

Standards That Are Reported for Reading

(beginning with the 2006-2007 school year)

Grade 4

4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

Example indicators:

- Identify purpose for reading, recall prior knowledge, and preview illustrations and headings to make predictions.
- Interpret information from diagrams, charts, and graphs.
- Answer literal, inferential/interpretive and critical questions.

4.1.4 By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Example indicators:

- Use general reference materials (dictionary, thesaurus, encyclopedia, atlas, telephone book, almanac).
- Use electronic resources (CD-ROM, software programs, online resources).
- Use library resources (card or electronic catalog).
- Identify and use parts of a book (title page, table of contents, glossary, index).

4.1.6 By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.

Example indicators:

- Identify the structure (e.g. beginning, middle, end).
- Identify the elements (e.g. characters, plot, setting, problem, events, solution).
- Identify the literary techniques (e.g. simile, metaphor, onomatopoeia, alliteration, idioms, hyperbole).

4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Example indicators:

- Identify the structure of nonfiction (e.g. question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description).
- Identify organizational elements of nonfiction texts (e.g. headings, subheadings, italics, bold print, captions).
- Ask how, why, and what-if questions in interpreting nonfiction text.
- Distinguish between fact and opinion.
- Follow written directions.

4.1.8 By the end of the fourth grade, students will identify similarities and differences between two fourth grade level reading selections.

Example indicators:

- Compare and contrast reading selections across geographic regions, cultures, and time periods.
- Compare and contrast reading selections to students' present-day lives.

Grade 8

8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

Example indicators:

- Monitor their understanding as they read.
- Interpret information from diagrams, charts, and graphs.
- Answer literal, inferential/interpretive, and critical questions.
- Evaluate information for relevance and accuracy.
- Skim to identify the main idea of a selection.
- Scan to locate specific details.

8.1.2 By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Example indicators:

- Use general reference materials (dictionary, thesaurus, encyclopedia, atlas, telephone book, almanac).
- Use electronic resources (CD-ROM, software programs, online resources).
- Use library resources (card or electronic catalog, periodicals, and other informational text).
- Use multimedia resources (video/audio tapes).

8.1.4 By the end of the eighth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.

Example indicators:

- Identify the structure (beginning, middle, end).
- Identify and analyze the elements (characters, setting, plot, conflict, and point of view).
- Identify the literary techniques (foreshadowing, simile, metaphor, personification, idioms, oxymorons, onomatopoeia, alliteration, hyperbole).
- Describe how character traits determine resolution of the conflict.
- Identify directly stated themes in literature.

8.1.5 By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Example indicators:

- Identify the structure of expository text (question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description).
- Identify organizational elements and graphic features of nonfiction texts (headings, subheadings, italics, bold print, captions, charts, tables, cartoons, illustrations).
- Generate how, why, and what-if questions in interpreting nonfiction text.
- Follow written directions in technical reading.

8.3.2 By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.

Example indicators:

- Use appropriate gestures, vocabulary, pace, volume, eye contact, and visual aids.
- Cite resources.

Grade 12

12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Example indicators:

- Read selections to develop and answer literal, inferential/interpretive, and critical questions.
- Interpret information from graphs, charts, and diagrams, such as maps, blueprints, or schematics.
- Answer literal, inferential/interpretive and critical questions.
- Evaluate information for relevance and accuracy.
- Skim and scan for specific purposes.

12.1.2 By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

Example indicators:

- Use print reference materials (gazetteer, atlas, specialized index, handbook, manual, government document, book of quotations, college and career resources, and citation style manual).
- Use electronic resources (CD-ROM, software, online resources, and multimedia presentation tools).
- Use library resources (card/electronic catalog, bibliography, periodical, and other informational text).
- Identify and gather resources that provide relevant and reliable information.

12.1.5 By the end of the twelfth grade, students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.

Example indicators:

- Identify and analyze the elements of fiction (e.g. plot, conflict, theme, point of view, setting, tone, mood, characterization).
- Identify and analyze the techniques of fiction (irony, foreshadowing, symbolism, flashback, metaphor, personification, epiphany, oxymoron, dialect).
- Identify and analyze characteristics of literature such as satire, parody, and allegory, which overlap or cut across the lines of basic genre classifications.

12.1.6 By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Example indicators:

- Analyze the structure of expository text (cause/effect, sequencing, compare/contrast, fact/opinion).
- Analyze who, what, when, where, how, why, what if questions to interpret nonfiction text.
- Analyze information from charts, maps, and graphs.
- Use technical data and procedures found in service manuals, repair manuals, and operators' manuals.

12.3.2 By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

Example indicators:

- Deliver formal oral presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience.
- Use multimedia to deliver formal presentations.
- Prepare and deliver oral presentations based on inquiry or research.
- Cite resources.
- Follow required time limits and deadlines for preparation and delivery.

**First grade standards were identified to assist schools with K-12 curriculum alignment.
Reporting student progress to the state at the first grade level is NOT required.**

Grade 1

1.1.1 By the end of first grade, students will read and write using a variety of word recognition strategies at grade one level.

Example indicators:

- Use phonics to read, write, and spell (70 phonograms).
- Use vocabulary knowledge to read unfamiliar words.
- Confirm the accuracy of their reading by using phonics and context clues.

1.1.4 By the end of first grade, students will read and demonstrate comprehension at grade one level, using a variety of strategies.

Example indicators:

- Make predictions based on title, cover, illustrations, and text.
- Retell stories in sequence (beginning, middle, end).
- Identify important story elements (main character, setting, events).
- Connect what is read to real-life experiences (developing a foundation for later literary analysis).
- Distinguish between truth and make-believe in literature.
- Recall details from fiction and nonfiction text.
- Read and explain their own writing and drawing.
- Choose books appropriate for their own interests, purposes, and reading level.
- Define vocabulary from literary selections.

1.1.7 By the end of first grade, students will write about familiar experiences, people, objects, or events.

Example indicators:

- Communicate effectively through writing.
- Use correct spelling.
- Use correct grammar.
- Use correct capitalization.
- Use correct punctuation.
- Print their own full names correctly.