*What is Reading?*

Literacy is a basic human right, achievable by all students. The literacy continuum develops across an individual’s lifetime, but literacy does not reside solely in the individual person; it requires and creates relationships with others through communication and interaction. The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment.

*What are Texts?*

A text is anything that can be read, heard or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student’s experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following:

* **Various texts** provide multiple opportunities for students to read broadly, widely, and deeply, including:
  + texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and
  + texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages.
* **Text complexity** has three components: qualitative, quantitative and reader-task considerations.
  + *Qualitative* refers to levels of meaning or purpose, text structures, language features, and knowledge demands.
  + *Quantitative* refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion.
  + *Reader-task considerations* refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader’s purpose, type of reading, and intended outcome(s).

*How are the Reading Standards Structured?*

The reading standards are designed progressively, using specificity and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.

In order to build a reading foundation, the standards are detailed for individual grade levels, Kindergarten through Grade 5. Grades 6 through Diploma are organized in bands, allowing local systems flexibility in course design and individual students opportunities for further growth.

The reading standards are comprised of five components:

* **Foundational reading skills** are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, phonemic awareness, phonics and word recognition, and other basic conventions of English. *(Standards 1-3 )*
* **Key ideas and details** refers to what texts explicitly and implicitly say in order to make inferences and draw conclusions about meaning. *(Standards 4-6)*
* **Author’s craft and structure** refers to how authors use word choice, sentence structure, figurative language, and organization in order to convey ideas and meaning. *(Standards 7-9 )*
* **Integration of knowledge and ideas** refers to how readers explore, identify, organize, and synthesize meaning from multiple texts and perspectives. *(Standards 10 & 11)*
* **Fluency** is critical to both foundational reading skills and comprehension and refers to the ability to read accurately with appropriate rate, phrasing, inflection, and expression. *(Standard 12)*

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| **Strand** | **READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS** | | | | | | | |
| **Standard 1** | **Demonstrate understanding of the organization and basic features of print.** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | a. Follow words from left to right, top to bottom, and page by page.  b. Recognize that spoken words are represented in written language by  specific sequences of letters.  c. Understand that words are separated by spaces in print.  d. Recognize and name all upper- and lowercase letters of the alphabet. | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | Recognize the distinguishing features of a paragraph (e.g. indent). | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to help students move toward proficiency. | | | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to move students toward proficiency. | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to move students toward proficiency. |

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| **Strand** | **READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS** | | | | | | | |
| **Standard 2** | **Demonstrate understanding of words, syllables, and sounds (phonemes).** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does  not include CVCs ending with /l/, /r/, or /x/.)  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to move students toward proficiency. | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and access district resources to move students toward proficiency. | | | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to move students toward proficiency. | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to move students toward proficiency. |

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| **Strand** | **READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION** | | | | | | | |
| **Standard 3** | **Know and apply grade-level phonics and word analysis skills in decoding words.** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | a. Demonstrate basic knowledge of one-to-one  letter-sound correspondences by producing the primary or many of the most frequent  sound for each consonant.  b. Associate the long and short sounds with common spellings (graphemes) for the five  major vowels.  c. Read common high-frequency words by sight  (e.g., the, of, to, you, she, my, is, are, do, does).  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | a. Know the spelling-sound correspondences for common consonant digraphs.  b. Decode regularly spelled one-syllable words.  c. Know final -e and common vowel team conventions for representing long vowel sounds.  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  e. Decode two- syllable words following basic patterns by breaking the words into syllables.  f. Read words with inflectional endings.  g. Recognize and read grade- appropriate irregularly spelled words. | a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  b. Know spelling-sound correspondences for additional common vowel teams.  c. Decode regularly spelled two-syllable words with long vowels.  d. Decode words with common prefixes and suffixes.  e. Identify words with inconsistent but common spelling-sound correspondences.  f. Recognize and read grade-appropriate irregularly spelled words. | a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllabic words.  d. Read grade-appropriate irregularly spelled words. | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to help students move toward proficiency. | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to help students move toward proficiency. |

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| **Strand** | **READING:KEY IDEAS AND DETAILS** | | | | | | | |
| **Standard 4** | **Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | Ask and answer questions with prompting and support about who, what, when, where, and how. | Ask and answer questions about who, what, when, where, and how. | Ask and answer questions about who, what, when, where, how and why. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Refer to details and examples in a text when explaining what the text says explicitly and when making inferences. | Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences. | Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text. | Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity. |

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| **Strand** | **READING:KEY IDEAS AND DETAILS** | | | | | | | |
| **Standard 5** | **Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | 1. Retell familiar texts with prompting and support, including details about who, what, when, where, and how. 2. Retell key details of texts with prompting and support, including the main topic. | 1. Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. 2. Retell key details of texts, including the main topic. | 1. Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme. 2. Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs. | a. Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.  b. Explain how the key details support the central idea of a text. | a. Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.  b. Summarize texts, including how the key details support the central idea. | a. Summarize texts, including theme and character development.  b. Summarize texts, including how the key details support two or more central ideas. | a. Provide an accurate summary of various texts;  b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details. | a. Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.  b. Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |

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| **Strand** | **READING: KEY IDEAS AND DETAILS** | | | | | | | |
| **Standard 6** | **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | a. With prompting and support, identify characters, settings, and major events in a story.  b. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | a. Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.  b. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | a. Describe how characters in a story respond to major events and challenges.  b. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect. | a. Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  b. Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text. | a. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.  b. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, explicitly referring to specific information from the text. | a. Analyze how two or more characters, settings, or events in a story are related, drawing on specific details in the text (e.g., how characters interact).  b. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. | Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts). | Analyze the impact of an author’s choices and determine how specific individuals/ characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts). |

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| **Strand** | **READING: CRAFT AND STRUCTURE** | | | | | | | |
| **Standard 7** | **Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | a. With prompting and support, ask and answer questions about unknown words in a text.  b. With prompting and support, ask and answer questions about unknown words in a text. | a. Identify words and phrases in a text that suggest feelings or appeal to the senses.  b. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | a. Describe how words and phrases supply rhythm and meaning in a text.  b. Use provided resources to determine meaning of words and phrases in a text. | a. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.  b. Use provided resources to determine meaning of domain-specific words and phrases. | a. Determine the meaning of words and phrases including figurative language as they are used in a text.  b. Draw on a variety of strategies to determine meaning of domain-specific words and phrases. | a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.  b. Initiate strategies to determine meaning of domain-specific words and phrases. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |

\*Possibility of connecting to language standards: Apply knowledge of language to **understand how language functions in different contexts**, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. \*

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| **Strand** | **READING: CRAFT AND STRUCTURE** | | | | | | | |
| **Standard 8** | **Analyze the structure of various texts, including how the features and components relate to each other and the whole.** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | a. Identify texts that tell stories.  b. Identify texts that provide information. | a. Explain major differences between texts that tell stories and texts that give information, drawing on various text types.  b. Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text. | a. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.  b. Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. | a. Refer to parts of a text (e.g. chapters, scenes, or stanzas) and explain how each successive part builds on earlier sections.  b. Use various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) to locate key facts or information in a text efficiently. | a. Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the text as a whole.  b. Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure. | a. Explain how the text’s structure supports its meaning and the author’s purpose of the text as a whole.  b. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts on the same topic. | Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author’s purpose for the text as a whole. | a. Analyze the organization and structure of specific features and components in various texts  b. Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole. |

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| **Strand** | **READING: CRAFT AND STRUCTURE** | | | | | | | |
| **Standard 9** | **Assess how perspective or purpose shapes the content and style of various texts.** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | a. With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.  b. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | a. Identify who is telling the story at various points in a text.  b. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | a. Acknowledge differences in the points of view of characters  b. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | a. Distinguish the reader’s personal point of view from that of the narrator or those of the characters.  b. Distinguish the reader’s personal point of view from that of the author of a text. | a. Compare and contrast the point of view from which different texts are narrated, including the difference between first- and third-person narrations.  b. Compare and contrast primary and secondary sources of the same event or topic; describe the differences in perspective based on information in the texts. | a. Describe how a narrator’s or speaker’s point of view influences how events are described in various contexts.  b. Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts. | Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences. | Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts. |

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| **Strand** | **READING: INTEGRATION OF KNOWLEDGE AND IDEAS** | | | | | | | |
| **Standard 10** | **Evaluate the argument and specific claims in various texts.** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | With prompting and support, identify the reasons an author or character gives to support points in a text. | Identify the reasons an author or character gives to support points in a text. | Describe how reasons support specific points an author or character makes in a text. | Explain how an author or character uses reasons and evidence to support a claim in a text. | Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s). | a. Trace the organization and development of a claim in a text.  b. Determine the effectiveness of an author’s or character’s claim  . | a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.  b. Evaluate the effectiveness of how an author or character develops the argument.  c. Assess the validity and reasoning of the argument, considering if the argument is relevant and sufficient. | a. Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.  b. Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information. |

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| **Strand** | **READING: INTEGRATION OF KNOWLEDGE AND IDEAS** | | | | | | | |
| **Standard 11** | **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | a. With prompting and support, describe the relationship between illustrations and the text.  b. With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.  c. With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.  d. With prompting and support, compare and contrast two texts on the same topic. | a. Use illustrations and words in a text to describe its characters, setting, or events.  b. Compare and contrast the experiences of characters in various texts.  c. Use the illustrations and details in a text to describe its central idea.  d. Compare and contrast two texts on the same topic. | a. Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  b. Compare and contrast two or more versions of the same story presented in diverse forms  c. Explain how specific visuals contribute to and clarify the meaning of a text.  d. Compare and contrast the information presented by two texts on the same topic. | a. Explain how specific aspects of a text’s illustrations contribute to the meaning of a text (e.g., create mood, emphasize aspects of a character or setting).  b. Compare and contrast themes, settings, characters, and plots of stories.  c. Use information gained from the text features and the words within to demonstrate an understanding of the whole text.  d. Compare and contrast the key details presented in two texts on the same topic | a. Compare and contrast between texts and other multimedia versions and how it influences the meaning and author’s intent.  b. Compare and contrast similar themes, topics, and patterns of events in texts.  c. Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic. | a. Analyze how diverse forms and their features contribute to the meaning, tone, and author’s intent of a text.  b. Compare and contrast how two or more authors of the same text type interpret similar themes and topics.  c. Draw on information presented in various texts in order to answer a question or to solve a problem. | a. Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.  b. Evaluate the advantages and disadvantages of an author’s choice for using a specific form and/or text type. | a. Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.  b. Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  c. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives. |

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| **Strand** | **READING: FLUENCY** | | | | | | | |
| **Standard 12** | **Read with sufficient accuracy and fluency to support comprehension** | | | | | | | |
| Grade | Childhood | | | | | | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | Read emergent-reader texts with purpose and understanding. | a. Read various on-level text with purpose and understanding.  b. Read various on-level text with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | a. Read various on-level text with purpose and understanding.  b. Read various on-level text orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | a. Read various on-level text with purpose and understanding.  b. Read various on-level text with accuracy, appropriate rate, and expression on successive readings  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | a. Read with sufficient accuracy and fluency to support comprehension.  b. Read various on-level text with purpose and understanding.  c. Read various on-level text with accuracy, appropriate rate, and expression on successive readings.  d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | a. Read with sufficient accuracy and fluency to support comprehension.  b. Read various on-level text with purpose and understanding.  c. Use context to confirm or self-correct word recognition. | a. Read with sufficient accuracy and fluency to support comprehension.  b. Read various on-level texts with purpose and understanding.  c. Use context to confirm or self-correct word recognition. | a. Read with sufficient accuracy and fluency to support comprehension.  b. Read various on-level texts with purpose and understanding.  c. Use context to confirm or self-correct word recognition. |