

Standard 1 - Reading: The student reads and comprehends text across the curriculum.

Benchmark 1: The student uses skills in alphabetic to construct meaning from text.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
▲ Identifies sounds of both upper and lower case letters of the alphabet. (Letter-sound Relationships)	Identifies sounds of both upper and lower case letters of the alphabet. (Letter-sound Relationships)								
▲ Identifies names of both upper and lower case letters of the alphabet.	▲ Identifies names of both upper and lower case letters of the alphabet.								
Distinguishes letters from words by recognizing that words are separated by spaces.	Identifies and distinguishes between letters, words, and sentences.								
▲ Demonstrates phonemic awareness skills by hearing and orally manipulating sounds (e.g., ▲phoneme isolation, ▲identification, ▲categorization, blending, segmentation, deletion, addition, substitution). (Phonemic Awareness)	▲ Identifies and manipulates phonemes in spoken words (e.g., phoneme isolation, identification, categorization, ▲blending, ▲segmentation, ▲deletion, ▲addition, ▲substitution). (Phonemic Awareness)								
Identifies and makes oral rhymes and begins to hear onsets and rimes (e.g., alliteration, intonation). (Phonological Awareness)	▲ Identifies onsets and rimes in spoken words (e.g., alliteration, intonation, rhyme). (Phonological Awareness)	Manipulates onsets and rimes in spoken syllables. (Phonological Awareness)							



Standard 2 - Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
Identifies and discusses problem and solution.	Follows events in a plot.	Retells the plot of a story.	Identifies plot sequence.	▲ Identifies or describes the major conflict in a story and how it is resolved	▲ Identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).	▲ Identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.	▲ Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	▲ Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	▲ Analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.
					Understands that theme refers to the main idea (implied or stated), meaning of a selection, and includes the author's ideas about the subject.	Identifies aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.	Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).	Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).	Analyzes themes, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.
						Identifies the use of literary devices (e.g., foreshadowing, flashback).	Identifies literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).	Identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, imagery, symbolism) in a text and explains how the author uses such devices to help establish tone and mood.	Identifies, analyzes, and evaluates the use of literary devices (e.g., foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) in a text.



Standard 1 - Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
	Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, inflectional endings).	▲ Determines meaning of words through knowledge of word structure (e.g., ▲base words ▲ compound nouns, ▲ contractions, inflectional endings).	▲ Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.	▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.	▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.
			Identifies the difference between literal and figurative language when reading similes, metaphors, and idioms.	Determines the meaning of figurative language by interpreting similes, metaphors, and idioms.	Determines the meaning of figurative language by interpreting similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification.	▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, hyperbole, onomatopoeia, personification, and idioms.	▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, and idioms.	▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, ▲ idioms, ▲ imagery, and symbolism.	▲ Identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.
				Identifies the connotation and denotation of new words.	Recognizes the differences between the meanings of connotation and denotation.	Identifies word connotations and word denotations.	Identifies word connotations and word denotations.	Distinguishes between connotative and denotative meanings.	Discriminates between connotative and denotative meanings and interprets the connotative power of words.



Module III Part 2: Curricular Specific Scope and Sequence - Reading

The gray-shaded spaces within the Scope and Sequence represents tested indicators?
True or False

The correct answer is (False)

Tested indicators are not marked for assessment throughout the Scope and Sequence?
True or False

The correct answer is (False)

The Scope and Sequence is not numbered as the Kansas State Reading Curricular Standards Document is numbered?
True or False

The correct answer is (True)

In most cases, indicators marked for assessment have content present the year before?
True or False

The correct answer is (True)