

**K-12 READING Standards/Benchmarks/Grade Level Expectations (GLE)**

*Updated 5/28/08*

<b>Standard 1: Demonstrates competence in the general skills and strategies of the reading process</b>					
<b>Interval Benchmark 1: Uses the skills and strategies of the print-sound code when reading grade appropriate text</b>					
<b>Grade Level Expectations K</b>	<b>Grade Level Expectations 1</b>	<b>Grade Level Expectations 2</b>			
a. Knows all the names of the letters of the alphabet and can identify them by name in any context (letter recognition)	a. Knows all the names of the letters of the alphabet and can identify them by name in any context	a. Knows all the names of the letters of the alphabet and can identify them by name in any context			
b. Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds (phonemic awareness)	b. Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	b. Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds			
c. Converts written word to spoken word (reads words)	c. Converts written word to spoken word	c. Converts written word to spoken word			
<b>Interval Benchmark 2: Demonstrates accuracy and fluency when reading grade appropriate text</b>			<b>Interval Benchmark 2: Uses the skills and strategies of a cueing system to demonstrate accuracy and fluency when reading grade appropriate text</b>		
<b>Grade Level Expectations K</b>	<b>Grade Level Expectations 1</b>	<b>Grade Level Expectations 2</b>	<b>Grade Level Expectations 3</b>	<b>Grade Level Expectations 4</b>	<b>Grade Level Expectations 5</b>
a. Knows by sight a minimum of 20 high-frequency words	A. Knows by sight a minimum of 100 high-frequency words	a. Knows by sight a minimum of 210 high-frequency words	a. Recognizes 220 high frequency sight words	a. Uses text format and text clues to understand print materials.	a. Uses text format and conventions of print to read fluently and accurately
b. Reads grade appropriate books—Level B (books they have not seen before, but have been previewed for them, with 90% accuracy or better accuracy of word recognition—self correction allowed)	b. Reads grade appropriate books—at a minimum, Level I (books they have not seen before, but have been previewed for them, with 90% accuracy or better accuracy of word recognition—self correction allowed)	b. Reads independently by the end of second grade (at a minimum) unfamiliar Level M books – with 90% accuracy of word recognition (self-correction allowed)	b. Reads independently by the end of third grade (at a minimum) unfamiliar Level P books – with 90% accuracy of word recognition (self-correction allowed). Uses context clues to decode unknown words	b. Reads independently by the end of fourth grade (at a minimum) unfamiliar Level R books – with 90% accuracy of word recognition (self-correction allowed). Uses context clues to decode unknown words	b. Reads independently by the end of fifth grade (at a minimum) unfamiliar Level T books – with 90% accuracy of word recognition (self-correction allowed). Uses context clues to decode unknown words

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c. Reads “emergently” (“rereads” a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand the print on the page controls what is said)	c. Reads aloud at an independent level using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text	c. Reads aloud at an independent level using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text	c. Uses the cues of punctuation to read fluently. Reads aloud at an independent level using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text	c. Uses the cues of punctuation to read fluently. Reads aloud at an independent level using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text	c. Uses the cues of punctuation to read fluently. Reads aloud at an independent level using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text
	d. Reads at a rate of 48 wpm from a first grade-level BRI passage.	d. Reads at a rate of 89 wpm from a second grade-level BRI passage.	d. Reads at a rate of 107 wpm from a third grade-level BRI passage	d. Reads at a rate of 124 wpm from a fourth grade level BRI passage.	d. Reads at a rate of 138 wpm from a fifth grade level BRI passage.
<b>Interval Benchmark 3: Uses the skills and strategies of a cueing system when reading grade appropriate text</b>			<b>Interval Benchmark 3: Uses phonetic and or structural analysis and syntax to decode words, pronounce words, and determine meaning of text</b>		
<b>Grade Level Expectations K</b>	<b>Grade Level Expectations 1</b>	<b>Grade Level Expectations 2</b>	<b>Grade Level Expectations 3</b>	<b>Grade Level Expectations 4</b>	<b>Grade Level Expectations 5</b>
a. Understands the basic concepts of print (e.g., word, sentence)	a. Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	a. Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	a. Masters regular word patterns	a. Uses structural analysis and syntax to determine word meaning	a. Understands that figurative language enhances the meaning of text
b. Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	b. Uses text clues (e.g., pictures, sentence structure, compound words, contractions) and contextual cues to check meaning	b. Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	b. Uses knowledge of word structure to decode new words	b. Knows a variety of grade-appropriate word forms and reading vocabulary	b. Uses structural analysis and syntax to determine word pronunciation and meaning
	c. Uses prior knowledge or experience with the story or the topic to monitor meaning	c. Uses prior knowledge or experience with the story or the topic to monitor meaning	c. Uses irregular spelling patterns to decode new words		
<b>Interval Benchmark 4: Uses a variety of comprehension processes</b>			<b>Interval Benchmark 4: Uses a variety of comprehension processes</b>		
<b>Grade Level Expectations K</b>	<b>Grade Level Expectations 1</b>	<b>Grade Level Expectations 2</b>	<b>Grade Level Expectations 3</b>	<b>Grade Level Expectations 4</b>	<b>Grade Level Expectations 5</b>
a. Retells stories or parts of stories (orally and through pictures)	a. Retells stories, parts of stories, or books in own words	a. Retells stories, parts of stories, or books in own words	a. Makes and supports simple predictions	a. Makes and supports predictions	a. Makes and supports predictions

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b. Uses pictures in familiar text to talk about the content	b. Summarizes what a story or book is about	b. Summarizes what a story or book is about	b. Makes and supports simple inferences or predictions	b. Makes and supports inferences using implicit and explicit information	b. Makes and supports inferences using implicit and explicit information
c. Uses self-monitoring and self-correcting strategies	c. Uses self-monitoring and self-correcting strategies	c. Uses self-monitoring and self-correcting strategies	c. Draws and supports conclusions	c. Draws and supports conclusions using implicit and explicit information	c. Draws and supports conclusions using implicit and explicit information
d. Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	d. Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	d. Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	d. Locates important information in text	d. Locates relevant information	d. Locates relevant information
e. Makes and supports predictions	e. Makes and supports predictions	e. Makes and supports predictions	e. Uses major points from fiction or nonfiction to make a generalization	e. Uses major points from fiction or nonfiction text to make and clarify generalizations	e. Uses major points from fiction or nonfiction text to make and clarify generalizations
		f. Draws and supports conclusions	f. Uses knowledge of story elements	f. Uses text organization such as compare and contrast, cause and effect, fact and opinion, and sequencing	f. Uses text organization such as compare and contrast, cause and effect, fact and opinion, and sequencing
			g. Uses text structure to locate information	g. Uses text structure to locate information	g. Uses text structure to locate information
				h. Uses knowledge of story elements	h. Uses knowledge of story elements
<b>Interval Benchmark 5: Uses structural features of a variety of text</b>			<b>Interval Benchmark 5: Uses reference materials to understand the meaning of words and text</b>		
a. Knows the parts of a book	a. Knows the parts of a book	a. Knows the parts of a book	a. Uses the dictionary to learn the meaning and other features of unfamiliar words	a. Uses a glossary, dictionary, online resources, and/or a thesaurus to determine meaning of words and text	a. Uses a glossary, dictionary, online resources, and/or a thesaurus to determine word meaning
	b. Knows the structural features of written text	b. Knows the structural features of written text	b. Understanding that alphabetizing is useful for finding words in a dictionary and other reference material		

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<b>Interval Benchmark 6: Understands author’s purpose and the elements that help to achieve that purpose</b>			<b>Interval Benchmark 6: Understands author’s purpose and the elements that help to achieve that purpose</b>		
			a. Understands author’s purpose (e.g. entertain, persuade, inform, explain)	a. Understands author’s purpose (e.g. entertain, persuade, inform, explain)	a. Understands author’s purpose (e.g. entertain, persuade, inform, explain)
<b>Interval Benchmark 7: Reads for a variety of purposes</b>			<b>Interval Benchmark 7: Reads for a variety of purposes</b>		
a. Establishes a purpose for reading	a. Establishes a purpose for reading	a. Establishes a purpose for reading	a. Establishes a purpose for reading	a. Establishes a purpose for reading	a. Establishes a purpose for reading
b. Uses a variety of strategies and personal criteria to select reading materials	b. Uses a variety of strategies and personal criteria to select reading materials	b. Uses a variety of strategies and personal criteria to select reading materials	b. Uses a variety of strategies and personal criteria to select reading materials	b. Uses a variety of strategies and personal criteria to select reading materials	b. Uses a variety of strategies and personal criteria to select reading materials
<b>Standard 2: Demonstrates competence in the general skills and strategies for comprehending a variety of literary texts.</b>					
<b>Interval Benchmark 1: Uses a variety of reading strategies to determine meaning in a literary passage or text</b>			<b>Interval Benchmark 1: Uses a variety of reading strategies to determine meaning in a literary passage or text</b>		
<b>Grade Level Expectations K</b>	<b>Grade Level Expectations 1</b>	<b>Grade Level Expectations 2</b>	<b>Grade Level Expectations 3</b>	<b>Grade Level Expectations 4</b>	<b>Grade Level Expectations 5</b>
a. Responds to literature using oral, written, visual, and/or kinesthetic means	a. Responds to literature using oral, written, visual, and/or kinesthetic means	a. Responds to literature using oral, written, visual, and/or kinesthetic means	a. Responds to literature through oral, written, visual, and/or kinesthetic means	a. Responds to literature using oral, written, visual, and/or kinesthetic means	a. Responds to literature using oral, written, visual, and/or kinesthetic means
b. Monitors whether the story is making sense to them when listening to stories read aloud	b. Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	b. Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	b. Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	b. Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	b. Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently
c. Self-monitors and self-corrects when rereading a familiar book	c. Self-monitors and self-corrects when rereading a familiar book	c. Self-monitors and self-corrects when rereading a familiar book	c. Self-monitors and self-corrects when rereading a familiar book	c. Self-monitors and self-corrects when rereading a familiar book	c. Self-monitors and self-corrects when rereading a familiar book
<b>Interval Benchmark 2. Knows sequence, setting, characters, main events, and problems and solutions in literary texts</b>			<b>Interval Benchmark 2: Uses critical thinking skills to derive meaning from literary text</b>		

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Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Visualizes the story	a. Visualizes the story	a. Visualizes the story	a. Visualizes the story	a. Visualizes the story	a. Visualizes the story
b. Makes simple predictions	b. Makes simple predictions	b. Makes predictions	b. Makes predictions	b. Makes predictions	b. Makes predictions
c. Compares one story to another	c. Compares and or contrasts one story to another	c. Compares and or contrasts one story to another	c. Uses stated information and implicit information to make inferences about a character's motives, traits, actions, or feelings	c. Uses stated information and implicit information to make inferences about a character's motives, traits, actions, or feelings	c. Uses stated information and implicit information to make inferences about a character's motives, traits, actions, or feelings
d. Recalls information from a story by sequencing pictures and events	d. Recalls information from a story by sequencing events	d. Recalls information from a story by sequencing events	d. Recalls information from a story by sequencing events	d. Recalls information from a story by sequencing events	d. Recalls information from a story by sequencing events
e. Answers literal questions about orally read texts	e. Answers literal questions about independently read texts	e. Answers literal questions about independently read texts	e. Answers literal and inferential questions about independently read texts	e. Answers literal and inferential questions about independently read texts	e. Answers literal and inferential questions about independently read texts
f. Retells story in own words	f. Retells story in own words	f. Retells or summarizes a story in own words	f. Retells, summarizes, and synthesizes story/-ies	f. Retells, summarizes, and synthesizes story/-ies	f. Retells, summarizes, and synthesizes story/-ies
g. Learns new vocabulary	g. Learns new vocabulary	g. Learns new vocabulary	g. Learns new vocabulary	g. Learns new vocabulary	g. Learns new vocabulary
h. Draws conclusions	h. Draws conclusions	h. Draws conclusions	h. Interprets explicit and implicit information to draw conclusion	h. Interprets explicit and implicit information to draw conclusion	h. Interprets explicit and implicit information to draw conclusion
<b>Interval Benchmark 3: Understands the main ideas or themes in literary texts</b>			<b>Interval Benchmark 3. Applies understanding of the characteristics of a variety of literary genre to a passage or text</b>		
Grade Level Expectations K	Grade Level Expectations 1	Grade Level Expectations 2	Grade Level Expectations 3	Grade Level Expectations 4	Grade Level Expectations 5
a. Knows the difference between fiction and nonfiction	a. Knows the difference between fiction and nonfiction	a. Knows the difference between fiction and nonfiction	a. Understands basic story elements such as character, setting, plot, and theme	a. Understands basic story elements such as character, setting, plot, and theme	a. Understands basic story elements such as character, setting, plot, and theme
b. Recognizes the characteristics of a poem	b. Recognizes the characteristics of a poem	b. Recognizes the characteristics of a poem	b. Recognizes the characteristics of a poem	b. Recognizes the characteristics of a poem	b. Recognizes the characteristics of a poem
c. Knows stories have characters, a setting, and important events	c. Knows stories have a theme, characters, a setting, and important events	c. Knows stories have a theme, characters, a setting, and important events	c. Recognizes the defining characteristics of a fairy tale	c. Understands that different literary forms and genres have different characteristics	c. Understands that different literary forms and genres have different characteristics
d. Knows stories have a problem and a solution	d. Knows stories have a problem and a solution	d. Knows stories have a problem and a solution			
e. Understands that patterns exist in a variety of literary texts	e. Understands that patterns exist in a variety of literary texts	e. Understands that patterns exist in a variety of literary texts			

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f. Understands story events follow a sequence	f. Understands story events follow a sequence	f. Understands story events follow a sequence			
g. Recognizes a variety of literary texts	g. Recognizes a variety of literary texts	g. Recognizes a variety of literary texts			
<b>Interval Benchmark 4: Determines the main idea, topic or theme of a passage or a piece of text.</b>			<b>Interval Benchmark 4: Determines the main idea, topic or theme of a passage or a piece of text.</b>		
a. Identifies the main idea or topic of a visual image and/or a passage	a. Identifies the main idea or topic of a visual image and a paragraph	a. Identifies the main idea or topic of a visual image and a paragraph	a. Identifies main ideas of paragraphs or passages	a. Identifies main ideas of paragraphs or passages	a. Identifies main ideas of paragraphs or passages
b. Recognizes that themes can recur across stories	b. Recognizes that themes can recur across stories	b. Recognizes that themes can recur across stories	b. Recognizes that themes can recur across literary works	b. Recognizes that themes can recur across literary works	b. Recognizes that themes can recur across literary works
[Hatched Area]			<b>Interval Benchmark 5: Analyzes the different ways in which words and style are used and their effects on the reader</b>		
			a. Understands the similarities of sound in words in rhythmic patterns	a. Understands how an author's choice of language and style contribute to the overall quality and enjoyment of a literary work	a. Understands how an author's choice of language and style contribute to the overall quality and enjoyment of a literary work
				b. Understands how a writer chooses words to create images	b. Understands the writer's use of figurative language to create images
				c. Examines the meaning of an author's words using text clues	c. Examines the meaning of an author's words using text clues
<b>Standard 3: Demonstrates competence in the general skills and strategies for comprehending a variety of informational texts.</b>					
<b>Interval Benchmark 1: Uses reading strategies to understand a variety of informational texts.</b>			<b>Interval Benchmark 1: Uses a variety of reading strategies to determine meaning of informational text.</b>		
<b>Grade Level Expectations K</b>	<b>Grade Level Expectations 1</b>	<b>Grade Level Expectations 2</b>	<b>Grade Level Expectations 3</b>	<b>Grade Level Expectations 4</b>	<b>Grade Level Expectations 5</b>
a. Responds to text using oral, written, visual, and / or kinesthetic means	a. Responds to text using oral, written, visual, and / or kinesthetic means	a. Responds to text using oral, written, visual, and / or kinesthetic means	a. Understands glossaries, indices, and tables of content are used to locate specific information	a. Understands glossaries, indices, and tables of content are used to locate specific information	a. Understands glossaries, indices, and tables of content are used to locate specific information

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b. Monitors whether the text is making sense when listening to the text read aloud	b. Monitors whether the text is making sense when listening to the text read aloud	b. Monitors whether the text is making sense when listening to the text read aloud	b. Uses prior knowledge and experiences to understand and respond to new information	b. Uses prior knowledge and experiences to understand and respond to new information	b. Knows prior knowledge and experiences are important in understanding new information
c. Self-monitors and self-corrects when rereading a familiar book	c. Monitors whether the text is making sense when reading independently	c. Monitors whether the text is making sense when reading independently	c. Monitors whether the text is making sense when reading independently	c. Monitors whether the text is making sense when reading independently	c. Monitors whether the text is making sense when reading independently
d.	d.	d.	d. Determines word meaning using the context of a passage	d. Determines word meaning using the context of a passage	d. Determines word meaning using the context of a passage
			e. Distinguishes between relevant information and irrelevant information	e. Distinguishes between relevant information and irrelevant information	e. Distinguishes between relevant information and irrelevant information
<b>Interval Benchmark 2: Uses critical thinking skills to derive meaning from informational text</b>			<b>Interval Benchmark 2: Uses critical thinking skills to derive meaning from informational text</b>		
<b>Grade Level Expectations K</b>	<b>Grade Level Expectations 1</b>	<b>Grade Level Expectations 2</b>	<b>Grade Level Expectations 3</b>	<b>Grade Level Expectations 4</b>	<b>Grade Level Expectations 5</b>
a. Visualizes the topic of the text	a. Visualizes the topic of the text	a. Visualizes the topic of the text	a. Uses visual cues to derive meaning	a. Uses visual cues to derive meaning	a. Uses visual cues to derive meaning
b. Uses text features to gain meaning from text	b. Uses text features to gain meaning from text	b. Uses text features to gain meaning from text	b. Uses text features and structures to better understand informational text	b. Uses text features and structures to better understand informational text	b. Uses text features and structures to better understand informational text
c. Compares books about the same topic or concept	c. Compare and / or contrasts books about the same topic or concept	c. Compare and / or contrasts books about the same topic or concept	c. Compare and / or contrasts books about the same topic or concept	c. Compare and / or contrasts books about the same topic or concept	c. Compare and / or contrasts books about the same topic or concept
d. Recalls information from the text	d. Recalls information from the text	d. Recalls information from the text	d. Recalls information from the text	d. Recalls information from the text	d. Recalls information from the text
e. Answers literal and conceptual questions about orally read text	e. Answers literal and conceptual questions about independently read text	e. Answers literal and conceptual questions about independently read text	e. Answers literal and conceptual questions about independently read text	e. Answers literal and conceptual questions about independently read text	e. Answers literal and conceptual questions about independently read text
f. States and supports with details a main idea about a topic or concept	f. Summarizes and /or paraphrases main ideas from informational text	f. Summarizes and /or paraphrases main ideas from informational text	f. Summarizes and /or paraphrases main ideas from informational text	f. Summarizes and /or paraphrases main ideas from informational text	f. Summarizes and /or paraphrases main ideas from informational text
g. Makes simple predictions based on picture clues and prior knowledge about the topic or content	g. Makes predictions and / or draws conclusions based on picture clues, text information, and prior knowledge and experience about the topic or concept	g. Makes predictions and / or draws conclusions based on picture clues, text information, and prior knowledge and experience about the topic or concept	g. Makes simple predictions based on picture clues and prior knowledge about the topic or content	g. Makes predictions and / or draws conclusions based on picture clues, text information, and prior knowledge and experience about the topic or concept	g. Makes predictions and / or draws conclusions based on picture clues, text information, and prior knowledge and experience about the topic or concept

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h. Uses new vocabulary learned from text in oral discussions about the topic or concept	h. Uses new vocabulary learned from text in oral discussions and / or written responses about the topic or concept	h. Uses new vocabulary learned from text in oral discussions and / or written responses about the topic or concept	h. Uses new vocabulary learned from text in oral discussions and / or written responses about the topic or concept	h. Uses new vocabulary learned from text in oral discussions and / or written responses about the topic or concept	h. Uses new vocabulary learned from text in oral discussions and / or written responses about the topic or concept
i. Draws conclusions based on stated information	i. Draws conclusions based on stated information	i. Draws conclusions based on stated information	i. Draws conclusions based on stated and implied text information	i. Synthesizes text information and prior knowledge or experience to draw a conclusion	i. Synthesizes text information and prior knowledge or experience to draw a conclusion
j. Identifies main ideas or topics of paragraphs or passages	j. Identifies main ideas or topics of paragraphs or passages	j. Identifies main ideas or topics of paragraphs or passages	j. Makes inferences based on implicit and explicit text information	j. Makes inferences based on implicit and explicit text information	j. Makes inferences based on implicit and explicit text information
			k. Identifies main ideas or topics of paragraphs or passages	k. Identifies main ideas or topics of paragraphs or passages	k. Identifies main ideas or topics of paragraphs or passages
<b>Interval Benchmark 3: Identifies purpose of a text</b>			<b>Interval Benchmark 3: Identifies purpose of a text</b>		
<b>Grade Level Expectations K</b>	<b>Grade Level Expectations 1</b>	<b>Grade Level Expectations 2</b>	<b>Grade Level Expectations 3</b>	<b>Grade Level Expectations 4</b>	<b>Grade Level Expectations 5</b>
a. Knows the difference between fiction and informational text	a. Knows the difference between fiction and informational text	a. Knows the difference between fiction and informational text	a. Recognizes that text can explain and/or inform	a. Recognizes that text can explain and/or inform	a. Recognizes that text can explain and/or inform
b. Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	b. Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	b. Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	b. Recognizes author's credentials and biases when selecting non-fiction text.	b. Recognizes author's credentials and biases when selecting non-fiction text.	b. Recognizes author's credentials and biases when selecting non-fiction text.
c. Knows the purpose of informational text is to inform	c. Knows the purpose of informational text is to inform	c. Knows the purpose of informational text is to inform	c. Uses text features, structures, and format found in informational text to locate information for specific purposes	c. Uses text features, structures, and format found in informational text to locate information for specific purposes	c. Uses text features, structures, and format found in informational text to locate information for specific purposes