



## **Kindergarten Reading Essential Outcomes taught to mastery and Supporting Standards**

K.RL.1 - With prompting and support, ask and answer questions about key details in a text.

K.RL.2 - With prompting and support, retell familiar stories, including key details.

K.RL.3 - With prompting and support, identify characters, settings, and major events in a story.

K.RL.4 - Ask and answer questions about unknown words in a text.

K.RL.5 - Recognize common types of texts (e.g., storybooks, poems).

K.RL.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

K.RL.7 - 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).

K.RL.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

K.RL.10 - Actively engage in group reading activities with purpose and understanding.

K.RI.1 - With prompting and support, ask and answer questions about key details in a text.

K.RI.2 - With prompting and support, identify the main topic and retell key details of a text.

K.RI.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

K.RI.4 - With prompting and support, ask and answer questions about unknown words in a text.

K.RI.5 - Identify the front cover, back cover, and title page of a book.

K.RI.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

K.RI.7 - 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).

K.RI.8 - With prompting and support, identify the reasons an author gives to support points in a text.

K.RI.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

K.RI.10 - Actively engage in group reading activities with purpose and understanding.

K.RF.1 - Demonstrate understanding of the organization and basic features of print.

K.RF.1A - Follow words from left to right, top to bottom, and page by page.

K.RF.1B - Recognize that spoken words are represented in written language by specific sequences of letters.

K.RF.1C - Understand that words are separated by spaces in print.

K.RF.1D - Recognize and name all upper- and lowercase letters of the alphabet.

K.RF.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

K.RF.2A - Recognize and produce rhyming words.

K.RF.2B - Count, pronounce, blend, and segment syllables in spoken words.

K.RF.2C - Blend and segment onsets and rimes of single-syllable spoken words.

K.RF.2D - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)

K.RF.2E - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

K.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

K.RF.3A - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

K.RF.3B - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

K.RF.3C - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

K.RF.3D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.RF.4 - Read emergent-reader texts with purpose and understanding.

## **First Grade Reading Essential Outcomes taught to mastery and Supporting Standards**

- 1.RL.1 - Ask and answer questions about key details in a text.
- 1.RL.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.3 - Describe characters, settings, and major events in a story, using key details.
- 1.RL.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- 1.RL.6 - Identify who is telling the story at various points in a text.
- 1.RL.7 - Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.9 - Compare and contrast the adventures and experiences of characters in stories.
- 1.RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- 1.RI.1 - Ask and answer questions about key details in a text.
- 1.RI.2 - Identify the main topic and retell key details of a text.
- 1.RI.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.RI.5 - 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.
- 1.RI.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.7 - Use the illustrations and details in a text to describe its key ideas.
- 1.RI.8 - Identify the reasons an author gives to support points in a text.
- 1.RI.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 1.RI.10 - With prompting and support, read informational texts appropriately complex for grade 1.

- 1.RF.1 - Demonstrate understanding of the organization and basic features of print.
  - 1.RF.1A - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 1.RF.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - 1.RF.2A - Distinguish long from short vowel sounds in spoken single-syllable words.
  - 1.RF.2B - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - 1.RF.2C - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - 1.RF.2D - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- 1.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
  - 1.RF.3A - Know the spelling-sound correspondences for common consonant digraphs.
  - 1.RF.3B - Decode regularly spelled one-syllable words.
  - 1.RF.3C - Know final -e and common vowel team conventions for representing long vowel sounds.
  - 1.RF.3D - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - 1.RF.3E - Decode two-syllable words following basic patterns by breaking the words into syllables.
  - 1.RF.3F - Read words with inflectional endings.
  - 1.RF.3G - Recognize and read grade-appropriate irregularly spelled words.
- 1.RF.4 - Read with sufficient accuracy and fluency to support comprehension.
  - 1.RF.4A - Read grade-level text with purpose and understanding.
  - 1.RF.4B - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - 1.RF.4C - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Second Grade Reading Essential Outcomes taught to mastery and Supporting Standards**

2.RL.1 - Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

2.RL.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RL.3 - Describe how characters in a story respond to major events and challenges.

2.RL.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

2.RL.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.RL.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

2.RL.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RL.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

2.RL.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.RI.1 - Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

2.RI.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

2.RI.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

2.RI.4 - Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

2.RI.5 - 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.

2.RI.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

2.RI.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

2.RI.8 - Describe how reasons support specific points the author makes in a text.

2.RI.9 - Compare and contrast the most important points presented by two texts on the same topic.

2.RI.10 - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3A - Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3B - Know spelling-sound correspondences for additional common vowel teams.

2.RF.3C - Decode regularly spelled two-syllable words with long vowels.

2.RF.3D - Decode words with common prefixes and suffixes.

2.RF.3E - Identify words with inconsistent but common spelling-sound correspondences.

2.RF.3F - Recognize and read grade-appropriate irregularly spelled words.

2.RF.4 - Read with sufficient accuracy and fluency to support comprehension.

2.RF.4A - Read grade-level text with purpose and understanding.

2.RF.4B - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4C - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Third Grade Reading Essential Outcomes taught to mastery and Supporting Standards**

- 3.RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2 - Recount stories, 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.
- 3.RL.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 3.RL.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 3.RL.6 - Distinguish their own point of view from that of the narrator or those of the characters.
- 3.RL.7 - 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)
- 3.RL.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- 3.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- 3.RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.3 - Describe the relationship between 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.
- 3.RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.



3.RI.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.6 - Distinguish their own point of view from that of the author of a text.

3.RI.7 - 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).

3.RI.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.RI.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.

3.RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

3.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

3.RF.3A - Identify and know the meaning of the most common prefixes and derivational suffixes.

3.RF.3B - Decode words with common Latin suffixes.

3.RF.3C - Decode multisyllable words.

3.RF.3D - Read grade-appropriate irregularly spelled words.

3.RF.4 - Read with sufficient accuracy and fluency to support comprehension.

3.RF.4A - Read grade-level text with purpose and understanding.

3.RF.4B - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

3.RF.4C - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Fourth Grade Reading Essential Outcomes taught to mastery and Supporting Standards**

- 4.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RL.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- 4.RL.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.RL.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 4.RL.7 - 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.
- 4.RL.9 - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 4.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.RI.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 4.RI.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- 4.RI.5 - 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.
- 4.RI.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 4.RI.7 - 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.
- 4.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text.

- 4.RI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 4.RI.10 - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 4.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
  - 4.RF.3A - 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.
- 4.RF.4 - Read with sufficient accuracy and fluency to support comprehension.
  - 4.RF4A - Read grade-level text with purpose and understanding.
  - 4.RF.4B - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - 4.RF.4C - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Fifth Grade Reading Essential Outcomes taught to mastery and Supporting Standards**

- 5.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RL.2 - Determine a theme of a story, drama, or poem 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.
- 5.RL.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- 5.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5.RL.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 5.RL.6 - Describe how a narrator's or speaker's point of view influences how events are described.
- 5.RL.7 - 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).
- 5.RL.9 - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 5.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- 5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5.RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- 5.RI.5 - 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.
- 5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.RI.7 - 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.
- 5.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- 5.RI.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5.RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

5.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

5.RF.3A - 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.

5.RF.4 - Read with sufficient accuracy and fluency to support comprehension.

5.RF.4A - Read grade-level text with purpose and understanding.

5.RF.4B - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

5.RF.4C - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.