Grade Level	Strand	Sub-Strand	Standard	Benchmarks
KINDER GARTEN	I. READING AND LITERATURE	A. Word Recognition, Analysis, and Fluency	The student will understand and apply knowledge of the sounds of the English language (phonemic awareness) and of the sound-symbol relationship (phonics).	1. See, hear, say and write the basic sounds (phonemes) of the English language. 2. Match consonant and short vowel sounds to appropriate letters, say the common sounds of most letters, and begin to write consonant-vowel-consonant words. 3. Identify and name uppercase and lowercase letters of the alphabet. 4. Identify beginning consonant sounds and ending sounds in single-syllable words. 5. Identify, produce and say rhyming words in response to an oral prompt. 6. Read 10 high-frequency words.
KINDER GARTEN		B. Vocabulary Expansion	The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.	1. Use words to describe and name people, places, and things. 2. Use words to describe location, size, color, shape and direction. 3. Use words to describe actions. 4. Use context to predict and infer word meanings. 5. Learn new words through explicit instruction.
KINDER GARTEN		C. Comprehension	The student will listen to and understand the meaning of text.	1. Demonstrate literal comprehension by asking and answering questions about narrative and informational text. 2. Make predictions from illustrations and story content. 3. Write or draw a response that demonstrates comprehension. 4. Relate texts to prior knowledge and experiences.
KINDER GARTEN		D. Literature	The student will read or listen to a variety of texts.	1. Listen to and understand the meaning of texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from America, as well as from other countries. 2. Identify main characters and story events and actions. 3. Retell familiar stories using beginning, middle and end. 4. Respond to literature using details from the story to make personal connections. 5. Listen to and look at literature for personal enjoyment.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
KINDER GARTEN	II. WRITING	A. Types of Writing	(Writing is addressed in the "Word Recognition, Analysis and Fluency" section.)	
KINDER GARTEN		B. Elements of Composition	(Standards under this heading may be locally determined.)	
KINDER GARTEN		C. Spelling, Grammar, and Usage	The student will begin to recognize correct spelling and punctuation.	1. Use a period after sentences when prompted. 2. Use knowledge of basic phonics to spell.
KINDER GARTEN		D. Research	(Standards under this heading may be locally determined.)	
KINDER GARTEN		E. Handwriting and Word Processing	The student will form letters and numbers.	1. Correctly form many of the uppercase and lowercase letters of the alphabet, monitor and discuss the differences. 2. Correctly write the numbers zero through nine. 3. Write left to right and top to bottom. 4. Print his/her first and last names.
KINDER GARTEN	III. SPEAKING, LISTENING AND VIEWING	A. Speaking and Listening	The student will communicate effectively through listening and speaking.	1. Participate in and follow agreed-upon rules for conversation and formal discussions. 2. Follow two–step directions. 3. Attend to and understand the meaning of messages. 4. Communicate needs, feelings and ideas to peers and adults. 5. Recite and respond to poems, rhymes and songs. 6. Respond orally to language patterns in stories and poems. 7. Use voice level appropriate for language situation. 8. Ask and respond to questions.
KINDER GARTEN		B. Viewing	The student will become familiar with the structure of printed material.	1. Follow print (words and text) from left to right and top to bottom. 2. Turn pages sequentially from front to back.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 1	I. READING AND LITERATURE	A. Word Recognition, Analysis, and Fluency	The student will understand and apply knowledge of the sounds of the English language (phonemic awareness), the sound-symbol relationship (phonics), and word recognition strategies to read grade-level materials with accuracy and emerging fluency.	1. Identify letters, words and sentences. 2. Match spoken words with print. 3. See, hear, say and write the letters, blends and diagraphs that correspond with the common sounds of the English Language. 4. Segment and blend beginning, middle and ending sounds (phonemes) to read unfamiliar words. 5. Divide spoken and written words into syllables and identify phonemes and phonograms within words. 6. Use letter sounds, word patterns and parts of simple compound words to decode unfamiliar words when reading. 7. Generate rhyming words in a rhyming pattern. 8. Read 100 high-frequency words. 9. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct. 10. Read aloud grade-appropriate text with accuracy and emerging fluency.
GRADE 1		B. Vocabulary Expansion	The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.	1. Learn new words through explicit instruction and independent reading. 2. Use descriptive words when speaking of people, places, things, actions and events. 3. Identify and generate antonyms and synonyms, and use them to understand and express word meaning. 4. Use context to predict and infer word meanings.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 1		C. Comprehension	The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read or listened to.	1. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational text. 2. Recall and use prior learning and preview text to prepare for reading. 3. Monitor comprehension and reread as needed at points of difficulty, using strategies to self-correct when needed. 4. Make predictions of outcomes and verify from texts. 5. Identify or infer topic. 6. Make simple inferences and draw and support conclusions. 7. Use story illustrations to enhance comprehension. 8. Write or draw a response that shows comprehension of a story that has been read. 9. Relate texts to prior knowledge and experiences.
GRADE 1		D. Literature	The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.	1. Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from America, as well as from other countries. 2. Identify and describe main characters setting and sequences of story events. 3. Respond to text and use details from stories to support interpretation and make personal connections. 4. Retell familiar stories using a beginning, middle and end. 5. Read and listen to selections for personal enjoyment. 6. Understand the role of illustrations in conveying meaning in picture books.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 1	II. WRITING *(Writing should be addressed across content areas and integrated into the curriculum.)*	A. Types of Writing	The student will compose various pieces of writing.	1. Write in a variety of modes to express meaning, including: a. narrative b. informative c. poetic 2. Use informal writing to record information or observations.
GRADE 1		B. Elements of Composition	The student will demonstrate emerging knowledge of a writing process with attention to organization, topic and quality of ideas.	1. Write simple sentences using a process and strategies to plan, compose, revise and edit.
GRADE 1		C. Spelling, Grammar, and Usage	The student will demonstrate emerging knowledge of punctuation, spelling and capitalization.	1. Use a period after sentences, numerals and initials. 2. Capitalize the first letter of proper names, the pronoun *I*, and the first words of sentences. 3. Use question marks and exclamation marks. 4. Compose simple sentences. 5. Use correct spelling for grade-appropriate high-frequency sight words. 6. Spell 3-4 letter words correctly. 7. Spell grade-appropriate words correctly in final draft.
GRADE 1		D. Research	The student will locate and use information in reference materials.	1. Use grade level appropriate reference material to obtain information. 2. Alphabetize by first letter.
		E. Handwriting and Word Processing	The student will improve his/her handwriting.	1. Improve the formation of uppercase and lowercase letters of the alphabet and numbers. 2. Space words and sentences appropriately.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 1	III. SPEAKING, LISTENING AND VIEWING	A. Speaking and Listening	The student will communicate effectively through listening and speaking.	1. Participate in and follow agreed-upon rules for conversation and formal discussions. 2. Follow two- or three-step oral directions. 3. Attend to and understand the meaning of messages. 4. Communicate needs, feelings and ideas to peers and adults in complete sentences. 5. Recite and respond to stories, poems, rhymes and songs with expression. 6. Use voice level appropriate for language situation. 7. Ask and respond to questions.
GRADE 1		B. Viewing	The student will become familiar with the structure of printed material.	1. Follow print from left to right and top to bottom. 2. Turn pages sequentially from front to back. 3. Identify the cover and title page of a book. 4. Recognize common signs and logos.
GRADE 2	I. READING AND LITERATURE	A. Word Recognition, Analysis, and Fluency	The student will understand and apply knowledge of the sounds of the English language (phonemic awareness), the sound-symbol relationship (phonics), and word recognition strategies to read grade-level materials with accuracy and fluency.	1. Use word structure and phonics knowledge (including consonants, blends, digraphs, and vowel combinations to decode words. 2. Identify individual word parts to decode and determine the meaning of compound and multi-syllabic words. 3. Fluently read 200 high-frequency words. 4. Read aloud grade-appropriate text with accuracy, fluency and expression. 5. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 2		B. Vocabulary Expansion	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	1. Learn and use new words through explicit instruction and independent reading. 2. Use a growing range of descriptive words when speaking of people, places, things, actions and events. 3. Use context and word structure to help determine a word's meaning. 4. Identify prefixes and suffixes. 5. Generate and use antonyms, synonyms, and multiple-meaning words to express meaning. 6. Use a grade-appropriate dictionary or glossary to locate word meanings.
GRADE 2		C. Comprehension	The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read.	1. Read aloud grade-appropriate texts (that have not been previewed) with accuracy and comprehension. 2. Recall and use prior learning and preview text to prepare for reading. 3. Analyze text by using pictures, diagrams, titles and headings. 4. Monitor comprehension, reread and use strategies to self-correct when necessary. 5. Restate the sequence of events or ideas in a text, and summarize. 6. Identify the topic, facts and supporting details in non-fiction texts. 7. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. 8. Make predictions about text and verify outcomes. 9. Summarize text. 10. Follow two-step written directions.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 2		D. Literature	The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.	1. Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biography) from America, as well as from other countries. 2. Identify and describe main characters, settings and plot. 3. Use details from the story to support interpretation. 4. Compare and contrast works by different authors in the same genre or regarding the same theme. 5. Compare and contrast two works by the same author. 6. Critically read and evaluate texts to determine the author's purpose. 7. Read selections for personal enjoyment.
GRADE 2	II. WRITING	A. Types of Writing	The student will compose narrative and informational pieces of writing.	1. Write in a variety of modes to express meaning, including: a. narrative b. informative c. functional 2. Use informal writing skills, such as note taking, listing and mapping, to record information or observations.
GRADE 2		B. Elements of Composition	The student will demonstrate increased emerging knowledge in a writing process, with attention to organization, focus, and quality of ideas.	1. Write sentences employing the composing processes of pre-writing, writing, revising, editing and final copy. 2. Use verbalization (discussions, interviews or dictating) to prepare for writing.
GRADE 2		C. Spelling, Grammar, and Usage	The student will apply standard English conventions when writing.	1. Identify and correctly use nouns, verbs and pronouns. 2. Identify and use descriptive words such as adjectives and adverbs. 3. Write sentences with correct subject-verb agreement. 4. Use correct end marks for sentences. 5. Apply phonics knowledge and spelling rules to produce correctly spelled words. 6. Use correct spelling for high-frequency sight words, regular plurals, and simple compound words. 7. Spell grade-appropriate words correctly in final draft.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
		D. Research	The student will locate and use information in reference materials.	1. Use grade-level appropriate reference material to obtain information. 2. Alphabetize by first and second letter. 3. Use glossaries.
GRADE 2		E. Handwriting and Word Processing	The student will begin to write legibly.	1. Use legible handwriting with improved formation of the uppercase and lowercase letters of the alphabet and numbers. 2. Space words and sentences appropriately.
GRADE 2	III. SPEAKING, LISTENING AND VIEWING	A. Speaking and Listening	The student will demonstrate understanding and communicate effectively through listening and speaking.	1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Comprehend text or information presented orally. 3. Follow two- or three-step oral directions. 4. Explain and clarify needs, feelings and ideas to peers and adults in complete sentences. 5. Report on a topic by sharing facts, opinions, ideas, prior knowledge or personal experiences in a logical sequence. 6. Recite and respond to stories, poems, rhymes and songs with expression. 7. Use voice level, phrasing, pace and intonation appropriate for language situation. 8. Ask and respond to questions.
GRADE 2		B. Viewing	The student will become familiar with the structure of printed material.	1. Identify the cover, title page, and glossary of a book. 2. Understand that different types of books, such as fiction, nonfiction and reference materials, have different purposes.
GRADE 3	I. READING AND LITERATURE	A. Word Recognition, Analysis, and Fluency	The student will apply word recognition strategies to decode unfamiliar multi-syllabic words and will read grade-appropriate text with accuracy and fluency.	1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis. 2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression 3. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 3		B. Vocabulary Expansion	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	1. Acquire, understand and use new vocabulary through explicit instruction and independent reading. 2. Identify and correctly use antonyms, synonyms, homonyms and multiple-meaning words. 3. Use context and word structure to determine the meaning of unfamiliar words. 4. Use knowledge of prefixes and suffixes to determine the meaning of unknown words. 5. Use dictionaries and glossaries to understand the meaning of new words.
GRADE 3		C. Comprehension	The student will understand the meaning of texts using a variety of comprehension strategies and will demonstrate literal, interpretive and evaluative comprehension.	1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. 2. Recall and use prior learning and preview text, using title, headings and illustrations, to prepare for reading. 3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. 4. Retell, restate or summarize information orally, in writing, and through graphic organizers. 5. Infer and identify main idea and determine relevant details in non-fiction text. 6. Monitor comprehension and use strategies to self-correct when needed. 7. Follow three-step written directions.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 3		D. Literature	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	1. Read from and listen to American literature, as well as literature from other countries. 2. Identify, describe and respond to literary elements of characterization, plot, setting and theme. 3. Identify and describe patterns of sounds such as rhyme and rhythm in poetry. 4. Compare and contrast similar works by different authors in the same genre or the same theme. 5. Compare and contrast two works by the same author. 6. Identify and determine the meanings of similes and metaphors. 7. Critically read, and examine text to determine author's purpose. 8. Respond to literature using ideas and details from the text to support reactions and make literary connections. 9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.
GRADE 3	II. WRITING	A. Types of Writing	The student will compose various pieces of writing.	1. Write in a variety of modes to express meaning, including: a. descriptive b. narrative c. informative d. friendly letter e. poetic

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 3		B. Elements of Composition	The student will engage in a writing process, with attention to organization, focus and quality of ideas.	1. Write a paragraph that includes: a. an indented or block style of paragraph b. a topic sentence c. 3-5 supporting sentences d. a concluding sentence. 2. Use composing processes, including: a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience. 3. Use verbalization (discussions, interviews, brainstorming) to prepare for writing.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
		C. Spelling, Grammar, and Usage	The student will apply standard English conventions when writing.	1. Compose complete sentences when writing. 2. Recognize and correct spelling errors when writing. 3. Spell correctly one-syllable and two-syllable words that have blends, contractions and compounds. 4. Spell common homophones correctly. 5. Apply grammar conventions correctly in writing, including: a. nouns b. verbs c. adjectives d. pronouns. 6. Apply punctuation conventions correctly in writing, including: a. periods, question marks, exclamation points b. capitalization of proper nouns c. abbreviations d. sentence beginnings e. commas in a series.
GRADE 3		D. Research	The student will locate and use information in reference materials.	1. Use grade-level appropriate reference materials to obtain information from dictionaries, glossaries, encyclopedias, and the Internet. 2. Arrange words in alphabetical order.
GRADE 3		E. Handwriting and Word Processing	The student will write legibly.	1. Write legibly, allowing margins and correct spacing between letters in a word and words in a sentence. 2. Begin to make the transition to cursive. 3. Begin acquiring keyboarding skills.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 3	III. SPEAKING, LISTENING AND VIEWING	A. Speaking and Listening	The student will demonstrate understanding and communicate effectively through listening and speaking.	1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Demonstrate active listening and comprehension. 3. Follow multi-step oral directions. 4. Give oral presentations to different audiences for different purposes. 5. Organize and express ideas sequentially or according to major points. 6. Perform expressive oral readings of prose, poetry or drama.
GRADE 3		C. Media Literacy	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	1. Read print and view pictures and video images and identify differences in how information is presented in print and non-print materials. 2. Use, print, pictures, audio and video to express ideas and knowledge gleaned from the sources.
GRADE 4	I. READING AND LITERATURE	A. Word Recognition, Analysis, and Fluency	The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.	1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis in grade-appropriate text. 2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression.
GRADE 4		B. Vocabulary Expansion	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	1. Acquire, understand and use new vocabulary through explicit instruction and independent reading. 2. Identify and understand root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to comprehend texts. 3. Use dictionaries or glossaries to find the meaning of new words. 4. Use context and word structure to determine word meanings. 5. Use knowledge of prefixes and suffixes to determine the meaning of unknown words.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 4		C. Comprehension	The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.	1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. 2. Recall and use prior learning and preview text to prepare for reading. 3. Generate and answer literal, inferential, interpretive and evaluative questions about what is read to demonstrate understanding. 4. Summarize and paraphrase what is read. 5. Infer and identify main idea and determine relevant details in non-fiction text. 6. Distinguish fact from opinion, determine cause and effect, and draw conclusions. 7. Demonstrate relationships between ideas or events in the texts using graphic organizers. 8. Monitor comprehension, notice when reading breaks down and use strategies to self-correct. 9. Follow multiple-step written instructions. 10. Compare and contrast information on the same topic from two sources.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 4		D. Literature	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	1. Read and respond to a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. 2. Identify, respond to, and compare and contrast the literary elements of characterization, plot, setting and theme. 3. Identify patterns of sounds such as rhyme and rhythm in poetry. 4. Compare and evaluate similar works by different authors in the same genre or theme. 5. Compare and evaluate two works by the same author. 6. Identify first person and third person point of view. 7. Identify and determine the meanings of similes and metaphors. 8. Critically read and evaluate text to determine author's purpose and point of view. 9. Respond to literature using ideas and details from the text to support reactions and make literary connections. 10. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.
GRADE 4	II. WRITING	A. Types of Writing	The student will compose various pieces of writing.	1. Write in a variety of styles to express meaning, including: a. descriptive b. narrative c. informative d. friendly letter e. poetic f. persuasive g. thank you note.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
		B. Elements of Composition	The student will engage in writing, with attention to organization, focus and quality of ideas.	1. Write topic sentences. 2. Create multiple paragraph compositions that include: a. correct paragraph indentation style b. an introductory paragraph formulating a thesis c. supporting evidence that upholds an overall thesis d. a concluding paragraph as a summary. 3. Use composing processes, including: a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience. 4. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression. 5. Use verbalization (discussions, interviews, brainstorming) to prepare for writing. 6. Consider audience in composing texts.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 4		C. Spelling, Grammar, and Usage	The student will apply standard English conventions when writing.	1. Compose complete sentences when writing. 2. Identify and correct spelling of frequently used words and common homophones. 3. Spell roots, suffixes, prefixes, and syllable constructions correctly. 4. Apply grammar conventions correctly in writing, including: a. verb tense b. adverbs c. prepositions d. subject and verb agreement e. possessive pronouns. 5. Apply punctuation conventions correctly in writing, including: a. apostrophes b. capitalization of proper nouns c. abbreviations d. sentence beginnings e. commas in a series f. quotation marks.
GRADE 4		D. Research	The student will locate and use information in reference materials.	1. Locate information in various reference materials including dictionaries, online dictionaries, glossaries, encyclopedias, and the Internet.
GRADE 4		E. Handwriting and Word Processing	The student will write legibly and use a keyboard.	1. Write legibly in both print and cursive. 2. Apply basic keyboarding skills.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 4	III. SPEAKING, LISTENING AND VIEWING	A. Speaking and Listening	The student will demonstrate understanding and communicate effectively through listening and speaking.	1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Demonstrate active listening and comprehension. 3. Give oral presentations to different audiences for different purposes. 4. Organize and summarize ideas, using evidence to support opinions or main ideas. 5. Perform expressive oral readings of prose, poetry or drama.
GRADE 4		C. Media Literacy	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	1. Read print, view pictures and video images and listen to audio files and identify distinctions in how information is presented in print and non-print materials. 2. Begin to make informed judgments about messages promoted in the media, such as those in film, television, radio and newspapers. 3. Use print, pictures, audio and video to express ideas and knowledge gleaned from these sources.
GRADE 5	I. READING AND LITERATURE	A. Word Recognition, Analysis, and Fluency	The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.	1. Read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis. 2. Read aloud narrative and expository text with fluency, accuracy and appropriate pacing, intonation and expression.
GRADE 5		B. Vocabulary Expansion	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	1. Acquire, understand and use new vocabulary through explicit instruction as well as independent reading. 2. Use knowledge of root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to understand texts. 3. Use word reference materials, such as dictionaries, thesauruses, to understand and express word meaning. 4. Analyze word structure and use context clues in order to understand new words.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 5		C. Comprehension	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. 2. Recall and use prior learning and preview text to prepare for reading. 3. Summarize and paraphrase key ideas from text. 4. Identify main idea and supporting details in fiction text. 5. Infer main ideas and determine relevant details in non-fiction texts. 6. Generate graphic organizers to enhance comprehension of texts and to describe text structure and organization. 7. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. 8. Distinguish fact from opinion and provide evidence to support conclusions. 9. Determine cause and effect and draw conclusions. 10. Compare and contrast information on the same topic from multiple sources. 11. Critically read and evaluate text to identify author's point of view and purpose. 12. Notice when comprehension breaks down, reread and use strategies to self-correct. 13. Follow multiple-step written directions.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 5		D. Literature	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. 2. Identify and analyze literary elements and devices in works of fiction including characterization, plot, tone and theme and the ways they convey meaning. 3. Evaluate nonfiction texts by analyzing structure, concept development, design and style. 4. Interpret literature by answering questions that ask for analysis and evaluation. 5. Distinguish among various literary genres and subgenres. 6. Distinguish between third person omniscient and first person point of view. 7. Identify and determine the meanings of similes and metaphors. 8. Respond to literature using ideas and details from the text to support reactions and make literary connections. 9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.
	II. WRITING	A. Types of Writing	The student will compose various pieces of writing.	1. Write in a variety of modes to express meaning, including: a. descriptive b. narrative c. informative d. formal letter e. poetry f. persuasive g. thank you notes h. reports.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 5		B. Elements of Composition	The student will engage in a writing process, with attention to organization, focus, quality of ideas, audience and a purpose.	1. Write topic sentences. 2. Create multiple paragraph compositions that include: a. correct paragraph indentation style b. an introductory paragraph formulating a thesis or opinion c. supporting evidence in paragraph form that upholds the overall thesis or opinion d. a concluding paragraph as a summary. 3. Use composing processes, including: a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience. 4. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression. 5. Consider the intended audience when composing text.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 5		C. Spelling, Grammar, and Usage	The student will apply standard English conventions when writing.	1. Compose complete sentences when writing. 2. Edit written documents for correct spelling. 3. Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly. 4. Apply grammar conventions correctly in writing, including: a. verb tense b. prepositional phrases c. adverbs d. subject and verb agreement with simple subjects e. possessive pronouns and plural possessives. 5. Apply punctuation conventions correctly in writing, including: a. apostrophes b. capitalization of proper nouns c. abbreviations d. sentence beginnings e. commas f. quotation marks.
GRADE 5		D. Research	The student will locate and use information in reference materials.	1. Locate and keep notes on the information in various reference materials including print and online dictionaries, glossaries, encyclopedias, CD reference materials and the Internet. 2. Formulate research questions and collect relevant information or perform observations that address such questions. 3. Define plagiarism and avoid its use.
GRADE 5		E. Handwriting and Word Processing	The student will write legibly and demonstrate effective keyboarding skills.	1. Write legibly in cursive. 2. Apply keyboarding skills.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 5	III. SPEAKING, LISTENING AND VIEWING	A. Speaking and Listening	The student will demonstrate understanding and communicate effectively through listening and speaking.	1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Demonstrate active listening and comprehension. 3. Distinguish between speaker's opinion and verifiable facts. 4. Give oral presentations to various audiences for different purposes. 5. Restate or summarize and organize ideas sequentially using evidence to support opinions and main ideas. 6. Perform expressive oral readings of prose, poetry or drama.
GRADE 5		C. Media Literacy	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	1. Identify distinctions in how information is presented in print and non-print materials. 2. Make informed judgments about messages promoted in the media, such as those in film, television, radio and newspapers. 3. Evaluate the accuracy and credibility of information found on Internet sites.
GRADE 6	I. READING AND LITERATURE	A. Word Recognition, Analysis, and Fluency	The student will read with accuracy and fluency.	1. Read unfamiliar complex and multi-syllabic words using advanced phonetic analysis and structural analysis. 2. Read narrative and expository text with fluency, accuracy and appropriate pacing. 3. Apply correct word pronunciation and inflection.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 6		B. Vocabulary Expansion	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading. 2. Analyze word structure and use cueing systems to understand new words. 3. Determine pronunciations, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools. 4. Determine the meaning of unknown words using knowledge of common Greek and Latin roots, suffixes and prefixes. 5. Recognize and interpret similes, metaphors, and words with multiple meanings.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 6		C. Comprehension	The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	1. Summarize and paraphrase what is read. 2. Recall and use prior learning and preview text to prepare for reading. 3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. 4. Apply a range of monitoring strategies and self-correction methods. 5. Identify the main idea and supporting details. 6. Retell significant sequences of events or ideas. 7. Distinguish fact from opinion and give examples from text. 8. Identify the author's purpose (stated or implied), audience and message. 9. Create outlines, logical notes and summaries across content areas. 10. Use texts' structural features, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings across a range of subject areas to enhance comprehension. 11. Utilize texts' organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall and summarize content. 12. Compare and contrast information from different sources on the same topic. 13. Critically read and evaluate to determine the author's purpose, point of view, audience and message.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
		D. Literature	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. 2. Identify and describe the characteristics of various genres. 3. Identify and describe the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme and tone. 4. Analyze characters through identifying thoughts, words, actions and narrator's description. 5. Describe how figurative language (such as simile and metaphor) and literary devices contribute to the meaning of a text. 6. Relate a given literary work to historical events (place, time and custom). 7. Describe how meaning is conveyed in poetry the author's stylistic choices. 8. Respond to literature using ideas and details from the text to support reactions and make literary connections. 9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.
GRADE 6	II. WRITING	A. Types of Writing	The student will create informative, expressive and persuasive writing.	1. Write frequently in a variety of forms, including but not limited to the following: poems, stories, plays, essays, journals, letters, directions, editorials, business communications and reports. *By the end of grade 8,The student will have written in all of the forms listed.*

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 6		B. Elements of Composition	The student will engage in a writing process, with attention to organization, focus, quality of ideas and a purpose.	1. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea. 2. Create narratives that develop settings, people/characters, dialogue and conflicts using descriptive, concrete language to engage audiences. 3. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression. 4. Use composing processes to develop writing, including: a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience. 5. Consider the intended audience when composing text.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 6		C. Spelling, Grammar, and Usage	The student will apply standard English conventions when writing. *(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)*	1. Compose complete sentences when writing. 2. Edit writing for correct spelling and sentence clarity. 3. Apply grammar conventions correctly in writing, including: a. consistent verb tense b. subject and verb agreement with simple and compound subjects c. nominative case d. objective, and possessive pronouns e. subject and verb agreement when interrupted by a phrase. 4. Apply punctuation conventions correctly in writing, including: a. apostrophes b. semi-colon c. capitalization of proper nouns d. abbreviations e. sentence beginnings and first words in quotes f. commas (after opening words, in compound sentences, and after subordinating conjunctions) g. quotation marks (to identify dialogue).
GRADE 6		D. Research	The student will locate and use information in reference materials.	1. Gather and synthesize information from a variety of sources, including electronic and print. 2. Clarify an understanding of text by creating outlines, logical notes and summaries across content areas. 3. Cite sources for both quoted and paraphrased information in a bibliography when writing a research report. 4. Define plagiarism and avoid its use.
GRADE 6		E. Handwriting and Word Processing	The student will write legibly and demonstrate effective keyboarding skills.	1. Write legibly in cursive. 2. Format handwritten and word-processed documents correctly.

Grade Level	Strand	Sub-Strand	Standard	Benchmarks
GRADE 6	III. SPEAKING, LISTENING AND VIEWING	A. Speaking and Listening	Students will demonstrate understanding and communicate effectively through listening and speaking.	1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Know and apply listening rules and expectations for formal settings and demonstrate comprehension. 3. Actively listen and comprehend messages. 4. Apply assessment criteria to self-evaluate oral presentations. 5. Distinguish between a speaker's opinion and verifiable facts. 6. Orally communicate information, opinions and ideas effectively to different audiences for a variety of purposes. 7. Perform expressive oral readings of prose, poetry or drama.
GRADE 6		C. Media Literacy	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	1. Identify distinctions in how information is presented in print and non-print materials. 2. Evaluate the accuracy and credibility of information found on Internet sites. 3. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.