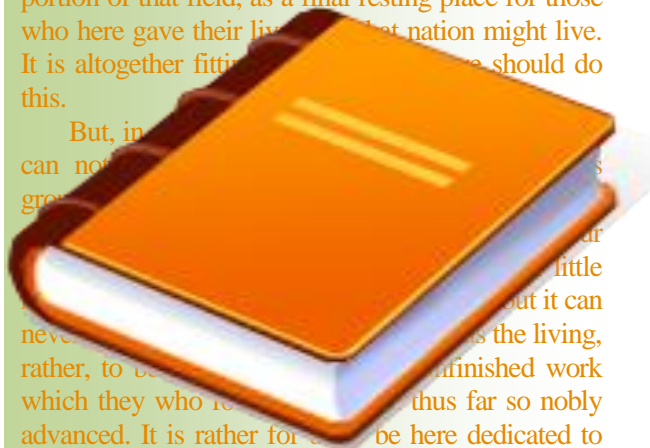


Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- these grounds. The brave men, living and dead, who struggled here, have consecrated it, far more our honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.



KANSAS EXTENDED READING STANDARDS

Special Education Services, Kansas State Department of Education July 2009



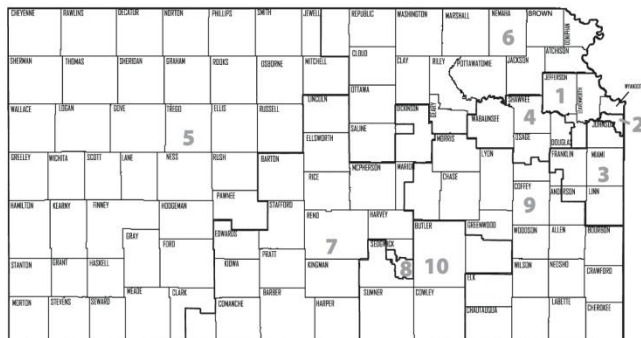
Kansas State Board of Education
120 S.E. 10th Avenue ▪ Topeka, Kansas 66612-1182

Education Priorities of the Kansas State Board of Education

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post-secondary education) by:

- redesigning the delivery system to meet our students' changing needs;
- providing an effective educator in every classroom;
- ensuring a visionary and effective leader in every school; and
- improving communication with all constituent groups and policy partners.

Kansas State Board of Education
Adopted 9/2007



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Introduction

This document is the revised edition of the *Kansas Extended Reading Standards* that align with the grade levels listed in the *Kansas Curricular Reading Standards*. These revised extended reading standards were developed by a number of educators, administrators, and education consultants during 2009-2009 school year. The focus of the group was to revise the clarifying examples in support of the general education reading standards at the student's grade level. The clarifying examples have been removed from this document and will be posted at www.ksde.org

The *Kansas Extended Reading Standards* guide the direction of instruction and the development of Individualized Education Program (IEP) goals for students Grades 3 – 8 and High School who are eligible to take the Kansas Alternate Assessment (KAA). These extended standards are designed for students who require substantial adjustments in the general education reading curriculum in order to participate with their nondisabled peers. When using this document, it is important for students' IEP teams to remember the extended reading standards, benchmarks, and indicators are taught at the appropriate grade level using chronologically age appropriate contexts and materials in academic settings.

Individuals with Disabilities Education Improvement Act (IDEA, 2004) Background

Section 614(d)(VI)(bb): “if the IEP Team determines that the child shall take an alternate assessment on a particular State or district wide assessment of student achievement, a statement of why – (AA) the child cannot participate in the regular assessment; and (BB) the particular alternate assessment selected is appropriate for the child;”

Accordingly, the Kansas Extended Reading Standards were developed to be consistent with the general reading standards for the purpose of ensuring that the education of all students, including those with the most significant disabilities, is uniform with goals and standards for students without disabilities as established by the Kansas State Board of Education (KSBE). Furthermore, Kansas is required to develop an alternate assessment for students with disabilities who are unable to participate in regular state and district assessments. In keeping with this requirement, the extended standards serve as the basis for the development of the Kansas Alternate Assessment (KAA).

Section 611(1)(16)(A): In general – All children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicted in their respective individualized education programs.

Ⓢ(i) In general – The state (or, in the case of a district wide assessment the local education agency) has developed and implemented guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments.

(ii) Requirements for Alternate Assessments – The guidelines under this clause (i) shall provide for alternate assessments that – (I) are aligned with the State's challenging academic content standards and challenging student academic achievement standards;

(iii) Conduct of alternate Assessments – The state conducts the alternate assessments described in the subparagraph.

Title 1 – No Child Left Behind Act (NCLB, 2001) Background

34 C.F.R. 200 1(d): Alternative academic achievement standards. For students under section 602(3) of the Individuals with Disabilities Education Act with the most significant cognitive disabilities who take an alternate assessment, a State may through a documented and validated standards setting process, define alternate academic achievement standards, provided those standards—

(1) Are aligned with the State's academic content standards;

(2) Promote access to the general curriculum; and

(3) Reflect professional judgment of the highest achievement standards possible.

Kansas is required to hold all students to the same standards except that these regulations permit States to measure the achievement of students with the most significant cognitive disabilities based on alternate achievement standards. For the content area of reading, these standards are titled, The Kansas Extended Reading Standards. Alternate achievement standards are acceptable only for the small number of students with the most significant cognitive disabilities. The use of “highest learning standards possible” is intended to reflect the alternate achievement standards should be no less challenging for students with the most significant cognitive disabilities than for their peers without disabilities.

Definitions

The following definitions clarify the four levels of this extended standards document. These definitions are closely aligned with the definitions that are used in *The Kansas Curricular Reading Standards*.

Standard

A curricular standard is a general statement of what a student should know and be able to do in academic subjects.

Benchmark

A benchmark is a specific statement of what a student should know and be able to do. Benchmarks are used to measure a student's progress toward meeting a standard. Benchmarks are listed in hierarchical order under a standard.

Indicator

An indicator is a statement of the knowledge or skills that a student demonstrates in order to meet a benchmark. Indicators are important in understanding the benchmarks and standards. Where possible, the indicators are listed in hierarchical order under a benchmark that progress from lower-level to higher-level indicators.

Clarifying Examples – have been removed from this document and are posted at www.ksde.org

Clarifying examples propose how a student might demonstrate a skill listed in the indicator that is academic or school based. Clarifying

reading examples are not listed in hierarchical order. The clarifying reading examples are closely related to the Present Levels of Academic Achievement and Functional Performance [PLAAFP (IDEA, 2004)]. These general areas are those in which the student receives instruction to practice, maintain, and generalize skills. The clarifying examples provide a clear connection between the standards and instructional practice.

Abbreviations for General and Extended Reading Indicators

General: R.3.1.3.2 means ® Reading, (3) 3rd Grade, (1) Standard 1, (3) Benchmark 3, (2) Indicator 2

Extended: ER.1.1.10 means (ER) Extended Reading, (1) Standard 1, (1) Benchmark 1, (10) Indicator 10. The extended benchmarks and indicators are hierarchical or increase in skill complexity. For example, Extended Indicator 10 is a more complex skill than Extended Indicator 4.

Use of This Document

This document may be used for a variety of purposes to assist Kansas' teachers in planning local curriculum and assessments for students with significant cognitive disabilities in reading. *The Kansas Extended Reading Standards* document is intended to provide a curricular focus; it is not a state-mandated curriculum. In addition, the document provides a resource that can be used in developing the student's IEP.

Educators should use this document to:

- serve as a guide for instruction,
- use as a guide for developing IEP goals,
- select extended reading indicators to be assessed on *The Kansas Alternate Assessment*, and
- understand what is assessed in each grade level on *The Kansas State General Assessment*

General & Extended Reading Standards
(Grade Level Aligned)

3rd Grade – Reading

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

General Indicator	Extended Indicators
<p>R.3.1.3.2 ▲determines the meaning of unknown words or phrases using context clues (definitions, restatements, examples, descriptions) from sentences or paragraphs.</p>	<p>ER.1.3.3 assigns meaning to spoken words/manual signs ER.1.3.6 demonstrates understanding of multiple meanings of words</p>
<p>R.3.1.3.5 ▲determines meaning of words through knowledge of word structure (compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes).</p>	<p>ER.1.1.4 matches and/or discriminates patterns ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics ER.1.2.2 demonstrates understanding of a variety of word recognition strategies ER.1.3.4 assigns meaning to a symbol system (graphic or braille) ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words</p>
<p>R.3.1.4.2 ▲understands the purpose of text features (▲title, ▲graphs and charts, ▲table of contents, ▲pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate level texts.</p>	<p>ER.1.2.1 demonstrates understanding of concepts of print ER.1.2.3 demonstrates understanding of conventions to read expressively ER.1.4.1 demonstrates understanding of symbolic features to follow a routine ER.1.4.3 follows a schedule</p>
<p>R.3.1.4.5 ▲uses information from the text to make inferences and draw conclusions</p>	<p>ER.1.3.1 assigns meaning to objects ER.1.3.2 assigns meaning to picture or photograph ER.1.4.2 interpret information indicating change in routine(s) ER.1.4.8 connects predictions with information provided</p>
<p>R.3.1.4.8 ▲compares and contrasts information (topics, characters) in a text.</p>	<p>ER.1.1.3 matches picture to object ER.1.4.7 discriminates similarities and/or differences</p>

3rd Grade – Reading

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

General Indicator	Extended Indicators
R.3.1.4.9 ▲ links causes and effects in appropriate level narrative and expository texts.	ER.1.4.6 demonstrates understanding of cause and effect
R.3.1.4.10 ▲ re-tells main ideas or events as well as supporting details in narrative and expository texts.	ER.1.4.11 re-tells or summarizes reading material in sequence
R.3.1.4.11 ▲ identifies the topic, main idea(s), and supporting details in appropriate level texts.	ER.1.1.1 assigns meaning to visual symbols ER.1.1.2 assigns meaning to auditory symbols ER.1.4.9 demonstrates understanding of the basic message of text ER.1.4.10 identifies simple detail and/or facts in messages to support understanding

3rd Grade – Literature

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

General Indicator	Extended Indicators
R.3.2.1.1 ▲ identifies and describes characters' physical traits, basic personality traits, and actions.	ER.2.1.1 recognizes or identifies characters ER.2.1.2 relates character's traits to student's life ER.2.2.1 identifies examples of diversity
R.3.2.1.2 ▲ identifies and describes the setting (environment, time of day or year, historical period, situation, place) of the story or literary text.	ER.2.1.3 recognizes or identifies detail of setting, action occurring, etc. ER.2.1.4 distinguishes between past, present, and/or future. ER.2.1.5 relates setting to student's life ER.2.2.2 identifies or relates customs in literature to student's life

4th Grade – Reading

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

General Indicator	Extended Indicators
<p>R.4.1.3.1 ▲ determines the meaning of words or phrases by using context clues (definitions, restatements, examples, descriptions) from sentences or paragraphs.</p>	<p>ER.1.3.3 assigns meaning to spoken words/manual signs ER.1.3.6 demonstrates understanding of multiple meanings of words</p>
<p>R.4.1.3.4 ▲ determines meaning of words through knowledge of word structure (compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).</p>	<p>ER.1.1.4 matches and/or discriminates patterns ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics ER.1.2.2 demonstrates understanding of a variety of word recognition strategies ER.1.3.4 assigns meaning to a symbol system (graphic or braille) ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words</p>
<p>R.4.1.4.2 ▲ understands the purpose of text features (title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/illustrations, ▲ boldface type, ▲ italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate level texts.</p>	<p>ER.1.2.1 demonstrates understanding of concepts of print ER.1.2.3 demonstrates understanding of conventions to read expressively ER.1.4.1 demonstrates understanding of symbolic features to follow a routine ER.1.4.3 follows a schedule</p>
<p>R.4.1.4.5 ▲ uses information from the text to make inferences and draw conclusions.</p>	<p>ER.1.3.1 assigns meaning to objects ER.1.3.2 assigns meaning to picture or photograph ER.1.4.2 interpret information indicating change in routine(s) ER.1.4.8 connects predictions with information provided</p>

4th Grade – Reading

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

General Indicator	Extended Indicators
<p>R.4.1.4.7 ▲compares and contrasts information (topic, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate level text(s) and identifies compare-contrast signal words.</p>	<p>ER.1.1.3 matches picture to object ER.1.4.7 discriminates similarities and/or differences</p>
<p>R.4.1.4.8 ▲links causes and effects in appropriate level narrative and expository texts.</p>	<p>ER.1.4.6 demonstrates understanding of cause and effect</p>
<p>R.4.1.4.9 ▲retells main ideas or events as well as supporting details in appropriate level narrative, expository, and technical texts.</p>	<p>ER.1.4.11 re-tells or summarizes reading material in sequence</p>
<p>R.4.1.4.10 identifies the topic, main idea(s), and supporting details in appropriate level texts.</p>	<p>ER.1.1.1 assigns meaning to visual symbols ER.1.1.2 assigns meaning to auditory symbols ER.1.4.9 demonstrates understanding of the basic message of text ER.1.4.10 identifies simple detail and/or facts in messages to support understanding</p>
<p>R.4.1.4.11 ▲identifies the author's purpose (to persuade, ▲to entertain, ▲to inform)</p>	<p>ER.1.4.14 demonstrates understanding of irony and sarcasm</p>
<p>R.4.1.4.14 ▲distinguishes between fact and opinion in various types of appropriate level texts</p>	<p>ER.1.4.13 understands figurative language.</p>

4th Grade – Literature

Standard 2: The student responds to a variety of texts.

General Indicator	Extended Indicators
R.4.2.1.1 ▲ identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	ER.2.1.1 recognizes or identifies a characters ER.2.1.2 relates character's traits to student's life ER.2.2.1 identifies examples of diversity
R.4.2.1.2 ▲ identifies and describes the setting (environment, time of day or year, historical period, situation, place) of the story or literary text.	ER.2.1.3 recognizes or identifies detail of setting, action occurring, etc. ER.2.1.4 distinguishes between past, present, and/or future. ER.2.1.5 relates setting to student's life ER.2.2.2 identifies or relates customs in literature to student's life
R.4.2.1.3 ▲ identifies or describes the major conflict in a story and how it is resolved.	ER.2.1.6 demonstrates understanding of the meaning of the story ER.2.1.7 relates story events to events in the student's life ER.2.1.8 identifies fiction and nonfiction ER.2.2.4 identifies or distinguishes literature from different genres ER.2.2.5 identifies or distinguishes literature from different media

5th Grade – Reading

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

General Indicator	Extended Indicators
<p>R.5.1.3.1 ▲determines the meaning of words or phrases by using context clues (definitions, restatements, examples, descriptions) from sentences or paragraphs.</p>	<p>ER.1.3.3 assigns meaning to spoken words/manual signs ER.1.3.6 demonstrates understanding of multiple meanings of words</p>
<p>R.5.1.3.4 ▲determines meaning of words through knowledge of word structure (contractions, ▲ root words, ▲ prefixes, ▲ suffixes).</p>	<p>ER.1.1.4 matches and/or discriminates patterns ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics ER.1.2.2 demonstrates understanding of a variety of word recognition strategies ER.1.3.4 assigns meaning to a symbol system (graphic or braille) ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words</p>
<p>R.5.1.4.2 ▲understands the purpose of text features (title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, ▲glossary, ▲index, ▲headings, ▲subheadings, topic and summary sentences, ▲captions) and uses such features to locate information in and to gain meaning from appropriate level texts.</p>	<p>ER.1.2.1 demonstrates understanding of concepts of print ER.1.2.3 demonstrates understanding of conventions to read expressively ER.1.4.1 demonstrates understanding of symbolic features to follow a routine ER.1.4.3 follows a schedule</p>
<p>R.5.1.4.5 ▲uses information from the text to make inferences and draw conclusions.</p>	<p>ER.1.3.1 assigns meaning to objects ER.1.3.2 assigns meaning to picture or photographs ER.1.4.2 interpret information indicating change in routine(s) ER.1.4.8 connects predictions with information provided</p>
<p>R.5.1.4.7 ▲compares and contrasts varying aspects (topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate level texts.</p>	<p>ER.1.1.3 matches picture to object ER.1.4.7 discriminates similarities and/or differences</p>

5th Grade – Reading

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

General Indicator	Extended Indicators
R.5.1.4.8 ▲ links causes and effects in appropriate level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.	ER.1.4.6 demonstrates understanding of cause and effect
R.5.1.4.9 ▲ re-tells main ideas or events as well as supporting details in appropriate level narrative, expository, persuasive, and technical texts.	ER.1.4.11 re-tells or summarizes reading material in sequence
R.5.1.4.10 ▲ identifies the topic, main idea(s), supporting details, and theme(s) in appropriate level texts.	ER.1.1.1 assigns meaning to visual symbols ER.1.1.2 assigns meaning to auditory symbols ER.1.4.9 demonstrates understanding of the basic message of text ER.1.4.10 identifies simple detail and/or facts in messages to support understanding
R.5.1.4.11 ▲ identifies the author's purpose (to persuade, to entertain, to inform).	ER.1.4.14 demonstrates understanding of irony and sarcasm
R.5.1.4.15 ▲ distinguishes between fact and opinion and recognizes propaganda (advertising, media) in various types of appropriate level texts.	ER.1.4.13 understands figurative language.

5th Grade – Literature

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

General Indicator	Extended Indicators
R.5.2.1.1 ▲ identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	ER.2.1.1 recognizes or identifies characters ER.2.1.2 relates character's traits to student's life ER.2.2.1 identifies examples of diversity
R.5.2.1.2 ▲ identifies and describes the setting (environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	ER.2.1.3 recognizes or identifies detail of setting, action occurring, etc. ER.2.1.4 distinguishes between past, present, and/or future. ER.2.1.5 relates setting to student's life ER.2.2.2 identifies or relates customs in literature to student's life
R.5.2.1.3 ▲ identifies and describes the major conflict in a story and major events related to the conflict (problem or conflict, climax, resolution).	ER.2.1.6 demonstrates understanding of the meaning of the story ER.2.1.7 relates story events to events in the student's life ER.2.1.8 identifies fiction and nonfiction ER.2.2.4 identifies or distinguishes literature from different genres ER.2.2.5 identifies or distinguishes literature from different media

6th Grade– Reading

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

General Indicator	Extended Indicators
<p>R.6.1.3.1 ▲determines the meaning of words or phrases using context clues (definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.</p>	<p>ER.1.3.3 assigns meaning to spoken words/manual signs ER.1.3.6 demonstrates understanding of multiple meanings of words</p>
<p>R.6.1.3.4 ▲determines meaning of words through knowledge of word structure (▲root words, ▲prefixes, ▲suffixes).</p>	<p>ER.1.1.4 matches and/or discriminates patterns ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics ER.1.2.2 demonstrates understanding of a variety of word recognition strategies ER.1.3.4 assigns meaning to a symbol system (graphic or braille) ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words</p>
<p>R.6.1.3.5 ▲identifies and determines the meaning of figurative language including ▲similes, ▲metaphors, ▲analogies, hyperbole, onomatopoeia, personification, and idioms.</p>	<p>ER.1.4.13 understands figurative language</p>
<p>R.6.1.4.2 ▲understands the purpose of text features (title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate level texts.</p>	<p>ER.1.2.1 demonstrates understanding of concepts of print ER.1.2.3 demonstrates understanding of conventions to read expressively ER.1.4.1 demonstrates understanding of symbolic features to follow a routine ER.1.4.3 follows a schedule</p>
<p>R.6.1.4.5 ▲uses information from the text to make inferences and draw conclusions.</p>	<p>ER.1.3.1 assigns meaning to objects ER.1.3.2 assigns meaning to picture or photographs ER.1.4.2 interpret information indicating change in routine(s) ER.1.4.8 connects predictions with information provided</p>

6th Grade– Reading

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

General Indicator	Extended Indicators
<p>R.6.1.4.6 ▲ analyzes how text structure (sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.</p>	<p>ER.1.4.4 follows directions ER.1.4.5 understands sequence for different text structure</p>
<p>R.6.1.4.7 ▲ compares and contrasts varying aspects (characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate level texts.</p>	<p>ER.1.1.3 matches picture to object ER.1.4.7 discriminates similarities and/or differences</p>
<p>R.6.1.4.8 ▲ explains cause-effect relationships in appropriate level narrative, expository, technical, and persuasive texts.</p>	<p>ER.1.4.6 demonstrates understanding of cause and effect</p>
<p>R.6.1.4.9 uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details) from appropriate- level narrative, expository, persuasive, and technical texts in logical order.</p>	<p>ER.1.4.11 re-tells or summarizes reading material in sequence</p>
<p>R.6.1.4.10 ▲ identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate level text.</p>	<p>ER.1.1.1 assigns meaning to visual symbols ER.1.1.2 assigns meaning to auditory symbols ER.1.4.9 demonstrates understanding of the basic message of text ER.1.4.10 identifies simple detail and/or facts in messages to support understanding</p>
<p>R.6.1.4.11 ▲ identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose.</p>	<p>ER.1.4.14 demonstrates understanding of irony and sarcasm</p>
<p>R.6.1.4.14 ▲ identifies or describes evidence that supports conclusions in persuasive text.</p>	<p>ER.1.4.12 demonstrates oral/silent reading skills that focus on the meaning of the text</p>
<p>R.6.1.4.15 ▲ distinguishes between fact and opinion, and recognizes propaganda (advertising, media), bias, and stereotypes in various types of appropriate level texts.</p>	<p>ER.1.4.13 understands figurative language</p>

6th Grade – Literature

Standard 2: The student responds to a variety of texts.

General Indicator	Extended Indicators
<p>R.6.2.1.1 ▲ describes different aspects of major and minor <i>characters</i> (their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the <i>plot</i>, including resolution of the major conflict.</p>	<p>ER.2.1.1 recognizes or identifies a characters ER.2.2.2 relates character's traits to student's life ER.2.1.8 identifies examples of diversity</p>
<p>R.6.2.1.2 ▲ identifies and describes the <i>setting</i> (environment, time of day or year, historical period, situation, place) and explains the importance of the <i>setting</i> to the story or literary text.</p>	<p>ER.2.1.3 recognizes or identifies detail of setting, action occurring, etc. ER.2.1.4 distinguishes between past, present, and/or future. ER.2.2.1 identifies examples of diversity ER.2.3.2 identifies or relates customs in literature to student's life</p>
<p>R.6.2.1.3 ▲ identifies major and minor events related to the conflict in a story (problem or conflict, climax, resolution) and explains how one event gives rise to another.</p>	<p>ER.2.1.2 demonstrates understanding of the meaning of the story ER.2.2.3 relates story events to events in the student's life ER.2.1.8 identifies fiction and non fiction ER.2.2.4 identifies or distinguishes literature from different genres ER.2.2.5 identifies or distinguishes literature from different media</p>

7th Grade – Reading

Standard 1: The student reads and comprehends text.

General Indicator	Extended Indicators
<p>R.7.1.3.1 ▲determines meaning of words or phrases using context clues (definitions, restatements, examples, descriptions, comparison and contrast, clue words) from sentences and paragraphs.</p>	<p>ER.1.3.3 assigns meaning to spoken words/manual signs ER.1.3.6 demonstrates understanding of multiple meanings of words</p>
<p>R.7.1.3.3 ▲determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.</p>	<p>ER.1.1.4 matches and/or discriminates patterns ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics ER.1.2.2 demonstrates understanding of a variety of word recognition strategies ER.1.3.4 assigns meaning to a symbol system (graphic or braille) ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words</p>
<p>R.7.1.3.4 ▲identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, and idioms.</p>	<p>ER.1.4.13 understands figurative language</p>
<p>R.7.1.4.2 ▲understands the purpose of text features (title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate level texts.</p>	<p>ER.1.2.1 demonstrates understanding of concepts of print ER.1.2.3 demonstrates understanding of conventions to read expressively ER.1.4.1 demonstrates understanding of symbolic features to follow a routine ER.1.4.3 follows a schedule</p>
<p>R.7.1.4.5 ▲uses information from the text to make inferences and draw conclusions.</p>	<p>ER.1.3.1 assigns meaning to objects ER.1.3.2 assigns meaning to picture or photographs ER.1.4.2 interpret information indicating change in routine(s) ER.1.4.8 connects predictions with information provided</p>

7th Grade – Reading

Standard 1: The student reads and comprehends text.

General Indicator	Extended Indicators
<p>R.7.1.4.6 ▲analyzes how text structure (sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.</p>	<p>ER.1.4.4 follows directions ER.1.4.5 understands sequence for different text structure</p>
<p>R.7.1.4.7 ▲compares and contrasts varying aspects (characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate level texts.</p>	<p>ER.1.1.3 matches picture to object ER.1.4.7 discriminates similarities and/or differences</p>
<p>R.7.1.4.8 ▲explains cause-effect relationships in appropriate level narrative, expository, technical, and persuasive texts.</p>	<p>ER.1.4.6 demonstrates understanding of cause and effect</p>
<p>R.7.1.4.9 ▲uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details) from appropriate level narrative, expository, technical, and persuasive texts in logical order.</p>	<p>ER.1.4.11 re-tells or summarizes reading material in sequence</p>
<p>R.7.1.4.10 ▲identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate level text.</p>	<p>ER.1.1.1 assigns meaning to visual symbols ER.1.1.2 assigns meaning to auditory symbols ER.1.4.9 demonstrates understanding of the basic message of text ER.1.4.10 identifies simple detail and/or facts in messages to support understanding</p>
<p>R.7.1.4.11 ▲explains the relationship between elements of an author's style in a text (word choice, sentence structure) and his or her purpose for writing the text.</p>	<p>ER.1.4.14 demonstrates understanding of irony and sarcasm</p>

7th Grade – Reading

Standard 1: The student reads and comprehends text.	
General Indicator	Extended Indicators
R.7.1.4.14 ▲ identifies the author's position in a persuasive text and describes techniques the author uses to support that position (bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).	ER.1.4.12 demonstrates oral/silent reading skills that focus on the meaning of the text
R.7.1.4.15 ▲ distinguishes between fact and opinion, and recognizes propaganda (advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate level texts.	ER.1.4.13 understands figurative language

7th Grade – Literature

Standard 2: The student responds to a variety of texts.

General Indicator	Extended Indicators
R.7.2.1.1 ▲ describes different aspects of major and minor characters (their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.	ER.2.1.1 recognizes or identifies characters ER.2.1.2 relates character's traits to student's life ER.2.2.1 identifies examples of diversity
R.7.2.1.2 ▲ identifies and describes the setting (environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (character, plot).	ER.2.1.3 recognizes or identifies detail of setting, action occurring, etc. ER.2.1.4 distinguishes between past, present, and/or future. ER.2.1.5 relates setting to student's life ER.2.2.2 identifies or relates customs in literature to student's life
R.7.2.1.3 ▲ identifies major and minor elements of the plot (problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	ER.2.1.6 demonstrates understanding of the meaning of the story ER.2.1.7 relates story events to events in the student's life ER.2.1.8 identifies fiction and non fiction ER.2.2.4 identifies or distinguishes literature from different genres ER.2.2.5 identifies or distinguishes literature from different media

8th Grade – Reading

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

General Indicator	Extended Indicators
<p>R.8.1.3.1 ▲determines meaning of words or phrases using context clues (definitions, restatements, examples, descriptions, comparison-contrast, and cause-effect) from sentences or paragraphs.</p>	<p>ER.1.3.3 assigns meaning to spoken words/manual signs ER.1.3.6 demonstrates understanding of multiple meanings of words</p>
<p>R.8.1.3.3 ▲ determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲ roots, ▲prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.</p>	<p>ER.1.1.4 matches and/or discriminates patterns ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics ER.1.2.2 demonstrates understanding of a variety of word recognition strategies ER.1.3.4 assigns meaning to a symbol system (graphic or braille) ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words</p>
<p>R.8.1.3.4 ▲identifies and determines the meaning of figurative language including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, ▲idioms, ▲imagery, and symbolism.</p>	<p>ER.1.4.13 understands figurative language</p>
<p>R.8.1.4.2 ▲understands the purpose of text features (title, graphs/ charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, sub-headings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate level texts.</p>	<p>ER.1.2.1 demonstrates understanding of concepts of print ER.1.2.3 demonstrates understanding of conventions to read expressively ER.1.4.1 demonstrates understanding of symbolic features to follow a routine ER.1.4.3 follows a schedule</p>
<p>R.8.1.4.5 ▲uses information from the text to make inferences and draw conclusions.</p>	<p>ER.1.3.1 assigns meaning to objects ER.1.3.2 assigns meaning to picture or photographs ER.1.4.2 interpret information indicating change in routine(s) ER.1.4.8 connects predictions with information provided</p>

8th Grade – Reading

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

General Indicator	Extended Indicators
<p>R.8.1.4.6 ▲analyzes how text structure (sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text</p>	<p>ER.1.4.4 follows directions ER.1.4.5 understands sequence for different text structure</p>
<p>R.8.1.4.7 ▲compares and contrasts varying aspects (characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques) in one or more appropriate level texts.</p>	<p>ER.1.1.3 matches picture to object ER.1.4.7 discriminates similarities and/or differences</p>
<p>R.8.1.4.8 ▲explains cause-effect relationships in appropriate level narrative, expository, technical, and persuasive texts.</p>	<p>ER.1.4.6 demonstrates understanding of cause and effect</p>
<p>R.8.1.4.9 ▲uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details) from appropriate level narrative, expository, technical, and persuasive texts in logical order.</p>	<p>ER.1.4.11 re-tells or summarizes reading material in sequence</p>
<p>R.8.1.4.10 ▲identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate level text.</p>	<p>ER.1.1.1 assigns meaning to visual symbols ER.1.1.2 assigns meaning to auditory symbols ER.1.4.9 demonstrates understanding of the basic message of text ER.1.4.10 identifies simple detail and/or facts in messages to support understanding</p>
<p>R.8.1.4.11 ▲explains the relationship between an author's use of literary devices in a text (fore-shadowing, flashback, irony, symbolism, tone, mood) and his or her purpose for writing the text</p>	<p>ER.1.4.14 demonstrates understanding of irony and sarcasm</p>

8th Grade – Reading

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

General Indicator	Extended Indicators
R.8.1.4.14 ▲ identifies the author's position in a persuasive text and describes techniques the author uses to support that position (bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).	ER.1.4.12 demonstrates oral/silent reading skills that focus on the meaning of the text
R.8.1.4.15 ▲ distinguishes between fact and opinion, and recognizes propaganda (advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate level texts.	ER.1.4.13 understands figurative language

8th Grade – Literature

Standard 2: The student responds to a variety of texts.

General Indicator	Extended Indicators
R.8.2.1.1 ▲ describes different aspects of characters (their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (through their thoughts, words, speech patterns, actions) and how they change over time.	ER.2.1.1 recognizes or identifies a characters ER.2.1.2 relates character traits to student's life ER.2.2.1 identifies examples of diversity
R.8.2.1.2 ▲ identifies and describes the setting (environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (character, plot).	ER.2.1.3 recognizes or identifies detail of setting, action occurring, etc. ER.2.1.4 distinguishes between past, present, and/or future. ER.2.1.5 relates setting to student's life ER.2.2.2 identifies or relates customs in literature to student's life
R.8.2.1.3 ▲ identifies major and minor elements of the <i>plot</i> (problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	ER.2.1.6 demonstrates understanding of the meaning of the story ER.2.1.7 relates story events to events in the student's life ER.2.1.8 identifies fiction and non fiction ER.2.2.4 identifies or distinguishes literature from different genres ER.2.2.5 identifies or distinguishes literature from different media

High School – Reading

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

General Indicator	Extended Indicators
<p>R.HS.1.3.1 ▲ determines meaning of words or phrases using context clues (definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.</p>	<p>ER.1.3.3 assigns meaning to spoken words/manual signs ER.1.3.6 demonstrates understanding of multiple meanings of words</p>
<p>R.HS.1.3.3 ▲ determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.</p>	<p>ER.1.1.4 matches and/or discriminates patterns ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics ER.1.2.2 demonstrates understanding of a variety of word recognition strategies ER.1.3.4 assigns meaning to a symbol system (graphic or braille) ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words</p>
<p>R.HS.1.3.4 ▲ identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.</p>	<p>ER.1.4.13 understands figurative language</p>
<p>R.HS.1.4.2 ▲ understands the purpose of text features (title, graphs/charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, sub-headings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate level texts.</p>	<p>ER.1.2.1 demonstrates understanding of concepts of print ER.1.2.3 demonstrates understanding of conventions to read expressively ER.1.4.1 demonstrates understanding of symbolic features to follow a routine ER.1.4.3 follows a schedule</p>
<p>R.HS.1.4.5 ▲ uses information from the text to make inferences and draw conclusions.</p>	<p>ER.1.3.1 assigns meaning to objects ER.1.3.2 assigns meaning to picture or photographs ER.1.4.2 interpret information indicating change in routine (s) ER.1.4.8 connects predictions with information provided</p>

High School – Reading

Standard 1: The student reads and comprehends text.

General Indicator	Extended Indicators
<p>R.HS.1.4.6 ▲ analyzes and evaluates how authors use text structure (sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.</p>	<p>ER.1.4.4 follows directions ER.1.4.5 demonstrates understanding of sequence for different text structure</p>
<p>R.HS.1.4.7 ▲ compares and contrasts varying aspects (characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate level texts.</p>	<p>ER.1.1.3 matches picture to object ER.1.4.7 discriminates similarities and/or differences</p>
<p>R.HS.1.4.8 ▲ explains and analyzes cause-effect relationships in appropriate level narrative, expository, technical, and persuasive texts</p>	<p>ER.1.4.6 demonstrates understanding of cause and effect</p>
<p>R.HS.1.4.9 ▲ uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent.</p>	<p>ER.1.4.11 re-tells or summarizes reading material in sequence</p>
<p>R.HS.1.4.10 ▲ identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate level text.</p>	<p>ER.1.1.1 assigns meaning to visual symbols ER.1.1.2 assigns meaning to auditory symbols ER.1.4.9 demonstrates understanding of the basic message of text ER.1.4.10 identifies simple detail and/or facts in messages to support understanding</p>
<p>R.HS.1.4.11 ▲ analyzes and evaluates how an author's style (word choice, sentence structure) and use of literary devices (foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text.</p>	<p>ER.1.4.14 demonstrates understanding of irony and sarcasm</p>

High School – Reading

Standard 1: The student reads and comprehends text.

General Indicator	Extended Indicators
<p>R.HS.1.4.14 ▲ identifies the author's position in a persuasive text, describes techniques the author uses to support that position (bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided.</p>	<p>ER.1.4.12 demonstrates oral/silent reading skills that focus on the meaning of the text</p>
<p>R.HS.1.4.15 ▲ distinguishes between fact and opinion, and recognizes propaganda (advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate level texts.</p>	<p>ER.1.4.13 understands figurative language</p>

High School – Literature

Standard 2: The student responds to a variety of texts.

General Indicator	Extended Indicators
<p>R.HS.2.1.1 ▲ identifies and describes different types of characters (protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.</p>	<p>ER.2.1.1 recognizes or identifies a characters ER.2.1.2 relates character's traits to student's life ER.2.2.1 identifies examples of diversity</p>
<p>R.HS.2.1.2 ▲ analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.</p>	<p>ER.2.1.3 recognizes or identifies detail of setting, action occurring, etc. ER.2.1.4 distinguishes between past, present, and/or future. ER.2.1.5 relates story setting to student's life ER.2.2.2 identifies or relates customs in literature to student's life</p>
<p>R.HS.2.1.3 ▲ analyzes and evaluates how the author uses various plot elements (problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.</p>	<p>ER.2.1.6 demonstrates understanding of the meaning of the story ER.2.1.7 relates story events to events in the student's life ER.2.1.8 identifies fiction and non fiction ER.2.2.4 identifies or distinguishes literature from different genres ER.2.2.5 identifies or distinguishes literature from different media</p>

Appendix A

Appendix A – Reading Extended Standards At a Glance

Standard 1 - Reading: The student reads and comprehends text across the curriculum.				Benchmark 3: The student expands vocabulary		
Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
R.3.1.3.2 ▲ Determines the meaning of unknown words or phrases using context clues (definitions, restatements, examples, descriptions) from sentences or paragraphs	R.4.1.3.1 ▲ Determines the meaning of words or phrases by using context clues (definitions, restatements, examples, descriptions) from sentences or paragraphs.	R.5.1.3.1 ▲ Determines the meaning of words or phrases by using context clues (definitions, restatements, examples, descriptions) from sentences or paragraphs.	R.6.1.3.1 ▲ Determines the meaning of words or phrases by using context clues (definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs	R.7.1.3.1 ▲ Determines the meaning of words or phrases by using context clues (definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs	R.8.1.3.1 ▲ Determines the meaning of words or phrases by using context clues (definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs	R.HS.1.3.1 ▲ Determines the meaning of words or phrases by using context clues (definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs
ER.1.3.3 assigns meaning to spoken words/manual signs	ER.1.3.3 assigns meaning to spoken words/manual signs	ER.1.3.3 assigns meaning to spoken words/manual signs	ER.1.3.3 assigns meaning to spoken words/manual signs	ER.1.3.3 assigns meaning to spoken words/manual signs	ER.1.3.3 assigns meaning to spoken words/manual signs	ER.1.3.3 assigns meaning to spoken words/manual signs
ER.1.3.6 demonstrates understanding of multiple meanings of words.	ER.1.3.6 demonstrates understanding of multiple meanings of words	ER.1.3.6 demonstrates understanding of multiple meanings of words	ER.1.3.6 demonstrates understanding of multiple meanings of words	ER.1.3.6 demonstrates understanding of multiple meanings of words	ER.1.3.6 demonstrates understanding of multiple meanings of words	ER.1.3.6 demonstrates understanding of multiple meanings of words
R.3.1.3.5 ▲ Determines meaning of words through knowledge of word structure (compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	R.4.1.3.4 ▲ Determines meaning of words through knowledge of word structure (compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	R.5.1.3.4 ▲ Determines meaning of words through knowledge of word structure (contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	R.6.1.3.4 ▲ Determines meaning of words through knowledge of word structure (▲ root words, ▲ prefixes, ▲ suffixes).	R.7.1.3.3 ▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.	R.8.1.3.3 ▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.	R.HS.1.3.3 ▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.
ER.1.1.4 matches and/or discriminates patterns	ER.1.1.4 matches and/or discriminates patterns	ER.1.1.4 matches and/or discriminates patterns	ER.1.1.4 matches and/or discriminates patterns	ER.1.1.4 matches and/or discriminates patterns	ER.1.1.4 matches and/or discriminates patterns	ER.1.1.4 matches and/or discriminates patterns
ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics	ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics	ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics	ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics	ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics	ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics	ER.1.1.5 demonstrates understanding of phonemic awareness and/or phonics
ER.1.2.2 demonstrates understanding of a variety of word recognition strategies	ER.1.2.2 demonstrates understanding of a variety of word recognition strategies	ER.1.2.2 demonstrates understanding of a variety of word recognition strategies	ER.1.2.2 demonstrates understanding of a variety of word recognition strategies	ER.1.2.2 demonstrates understanding of a variety of word recognition strategies	ER.1.2.2 demonstrates understanding of a variety of word recognition strategies	ER.1.2.2 demonstrates understanding of a variety of word recognition strategies
ER.1.3.4 assigns meaning to a symbol system (graphic or braille)	ER.1.3.4 assigns meaning to a symbol system (graphic or braille)	ER.1.3.4 assigns meaning to a symbol system (graphic or braille)	ER.1.3.4 assigns meaning to a symbol system (graphic or braille)	ER.1.3.4 assigns meaning to a symbol system (graphic or braille)	ER.1.3.4 assigns meaning to a symbol system (graphic or braille)	ER.1.3.4 assigns meaning to a symbol system (graphic or braille)
ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words	ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words	ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words	ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words	ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words	ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words	ER.1.3.5 demonstrates recognition and/or comprehension of frequently used sight or common words

Standard 1 - Reading: The student reads and comprehends text across the curriculum.				Benchmark 3: The student expands vocabulary		
Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
			R.6.1.3.5 ▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, hyperbole, onomatopoeia, personification, and idioms.	R.7.1.3.4 ▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, and idioms.	R.8.1.3.4 ▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, ▲ idioms, ▲ imagery, and symbolism.	R.HS.1.3.4 ▲ Identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.
			ER.1.4.13 understands figurative language	ER.1.4.13 understands figurative language	ER 1.4.13 understands figurative language	ER 1.4.13 understands figurative language

Standard 1 - Reading: The student reads and comprehends text across the curriculum				Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive)		
Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
R.3.1.4.2 ▲ Understands the purpose of text features (▲ title, ▲ graphs and charts, ▲ table of contents, ▲ pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate level texts.	R.4.1.4.2 ▲ Understands the purpose of text features (title, ▲ graphs/ charts and maps, ▲ table of contents, ▲ pictures/illustrations, ▲ boldface type, ▲ italics, glossary, index, headings, sub-headings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate level texts.	R.5.1.4.2 ▲ Understands the purpose of text features (title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/ illustrations, ▲ boldface type, ▲ italics, ▲ glossary, ▲ index, ▲ headings, ▲ subheadings, topic and summary sentences, ▲ captions) and uses such features to locate information in and to gain meaning from appropriate level texts.	R.6.1.4.2 ▲ Understands the purpose of text features (title, graphs/ charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate level texts.	R.7.1.4.2 ▲ Understands the purpose of text features (title, graphs/ charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate level texts.	R.8.1.4.2 ▲ Understands the purpose of text features (title, graphs/ charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate level texts.	R.HS.1.4.2 ▲ Understands the purpose of text features (title, graphs/ charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate level texts.
ER.1.2.1 demonstrates understanding of concepts of print	ER.1.2.1 demonstrates understanding of concepts of print	ER.1.2.1 demonstrates understanding of concepts of print	ER.1.2.1 demonstrates understanding of concepts of print	ER.1.2.1 demonstrates understanding of concepts of print	ER.1.2.1 demonstrates understanding of concepts of print	ER.1.2.1 demonstrates understanding of concepts of print
ER.1.2.3 demonstrates understanding of conventions to read expressively	ER.1.2.3 demonstrates understanding of conventions to read expressively	ER.1.2.3 demonstrates understanding of conventions to read expressively	ER.1.2.3 demonstrates understanding of conventions to read expressively	ER.1.2.3 demonstrates understanding of conventions to read expressively	ER.1.2.3 demonstrates understanding of conventions to read expressively	ER.1.2.3 demonstrates understanding of conventions to read expressively
ER.1.41 demonstrates understanding of symbolic features to follow a routine	ER.1.41 demonstrates understanding of symbolic features to follow a routine	ER.1.41 demonstrates understanding of symbolic features to follow a routine	ER.1.41 demonstrates understanding of symbolic features to follow a routine	ER.1.41 demonstrates understanding of symbolic features to follow a routine	ER.1.41 demonstrates understanding of symbolic features to follow a routine	ER.1.41 demonstrates understanding of symbolic features to follow a routine
ER.1.43 follows a schedule	ER.1.43 follows a schedule	ER.1.43 follows a schedule	ER.1.43 follows a schedule	ER.1.43 follows a schedule	ER.1.43 follows a schedule	ER.1.43 follows a schedule

Standard 1 - Reading: The student reads and comprehends text across the curriculum.				Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).		
Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
R.3.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions.	R.4.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions.	R.5.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions.	R.6.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions.	R.7.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions.	R.8.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions.	R.HS.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions.
ER.1.3.1 assigns meaning to objects	ER.1.3.1 assigns meaning to objects	ER.1.3.1 assigns meaning to objects	ER.1.3.1 assigns meaning to objects	ER.1.3.1 assigns meaning to objects	ER.1.3.1 assigns meaning to objects	ER.1.3.1 assigns meaning to objects
ER.1.3.2 assigns meaning to pictures or photographs	ER.1.3.2 assigns meaning to pictures or photographs	ER.1.3.2 assigns meaning to pictures or photographs	ER.1.3.2 assigns meaning to pictures or photographs	ER.1.3.2 assigns meaning to pictures or photographs	ER.1.3.2 assigns meaning to pictures or photographs	ER.1.3.2 assigns meaning to pictures or photographs
ER.1.4.2 interpret information indicating change in routine(s)	ER.1.4.2 interpret information indicating change in routine(s)	ER.1.4.2 interpret information indicating change in routine(s)	ER.1.4.2 interpret information indicating change in routine(s)	ER.1.4.2 interpret information indicating change in routine(s)	ER.1.4.2 interpret information indicating change in routine(s)	ER.1.4.2 interpret information indicating change in routine(s)
ER.1.4.8 connects predications with information provided	ER.1.4.8 connects predications with information provided	ER.1.4.8 connects predications with information provided	ER.1.4.8 connects predications with information provided	ER.1.4.8 connects predications with information provided	ER.1.4.8 connects predications with information provided	ER.1.4.8 connects predications with information provided
			R.6.1.4.6 ▲ Analyzes how text structure (sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	R.7.1.4.6 ▲ Analyzes how text structure (sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	R.8.1.4.6 ▲ Analyzes how text structure (sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	R.HS.1.4.6 ▲ Analyzes and evaluates how authors use text structure (sequence, problem-solution, comparison-contrast, description, cause-effect) to achieve their purposes.
			ER.1.4.4 follows directions	ER.1.4.4 follows directions	ER.1.4.4 follows directions	ER.1.4.4 follows directions
			ER.1.4.5 demonstrates understanding of sequence for different text structures	ER.1.4.5 demonstrates understanding of sequence for different text structures	ER.1.4.5 demonstrates understanding of sequence for different text structures	ER.1.4.5 demonstrates understanding of sequence for different text structures

Standard 1 - Reading: The student reads and comprehends text across the curriculum.				Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).		
Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
<p>R.3.1.4.8 ▲ Compares and contrasts information (topics, characters) in a text.</p> <p>ER.1.1.3 matches picture to object</p> <p>ER.1.4.7 discriminates similarities and/or differences</p>	<p>R.4.1.4.7 ▲ Compares and contrasts information, (topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate level text(s) and identifies compare/ contrast signal words.</p> <p>ER.1.1.3 matches picture to object</p> <p>ER.1.4.7 discriminates similarities and/or differences</p> <p>ER.1.4.13 understands figurative language</p>	<p>R.5.1.4.7 ▲ Compares and contrasts varying aspects (topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate level texts.</p> <p>ER.1.1.3 matches picture to object</p> <p>ER.1.4.7 discriminates similarities and/or differences</p> <p>ER.1.4.13 understands figurative language</p>	<p>R.6.1.4.7 ▲ Compares and contrasts varying aspects (characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, view-points) in one or more appropriate level texts.</p> <p>ER.1.1.3 matches picture to object</p> <p>ER.1.4.7 discriminates similarities and/or differences</p>	<p>R.7.1.4.7 ▲ Compares and contrasts varying aspects (characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, view-points, authors' purposes) in one or more appropriate level texts.</p> <p>ER.1.1.3 matches picture to object</p> <p>ER.1.4.7 discriminates similarities and/or differences</p>	<p>R.8.1.4.7 ▲ Compares and contrasts varying aspects (characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, view-points, authors' purposes, persuasive techniques) in one or more appropriate level texts.</p> <p>ER.1.1.3 matches picture to object</p> <p>ER.1.4.7 discriminates similarities and/or differences</p>	<p>R.HS.1.4.7 ▲ Compares and contrasts varying aspects (characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, view-points, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate level texts.</p> <p>ER.1.4.8 discriminates similarities and/or differences</p>
<p>R.3.1.4.9 ▲ Links cause-effects in appropriate level narrative and expository texts.</p> <p>ER.1.4.6 demonstrates understanding of cause and effect</p>	<p>R.4.1.4.8 ▲ Links causes and effects in appropriate level narrative and expository texts.</p> <p>ER.1.4.6 demonstrates understanding of cause and effect</p>	<p>R.5.1.4.8 ▲ Links cause-effects in appropriate level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.</p> <p>ER.1.4.6 demonstrates understanding of cause and effect</p>	<p>R.6.1.4.8 ▲ Explains cause-effect relationships in appropriate level narrative, expository, technical, and persuasive texts.</p> <p>ER.1.4.6 demonstrates understanding of cause and effect</p>	<p>R.7.1.4.8 ▲ Explains cause-effect relationships in appropriate level narrative, expository, technical, and persuasive texts.</p> <p>ER.1.4.6 demonstrates understanding of cause and effect</p>	<p>R.8.1.4.8 ▲ Explains cause-effect relationships in appropriate level narrative, expository, technical, and persuasive texts.</p> <p>ER.1.4.6 demonstrates understanding of cause and effect</p>	<p>R.HS.1.4.8 ▲ Explains and analyzes cause-effect relationships in appropriate level narrative, expository, technical, and persuasive texts.</p> <p>ER.1.4.6 demonstrates understanding of cause and effect</p>
<p>R.3.1.4.10 ▲ Retells main ideas or events as well as supporting details in narrative and expository texts.</p> <p>ER.1.4.11 retells or summarizes reading material in sequence</p>	<p>R.4.1.4.9 ▲ Retells main ideas or events as well as supporting details in appropriate level narrative, expository, and technical texts.</p> <p>ER.1.4.11 retells or summarizes reading material in sequence</p>	<p>R.5.1.4.9 ▲ Retells main ideas or events as well as supporting details in appropriate level narrative, expository, technical, and persuasive texts.</p> <p>ER.1.4.11 retells or summarizes reading material in sequence</p>	<p>R.6.1.4.9 ▲ Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details) from appropriate level narrative, expository, persuasive, and technical texts in logical order.</p> <p>ER.1.4.11 retells or summarizes reading material in sequence</p>	<p>R.7.1.4.9 ▲ Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details) from appropriate level narrative, expository, technical, and persuasive texts in logical order.</p> <p>ER.1.4.11 retells or summarizes reading material in sequence</p>	<p>R.8.1.4.9 ▲ Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details) from appropriate level narrative, expository, technical, and persuasive texts in logical order.</p> <p>ER.1.4.11 retells or summarizes reading material in sequence</p>	<p>R.HS.1.4.9 ▲ Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent.</p> <p>ER.1.4.11 retells or summarizes reading material in sequence</p>

Standard 1 - Reading: The student reads and comprehends text across the curriculum.				Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).		
Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
R.3.1.4.11 ▲ Identifies the topic, main idea(s), and supporting details in appropriate level texts.	R.4.1.4.10 ▲ Identifies the topic, main idea(s), and supporting details in appropriate level texts.	R.5.1.4.10 ▲ Identifies the topic, main idea(s), supporting details, and theme(s) in appropriate level texts.	R.6.1.4.10 ▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate level texts.	R.7.1.4.10 ▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate level texts.	R.8.1.4.10 ▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate level texts.	R.HS.1.4.10 ▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate level texts.
ER.1.1.1 assigns meaning to visual symbols	ER.1.1.1 assigns meaning to visual symbols	ER.1.1.1 assigns meaning to visual symbols	ER.1.1.1 assigns meaning to visual symbols	ER.1.1.1 assigns meaning to visual symbols	ER.1.1.1 assigns meaning to visual symbols	ER.1.1.1 assigns meaning to visual symbols
ER.1.1.2 assigns meaning to auditory symbols	ER.1.1.2 assigns meaning to auditory symbols	ER.1.1.2 assigns meaning to auditory symbols	ER.1.1.2 assigns meaning to auditory symbols	ER.1.1.2 assigns meaning to auditory symbols	ER.1.1.2 assigns meaning to auditory symbols	ER.1.1.2 assigns meaning to auditory symbols
ER.1.4.9 demonstrates understanding of the basic message of text	ER.1.4.9 demonstrates understanding of the basic message of text	ER.1.4.9 demonstrates understanding of the basic message of text	ER.1.4.9 demonstrates understanding of the basic message of text	ER.1.4.9 demonstrates understanding of the basic message of text	ER.1.4.9 demonstrates understanding of the basic message of text	ER.1.4.9 demonstrates understanding of the basic message of text
ER.1.4.10 identifies simple detail and/or facts in messages to support understanding	ER.1.4.10 identifies simple detail and/or facts in messages to support understanding	ER.1.4.10 identifies simple detail and/or facts in messages to support understanding	ER.1.4.10 identifies simple detail and/or facts in messages to support understanding	ER.1.4.10 identifies simple detail and/or facts in messages to support understanding	ER.1.4.10 identifies simple detail and/or facts in messages to support understanding	ER.1.4.110 identifies simple detail and/or facts in messages to support understanding
	R.4.1.4.11 ▲ Identifies the author's purpose (to persuade, ▲ to entertain, ▲ to inform).	R.5.1.4.11 ▲ Identifies the author's purpose (to persuade, to entertain, to inform).	R.6.1.4.11 ▲ Identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose.	7.1.4.11 ▲ Explains the relationship between elements of an author's style in a text (word choice, sentence structure) and his or her purpose for writing the text.	R.8.1.4.11 ▲ Explains the relationship between an author's use of literary devices in a text (▲ foreshadowing, ▲ flashback, ▲ irony, symbolism, tone, mood) and his or her purpose for writing the text.	R.HS.1.4.11 ▲ Analyzes and evaluates how an author's style (word choice, sentence structure) and use of literary devices (fore-shadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, over-statement, paradox) work together to achieve his or her purpose for writing text.
	ER.1.4.14 demonstrates understanding of irony and sarcasm	ER.1.4.14 demonstrates understanding of irony and sarcasm	ER.1.4.14 demonstrates understanding of irony and sarcasm	ER.1.4.14 demonstrates understanding of irony and sarcasm	ER.1.4.14 demonstrates understanding of irony and sarcasm	ER.1.4.14 demonstrates understanding of irony and sarcasm

Standard 1 - Reading: The student reads and comprehends text across the curriculum.				Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).		
Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
			<p>R.6.1.4.14 ▲ Identifies or describes evidence that supports conclusions in persuasive text.</p> <p>ER.1.4.12 demonstrates oral/silent reading skills that focus on the meaning of the text</p>	<p>R.7.1.4.14 ▲ Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).</p> <p>ER.1.4.12 demonstrates oral/silent reading skills that focus on the meaning of the text</p>	<p>R.8.1.4.14 ▲ Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).</p> <p>ER.1.4.12 demonstrates oral/silent reading skills that focus on the meaning of the text</p>	<p>R.HS.1.4.14 ▲ Identifies the author's position in a persuasive text, describes techniques the author uses to support that position (bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided.</p> <p>ER.1.4.12 demonstrates oral/silent reading skills that focus on the meaning of the text</p>
	<p>R.4.1.4.14 ▲ Distinguishes between fact and opinion in various types of appropriate level texts.</p> <p>ER.1.4.13 understands figurative language</p>	<p>R.5.4.15 ▲ Distinguishes between fact and opinion and recognizes propaganda (advertising, media) in various types of appropriate level texts.</p> <p>ER.1.4.13 understands figurative language</p>	<p>R.6.1.4.15 ▲ Distinguishes between fact and opinion, and recognizes propaganda (advertising, media), bias, and stereotypes in various types of appropriate level texts</p> <p>ER.1.4.13 understands figurative language</p>	<p>R.7.1.4.15 ▲ Distinguishes between fact and opinion, and recognizes propaganda (advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate level texts</p> <p>ER.14.13 understands figurative language</p>	<p>R.8.1.4.15 ▲ Distinguishes between fact and opinion, and recognizes propaganda (advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate level texts</p> <p>ER.1.4.13 understands figurative language</p>	<p>R.HS.1.4.15 ▲ Distinguishes between fact and opinion, and recognizes propaganda (advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate level texts</p> <p>ER.1.4.13 understands figurative language</p>

Standard 2 - Literature: The student responds to a variety of text. Benchmark 1: The student uses literary concepts to interpret and respond to text.						
Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
R.3.2.1.1 ▲ Identifies and describes characters' physical traits, basic personality traits, and actions.	R.4.2.1.1 ▲ Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	R.5.2.1.1 ▲ Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	R.6.2.1.1 ▲ Describes different aspects of major and minor characters (their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.	R.7.2.1.1 ▲ Describes different aspects of major and minor characters (their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.	R.8.2.1.1 ▲ Describes different aspects of characters (their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (through their thoughts, words, speech patterns, actions) and how they change over time.	R.HS.2.1.1 ▲ Identifies and describes different types of characters (protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.
ER.2.1.1 recognizes or identifies a characters	ER.2.1.1 recognizes or identifies a characters	ER.2.1.1 recognizes or identifies a characters	ER.2.1.1 recognizes or identifies a characters	ER.2.1.1 recognizes or identifies a characters	ER.2.1.1 recognizes or identifies a characters	ER.2.1.1 recognizes or identifies a characters
ER.2.1.2 relates character's traits to student's life	ER.2.1.2 relates character's traits to student's life ER.2.1.8 identifies fiction and nonfiction	ER.2.1.2 relates character's traits to student's life	ER.2.1.2 relates character's traits to student's life ER.2.1.8 identifies fiction and nonfiction	ER.2.1.2 relates character's traits to student's life ER.2.1.8 identifies fiction and nonfiction	ER.2.1.2 relates character's traits to student's life ER.2.1.8 identifies fiction and nonfiction	ER.2.1.2 relates character's traits to student's life
ER.2.2.1 identifies examples of diversity	ER.2.2.1 identifies examples of diversity ER.2.2.5 identifies or distinguishes literature from different media	ER.2.2.1 identifies examples of diversity	ER.2.2.1 identifies examples of diversity		ER.2.2.1 identifies examples of diversity	ER.2.2.1 identifies examples of diversity

Standard 2 - Literature: The student responds to a variety of text. Benchmark 1: The student uses literary concepts to interpret and respond to text.						
Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
R.3.2.1.2 ▲ Identifies and describes the setting (environment, time of day or year, historical period, situation, place) of the story or literary text.	R.4.2.1.2 ▲ Identifies and describes the setting (environment, time of day or year, historical period, situation, place) of the story or literary text.	R.5.2.1.2 ▲ Identifies and describes the setting (environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	R.6.2.1.2 ▲ Identifies and describes the setting (environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	R.7.2.1.2 ▲ Identifies and describes the setting (environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (character, plot).	R.8.2.1.2 ▲ Identifies and describes the setting (environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (character, plot).	R.HS.2.1.2 ▲ Analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.
ER.2.1.3 recognizes or identifies details of setting, action, occurring, etc.	ER.2.1.3 recognizes or identifies details of setting, action, occurring, etc.	ER.2.1.3 recognizes or identifies details of setting, action, occurring, etc.	ER.2.1.3 recognizes or identifies details of setting, action, occurring, etc.	ER.2.1.3 recognizes or identifies details of setting, action, occurring, etc.	ER.2.1.3 recognizes or identifies details of setting, action, occurring, etc.	ER.2.1.3 recognizes or identifies details of setting, action, occurring, etc.
ER.2.1.4 distinguishes between past, present, and/or future	ER.2.1.4 distinguishes between past, present, and/or future	ER.2.1.4 distinguishes between past, present, and/or future	ER.2.1.4 distinguishes between past, present, and/or future	ER.2.1.4 distinguishes between past, present, and/or future	ER.2.1.4 distinguishes between past, present, and/or future	ER.2.1.4 distinguishes between past, present, and/or future
ER.2.1.5 relates setting to student's life	ER.2.1.5 relates setting to student's life	ER.2.1.5 relates setting to student's life	ER.2.1.5 relates setting to student's life	ER.2.1.5 relates setting to student's life	ER.2.1.5 relates setting to student's life	ER.2.1.5 relates setting to student's life
				ER.2.2.1 identifies examples of diversity	ER.2.2.1 identifies examples of diversity	ER.2.2.1 identifies examples of diversity
ER.2.2.2 identifies or relates customs in literature to student's life	ER.2.2.2 identifies or relates customs in literature to student's life	ER.2.2.2 identifies or relates customs in literature to student's life	ER.2.2.2 identifies or relates customs in literature to student's life	ER.2.2.2 identifies or relates customs in literature to student's life	ER.2.2.2 identifies or relates customs in literature to student's life	ER.2.2.2 identifies or relates customs in literature student's life

Standard 2 - Literature: The student responds to a variety of text. Benchmark 1: The student uses literary concepts to interpret and respond to text.

Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
	<p>R.4.2.1.3 ▲ Identifies or describes the major conflict in a story and how it is resolved.</p> <p>ER.2.1.6 demonstrates understanding of the meaning of the story</p> <p>ER.2.1.7 relates story events to events in the student's life</p> <p>ER.2.1.8 identifies fiction and nonfiction</p> <p>ER.2.2.4 identifies or distinguishes literature from different genres</p> <p>ER.2.2.5 identifies or distinguishes literature from different media</p>	<p>R.5.2.1.3 ▲ Identifies and describes the major conflict in a story and major events related to the conflict (problem or conflict, climax, resolution).</p> <p>ER.2.1.6 demonstrates understanding of the meaning of the story</p> <p>ER.2.1.7 relates story events to events in the student's life</p> <p>ER.2.1.8 identifies fiction and nonfiction</p> <p>ER.2.2.4 identifies or distinguishes literature from different genres</p> <p>ER.2.2.5 identifies or distinguishes literature from different media</p>	<p>R.6.2.1.3 ▲ Identifies major and minor events related to the conflict in a story (problem or conflict, climax, resolution) and explain how one event gives rise to another.</p> <p>ER.2.1.6 demonstrates understanding of the meaning of the story</p> <p>ER.2.1.7 relates story events to events in the student's life</p> <p>ER.2.2.4 identifies or distinguishes literature from different genres</p> <p>ER.2.2.5 identifies or distinguishes literature from different media</p>	<p>R.7.2.1.3 ▲ Identifies major and minor elements of the plot (problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.</p> <p>ER.2.1.6 demonstrates understanding of the meaning of the story</p> <p>ER.2.1.7 relates story events to events in the student's life</p> <p>ER.2.2.4 identifies or distinguishes literature from different genres</p> <p>ER.2.2.5 identifies or distinguishes literature from different media</p>	<p>R.8.2.1.3 ▲ Identifies major and minor elements of the plot (problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.</p> <p>ER.2.1.6 demonstrates understanding of the meaning of the story</p> <p>ER.2.1.7 relates story events to events in the student's life</p> <p>ER.2.2.4 identifies or distinguishes literature from different genres</p> <p>ER.2.2.5 identifies or distinguishes literature from different media</p>	<p>R.HS.2.1.3 ▲ Analyzes and evaluates how the author uses various plot elements (problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.</p> <p>ER.2.1.6 demonstrates understanding of the meaning of the story</p> <p>ER.2.1.7 relates story events to events in the student's life</p> <p>ER.2.1.8 identifies fiction and nonfiction</p> <p>ER.2.2.4 identifies or distinguishes literature from different genres</p> <p>ER.2.2.5 identifies or distinguishes literature from different media</p>

Appendix B

Reading Standard 1: Reading		
Benchmark 1: The student uses skills in alphabetic to construct meaning from text.		
ER.1.1.1	assigns meaning to visual symbols	ER.1.1.5
ER.1.1.2	assigns meaning to auditory symbols	ER.1.1.6
ER.1.1.3	matches picture to object	ER.1.1.11
ER.1.1.4	matches and/or discriminates patterns	ER.1.3.2
ER.1.1.5	demonstrates understanding of phonemic awareness and/or phonics	ER.1.2.6
Benchmark 2: The student reads fluently.		
ER.1.2.1	demonstrates understanding of concepts of print	New
ER.1.2.2	demonstrates understanding of a variety of word recognition strategies	New
ER.1.2.3	demonstrates understanding of conventions to read expressively	New
Benchmark 3: The student expands vocabulary.		
ER.1.3.1	assigns meaning to objects	ER.1.2.2
ER.1.3.2	assigns meaning to picture or photograph	ER.1.2.3
ER.1.3.3	assigns meaning to spoken words/manual signs	ER.1.2.4
ER.1.3.4	assigns meaning to a symbol system (graphic or Braille)	ER.1.2.5
ER.1.3.5	demonstrates recognition and/or comprehension of frequently used sight or common words	ER.1.4.1
ER.1.3.6	demonstrates understanding of multiple meanings of words	ER.1.4.2
Benchmark 4: The student comprehends a variety of texts.		
ER.1.4.1	demonstrates understanding of symbolic features to follow routine	ER.1.3.3
ER.1.4.2	interprets information indicating change in routine(s)	ER.1.3.5
ER.1.4.3	follows a schedule	ER.1.3.6
ER.1.4.4	follows directions	ER.1.1.12
ER.1.4.5	demonstrates understanding sequence for different text structures	New
ER.1.4.6	demonstrates understanding of cause and effect	ER.1.1.9
ER.1.4.7	discriminates similarities and/or differences	ER.1.1.10
ER.1.4.8	connects predictions with information provided	ER.1.3.7
ER.1.4.9	demonstrates understanding of the basic message of text	ER.1.5.1
ER.1.4.10	identifies simple detail and/or facts in messages to support understanding	ER.1.5.2
ER.1.4.11	retells or summarizes reading material in sequence	ER.1.5.4
ER.1.4.12	demonstrates oral/silent reading skills that focus on the meaning of the text	ER.1.5.5
ER.1.4.13	understands figurative language	ER.1.5.7
ER.1.4.14	demonstrates understanding of irony and sarcasm	ER.1.5.8

Reading Standard 2: Literature		
Benchmark 1: The student uses literary concepts to interpret and respond to text.		
ER.2.1.1	recognizes or identifies characters	ER.2.1.1
ER.2.1.2	relates character's traits to student's life	ER.2.2.2
ER.2.1.3	recognizes or identifies detail of setting, action occurring, etc	ER.2.1.3
ER.2.1.4	distinguishes between past, present, and/or future	ER.2.1.4
ER.2.1.5	relates story setting to student's life	ER.2.2.1
ER.2.1.6	demonstrates understanding of the meaning of the story	ER.2.1.2
ER.2.1.7	relates story events to events in the student's life	ER.2.2.3
ER.2.1.8	identifies fiction and non-fiction	ER.2.4.3
Benchmark 2: The student understands the significance of literature and its contributions to human significance and culture.		
ER.2.2.1	identifies examples of diversity	ER.2.3.1
ER.2.2.2	identifies or relates customs in literature to student's life	ER.2.3.2
ER.2.2.3	demonstrates understanding of the cultural differences in language	New
ER.2.2.4	identifies or distinguishes literature from different genres	New
ER.2.2.5	identifies or distinguishes literature from different media	ER.2.4.2

Appendix C

Appendix C – Extended Reading Standards Glossary of Terms

Augmented Communication -

a communication system used by students who are unable to communicate through speech or writing; these systems include but are not limited to, manual signs, picture symbols, and assistive technology devices

Braille -

tactile system for reading and writing with an official code or "alphabet" composed of characters or cells that consists of various patterns of raised dots that corresponds to alphabetic letters, punctuation marks, and other grammatical symbols

Cause and Effect -

a stated or implied association between an outcome and an event

Child with a Disability -

means a child by reason thereof, needs special education and related services

Communication Device -

a physical object or assistive technology used to transmit or receive messages (communication book, board, chart, mechanical or electronic device, computer)

Communication Modalities or Methods -

an integrated group of components, including symbols, aids, strategies and techniques used by individuals to enhance communication

Communication Partner -

receives and/or initiates a conversation with another person

Eye Gaze -

able to regard a stimulus which is in a fixed position.

Figurative Language -

includes simile, metaphor, hyperbole, and symbolism

Fix It Strategies –

used when students are monitoring their own comprehension to repair meaning when it breaks down. Some examples of Fix It strategies include: reread, retell what you've read, visualize, make a connection with prior knowledge, notice patterns, adjust your reading rate, make a prediction, ask a question and try to answer it, and stop and think about what you've already read.

Genre -

a category used to classify literary works, usually by form, technique, or content.

Kinesthetic -

self-awareness of movement resulting from the synthesis of tactile sensations with motor activity;

Large Print -

font size ranging from 14 to 24, may also have specially designed spacing between lines, and/or special contrast between print and page.

Natural Gestures -

non-vocal systems which require movement of the body, typically the arms and hands, are non-symbolic, intentional communication forms that

do not have a universal meaning except for the user and those who are familiar with a student

Object Permanence -

a level of sensory motor development where the student is aware that the object or person is present even though they are hidden or are out of sight (peek-a-boo, work materials are behind the cabinet door, etc.)

Phonemic Awareness -

The awareness of the sounds (phonemes) that make up spoken words

Phonics -

A way of teaching reading and spelling that stresses symbol-sound relationships, used especially in beginning instruction

Prediction Strategies -

A person's use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech, as if one read prag- at the end of a line, one prediction strategy might be to expect the word pragmatic

Sign Language -

a visual gestural system of language involving facial expressions, hand shapes, body movements, and gestures; a symbolic communication form

T Chart -

A type of chart, a graphic organizer in which a student lists and examines two facts of a topic, like the pros and cons associated with, its advantages and disadvantages, facts vs. opinion, etc.

Appendix D

Appendix D – Extended Reading Standards References

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