety of literature related to content area reading

**Benchmark 6 Read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).**

- \* discuss and evaluate, orally and in writing, issues related to social and civic responsibilities as they occur in content

- \* discuss and evaluate, orally and in writing, issues related to social and civic responsibilities as they occur in content

- \* discuss and evaluate, orally and in writing, issues related to social and civic responsibilities as they occur in content

- \* read, evaluate, and create material related to social and civic responsibilities

**Benchmark 7 Locate, read, analyze, and evaluate information from a variety of sources, (e.g., manuals, instructions, flowcharts, television, Internet).**

- \* locate varied, multiple resources in a library
- \* use technology to locate reference materials, periodicals, and data
- \* use research methods, including standard citation format, to create a short research report
- use and interpret charts, tables and graphs

- \* locate varied, multiple resources in the library, using electronic sources appropriately
- \* use technology to locate reference materials, periodicals, and data
- \* use research methods, including standard citation format, to create well-developed research papers
- use and interpret charts, tables and graphs

- \* locate varied, multiple resources in libraries, community and government resources
- \* use technology to locate reference materials, periodicals, and data
- \* use research methods, including standard citation format, to create a well-developed research essay
- use and interpret charts, tables and graphs

- \* locate varied, multiple resources in libraries, community and government resources
- \* use technology to locate reference materials, periodicals, and data
- \* use research methods, including standard citation format to create a well-developed thesis-based research paper
- use and interpret charts, tables and graphs

**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.**

**9****10****11****12**

**Benchmark 1 Compare and contrast information and broad themes within and among a variety of information sources.**

\* recognize, list, and discuss similarities and differences in information and themes

\* compare and contrast content and themes through discussion and writing

\* compare and contrast content and themes through discussion and writing, applying background knowledge

\* compare and contrast information, themes, and social implications, using a variety of sources

**Benchmark 2 Logically synthesize information from a complex range of print and nonprint sources.**

\* create a simple outline to analyze a range of reference materials for research purposes  
\* organize material into a research report, using paragraph structure

\* create a detailed outline to analyze a range of reference materials for research purposes  
\* organize material into a research paper, using paragraph structure

\* create a detailed formal outline to analyze a range of reference materials for research purposes  
\* organize material into a thesis-structured research essay

\* create a detailed formal outline to analyze a range of reference materials for research purposes  
\* organize material into a thesis-structured research paper

**Benchmark 3 Apply basic principles of formal logic to print and nonprint material.**

\* formulate generalizations from specific information gathered from content area reading, e.g., pros and cons, causes, and solutions  
\* synthesize information related to content and study to predict consequences, following principles of induction  
\* identify components of a problem, following principles of deduction

\* formulate and support generalizations from specific information gathered from content area reading, e.g., pros and cons, causes, and solutions  
\* synthesize information related to content study to predict consequences, following principles of induction  
\* identify components of a problem, following principles of deduction

\* formulate and support generalizations from specific information gathered from content area reading, e.g., pros and cons, causes, and solutions  
\* synthesize information related to content and study to predict consequences, following principles of induction  
\* identify components of a problem, following principles of deduction

\* recognize and apply basic principles of formal logic  
\* formulate generalizations from specific information gathered from content area reading, e.g., pros and cons, causes, and solutions  
\* synthesize information related to content study to predict consequences, following principles of induction  
\* identify components of a problem, following principles of deduction

**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.**

**9**

**10**

**11**

**12**

**Benchmark 4 Analyze use of evidence, logic, language devices, and bias as strategies to influence readers.**

\* recognize author's purpose for writing in content reading to influence readers

\* recognize author's purpose for writing in content reading to influence readers  
\* differentiate between fact and opinion  
\* recognize the indicators and effects of point of view in content area reading

\* recognize author's purpose for writing in content reading to influence readers  
\* recognize and analyze bias in content area reading  
\* recognize the indicators and effects of point of view in content area reading

\* recognize author's purpose for writing to influence readers in content reading  
\* analyze author's use of language devices, tone, and logic as rhetorical tools