

## Standard 1: Reading: K-8

### CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes Topic: Concepts of Print

**Understanding(s):** *Students will understand that...*

- Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering.
- Language follows conventions or rules. These rules help ensure effective communication.
- Knowledge of conventions is needed to comprehend and construct text (print, media, electronic).
- Language is functional and purposeful. We use language to express ourselves, to communicate with others, to learn, to accomplish tasks, to connect with others, to make sense of experience, and as a tool for thinking.

**Knowledge:** *Students will know...*

- Spoken words can be written.
- The building blocks of words are letters; words are the building blocks of sentences.
- Letters correspond to sound; words and sentences correspond to meaning.
- Conventions of written text (spacing, handwriting, spelling, grammar).
- Mechanics (punctuation) of written text (periods, capital letters, spacing).
- Text is read from left to right and top to bottom.
- Text follows conventional agreements in order to assist the reader in making meaning.

**Skill(s):** *Students will be able to...*

- Handle a book, turning one page at a time.
- Track text from left to right across a page.
- Acknowledge and use capitalization and punctuation as signals to guide construction of meaning.
- Read environmental and familiar texts.

*NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.*

Grade	Reference	Benchmark
Grade 8		NO BENCHMARKS
Grade 7		NO BENCHMARKS
Grade 6		NO BENCHMARKS
Grade 5		NO BENCHMARKS
Grade 4		NO BENCHMARKS
Grade 3		NO BENCHMARKS
Grade 2		NO BENCHMARKS
Grade 1	LA.1.1.1	Recognize the differences between letters, words, and sentences
	LA.1.1.2	Recognize that specific sequences of letters represent spoken words
	LA.1.1.3	Recognize that capitalization and punctuation are used to distinguish sentences in printed materials
Grade K	LA.K.1.1	Recognize that spoken words correspond to printed words, how letters and words are oriented on the page, and that words are read from left-to-right across the page

## Standard 1: Reading: K-8

### CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes Topic: Phonemic Awareness

**Understanding(s):** *Students will understand that...*

- Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering.
- Language follows conventions or rules. These rules help ensure effective communication.
- Knowledge of conventions is needed to comprehend and construct text (print, media, electronic).
- Language is functional and purposeful. We use language to express ourselves, to communicate with others, to learn, to accomplish tasks, to connect with others, to make sense of experience, and as a tool for thinking.

**Knowledge:** *Students will know...*

- Words can be segmented into sound units called syllables.
- Sounds can be “blended” to make a word.
- Words are made up of individual sounds.

**Skill(s):** *Students will be able to...*

- Accurately repeat sounds.
- Segment beginning, middle, and ending sounds in orally presented words.
- Blend onset (beginning sounds) and rime (phonogram patterns such as it, at, ay, ad, etc.).

*NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.*

Grade	Reference	Benchmark
Grade 8		NO BENCHMARKS
Grade 7		NO BENCHMARKS
Grade 6		NO BENCHMARKS
Grade 5		NO BENCHMARKS
Grade 4		NO BENCHMARKS
Grade 3		NO BENCHMARKS
Grade 2		NO BENCHMARKS
Grade 1	LA.1.1.4	Segment and blend onset-rimes
	LA.1.1.5	Segment and blend individual phonemes
	LA.1.1.6	Orally substitute and manipulate phonemes
Grade K	LA.K.1.2	Compare sounds in similar and unlike words
	LA.K.1.3	Produce basic rhymes in orally presented words
	LA.K.1.4	Orally segment and blend simple syllables

## Standard 1: Reading: K-8

### CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes Topic: Alphabetic Understanding

#### Understanding(s): *Students will understand that...*

- Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering.
- Language follows conventions or rules. These rules help ensure effective communication.
- Knowledge of conventions is needed to comprehend and construct text (print, media, electronic).
- Language is functional and purposeful. We use language to express ourselves, to communicate with others, to learn, to accomplish tasks, to connect with others, to make sense of experience, and as a tool for thinking.

#### Knowledge: *Students will know...*

- Reading is a complex process that relies on knowledge of visual cues (letters, sounds, etc.) contextual cues, and syntactic cues.
- Letters correspond to sound; words and sentences correspond to meaning.
- High-frequency words.
- Letter and sound agreement (blends, common word parts).
- Syllabication.
- Compound words, contractions, possessives, inflectional endings.
- Diphthongs, digraphs, special vowel spelling, word endings.
- Synonyms, antonyms.

#### Skill(s): *Students will be able to...*

- Recognize letters and sounds.
- Apply meaning-based word recognition strategies.
- Use knowledge of phonics and word structures to decode regular and multi-syllabic words.
- Read high-frequency words.
- Read words with fluency.

*NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.*

Grade	Reference	Benchmark
Grade 8		NO BENCHMARKS
Grade 7		NO BENCHMARKS
Grade 6		NO BENCHMARKS
Grade 5		NO BENCHMARKS
Grade 4		NO BENCHMARKS
Grade 3	LA.3.1.1	Use knowledge of sounds and letters to decode regular multi-syllabic words
	LA.3.1.2	Use common word parts and structures to read new words
Grade 2	LA.2.1.1	Use advanced phonic elements (e.g., diphthongs, digraphs), special vowel spelling, and word endings when reading
	LA.2.1.2	Use structural clues to read compound words, contractions, possessives, and inflectional endings
	LA.2.1.3	Apply syllabication and knowledge of word structure to recognize two- and three-syllable words
Grade 1	LA.1.1.7	Decode words with consonant blends and words with letter combinations
	LA.1.1.8	Use common word parts to decode new words
	LA.1.1.9	Use meaning-based word recognition strategies to read words
	LA.1.1.10	Produce common letter combinations
Grade K	LA.K.1.2	Compare sounds in similar and unlike words
	LA.K.1.3	Produce basic rhymes in orally presented words
	LA.K.1.5	Recognize all letters by sight and recall the basic sound attributed to each letter
	LA.K.1.6	Identify basic high-frequency words
	LA.K.1.7	Decode one-syllable words

## Standard 1: Reading: K-8

### CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes Topic: Vocabulary and Concept Development

#### Understanding(s): *Students will understand that...*

- Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering.
- Language follows conventions or rules. These rules help ensure effective communication.
- Knowledge of conventions is needed to comprehend and construct text (print, media, electronic).
- Language is functional and purposeful. We use language to express ourselves, to communicate with others, to learn, to accomplish tasks, to connect with others, to make sense of experience, and as a tool for thinking.

#### Knowledge: *Students will know...*

- Multiple exposure and interaction with a word are essential to develop vocabulary competence.
- Development of vocabulary competence involves:
  - Encouraging wide reading,
  - Exposing students to high-quality oral language,
  - Promoting word consciousness,
  - Providing explicit instruction of specific words, and
  - Providing modeling and instruction in independent word-learning strategies.
- The most effective way to increase vocabulary is through reading.
- Use of grade-level vocabulary will help construct meaning.

#### Skill(s): *Students will be able to...*

- Use grade-appropriate vocabulary from literature and content area texts.
- Use knowledge of word study to read and understand unfamiliar vocabulary.

*NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.*

Grade	Reference	Benchmark
Grade 8	LA.8.1.1	Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study
Grade 7	LA.7.1.1	Use new grade-appropriate vocabulary, including content area vocabulary, learned through word study and reading
Grade 6	LA.6.1.1	Use grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study, including structural analysis of word parts
Grade 5	LA.5.1.1	Use new grade-appropriate vocabulary learned through reading print and online resources and word study, including meanings of roots, affixes, word origins
Grade 4	LA.4.1.1	Use new grade-appropriate vocabulary, including homophones and homographs, learned through reading and word study, including root words, affixes, and word origins
Grade 3	LA.3.1.3	Use new grade-appropriate vocabulary, including homophones and homographs, introduced in stories, informational texts, word study, and reading
	LA.3.1.4	Use hierarchies (e.g., specific to concrete, formal, and informal) and categories (e.g., parts of speech, comparative and superlative forms, words with multiple meanings) to read increasingly complex words
Grade 2	LA.2.1.4	Identify grade-appropriate high-frequency words
	LA.2.1.5	Use new grade-appropriate vocabulary introduced in stories and informational texts
	LA.2.1.6	Identify relationships among common synonyms and antonyms
Grade 1	LA.1.1.11	Recognize grade-appropriate categories of words
	LA.1.1.12	Use new grade-appropriate vocabulary introduced in stories and informational texts
	LA.1.1.13	Use previous experiences to understand words in texts
Grade K	LA.K.1.8	Uses words to describe location, size, color, shape, and concepts (e.g., same, different, fast, slow) in speaking situations.
	LA.K.1.9	Use new grade-appropriate vocabulary learned through stories and instruction

## Standard 1: Reading: K-8

### CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes Topic: Fluency

**Understanding(s):** *Students will understand that...*

- Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering.
- Language follows conventions or rules. These rules help ensure effective communication.
- Knowledge of conventions is needed to comprehend and construct text (print, media, electronic).
- Language is functional and purposeful. We use language to express ourselves, to communicate with others, to learn, to accomplish tasks, to connect with others, to make sense of experience, and as a tool for thinking.

**Knowledge:** *Students will know...*

- Proficient readers read often and across genres.

**Skill(s):** *Students will be able to...*

- Respond appropriately to punctuation marks and capitalization signals within texts.
- Read grade-appropriate texts with fluency, accuracy, and expression.
- Read with prosody (with fluency and expression) to enhance comprehension reading as a meaning-making process (interaction of the reader's experiences/knowledge with the text).

*NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.*

Grade	Reference	Benchmark
Grade 8		NO BENCHMARKS
Grade 7		NO BENCHMARKS
Grade 6		NO BENCHMARKS
Grade 5		NO BENCHMARKS
Grade 4		NO BENCHMARKS
Grade 3	LA.3.1.5	Read a grade-appropriate narrative and informational text aloud with fluency and accuracy
Grade 2	LA.2.1.7	Read a grade-appropriate text aloud with fluency and expression
Grade 1	LA.1.1.14	Read aloud with reasonable accuracy and at an appropriate rate while adhering to end punctuation
Grade K		NO BENCHMARKS

## Standard 1: Reading: K-8

### CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes Topic: Locating Sources/Gathering Information

**Understanding(s):** *Students will understand that...*

- Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering.
- Language follows conventions or rules. These rules help ensure effective communication.
- Knowledge of conventions is needed to comprehend and construct text (print, media, electronic).
- Language is functional and purposeful. We use language to express ourselves, to communicate with others, to learn, to accomplish tasks, to connect with others, to make sense of experience, and as a tool for thinking.

**Knowledge:** *Students will know...*

- Reading as a meaning-making process (interaction of the reader's experiences/knowledge with the text).
- The importance of choosing appropriate grade-level sources to complete quality research (strategic users of information).

**Skill(s):** *Students will be able to...*

- Ask "productive questions" to guide their search for information.
- Determine relevance of resources to topic, investigated theme, questions, and/or hypothesis.
- Navigate online sources efficiently by narrowing the scope of the search using key words and phrases.
- Use various parts of a book to locate relevant information.
- Locate information needed within the source.
- Use grade-appropriate sources for research.

*NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.*

Grade	Reference	Benchmark
Grade 8	LA.8.1.2	Select appropriate information after evaluating the usefulness of print and online resources to investigate a theme, answer a question, or test a hypothesis
Grade 7	LA.7.1.2	Use a variety of grade-appropriate print and online sources to research an inquiry question
Grade 6	LA.6.1.2	Use grade-appropriate online and print sources to research a topic
Grade 5	LA.5.1.2	Use a variety of grade-appropriate print and online resources to research a topic
Grade 4	LA.4.1.2	Use print and online resources to clarify meaning and usage
Grade 3	LA.3.1.6	Locate information in a variety of grade-appropriate sources
Grade 2	LA.2.1.8	Locate information in a variety of grade-appropriate resources
Grade 1	LA.1.1.15	Recognize the specific information offered by different parts of a book
Grade K		NO BENCHMARKS

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED	
Foundational Benchmark	Approaching the					
	<b>Students will</b>	<b>Students will</b>	<b>Students will</b>		<b>Students will</b>	
Gr. 8	<ul style="list-style-type: none"> <li>Use structural analysis (i.e., root words, affixes, etc.) to predict the meaning of unknown words where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Express a word's definition in various ways (i.e., paraphrase, draw, act, cartoon, gesture, non-examples, own sentence or text sentence containing word, synonyms, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with using vocabulary in various contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Use content area and grade-level vocabulary (in appropriate contexts), including vocabulary learned through reading, word study, and structural analysis of word parts. <i>NOTE: Demonstration of this benchmark should be clustered with writing and oral standards.</i></li> </ul>	<p><b>UNDERSTANDING VOCABULARY AND CONCEPT DEVELOPMENT</b> <b>LA.8.1.1</b> Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study</p>	<p><i>NOTE: The only difference among the three grade levels will be complexity of text used and words learned.</i></p>
	<ul style="list-style-type: none"> <li>Select a topic to research.</li> <li>Locate a familiar source that addresses the topic.</li> <li>Develop a set of questions to guide research.</li> </ul>	<ul style="list-style-type: none"> <li>Locate a range of sources to use.</li> <li>Retell information learned from sources in own words.</li> </ul>	<ul style="list-style-type: none"> <li>Select resources related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the usefulness of print and online resources.</li> <li>Use relevant resources (e.g., primary/secondary text, recommended online websites) to investigate a research question.</li> </ul>	<p><b>LOCATING SOURCES/ GATHERING INFORMATION</b> <b>LA.8.1.2</b> Select appropriate information after evaluating the usefulness of print and online resources to investigate a theme, answer a question, or test a hypothesis</p>	
Gr. 7	<ul style="list-style-type: none"> <li>Use structural analysis (i.e., root words, affixes, etc.) to predict the meaning of unknown words where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Express a word's definition in various ways (i.e., paraphrase, draw, act, cartoon, gesture, non-examples, own sentence or text sentence containing word, synonyms, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with using vocabulary in various contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Use content area and grade-level vocabulary (in appropriate contexts), including vocabulary learned through reading, word study, and structural analysis of word parts. <i>NOTE: Demonstration of this benchmark should be clustered with writing and oral standards.</i></li> </ul>	<p><b>VOCABULARY AND CONCEPT DEVELOPMENT</b> <b>LA.7.1.1</b> Use new grade-appropriate vocabulary, including content area vocabulary, learned through word study and reading</p>	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED	
Foundational Benchmark	Approaching the Benchmark					
Students will	Students will	Students will	Students will		Students will	
	<ul style="list-style-type: none"> <li>Select a topic to research.</li> <li>Locate a familiar source that addresses the topic.</li> <li>Develop a set of questions to guide research.</li> </ul>	<ul style="list-style-type: none"> <li>Locate a range of sources to use.</li> <li>Retell information learned from sources in own words.</li> </ul>	<ul style="list-style-type: none"> <li>Select resources related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant resources (e.g., primary/secondary text, recommended online websites) to investigate a research question.</li> </ul>	<b>LOCATING SOURCES/ GATHERING INFORMATION</b> <b>LA.7.1.2</b> <b>Use a variety of grade-appropriate print and online sources to research an inquiry question</b>	
Gr. 6	<ul style="list-style-type: none"> <li>Use structural analysis (i.e., root words, affixes, etc.) to predict the meaning of unknown words where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Express a word's definition in various ways (i.e., paraphrase draw, act, cartoon, gesture, non-examples, own sentence or text sentence containing word, synonyms, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with using vocabulary in various contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Use content area and grade-level vocabulary (in appropriate contexts) including vocabulary learned through: reading, word study, and structural analysis of word parts.  <i>NOTE: Demonstration of this benchmark should be clustered with writing and oral standards.</i></li> </ul>	<b>VOCABULARY AND CONCEPT DEVELOPMENT</b> <b>LA.6.1.1</b> <b>Use grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study, including structural analysis of word parts</b>	<ul style="list-style-type: none"> <li>Use grade-appropriate vocabulary by applying terms with multiple meanings and metaphoric usages beyond the learned context.</li> </ul>
	<ul style="list-style-type: none"> <li>Select a topic to research.</li> <li>Locate a familiar source that addresses the topic.</li> <li>Develop a set of questions to guide research.</li> </ul>	<ul style="list-style-type: none"> <li>Locate a range of sources to use.</li> <li>Retell information learned from sources in own words.</li> </ul>	<ul style="list-style-type: none"> <li>Select resources related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant resources (e.g., primary/secondary text, recommended online websites) to investigate a research question.</li> </ul>	<b>LOCATING SOURCES/ GATHERING INFORMATION</b> <b>LA.6.1.2</b> <b>Use grade-appropriate online and print sources to research a topic</b>	<i>Grades 7 &amp; 8: make reference to reliable benchmark in Standard 2.</i>



LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the Benchmark				
	Students will	Students will	Students will		Students will
Gr. 5	<ul style="list-style-type: none"> <li>Use structural analysis (i.e., root words, affixes, etc.) to predict the meaning of unknown words where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Express a word's definition in various ways (i.e., paraphrase, draw, act, cartoon, gesture, non-examples, own sentence or text sentence containing word, synonyms, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with using vocabulary in various contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Use content area and grade-level vocabulary (in appropriate contexts) including vocabulary learned through reading, word study, and structural analysis of word parts. <i>NOTE: Demonstration of this benchmark should be clustered with writing and oral standards.</i></li> </ul>	<b>VOCABULARY AND CONCEPT DEVELOPMENT LA.5.1.1</b> <b>Use new grade-appropriate vocabulary learned through reading print and online resources and word study, including meanings of roots, affixes, word origins</b>
	<ul style="list-style-type: none"> <li>Select a topic to research.</li> <li>Locate a familiar source that addresses the topic.</li> <li>Develop a set of questions to guide research.</li> </ul>	<ul style="list-style-type: none"> <li>Locate a range of sources to use.</li> <li>Retell information learned from sources in own words.</li> </ul>	<ul style="list-style-type: none"> <li>Select resources related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant resources (e.g., primary/secondary text, recommended online websites) to investigate a research question.</li> </ul>	<b>LOCATING SOURCES/ GATHERING INFORMATION LA.5.1.2</b> <b>Use a variety of grade-appropriate print and online resources to research a topic</b>
Gr. 4	<ul style="list-style-type: none"> <li>Use structural analysis (i.e., root words, affixes, etc.) to predict the meaning of unknown words where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Express a word's definition in various ways (i.e., paraphrase, draw, act, cartoon, gesture, non-examples, own sentence or text sentence containing word, synonyms, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with using vocabulary in various contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Use content area and grade-level vocabulary (in appropriate contexts), including vocabulary learned through reading, word study, and structural analysis of word parts. <i>NOTE: Demonstration of this benchmark should be clustered with writing and oral standards.</i> <i>Definitions: homophones = words that are spelled the same but have different meanings (i.e.,</i></li> </ul>	<b>VOCABULARY AND CONCEPT DEVELOPMENT LA.4.1.1</b> <b>Use new grade-appropriate vocabulary, including homophones and homographs, learned through reading and word study, including root words, affixes, and word origins</b>

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Foundational Benchmark	Approaching the				
Students will	Students will	Students will	Students will		Students will
			<i>bear/animal, bear/carry); homographs = words that sound alike but are spelled differently (i.e., bear, bare).</i>		
<ul style="list-style-type: none"> <li>Use knowledge of alphabetical order to locate words in a dictionary or thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of a dictionary or entry (i.e., pronunciation key, primary definition comes first, abbreviations for parts of speech, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate print or online resource to seek meaning and usage for unknown vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Use print (e.g., dictionary, thesaurus) and/or online resources, and word document tools to clarify meaning/usage in text.</li> <li>Use context to determine which dictionary meaning is appropriate to the unknown word.</li> </ul>	<p><b>LOCATING SOURCES/ GATHERING INFORMATION</b> <b>LA.4.1.2</b></p> <p><b>Use print and online resources to clarify meaning and usage</b></p>	
<p><b>Gr.</b></p> <p><b>3</b></p>	<p><i>NOTE: See Benchmarks and Progressions for Alphabetic Understanding and Phonemic Awareness for Grades K-2 for word families and syllable patterns.</i></p>	<p><i>NOTE: See Benchmarks and Progressions for Alphabetic Understanding for Grades K-2 and apply to multi-syllabic words.</i></p> <ul style="list-style-type: none"> <li>Identify root words, prefixes (i.e., un-, pre-, dis-) and/or suffixes (i.e., -s, -es, -ed, -ing, -er) within a word.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of sounds and letters to decode regular multi-syllabic words (can be decoded phonetically).</li> <li>Use common word parts (e.g., root words, prefixes, suffixes) and structures (e.g., word families, syllable patterns) to read new words.</li> </ul>	<p><b>ALPHABETIC UNDERSTANDING</b> <b>LA.3.1.1</b></p> <p><b>Use knowledge of sounds and letters to decode regular multi-syllabic words</b></p> <p><b>LA.3.1.2</b></p> <p><b>Use common word parts and structures to read new words</b></p>	
	<ul style="list-style-type: none"> <li>Identify unknown words encountered in text through reading and word study.</li> </ul>	<ul style="list-style-type: none"> <li>Express a word's definition in various ways (i.e., paraphrase draw, act, cartoon, gesture, non-examples, own sentence or text sentence containing word, synonyms, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with using vocabulary in various contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Use content area and grade-level vocabulary (in appropriate contexts), including vocabulary learned through reading, word study, and structural analysis of word parts.</li> </ul> <p><i>NOTE: Demonstration of this benchmark should</i></p>	<p><b>VOCABULARY AND CONCEPT DEVELOPMENT</b> <b>LA.3.1.3</b></p> <p><b>Use new grade-appropriate vocabulary, including homophones and homographs, introduced in stories,</b></p>

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the				
Students will	Students will	Students will	Students will		Students will
			<i>be clustered with writing and oral standards. Homophones = words that sound alike but have different meanings (i.e., their and there).</i>	<b>informational texts, word study, and reading</b>	
			<i>Homographs = words that are spelled the same but have different meanings and/or pronunciations (i.e., does and does [lady deer]). Both homophones and homographs are under the umbrella of homonyms.</i>		

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Foundational Benchmark	Approaching the				
Students will	Students will	Students will	Students will		Students will
		<ul style="list-style-type: none"> <li>Display relationships among words using given graphic organizer (e.g., compare protest to rebellion using a Venn diagram).</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of categories to read and understand new and more complex words (e.g., parts of speech, comparative and superlative forms, words with multiple meanings, etc.).</li> <li>Use hierarchies (relationships among words such as most to least, specific to general, concrete to abstract, formal to informal, etc.) to read and understand new and more complex words.</li> </ul>	<p><b>LA.3.1.4</b>  <b>Use hierarchies (e.g., specific to concrete, formal and informal) and categories (e.g., parts of speech, comparative and superlative forms, words with multiple meanings) to read increasingly complex words</b></p> <p><i>NOTE: The benchmark refers to decoding and understanding increasingly complex words by using hierarchies and categories to organize word knowledge. Powerful vocabulary instruction integrates new words with those that are familiar to the learner. Schema theory tells us that knowledge doesn't consist of isolated chunks of information, but rather sets of relationships. Therefore, it makes sense to teach words that are related to each other.</i></p>	
<p><i>NOTE: Refer to Alphabetic Understanding Grade 1.</i></p>	<ul style="list-style-type: none"> <li>Read word by word.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge punctuation and phrasing when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Read grade-appropriate narrative and informational text aloud with prosody (i.e., reading with expression, personality, fluency, proper pacing, and awareness of punctuation).</li> </ul>	<p><b>FLUENCY</b>  <b>L.A.3.1.5</b>  <b>Read grade-appropriate narrative and informational text aloud with fluency and accuracy</b></p>	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the Benchmark				
Students will	Students will	Students will	Students will		Students will
	<ul style="list-style-type: none"> <li>Use grade-appropriate resources provided to find concept or topic.</li> </ul>	<ul style="list-style-type: none"> <li>Use grade-appropriate resources to learn about a concept or topic.</li> </ul>	<ul style="list-style-type: none"> <li>Locate information in a variety of grade-appropriate sources.</li> </ul>	<b>LOCATING SOURCES/ GATHERING INFORMATION L.A.3.1.6</b> Locate information in a variety of grade-appropriate sources	
Gr. 2	See 1.1.10 and K.1.5.	<ul style="list-style-type: none"> <li>Read diphthongs, digraphs, special vowel spellings, and word endings in isolation.</li> </ul>	<ul style="list-style-type: none"> <li>Read by using advanced phonic elements such as diphthongs (e.g., two letter sounds blended together to make one vowel sound such as ow, ou), digraphs (e.g., letter combinations such as sh, ph, tch, th), special vowel spelling (e.g., -r controlled), and word endings (e.g., ing).</li> </ul>	<b>ALPHABETIC UNDERSTANDING LA.2.1.1</b> Use advanced phonic elements (e.g., diphthongs, digraphs), special vowel spelling, and word endings when reading	
	<ul style="list-style-type: none"> <li>Read by identifying initial sound to make best guess.</li> </ul>	<ul style="list-style-type: none"> <li>Read by stretching out sounds to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>Use structural clues to read compound words, contractions, possessives, and inflectional endings (e.g., -s, -es, etc.).</li> </ul>	<b>LA.2.1.2</b> Use structural clues to read compound words, contractions, possessives, and inflectional endings	
			<ul style="list-style-type: none"> <li>Read by stretching out sounds to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>Use syllabication and knowledge of word structure to read words.</li> </ul>	<b>LA.2.1.3</b> Apply syllabication and knowledge of word structure to recognize two- and three-syllable words

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the Benchmark				
Students will	Students will	Students will	Students will		Students will
<ul style="list-style-type: none"> <li>Uses words in own experiences to describe new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Express a word's definition in various ways (i.e., paraphrase, draw, act, cartoon, gesture, non-examples, own sentence or text sentence containing word, synonyms, etc.).</li> </ul>	<p><i>NOTE: No progression. Rote memory.</i></p> <ul style="list-style-type: none"> <li>Experiment with using vocabulary in various contexts.</li> <li>Generate synonyms and antonyms when given a word.</li> </ul>	<ul style="list-style-type: none"> <li>Read grade-appropriate high-frequency <u>sight words</u> with automaticity.</li> <li>Use new grade-appropriate vocabulary introduced in stories and informational text in appropriate contexts. <i>NOTE: Demonstration of this benchmark should be clustered with writing and oral standards.</i></li> <li>Identify relationships among common synonyms and antonyms (e.g., how are the following synonyms alike and different: thin, skinny, slender).</li> </ul>	<p><b>VOCABULARY AND CONCEPT DEVELOPMENT</b></p> <p><b>LA.2.1.4</b> Identify grade-appropriate high-frequency words</p> <p><b>LA.2.1.5</b> Use new grade-appropriate vocabulary introduced in stories and informational texts</p> <p><b>LA.2.1.6</b> Identify relationships among common synonyms and antonyms</p>	
<p><i>NOTE: See Alphabetic Understanding Grade 1.</i></p>	<ul style="list-style-type: none"> <li>Read word by word.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge punctuation and phrasing when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with prosody (i.e., reading with expression, personality, fluency, proper pacing, and awareness of punctuation).</li> </ul>	<p><b>FLUENCY</b></p> <p><b>LA.2.1.7</b> Read aloud a grade-appropriate text with fluency and expression</p>	
	<ul style="list-style-type: none"> <li>Use grade-appropriate resources provided to find concept or topic.</li> </ul>	<ul style="list-style-type: none"> <li>Use grade-appropriate resources to learn about a concept or topic.</li> </ul>	<ul style="list-style-type: none"> <li>Locate information in a variety of grade-appropriate sources.</li> </ul>	<p><b>LOCATING SOURCES/ GATHERING INFORMATION</b></p> <p><b>LA.2.1.8</b> Locate information in a</p>	<p>See 1.2.1. Comprehension text strand 1.1.5.</p>

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED	
Foundational Benchmark	Approaching the Benchmark					
Students will	Students will	Students will	Students will		Students will	
				variety of grade-appropriate resources		
Gr. 1	<ul style="list-style-type: none"> <li>Recognize letters of the alphabet.</li> </ul> <p><i>NOTE: See Alphabetic Understanding for Grade 1.</i></p>	<ul style="list-style-type: none"> <li>Recognize that letters make words.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that words form sentences.</li> <li>Recognize letter-sound relationship.</li> <li>Identify punctuation marks and capital letters in text.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the differences between letters, words, and sentences.</li> <li>Recognize that specific sequences of letters represent spoken words.</li> <li>Recognize that a sentence begins with a capital letter and ends with an end mark (period, question mark, exclamation point).</li> </ul>	<p><b>CONCEPTS OF PRINT</b></p> <p><b>LA.1.1.1</b> Recognize the differences between letters, words, and sentences</p> <p><b>LA.1.1.2</b> Recognize that specific sequences of letters represent spoken words</p> <p><b>LA.1.1.3</b> Recognize that capitalization and punctuation are used to distinguish sentences in print materials</p>	
	<i>NOTE: Refer to K.1.5.</i>	<ul style="list-style-type: none"> <li>Recognize sounds letter by letter.</li> </ul>	<ul style="list-style-type: none"> <li>Segment onset-rimes (e.g., presented with jack, student says, “Juh-ack”).</li> </ul>	<ul style="list-style-type: none"> <li>Segment and blend onset-rimes (e.g., sss-at, fff-at) and blending to a recognizable word (s-at→sat).</li> </ul> <p><i>NOTE: Definitions</i> <b>Onset:</b> consonant or consonant blend, or digraph before a vowel in a syllable (e.g., b in back).</p>	<p><b>PHONEMIC AWARENESS</b></p> <p><b>LA.1.1.4</b> Segment and blend onset-rimes</p>	<ul style="list-style-type: none"> <li>Use knowledge of word families to decode and spell.</li> </ul>
	<i>NOTE: Refer to K.1.4.</i>	<ul style="list-style-type: none"> <li>Recognize initial sounds</li> </ul>	<ul style="list-style-type: none"> <li>Segment phonemes</li> </ul>	<p><b>Rime:</b> A vowel and any consonant after it (e.g., ack in back)</p> <ul style="list-style-type: none"> <li>Produce each sound in</li> </ul>	<p><b>LA.1.1.5</b></p>	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the Benchmark				
Students will	Students will	Students will	Students will		Students will
<p><i>NOTE: Refer to K.1.2.</i></p>	<p>only.</p> <ul style="list-style-type: none"> <li>Orally substitute initial consonant sounds</li> <li>(e.g., what word would you have if you changed the /j/ in jack to /b/?)</li> </ul>	<p>(e.g., /s/ /a/ /t/).</p> <ul style="list-style-type: none"> <li>Orally substitute final consonant sounds (e.g., ba<u>t</u> → ba<u>g</u>).</li> </ul>	<p>a one syllable word by stretching it out sound by sound (/s/ /a/ /t/) and blend the sounds to make a word (sat).  <i>NOTE: Definition</i>  <b>Phoneme:</b> Individual sound component.</p> <ul style="list-style-type: none"> <li>Orally substitute and manipulate phonemes (e.g., substitute first or last phonemes to create new words: cat → ca<u>n</u> → <u>tan</u>).</li> </ul>	<p><b>Segment and blend individual phonemes</b></p> <p><b>LA.1.1.6</b>  <b>Orally substitute and manipulate phonemes</b></p>	
<p><i>NOTE: Refer to K.1.5.</i></p>	<ul style="list-style-type: none"> <li>Identify consonant blends and common letter combinations in a word (e.g., /ar/ in farm or /st/ in stop).  <i>NOTE: Student may need assistance to isolate blend or letter combination.</i></li> <li>Decode a word sound by sound.</li> </ul>	<ul style="list-style-type: none"> <li>Read consonant blends and common letter combinations (e.g., /er/, /ir/, /ur/, /ar/, /br/).</li> <li>Use knowledge of word families to decode (e.g., -at, cat, rat).</li> <li>Rely on one or two decoding methods (i.e., picture clues, phonics, sight words, sentence and/or situational context) to read words.</li> </ul>	<ul style="list-style-type: none"> <li>Read words with consonant blends and words with consonant digraphs (ack, ick), vowel digraphs (i.e., oo and aw) and r controlled vowels (-ar, -er).</li> <li>Use common word parts (blends, endings, smaller words in a word and word families) to decode new words.</li> <li>Use meaning-based word recognition strategies to read words (e.g., read-on, go-back, picture clues, sentence/ situational context clues, cloze, as well as a combination of word-recognition strategies).</li> </ul>	<p><b>ALPHABETIC UNDERSTANDING</b>  <b>LA.1.1.7</b>  <b>Decode words with consonant blends and words with letter combinations</b></p> <p><b>LA.1.1.8</b>  <b>Use common word parts to decode new words</b></p> <p><b>LA.1.1.9</b>  <b>Use meaning-based word recognition strategies to read words</b></p>	
			<ul style="list-style-type: none"> <li>Orally produce common letter combinations (e.g., sh, ch, etc.).</li> </ul>	<p><b>LA.1.1.10</b>  <b>Produce common letter combinations</b></p>	



LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the				
Students will	Students will	Students will	Students will		Students will
<ul style="list-style-type: none"> <li>Uses words in own experiences to describe new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Express a word's definition in various ways (i.e., paraphrase, draw, act, cartoon, gesture, non-examples, own sentence or text sentence containing word, synonyms, etc.).</li> <li>Describe a previous experience.</li> </ul>	<ul style="list-style-type: none"> <li>Generate examples of concept words (e.g., teacher gives examples of concept words and student gives some examples also).</li> <li>Experiment with using vocabulary in various contexts.</li> <li>Make a personal connection to an event, thought, etc., in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize grade-level categories of words (e.g., animals, plants, toys).</li> <li>Use new grade-appropriate vocabulary introduced in stories and informational text in appropriate contexts. <i>NOTE: Demonstration of this benchmark should be clustered with writing and oral standards.</i></li> <li>Use previous experiences to help understand words in text.</li> </ul>	<p><b>VOCABULARY AND CONCEPT DEVELOPMENT</b></p> <p><b>LA.1.1.11</b> Recognize grade-appropriate categories of words</p> <p><b>LA.1.1.12</b> Use new grade-appropriate vocabulary introduced in stories and informational text</p> <p><b>LA.1.1.13</b> Use previous experiences to understand words in texts</p>	
<ul style="list-style-type: none"> <li>Stretch out sounds to decode sound by sound.</li> </ul>	<ul style="list-style-type: none"> <li>Read word by word.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge punctuation and phrasing when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with prosody (i.e., reading with expression, personality, fluency, proper pacing, and awareness of punctuation).</li> </ul>	<p><b>FLUENCY</b></p> <p><b>L.A.1.1.14</b> Read aloud with reasonable accuracy and at an appropriate rate while adhering to end punctuation</p>	
	<ul style="list-style-type: none"> <li>Read the pictures on the cover and throughout the book.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the pictures, title, and author of a book.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the cover of the book and title page have</li> </ul>	<p><b>LOCATING SOURCES/</b></p>	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED	
Foundational Benchmark	Approaching the Benchmark					
Students will	Students will	Students will	Students will		Students will	
			information; the table of contents tells where to find the information.	<b>GATHERING INFORMATION</b> <b>L.A.1.1.15</b> Recognize the specific information offered by different parts of a book		
Gr. K	<ul style="list-style-type: none"> <li>Mimic reading behaviors (i.e., holds book upside down or backwards and pretends to read).</li> <li>Contribute phrases during shared reading of a predictable book (e.g., call and respond during oral reading).</li> </ul>	<ul style="list-style-type: none"> <li>Hold book right side up.</li> <li>Point randomly and label what they see (e.g., labels pictures as a cat, dog, etc.).</li> <li>Distinguish between letters and words.</li> </ul>	<ul style="list-style-type: none"> <li>Hold book right side up.</li> <li>Point randomly and use pictures to tell a story.</li> <li>“Read” familiar texts from memory.</li> <li>Recognize that the text of a familiar story stays the same across readings (e.g., reminds you if you skip words, parts of story, or sentences, when reading aloud).</li> </ul>	<ul style="list-style-type: none"> <li>Hold book in correct orientation and turn pages correctly.</li> <li>Point to spoken words in text from left to right from beginning to end, with one-to-one correspondence.</li> <li>Read some words in environmental print (i.e., logos, signs, labels, etc.).</li> </ul>	<b>CONCEPTS OF PRINT</b> <b>LA.K.1.1</b> Recognize that spoken words correspond to printed words, how letters and words are oriented on the page, and that words are read from left-to-right across the page	
	<ul style="list-style-type: none"> <li>Correctly pronounces all phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>Offer words that begin with a target or given sound (e.g., teacher asks for words that have the same beginning sound as <u>M</u>ONKEY... Students respond with words such as <u>m</u>ouse, <u>m</u>an, <u>m</u>outh, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Recognize whether two words begin with the same or different sound (e.g., man, monkey OR man, lady).</li> </ul>	<ul style="list-style-type: none"> <li>Identify what is the same or different about the first sound in a set of words, presented orally (i.e., <u>b</u>ear, <u>b</u>all, goat, etc.).</li> </ul>	<b>PHONEMIC AWARENESS</b> <b>LA.K.1.2</b> Compare sounds in similar and unlike words	<ul style="list-style-type: none"> <li>Generates words that begin with similar or different sounds from the target word.</li> </ul>
	<ul style="list-style-type: none"> <li>Recite familiar poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly offers a word in a familiar word family (e.g., I say cat, fat; you say ___).</li> </ul>	<ul style="list-style-type: none"> <li>Supply a rhyming word in a familiar poem.</li> </ul>	<ul style="list-style-type: none"> <li>Produce basic rhymes in orally presented words (e.g., I say cat, you say _at).</li> </ul>	<b>LA.K.1.3</b> Produce basic rhymes in orally presented words	
	<ul style="list-style-type: none"> <li>Recognize own name</li> </ul>	<ul style="list-style-type: none"> <li>Blend and segment</li> </ul>	<ul style="list-style-type: none"> <li>Orally segment (e.g.,</li> </ul>	<b>LA.K.1.4</b>		

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the				
Students will	Students will	Students will	Students will		Students will
<ul style="list-style-type: none"> <li>Point to letters as reciting alphabet song.</li> </ul>	<p>when segmented.</p> <ul style="list-style-type: none"> <li>Show every sound heard in an orally segmented word (e.g., match tokens or pennies for every sound heard).</li> <li>Recognize most capital letters by name.</li> <li>Identify environmental print (e.g., traffic signs, logos for companies such as McDonalds) and own name.</li> <li>Sounds out beginning and end sounds of one syllable words (e.g., consonant, vowel, consonant word cat, /c/ /t/).</li> <li>Identify colors, size, and shape with their appropriate names.</li> </ul>	<p>sounds in high interest words such as own name.</p> <ul style="list-style-type: none"> <li>Recognize lower case letters by name.</li> <li>Recall sounds of consonants that have one sound (e.g., “g” makes a hard and a soft sound so it would not be in this category).</li> <li>Identify one letter high-frequency words (i.e., l and a).</li> <li>Sound out letters in one syllable words (e.g., consonant, vowel, consonant word: cat, /c/ /a/ /t/).</li> <li>Identify locations with their appropriate names (e.g., over, under, up, down, etc.).</li> </ul>	<p>tell me the sounds in hat, (/h/ /a/ /t/) and blend (e.g., Tell me the word /h/ /a/ /t/. Response is “hat” with one syllable.)</p> <ul style="list-style-type: none"> <li>Recognize and name all capital and lower case letters.</li> <li>Recall the basic sound attributed to each letter (consonants and vowels).</li> <li>Identify grade-appropriate high-frequency words (e.g., the, and, is).</li> <li>Use sounds of letters to read one syllable words (e.g., consonant, vowel, consonant word: /c/ /a/ /t/, cat).</li> <li>Use words to describe location, size, color, shape, and concepts (e.g., same, different, fast, slow) to orally convey a message.</li> </ul>	<p><b>Orally segment and blend simple syllables</b></p> <hr/> <p><b>ALPHABETIC UNDERSTANDING</b>  <b>LA.K.1.5</b>  <b>Recognize all letters by sight and recall the basic sound attributed to each letter</b></p> <p><b>LA.K.1.6</b>  <b>Identify basic high-frequency words</b></p> <p><b>LA.K.1.7</b>  <b>Decode one-syllable words</b></p> <p><b>LA.K.1.8</b>  <b>Use words to describe location, size, color, shape, and concepts (e.g., same, different, fast, slow) in speaking situations</b></p>	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the				
Students will	Students will	Students will	Students will		Students will
		<ul style="list-style-type: none"> <li>Express developing understanding of vocabulary words in a variety of forms (e.g., dramatization, drawings, provide examples, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Use new grade-appropriate vocabulary learned through stories and instruction independently (e.g., root, stem, leaves, prediction, etc.).</li> </ul>	<p><b>LA.K.1.9</b> Use new grade-appropriate vocabulary learned through stories and instruction</p>	