

RSU 1 K-8 READING STANDARDS

Graduation Standard #1

Comprehends and Interprets Literary and Informational Texts

Reading Foundations

Understand concepts of print and basic conventions of English.

Grade K

1. Demonstrate understanding of the organization and basic features of print. (RF1)
 - Follow words from left to right
 - Recognize that spoken words are represented in written language by specific sequence of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper and lower case letters of the alphabet.
2. Demonstrate understanding of spoken words, syllables, and sounds. (RF2)
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
3. Know and apply grade level phonics and word analysis skills in decoding words. (RF3)
 - Demonstrate basic knowledge of 1-1 letter-sounds correspondences by producing the primary or many of the most frequent sound for each consonant.
 - Associate the long and short sounds with the common spellings for the 5 major vowels.
 - Read common high-frequency words by sight.
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
4. Read emergent-reader texts with purpose and understanding. (RF4)

Grade 1

1. Demonstrate and understanding of the organization and basic features of print. (RF1)
 - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF2)
 - Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
3. Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)
- Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words.
4. Read with sufficient accuracy and fluency to support comprehension. (RF4)
- Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2

1. Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)
Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.
2. Read with sufficient accuracy and fluency to support comprehension. (RF4)
- Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3

1. Know and apply grade-level phonics and word analysis skills in decoding words.(RF3)
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multi-syllable words.
 - Read grade-appropriate irregularly spelled words.
2. Read with sufficient accuracy and fluency to support comprehension. (RF4)
- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4

1. Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)
 - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2. Read with sufficient accuracy and fluency to support comprehension. (RF4)
 - Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5

1. Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)
 - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2. Read with sufficient accuracy and fluency to support comprehension.(RF4)
 - Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grades 6-8

Applied in reading comprehension & interpretation performance indicators.

Reading Comprehension

Read and comprehend appropriately complex literature and informational texts independently and proficiently.

Grade K

1. With prompting and support, retell familiar stories in literature, including key details. (RL 2)
2. With prompting and support, identify the main topic and retell key details of an informational text. (RI2)
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI3)
4. With prompting and support, ask and answer questions about unknown words in a text. (RI4)

Grade 1

1. Retell stories in literature, including key details, and orally demonstrate understanding of their central message or lesson. (RL2)
2. Identify the main topic and retell key details of an informational text. (RI2)
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI3)
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI4)

Grade 2

1. Recount stories in literature, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL2)
2. Identify the main topic of a multi-paragraph informational text as well as the focus of specific paragraphs within the text. (RI2)
3. Describe the connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI3)
4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (RI4)

Grade 3

1. Recount stories in literature, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL2)
2. Determine the main idea of an informational text; recount the key details and explain how they support the main idea. (RI2)
3. Describe the relationship among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI3)
4. Determine the meaning of general academic and domain-specific words and phrases in a text, including figurative language, relevant to a *grade 3 topic or subject area*. (RI4)

Grade 4

1. Determine a theme of a story, drama, or poem in literature from details in the text; summarize the text. (RL2)
2. Determine the main idea of an informational text and explain how it is supported by key details; summarize the text. (RI2)
3. Explain the relationship among individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI3)
4. Determine the meaning of general academic and domain-specific words or phrases in a text, including figurative language, relevant to a *grade 4 topic or subject area*. (RI4)

Grade 5

1. Determine a theme of a story, drama, or poem in literature from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL2)
2. Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. (RI2)

3. Explain the relationship or interactions among two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI3)
4. Determine the meaning of general academic and domain-specific words and phrases in a text, including figurative language, relevant to a *grade 5 topic or subject area*. (RI4)

Grade 6

1. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL 2)
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI 2)
3. Analyze in detail in any text how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (RL 3 & RI 3)
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RL 4, RI 4, L 4,5,6)

Grade 7

1. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL 2)
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI 2)
3. Analyze the interactions between individuals, events, and ideas in any text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RL 3 & RI 3)
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RL 4, RI 4, L 4,5,6)

Grade 8

1. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL 2)
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how any text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RL 3 & RI 3)
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (RL 4, RI 4, L 4,5,6)

Reading Interpretation

Interpret, analyze and evaluate appropriately complex literary and informational texts.

Grade K

1. With prompting and support, ask and answer questions about key details in a text. (RI1)
2. Identify the front cover, back cover, and title page of a book. (RI5)

3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI6)
4. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RL7)
5. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (RI7)
6. With prompting and support, identify the reasons an author gives to support points in a text. (RI8)
7. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI9)

Grade 1

1. Ask and answer questions about key details in a text. (RI1)
2. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.(RI5)
3. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI6)
4. Use illustrations and details in a story to describe its characters, setting, or events. (RL7)
5. Use the illustrations and details in a text to describe its key ideas. (RI7)
6. Identify the reasons an author gives to support points in a text. (RI8)
7. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI9)

Grade 2

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.(RI1)
2. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI5)
3. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.(RI6)
4. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL7)
5. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (RI7)
6. Describe how reasons support specific points the author makes in a text. (RI8)
7. Compare and contrast the most important points presented by two texts on the same topic. (RI9)

Grade 3

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (RI1)
2. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI5)
3. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI6)
4. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) (RL7)

5. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI7)
6. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI8)
7. Compare and contrast the most important points and key details presented in two texts on the same topic. (RI9)

Grade 4

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI1)
2. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI5)
3. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI6)
4. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL7)
5. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI7)
6. Explain how an author uses reasons and evidence to support particular points in a text. (RI8)
7. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI9)

Grade 5

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI1)
2. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI5)
3. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI6)
4. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (RL7)
5. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI7)
6. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI8)
7. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI9)

Grade 6

1. Cite textual evidence to support analysis of what the literary or informational text says explicitly as well as inferences drawn from the text. (RL 1&RI 1)
2. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a literary or informational text and contributes to the development of the ideas. RL 1&RI 1)
3. Determine the author's point of view or purpose in a literary or informational text and explain how it is conveyed in the text. (RI+RL6)

4. Integrate the story or information in a text presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic, issue, story, drama or poem. (RL7 & RI7)
5. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI 8)
6. Compare & contrast texts in different forms or genres in terms of their approaches to similar themes or topics. (RL+RI9)

Grade 7

1. Cite several pieces of textual evidence to support analysis of what the literary or informational text says explicitly as well as inferences drawn from the text. (RL1&RI 1)
2. Analyze the structure an author uses to organize a literary or informational text, including how the major sections contribute to the whole and to the development of the ideas. RL1&RI 1)
3. Determine the author's point of view or purpose in a literary or informational text and how the author develops & contrasts the points of view of different characters or narrators. (RI+RL6)
4. Compare and contrast a literary or informational text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject & the effects of the technique unique to each medium. (RL7 & RI7)
5. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI 8)
6. Compare & contrast how multiple texts demonstrate factual or interpretive agreement, conflict, or different information on the same topic, and draw on themes, patterns or character types from a variety of literary and informational texts. (RL+RI.9)

Grade 8

1. Cite the textual evidence that most strongly supports an analysis of what the literary or informational text says explicitly as well as inferences drawn from the text. (RL 1 & RI 1)
2. Compare and contrast the structure of two or more literary & informational texts and analyze how the differing structure of each text contributes to its meaning and style. (RL 5 & RI 5)
3. Determine an author's point of view, purpose, or rhetorical strategies in a literary or informational text, analyzing how conflicting evidence and points of view impact the text, or how a character's point of view creates effects such as suspense or humor. (RI+RL.6)
4. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea in a literary or informational text. (RL7 & RI7)
5. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI 8)
6. Analyze how multiple texts demonstrate factual or interpretive agreement, conflict, or different information on the same topic, and draw on themes, patterns or character types from a variety of literary and informational texts. (RL+RI.9)