Reading

Michigan's English Language Arts <u>G</u>rade <u>L</u>evel <u>C</u>ontent <u>E</u>xpectations in Writing are categorized into seven domains:

Word Study (WS)	Metacognition (MT)
Narrative Text (NT)	Critical Standards (CS)
Informational Text (IT)	Reading Attitude (AT)
Comprehension (CM)	

Reading is a personally rewarding and intellectually developing experience. Learning to read is viewed by many educators as the most important academic achievement of a child's life.

A classroom community filled with rich literacy experiences invites students to become lifelong readers and learners. Exploration of classic and contemporary literature and other text inspires students to ask questions, make meaningful connections, explore their world and imagine the future. As the cornerstone of a balanced literacy program, reading instruction spans content areas and grades.

Reading is a dynamic and interactive process leading to constructing meaning from text which is the essence of comprehension in the Grade Level Content Expectations. Research has shown that with explicit instruction students can improve their comprehension. Comprehension occurs best when readers set a purpose and think actively as they read. As students acquire and use comprehension strategies, they begin to develop self-monitoring or metacognitive strategies which they employ when checking their thinking and asking questions as they read. Comprehension strategies are developed to read both narrative and informational text and ultimately to use critical thinking skills to apply, analyze, evaluate, and synthesize new knowledge. The National Reading Panel's five essential components of effective reading instruction—Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension—are all reflected in the Grade Level Content Expectations.

An effective reading program incorporates the seven domains of the Grade Level Content Expectations and recognizes their recursive nature. Scaffolded instruction that provides readers with guidance and feedback is essential if students are to become more proficient readers as they progress through the grades. Beginning in the primary years and continuing through the grades, processes and skills need to be explicitly and systematically taught using a combination of methods. A comprehensive instructional delivery system includes direct explanation, teacher modeling, guided practice and application. Writing and discussing what they have read with peers provides opportunities for students to be reflective and transform their thinking, generating new insights and ideas.

The ultimate goal for English language arts learners is personal, social, occupational, and civic literacy. The demand for literacy skills in the workplace is high and it is essential that Michigan students possess these skills to compete in our global economy. Effective reading skills afford students the opportunity to pursue career pathways and can help them to realize life-long pursuits.

MICHIGAN Department of Education
Office of School Improvement

www.michigan.gov/mde

Word Recognition, Word Study, Fluency

Word Recognition, Word Study, Fluency

Phonemic Awareness

K	I	2	3	4	5	6	7	8

Students will…

K	I	2	3	4	5	6	7	8
R.WS.00.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	**R.WS.01.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	**R.WS.02.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.						
R.WS.00.02 recognize that words are composed of sounds blended together and carry meaning.	**R.WS.01.02** recognize that words are composed of sounds blended together and carry meaning.	**R.WS.02.02** recognize that words are composed of sounds blended together and carry meaning.						

Phonics

K	I	2	3	4	5	6	7	8

Students will…

K	I	2	3	4	5	6	7	8
R.WS.00.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	**R.WS.01.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	**R.WS.02.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.						
R.WS.00.04 use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants. (M .04 with .05)	**R.WS.01.04** use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs *th, ch, sh*.	**R.WS.02.04** use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs *wh, ph*, irregular vowels *ei, ie, ea, ue*.						

Word Recognition, Word Study, Fluency

Word Recognition

Word Recognition, Word Study, Fluency

K	1	2	3	4	5	6	7	8
Students will…								
R.WS.00.05 automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print. (PC .06)	**R.WS.01.05** automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.	**R.WS.02.05** automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.	**R.WS.03.01** automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.	**R.WS.04.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	**R.WS.05.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	**R.WS.06.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	**R.WS.07.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	**R.WS.08.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
				R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.	**R.WS.05.01** explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.	**R.WS.06.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	**R.WS.07.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	**R.WS.08.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
	R.WS.01.08 use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.	**R.WS.02.10** use syntactic and semantic cues including reading context; picture clues; prefixes *re-, un-*; and suffixes *-s, -ed, -ing* to determine the meaning of words in grade-appropriate texts.	**R.WS.03.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.	**R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.	**R.WS.05.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.	**R.WS.06.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.	**R.WS.07.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.	**R.WS.08.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.
R.WS.00.06 make progress in automatically recognizing a few of the 220 Dolch basic sight words. (PC .07)	**R.WS.01.06** make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.	**R.WS.02.06** make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.	**R.WS.03.04** automatically recognize the 220 Dolch basic sight words and 95 common nouns.					
		R.WS.02.07 make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.	**R.WS.03.05** make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.	**Note:** make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.	**Note:** fluently read by sight the Dolch First 1000 Words for mastery.			
R.WS.00.07 follow familiar written text while pointing to matching words. (PC .08)								

Word Recognition, Word Study, Fluency

Word Recognition - Continued

K	1	2	3	4	5	6	7	8
Students will…								
R.WS.00.08 narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic). (PC .09)	**R.WS.01.07** use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.	**R.WS.02.08** use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words. (M .08 with .09)	**R.WS.03.06** acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.	**R.WS.04.05** acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.	**R.WS.05.05** acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.	**R.WS.06.05** acquire and apply strategies to identify unknown words and construct meaning.	**R.WS.07.05** acquire and apply strategies to identify unknown words and construct meaning.	**R.WS.08.05** acquire and apply strategies to identify unknown words and construct meaning.
R.WS.00.9 know the meanings of words encountered frequently in grade-level reading and oral language contexts. (PC .10)	**R.WS.01.09** know the meanings of words encountered frequently in grade-level reading and oral language contexts.	**R.WS.02.09** know the meanings of words encountered frequently in grade-level reading and oral language contexts. (PC .11)	**R.WS.03.03** know the meanings of words encountered frequently in grade-level reading and oral language contexts.	**R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.	**R.WS.05.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.	**R.WS.06.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.	**R.WS.07.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.	**R.WS.08.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Vocabulary

K	1	2	3	4	5	6	7	8
Students will…								
R.WS.00.10 in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people. (M/PC .11 with .12)	**R.WS.01.10** in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning. (M/PC .11 with .12)	**R.WS.02.11** in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning. (M/PC .12 with .13)	**R.WS.03.08** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.	**R.WS.04.07** in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.	**R.WS.05.07** in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.	**R.WS.06.07** in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.	**R.WS.07.07** in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.	**R.WS.08.07** in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/ structures, and authentic content-related resources.

Fluency

K	1	2	3	4	5	6	7	8
Students will…								
R.FL.00.01 automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.	**R.FL.01.01** automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.	**R.FL.02.01** automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context. (PC .04)	**R.WS.03.07** apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text.	**R.WS.04.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds.	**R.WS.05.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds.	**R.WS.06.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.	**R.WS.07.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.	**R.WS.08.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

Fluency - Continued

K	1	2	3	4	5	6	7	8
Students will…								
	R.FL.01.02 use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis. (M .02 with .03)	**R.FL.02.02** use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis. (M .01 with .02)						
	R.FL.01.03 read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level. (PC .04)	**R.FL.02.03** read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.	**Note:** read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.					

Narrative Text

K	1	2	3	4	5	6	7	8
Students will…								
R.NT.00.01 become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.	**R.NT.01.01** recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.	**R.NT.02.01** describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.	**R.NT.03.01** explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.	**R.NT.04.01** describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.	**R.NT.05.01** analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.	**R.NT.06.01** describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.	**R.NT.07.01** identify how the tensions among characters, communities, themes, and issues are related in classic, multicultural, and contemporary literature recognized for quality and literary merit.	**R.NT.08.01** investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.
R.NT.00.02 identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.	**R.NT.01.02** identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.	**R.NT.02.02** identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.	**R.NT.03.02** identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.	**R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.	**R.NT.05.02** analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.	**R.NT.06.02** analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action stories.	**R.NT.07.02** analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.	**R.NT.08.02** analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.
R.NT.00.03 discuss setting, characters, and events in narrative text.	**R.NT.01.03** identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).	**R.NT.02.03** identify and describe characters' actions and motivations, setting (time and place), problem/ solution, and sequence of events.	**R.NT.03.03** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).	**R.NT.04.03** analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.	**R.NT.05.03** analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.	**R.NT.06.03** analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.	**R.NT.07.03** analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.	**R.NT.08.03** analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.
R.NT.00.04 identify how authors/ illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.	**R.NT.01.04** identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.	**R.NT.02.04** identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.	**R.NT.03.04** explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.	**R.NT.04.04** explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.	**R.NT.05.04** explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.	**R.NT.06.04** analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.	**R.NT.07.04** analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.	**R.NT.08.04** analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.

Narrative Text - Continued

Narrative Text

	K	1	2	3	4	5	6	7	8
Students will...									
	R.NT.00.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.	**R.NT.01.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**R.NT.02.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

Informational Text

Informational Text

	K	1	2	3	4	5	6	7	8
Students will...									
	R.IT.00.01 identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.	**R.IT.01.01** identify and describe the basic form, features and purpose of a variety of informational genre including simple "how-to" books, science and social studies magazines.	**R.IT.02.01** identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, personal correspondence, science and social studies magazines.	**R.IT.03.01** identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.	**R.IT.04.01** identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.	**R.IT.05.01** analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.	**R.IT.06.01** analyze the structure, elements, features, style, and purpose of informational genre, including research reports, "how-to" articles, and essays.	**R.IT.07.01** analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.	**R.IT.08.01** analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.
	R.IT.00.02 with teacher guidance, discuss informational text patterns including descriptive and sequential.	**R.IT.01.02** discuss informational text patterns including descriptive, sequential, and enumerative.	**R.IT.02.02** discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.	**R.IT.03.02** identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.	**R.IT.04.02** identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.	**R.IT.05.02** identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.	**R.IT.06.02** analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.	**R.IT.07.02** analyze organizational text patterns including sequential, compare/contrast, and cause/effect.	**R.IT.08.02** analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.
	R.IT.00.03 explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.	**R.IT.01.03** explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.	**R.IT.02.03** explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.	**R.IT.03.03** explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.	**R.IT.04.03** explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.	**R.IT.05.03** explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.	**R.IT.06.03** explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.	**R.IT.07.03** explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.	**R.IT.08.03** explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.
	R.IT.00.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.	**R.IT.01.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**R.IT.02.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	**Note:** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

Comprehension

	K	1	2	3	4	5	6	7	8

Students will…

Comprehension	**R.CM.00.01** begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. (M .01 and .02 with .04)	**R.CM.01.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. (M .01 and .02 with .04)	**R.CM.02.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses. (M .01 and .02 with .04)	**R.CM.03.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	**R.CM.04.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	**R.CM.05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	**R.CM.06.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	**R.CM.07.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	**R.CM.08.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
	R.CM.00.02 retell up to three events from familiar text using their own words or phrasing. (PC .03)	**R.CM.01.02** retell in sequence up to three important ideas and details of familiar simple oral and written text. (PC .03)	**R.CM.02.02** retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. (PC .03)	**R.CM.03.02** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.	**R.CM.04.02** retell through concise summarization grade-level narrative and informational text.	**R.CM.05.02** retell through concise summarization grade-level narrative and informational text.	**R.CM.06.02** retell through concise summarization grade-level narrative and informational text.	**R.CM.07.02** retell through concise summarization grade-level narrative and informational text.	**R.CM.08.02** retell through concise summarization grade-level narrative and informational text.
	R.CM.00.03 begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts. (PC .05)	**R.CM.01.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. (M/PC .05, .06, and .07 with .08)	**R.CM.02.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. (M/PC .05, .06, and .07 with .08)	**R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.	**R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.	**R.CM.05.03** analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.	**R.CM.06.03** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.	**R.CM.07.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.	**R.CM.08.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
	R.CM.00.04 apply significant knowledge from grade-level science, social studies, and mathematics texts. (PC .06)	**R.CM.01.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. (PC .09)	**R.CM.02.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. (PC .09)	**R.CM.03.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.	**R.CM.04.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.	**R.CM.05.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.	**R.CM.06.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.	**R.CM.07.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.	**R.CM.08.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition

	K	1	2	3	4	5	6	7	8

Students will…

Metacognition									
	R.MT.00.01 self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations. (M .01 with .02)	**R.MT.01.01** self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text. (M .01, .02, and .03 with .04)	**R.MT.02.01** self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text. (M .01, .02, and .03 with .04)	**R.MT.03.01** self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.	**R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	**R.MT.05.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	**R.MT.06.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	**R.MT.07.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	**R.MT.08.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
		R.MT.01.02 self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text. (M/PC .05 with .08)	**R.MT.02.02** self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading. (M/PC .05 with .06)						
			R.MT.02.03 self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text. (M/PC .07 and .08 with .09)						
	R.MT.00.02 construct and convey meaning using strategies including story grammar to identify the author's perspective (e.g., first, second, and third person) and sorting and ordering information. (M/PC .03 with .04)	**R.MT.01.03** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work. (M/PC .06 with .11)	**R.MT.02.04** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work. (M/PC .10 and .11 with .14)	**R.MT.03.02** plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.	**R.MT.04.02** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.	**R.MT.05.02** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.	**R.MT.06.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.	**R.MT.07.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.	**R.MT.08.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.

Metacognition - Continued

	K	1	2	3	4	5	6	7	8
Metacognition	*Students will…*								
		R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective. (M/PC .07 and .09 with .10)	**R.MT.02.05** self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas. (M/PC .12 with .13)						
			R.MT.02.06 determine which resources contain appropriate information for the intended task using teacher/student generated criteria. (PC .15)						

Critical Standards

	K	1	2	3	4	5	6	7	8
Critical Standards	*Students will…*								
	R.CS.00.01 recognize how to assess personal writing and the writing of others with teacher supervision.	**R.CS.01.01** develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance. (M .01 with .02)	**R.CS.02.01** develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others. (M .01 with .02)	**R.CS.03.01** develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.	**R.CS.04.01** develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.	**R.CS.05.01** develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.	**R.CS.06.01** compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	**R.CS.07.01** analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	**R.CS.08.01** evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

Reading Attitude

	K	1	2	3	4	5	6	7	8
Reading Attitude	*Students will…*								
	R.AT.00.01 become enthusiastic about reading and learning how to read.	**R.AT.01.01** be enthusiastic about reading and learning how to read.	**R.AT.02.01** be enthusiastic about reading and learning how to read.	**R.AT.03.01** be enthusiastic about reading and do substantial reading and writing on their own. (M .01 with .02)	**R.AT.04.01** be enthusiastic about reading and do substantial reading and writing on their own. (M .01 with .02)	**R.AT.05.01** be enthusiastic about reading and do substantial reading and writing on their own. (M .01 with .02)	**R.AT.06.01** be enthusiastic about reading and do substantial reading and writing on their own.	**R.AT.07.01** be enthusiastic about reading and do substantial reading and writing on their own.	**R.AT.08.01** be enthusiastic about reading and do substantial reading and writing on their own.
	R.AT.00.02 choose books, book activities, word play, and writing on their own during free time in school and at home.	**R.AT.01.02** do substantial reading and writing on their own during free time in school and at home.	**R.AT.02.02** do substantial reading and writing on their own during free time in school and at home.						