

Reading, Writing, Speaking and Listening					
1.1 Learning to Read Independently					
K	1	2	3	4	5
A. Generate predictions about types of text (e.g., fiction/non-fiction) by previewing illustrations to activate prior knowledge before reading.	A. State predictions about story type (e.g., fiction/non-fiction) by previewing illustrations to activate prior knowledge before reading.	A. Recognize the purposes and types of text (e.g., literature, information) before reading.	<b>A. Identify the purposes and types of text (e.g., literature, information) before reading.</b>	A. Set a purpose for reading and identify the type of text (literature, information) before reading.	<b>A. Establish the purpose for reading a type of text (literature, information) before reading.</b>
B. Preview the text formats (e.g., title). • Utilize correct book handling skills. • Apply concept of print on simple text (e.g., title, author, book parts, directionality of letters, words and text, letters form words, words form sentences). • Locate known letters and/or words.	B. Preview the text formats (e.g., title, author and table of contents). • Apply concept of print on simple text (e.g., title, author, book parts, directionality of letters, words and text, letters form words, words form sentences). • Locate known letters and/or (phonics) words.	B. Preview the text formats (e.g., title, author, headings, chapters and table of contents). • Locate known letters and/or (phonics) words.	<b>B. Preview the text formats (e.g., title headings, chapters and table of contents).</b>	B. Preview texts for a particular purpose using the format of the text as a guide. (e.g., historical fiction, biography. Select texts related to the particular purpose for reading.	<b>B. Select texts for a particular purpose using the format of the text as a guide.</b>
C. Use letter-sound, picture, structure, context, and visual clues to predict unknown words during reading. • Match voice to print (1-1) correspondence. • Apply concepts of	C. Use knowledge of phonics, word analysis (e.g., root words, suffixes), picture, structure, context clues, and visual clues to decode and understand new	C. Use knowledge of phonics, word analysis (e.g., root words, prefixes, suffixes), picture, structure and context clues to decode and understand new	<b>C. Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.</b>	C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during	<b>C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.</b>

Lancaster-Lebanon IU 13, March 7, 2000 – Benchmarks  
3, 5, 8, 11 (bold) = PA Academic Standards

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phonemic awareness. • Determine relationship between illustrations and written text. • Use these words accurately in speaking. • Understand that print conveys a message.	words and to develop a basic sight word vocabulary during reading and speaking. • Determine relationship between illustrations and written text. • Use these words accurately in speaking.	words during reading. Use these words accurately in speaking. • Determine relationship between illustrations and written text.		reading. Use these words accurately in writing and speaking.	
D. Listen to text read orally using self-monitoring comprehension strategies (e.g., prior knowledge, illustrations, predict and revise predictions, make associations, [question and clarify meaning]).	D. Read text using self-monitoring comprehension strategies (e.g., prior knowledge, illustrations, predict, revise predictions, reread, [question and clarify meaning]).	D. Read text using self-monitoring comprehension strategies (e.g., prior knowledge, illustrations, predict, revise predictions, reread, use text organization including headings, graphics and adjust reading rate).	<b>D. Read using basic ideas and facts in texts using strategies (e.g., prior knowledge, illustrations and headings) to make predictions about text.</b>	D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.	<b>D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.</b>
E. Develop a basic sight word vocabulary by identifying and correctly using words (environmental print, word families, some high-frequency	E. Develop a basic sight word vocabulary by identifying and correctly using words (e.g., antonyms, rhymes,	E. Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms and	<b>E. Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words). Use a</b>	E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones,	<b>E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, words with roots, suffixes, prefixes).</b>

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Adapted from B.C.I.U. #14  
K-12 Grade Level Benchmarks, 1998

**Reading, Writing, Speaking and Listening**

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words). • Use meaning cues. • Use picture cues. • Use structure cues. • Use visual cues. • Apply letter/sound correspondence.	word families and categories of words). • Use meaning cues. • Use picture cues. • Use structure cues. • Use visual cues. • Apply letter/sound correspondence.	categories of words). • Use meaning cues. • Use picture cues. • Use structure cues. • Use visual cues. • Apply letter/sound correspondence.	<b>dictionary when appropriate.</b>	homographs, suffixes and prefixes). Use a dictionary or related reference.	<b>Use a dictionary or related reference.</b>
F. Use background knowledge to understand the meaning of and use correctly new vocabulary learned in various subject areas.	F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.	F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.	<b>F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.</b>	F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.	<b>F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.</b>
G. Demonstrate after reading, an understanding of and the difference between real and make-believe. • Retell the story (orally or by drawing). • Respond to the text. • Answer questions. • Begin to clarify ideas and understandings through rereading and discussion.	G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. • Retell or summarize the main ideas. • Connect the new information or ideas in the text to known information. • Begin to clarify ideas and	G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. • Retell or summarize the main ideas. • Connect the new information or ideas in the text to known information. • Clarify ideas and understandings	<b>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</b> • <b>Retell or summarize the major ideas, themes or procedures of the text.</b> • <b>Connect the new information or ideas in the text to known information.</b> • <b>Clarify ideas and understandings through rereading and</b>	G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. • Summarize the major ideas, themes or procedures of the text. • Connect new information or ideas from the text to that learned through additional	<b>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</b> • <b>Summarize the major ideas, themes or procedures of the text.</b> • <b>Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape).</b> • <b>Clarify ideas and understandings</b>

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	understandings through rereading and discussion.	through rereading and discussion.	<b>discussion.</b> • <b>Make responsible assertions about the text by citing evidence from the text.</b>	reading. • Clarify ideas and understandings through rereading and discussion. • Make responsible assertions about the ideas from the text by citing evidence.	<b>through rereading and discussion.</b> • <b>Make responsible assertions about the ideas from the text by citing evidence.</b> • <b>Extend ideas found in the text.</b>
H. Develop and demonstrate an awareness of good fluent reading by listening to texts read aloud and demonstrate reading fluency (e.g., choral reading, chants, rereading familiar text, pattern and predictable texts, shared readings, read-alongs, etc.) • Reread familiar materials.	H. Demonstrate fluency and comprehension in reading. • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Read a variety of text (e.g., fiction, nonfiction). • Demonstrate comprehension. (Standard 1.1.3.G.).  (Recommend: 25 books/year)	H. Demonstrate fluency and comprehension in reading. • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate flow and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension. (Standard 1.1.3.G.).  (Recommend: 25 books/year)	<b>H. Demonstrate fluency and comprehension in reading.</b> • <b>Read familiar materials aloud with accuracy.</b> • <b>Self-correct mistakes.</b> • <b>Use appropriate rhythm, flow, meter and pronunciation.</b> • <b>Read a variety of genres and types of text.</b> • <b>Demonstrate comprehension.</b> (Standard 1.1.3.G.).  (Recommend: 25 books/year)	H. Demonstrate fluency and comprehension in reading. • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension. (Standard 1.1.3.G.). (Recommend: 25 books/year)	<b>H. Demonstrate fluency and comprehension in reading.</b> • <b>Read familiar materials aloud with accuracy.</b> • <b>Self-correct mistakes.</b> • <b>Use appropriate rhythm, flow, meter and pronunciation.</b> • <b>Read a variety of genres and types of text.</b> • <b>Demonstrate comprehension.</b> (Standard 1.1.5.G.).  (Recommend: 25 books/year)

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## Reading, Writing, Speaking and Listening

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A. Establish the purpose for reading a selected text from various genre for consistency before reading (e.g., for literary enjoyment, for information, for research).	A. Examine text, identify its purpose and select the appropriate text from various genre for consistency for a specific purpose before reading.	<b>A. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.</b>
B. Identify organizational structures (e.g., chapter titles, subtopics) and graphics (e.g., charts, pictures and captions) and connect them to the text.	B. Relate organizational structures and graphics to the meaning of the text.	<b>B. Identify and use common organizational structures and graphic features to comprehend information.</b>
C. Use knowledge of phonics, syllabication, prefixes, suffixes, context clues and dictionaries to decode and understand unfamiliar vocabulary during reading. Use these words accurately in speaking and writing.	C. Use knowledge of structural analysis, root words, context clues, and glossaries to understand unfamiliar vocabulary during reading. Use these words accurately in speaking and writing.	<b>C. Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.</b>
D. Identify basic facts and main ideas in text using specific strategies (e.g., activate prior knowledge, examine headings and all graphics, generate questions, reread).	D. Identify basic facts and main ideas in text using specific strategies (e.g., activate prior knowledge, recall genre characteristics, determined purpose, generate questions, reread).	<b>D. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion).</b>
E. Develop a reading vocabulary by identifying and using the appropriate synonyms, homophones, homographs, root words and affixes. Use a dictionary or related reference.	E. Enhance a reading vocabulary by correctly identifying and using idioms. Use a dictionary or related reference.	<b>E. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference</b>
F. Identify, understand, and correctly use key vocabulary from various subject areas.	F. Understand and apply key vocabulary across the various subject areas.	<b>F. Understand the meaning of and apply key vocabulary across the various subject areas.</b>
G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. • Explain major ideas, themes, or procedures of the text.	G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. • Identify major ideas, themes, or procedures of the text and support them with details from the	<b>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. • Make, and support with evidence,</b>

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## Reading, Writing, Speaking and Listening

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<ul style="list-style-type: none"> <li>• Identify similarities and differences between texts.</li> <li>• Relate new information and extend text ideas by discussion or additional reading.</li> </ul>	<p>text.</p> <ul style="list-style-type: none"> <li>• Compare and contrast texts using themes, settings, and characters.</li> <li>• Explain connections between the text and related ideas, topics, or information learned from experience or additional reading.</li> <li>• Identify the situation addressed by the document.</li> <li>• State the topic of public documents and provide supporting evidence from within the document.</li> </ul>	<p><b>assertions about texts.</b></p> <ul style="list-style-type: none"> <li>• <b>Compare and contrast texts using themes, settings, characters and ideas.</b></li> <li>• <b>Make extensions to related ideas, topics or information.</b></li> <li>• <b>Describe the context of a document.</b></li> <li>• <b>Analyze the positions, arguments and evidence in public documents.</b></li> </ul>
<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> <li>• Demonstrate comprehension.</li> </ul> <p>(Standard 1.1.6.G.). (Recommend: 25 books/year)</p>	<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> <li>• Demonstrate comprehension.</li> </ul> <p>(Standard 1.1.7.G.). (Recommend: 25 books/year)</p>	<p><b>H. Demonstrate fluency and comprehension in reading.</b></p> <ul style="list-style-type: none"> <li>• <b>Read familiar materials aloud with accuracy.</b></li> <li>• <b>Self-correct mistakes.</b></li> <li>• <b>Use appropriate rhythm, flow, meter and pronunciation.</b></li> <li>• <b>Read a variety of genres and types of text.</b></li> <li>• <b>Demonstrate comprehension.</b></li> </ul> <p><b>(Standard 1.1.8.G.).</b> <b>(Recommend: 25 books/year)</b></p>

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## Reading, Writing, Speaking and Listening

### 1.1 Learning to Read Independently

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A. Locate a variety of texts (e.g., computerized and traditional resources) appropriate for a specific purpose (e.g., assigned task or project, independent work) before reading.	A. Locate a variety of texts (traditional, media, computerized resources) appropriate for a specific purpose (e.g., assigned task or project, independent work) before reading.	<b>A. Locate various texts, media and traditional resources for assigned and independent projects before reading.</b>	A. Differentiate between traditional and modern types of resources which are most appropriate to a specific project.
B. Use common organizational structures and graphic features to comprehend and interpret information.	B. Explain how the organizational structures and graphic features of informational materials enhance the text.	<b>B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</b>	B. Create a text using organizational structures and graphic features to achieve a purpose and convey information.
C. Use knowledge of structural analysis, context clues, and related references to understand and interpret specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.	C. Use knowledge of structural analysis, context clues, and related references to understand and interpret the meaning of new words during reading. Use these words accurately in speaking and writing.	<b>C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.</b>	C. Create a glossary of words for a specific topic or content area that includes the features common to dictionary entries. Provide examples of the words used in context.
D. Identify basic facts and ideas in text using appropriate strategies (e.g., survey, set a purpose for reading, activate personal knowledge, make predictions, pose questions, reread) as aids to comprehension. Discuss the effectiveness of selected reading strategies.	D. Identify and describe the essential ideas in text by utilizing appropriate comprehension strategies (e.g., survey, set a purpose for reading, activate personal knowledge, make predictions, pose questions, reread). Analyze the effectiveness of the selected strategies.	<b>D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.</b>	D. Analyze the strategies used to extract meaning from text. Correlate the strategy to the section of text and explain how it was effective.
E. Expand a reading vocabulary by correctly identifying and using new words (e.g., literal and figurative language, idioms, specialized words). Use a dictionary or related reference.	E. Expand and enhance a reading vocabulary by correctly identifying and using new words (e.g., literal and figurative language, idioms, specialized vocabulary) acquired through the study of word relationships. Use a dictionary or	<b>E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.</b>	E. Extend the acquired reading vocabulary by determining the meaning of and using accuracy new words encountered in reading more complex text. Use a reference when appropriate.

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	related reference.		
F. Understand the meaning of and apply key vocabulary across the various subject areas.	F. Understand the meaning of and apply key vocabulary across the various subject areas.	<b>F. Understand the meaning of and apply key vocabulary across the various subject areas.</b>	F. Understand the meaning of and apply key vocabulary across the various subject areas.
G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. <ul style="list-style-type: none"> <li>• Make, and support with evidence, assertions about texts.</li> <li>• Compare and contrast texts using themes, settings, characters and ideas.</li> <li>• Make extensions to related ideas, topics or information.</li> <li>• Explain the context of a document.</li> <li>• Analyze the positions, arguments and evidence in public documents.</li> <li>• Comprehend strategies used by the author.</li> <li>• Identify the common characteristics of public documents.</li> </ul>	G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. <ul style="list-style-type: none"> <li>• Make, and support with evidence, assertions about texts.</li> <li>• Compare and contrast texts using themes, settings, characters and ideas.</li> <li>• Make extensions to related ideas, topics or information.</li> <li>• Analyze the context of a document.</li> <li>• Analyze the positions, arguments and evidence in public documents.</li> <li>• Identify the strategies used by the author.</li> <li>• Recognize strategies commonly used in public discourse that are found in public documents.</li> </ul>	<b>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</b> <ul style="list-style-type: none"> <li>• <b>Make, and support with evidence, assertions about texts.</b></li> <li>• <b>Compare and contrast texts using themes, settings, characters and ideas.</b></li> <li>• <b>Make extensions to related ideas, topics or information.</b></li> <li>• <b>Assess the validity of the document based on context.</b></li> <li>• <b>Analyze the positions, arguments and evidence in public documents.</b></li> <li>• <b>Evaluate the author’s strategies.</b></li> <li>• <b>Critique public documents to identify strategies common in public discourse.</b></li> </ul>	G. Demonstrate after reading an understanding of both fiction and non-fiction text, including public documents. <ul style="list-style-type: none"> <li>• Critique works of fiction by comparing them to other works, analyzing the author style, and evaluating their effect on the reader.</li> <li>• Evaluate non-fiction text for the validity, comprehensiveness, and effective presentation of content.</li> <li>• Analyze the purpose, content, and strategies of public documents. Judge their effectiveness on the intended audience.</li> </ul>
H. Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types</li> </ul>	H. Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types</li> </ul>	<b>H. Demonstrate fluency and comprehension in reading.</b> <ul style="list-style-type: none"> <li>• <b>Read familiar materials aloud with accuracy.</b></li> <li>• <b>Self-correct mistakes.</b></li> <li>• <b>Use appropriate rhythm, flow, meter and pronunciation.</b></li> <li>• <b>Read a variety of genres and</b></li> </ul>	H. Read fluently and demonstrate comprehension in reading. <ul style="list-style-type: none"> <li>• Read aloud with accuracy and employ appropriate reading techniques (e.g., inflection, emphasis, flow, rhythm).</li> <li>• Demonstrate comprehension</li> </ul>

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of text. • Demonstrate comprehension. (Standard 1.1.9.G.). (Recommend: 25 books/year)	of text. • Demonstrate comprehension. (Standard 1.1.10.G.). (Recommend: 25 books/year)	<b>types of text.</b> • <b>Demonstrate comprehension.</b> <b>(Standard 1.1.11.G.).</b> <b>(Recommend: 25 books/year)</b>	of a variety of genres and types of text. (Standard 1.1.12G) (Recommend: 25 books/ year)

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