

Early Reading Strategies: K–2 Only R-9; R-10	K–2	3–5	6–8	9–12
Goals	Demonstrates the basic understandings of sounds in words and organization of print needed for early reading.			
Benchmarks	<ul style="list-style-type: none"> • Recognizes and produces rhyming words. • Recognizes individual sounds in a word. • Blends individual sounds into words. • Breaks words into their individual sounds—beginning, middle and end. • Demonstrates concepts of print. 			

Reading Fluency and Accuracy: K–12 R-11	K–2	3–5	6–8	9–12
Goals	Reads grade-level appropriate material with accuracy and fluency.	Reads grade-level appropriate material with accuracy and fluency.	Reads grade-level appropriate reading material with fluency (rate, accuracy, and expression) across content areas.	Reads grade-level appropriate reading material with fluency (rate, accuracy, and expression) across content areas.
Benchmarks	<ul style="list-style-type: none"> • Reads smoothly. • Reads meaningful phrases with appropriate pauses. • Reads with phrasing and attention to punctuation. • Reads with appropriate expression that conveys the meaning of the text. 	<ul style="list-style-type: none"> • Reads smoothly. • Reads longer meaningful phrases with appropriate pauses. • Reads with phrasing and attention to punctuation. • Reads with appropriate expression that conveys the meaning of the text. 	<ul style="list-style-type: none"> • Reads smoothly. • Reads longer meaningful phrases with appropriate pauses. • Reads with phrasing attending to appropriate text features. • Reads with appropriate expression that conveys the meaning of the text. 	<ul style="list-style-type: none"> • Reads smoothly. • Reads longer meaningful phrases with appropriate pauses. • Reads with phrasing attending to appropriate text features. • Reads with appropriate expression that conveys the meaning of the text.

Word Identification: K-5 R-1	K-2	3-5	6-8	9-12
Goals	Applies strategies to identify words.	Applies strategies to identify words.		
Benchmarks	<ul style="list-style-type: none"> • Reads grade-level appropriate words in and out of context quickly and easily. • Reads regularly spelled multi-syllabic words. 	<ul style="list-style-type: none"> • Reads grade-level appropriate words in context quickly and easily. • Reads a variety of multi-syllabic words. 		

Vocabulary: K–12 R-2; R-3	K–2	3–5	6–8	9–12
Goals	Uses identified strategies to determine the meaning of unfamiliar words with support.	Employs strategies to determine the meaning of unfamiliar words with support.	Independently employs a variety of strategies to determine the meaning of unfamiliar words.	Independently employs a variety of strategies to determine the meaning of increasingly complex words (including specialized vocabulary).
Benchmarks	<ul style="list-style-type: none"> • Uses strategies (e.g., word structure, context clues, illustrations, prior knowledge) to unlock meaning. • Reads frequently to expand word knowledge. 	<ul style="list-style-type: none"> • Uses strategies (e.g., word structure, context clues, prior knowledge, dictionaries, glossaries) to unlock meaning. • Reads extensively to expand word knowledge. 	<ul style="list-style-type: none"> • Accesses prior knowledge. • Uses knowledge of word structure. • Identifies relationships among ideas and words. • Uses word origins (etymology) to determine meaning. • Reads extensively to expand word knowledge. 	<ul style="list-style-type: none"> • Accesses prior knowledge. • Uses knowledge of word structure. • Identifies relationships among ideas and words. • Uses word origins (etymology) to determine meaning. • Reads extensively to expand word knowledge.

Literary Texts: K–12 R-4; R-5; R-6; R-16	K–2	3–5	6–8	9–12
Goals	Develops initial understanding and analysis of elements from literary texts.	Demonstrates understanding and analysis of elements from literary texts.	Reads, understands, interprets, and analyzes a variety of grade-level appropriate literary texts.	Reads, understands, interprets, and analyzes a variety of grade-level appropriate literary texts.
Benchmarks	<ul style="list-style-type: none"> • Identifies character, setting, problem, and solution or major events in different types of texts. • Generates questions before, during, and after reading. • Generates logical predictions and basic inferences. • Generates personal response to text (comparing text to: personal experiences, prior knowledge or other texts). 	<ul style="list-style-type: none"> • Describes character, setting, problem, and solution or major events. • Restates or summarizes ideas and plot with major events sequenced. • Generates questions before, during, and after reading. • Generates logical predictions and inferences. • Identifies author’s message (theme). • Generates personal response to text using details to support conclusions. 	<ul style="list-style-type: none"> • Employs a variety of reading strategies before, during, and after reading. • Explains who and what the story is about and the author’s message (theme). • Uses author’s words (text) to support own statements. • Demonstrates knowledge of author’s style or use of literary elements and devices. 	<ul style="list-style-type: none"> • Employs a variety of reading strategies before, during, and after reading. • Explains who and what the story is about and the author’s message (theme). • Uses author’s words (text) to support own statements. • Demonstrates knowledge of author’s style or use of literacy elements and devices.

Informational Texts: K–12 R-7; R-8	K–2	3–5	6–8	9–12
Goals	Relates what was learned and begins to connect information within text.	Employs strategies to connect information within the text or across texts.	Employs strategies to recognize, analyze, and interpret a variety of grade-level appropriate informational material with support.	Employs strategies to recognize, analyze, and interpret a variety of grade-level appropriate informational material with support and independently.
Benchmarks	<ul style="list-style-type: none"> • Connects background knowledge to new information. • Identifies facts in text. • Recognizes main ideas of the text. • Revises thinking based on new information. • Creates meaning not explicitly stated in the text and draws conclusions. • Uses pictures and captions to interpret information, construct meaning, and react to it. • Connects ideas using simple organizational structures and strategies. 	<ul style="list-style-type: none"> • Monitors the overall meaning while reading. • Distinguishes fact from opinion. • Recognizes main idea of text and synthesizes information within or across texts. • Revises thinking based upon new information. • Creates meaning not explicitly stated in the text and draws conclusions. • Integrates the text features within and across texts to interpret information, construct meaning, and react to it. • Connects ideas within and across texts using organizational structures and strategies. 	<ul style="list-style-type: none"> • Connects information within the text, across texts, or to related ideas. • Synthesizes information within or across texts and to related ideas. • Draws inferences about the text, including author’s purpose and cause and effect. • Distinguishes fact from opinion, evaluating possible bias or propaganda and conflicting information within or across texts. 	<ul style="list-style-type: none"> • Connects information within the text, across texts, or to related ideas. • Synthesizes information within or across texts and to related ideas. • Draws inferences about the text, including author’s purpose and cause and effect. • Distinguishes fact from opinion, evaluating possible bias or propaganda and conflicting information within or across texts.

Reading Strategies: K-12 R-12; R-13	K-2	3-5	6-8	9-12
Goals	Uses comprehension strategies with support while listening to or reading literary and informational texts.	Uses comprehension strategies while independently reading literary and informational texts.	Uses comprehension strategies (flexibly and as needed) before, during and after reading a variety of grade-level appropriate texts.	Uses comprehension strategies (flexibly and as needed) before, during and after reading a variety of grade-level appropriate texts.
Benchmarks	<ul style="list-style-type: none"> • Monitors meaning. • Utilizes a range of strategies to self-correct when reading does not make sense. 	<ul style="list-style-type: none"> • Monitors meaning. • Utilizes a range of strategies to self-correct when reading does not make sense. • Applies a range of strategies flexibly before, during, and after reading a variety of texts. 	<ul style="list-style-type: none"> • Uses a range of self-monitoring and self-correcting approaches, with support or independently, for comprehending, evaluating, and synthesizing different types of texts read within and outside of school. 	<ul style="list-style-type: none"> • Uses a range of self-monitoring and self-correcting approaches, with support or independently, for comprehending, evaluating, and synthesizing different types of texts read within and outside school.

Breadth of Reading: K–12 R-14; R-15; R-17	K–2	3–5	6–8	9–12
Goals	Identifies and develops the habits of reading widely and extensively for a variety of purposes individually and within a literate community.	Demonstrates and applies the habits of reading widely and extensively for a variety of purposes individually and within a literate community.	Reads and demonstrates an understanding, across subject areas and of a variety of text types (genres), for academic and personal reasons, to enrich understanding of communities and cultures.	Reads and demonstrates an understanding, across subject areas and of a variety of text types (genres), for academic and personal reasons, to enrich understanding of communities and cultures.
Benchmarks	<ul style="list-style-type: none"> • Chooses appropriate books for a variety of reasons with support. • Reads daily. • Participates in book discussions. • Reads (or is read to) across all subject areas. • Gathers information from a variety of sources to report on a topic. • Organizes information to support understanding. 	<ul style="list-style-type: none"> • Self-selects reading materials aligned with reading ability and personal interests. • Reads a wide variety of text (e.g., fiction, nonfiction). • Participates in in-depth book discussions. • Reads across all subject areas. • Organizes and evaluates information from a variety of sources to report on a topic. • Analyzes information to solve a problem or make a judgment. 	<ul style="list-style-type: none"> • Reads frequently, extensively, and independently. • Reads to deepen understanding and develop competency. • Uses text to solve a problem, formulate a judgment, make a decision, or support a thesis. 	<ul style="list-style-type: none"> • Reads frequently, extensively, and independently. • Reads to deepen understanding and develop competency. • Independently uses text to solve a problem, formulate a judgment, make a decision, or support a thesis.

