

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

State Indicator

USD 259 Indicator (added)

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

Power Indicator

New Power Indicator

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1- ▲ 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)				
2- ▲ Identifies names of both upper and lower case letters of the alphabet.	▲ Identifies names of both upper and lower case letters of the alphabet.				
3- Distinguishes letters from words by recognizing that words are separated by spaces.	Identifies and distinguishes between letters, words, and sentences.				
4- ▲ Demonstrates phonemic awareness skills by hearing and orally manipulating sounds (e.g., ▲phoneme isolation, ▲identification, ▲categorization, blending, segmentation, deletion, addition, and substitution). (Phonemic Awareness)	▲ Identifies and manipulates phonemes in spoken words (e.g., phoneme isolation, identification, categorization, ▲blending, ▲segmentation, ▲deletion, ▲addition, and ▲substitution) (Phonemic Awareness)				
5- Identifies and makes oral rhymes and begins to hear onsets and rimes (e.g., alliteration and intonation). (Phonological Awareness)	▲ Identifies onsets and rimes in spoken words (e.g., alliteration, intonation, and rhyme). (Phonological Awareness)	Manipulates onsets and rimes in spoken syllables. (Phonological Awareness)			
6- ▲ Demonstrates an understanding of graphemes and phonemes (i.e., sound-symbol relationships) in written and spoken language. (Phonics)	▲ Uses knowledge of letter-sound correspondence (e.g., ▲consonant-vowel patterns (long, short, r-controlled), blends, ▲digraphs, word families) when reading unknown words. (Phonics)	▲ Uses knowledge of developmentally appropriate decoding skills (e.g., ▲consonant-vowel combinations, ▲blends, digraphs, ▲word families) when reading unknown words. (Phonics)	Uses decoding skills that include knowledge of phonetics and structural analysis when reading unknown words.	Uses decoding skills that include knowledge of structural analysis automatically when reading.	
7-	Manipulates onsets and rimes in spoken words (e.g., alliteration, intonation, and rhyme). (Phonological Awareness)	Categorizes onsets and rimes in spoken syllables. (Phonological Awareness)			

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

Benchmark 2: The student reads fluently.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1-Demonstrates an understanding of concepts of print (e.g., front-to-back, top-to-bottom, left-to-right) and begins to track print.	Applies <i>concepts of print</i> when reading (e.g., front-to-back, top-to-bottom, left-to-right, capitalization).				
2-Locates periods, question marks, and exclamation points.	Uses punctuation (e.g., periods, question marks, exclamation points) at instructional or independent levels while reading.	▲ Uses knowledge of conventions (e.g., periods, question marks, exclamation points, commas, quotation marks, parentheses, apostrophes) to read fluently at instructional or independent reading levels.	Uses knowledge of conventions (e.g., periods, question marks, exclamation points, commas, quotation marks, parentheses, graphics apostrophes, (bold print, italics), hyphens) to read fluently at instructional or indep. reading levels.	Uses knowledge of conventions (e.g., periods, question marks, exclamation points, commas, quotation marks, parentheses, apostrophes, (bold print, italics), colons, semi-colons, dashes) to read fluently at instructional or independent reading levels.	Uses knowledge of conventions (e.g., periods, question marks, exclamation points, commas, quotation marks, parentheses, apostrophes, (bold print, italics), asterisks, ampersands) and text features to read fluently at instructional or independent reading levels.
3-Imitates the rhythm of speech in emergent oral reading.	Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i> with familiar text.	Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech.</i>	Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech.</i>	Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech.</i>	Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech.</i>
4-	Uses knowledge of sentence structure to read fluently at instructional or indep. reading levels.	Uses knowledge of sentence structure to read fluently at instructional or indep. reading levels.	Uses knowledge of sentence structure to read fluently at instructional or indep. reading levels.	Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.	Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.
5-	Uses a variety of word-recognition strategies (e.g., practicing words in isolation) to read fluently.	Uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.	Uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.	Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.	Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.
6-		Begins to adjust reading rate to support comprehension when reading narrative and expository text.	Adjusts reading rate to support comprehension when reading <i>narrative, expository, and technical</i> texts.	Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	Adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive</i> texts.

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
1-Reads one-syllable & often -heard words by sight. (Wichita K Sight Word List).	Demonstrates automatic recognition of sight words (Wichita 1 st Grade Sight Word List).	Demonstrates automatic recognition of sight words (Wichita 2 nd Grade Sight Word List).	Expands sight-word vocabulary (Wichita 3 rd Grade Sight Word List).		
2-Uses picture clues to identify unknown words and meanings.	Determines the meaning of unknown words or phrases using picture clues and context clues from sentences.	▲ Determines the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs.	▲ Determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	▲ Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	▲ Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.
3-	Identifies <i>synonyms</i> and <i>antonyms</i> to determine the meaning of words.	Identifies and uses synonyms, antonyms, and homophones to determine the meaning of words.	Identifies and uses <i>synonyms</i> , <i>antonyms</i> , and <i>homophones</i> to determine the meaning of words.	Identifies and uses <i>synonyms</i> , <i>antonyms</i> , <i>homophones</i> , and <i>homographs</i> to determine the meaning of words.	Uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.
4-		Uses a picture dictionary, dictionary, or glossary to understand word meaning.	Uses a dictionary or a glossary to determine an appropriate definition of a word.	Uses a dictionary or a glossary to determine an appropriate definition of a word or uses a thesaurus to expand vocabulary.	Chooses reference materials (e.g., dictionaries, glossaries, thesauri, on-line reference materials) appropriate to the task.
5-	Determines meaning of words through knowledge of word structure (e.g., <i>compound nouns</i> , <i>contractions</i> , and <i>inflectional endings</i>).	▲ Determines meaning of words through knowledge of word structure (e.g., ▲base words ▲compound nouns, ▲contractions, <i>inflectional endings</i>).	▲ Determines meaning of words through knowledge of word structure (e.g., <i>compound nouns</i> , <i>contractions</i> , ▲root words, ▲prefixes, and ▲suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., <i>compound nouns</i> , <i>contractions</i> , ▲root words, ▲prefixes, and ▲suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., <i>contractions</i> , ▲root words, ▲prefixes, and ▲suffixes).
6-			Identifies the difference between <i>literal</i> and <i>figurative language</i> when reading <i>similes</i> , <i>metaphors</i> , and <i>idioms</i> .	Determines the meaning of <i>figurative language</i> by interpreting <i>similes</i> , <i>metaphors</i> , and <i>idioms</i> .	Determines the meaning of <i>figurative language</i> by interpreting <i>similes</i> , <i>metaphors</i> , <i>idioms</i> , <i>analogies</i> , <i>hyperbole</i> , <i>onomatopoeia</i> , and <i>personification</i> .
7-				Identifies the connotation and denotation of new words.	Recognizes the differences between the meanings of connotation and denotation.

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

Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).







Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1- Participates in discussions about <i>narrative and expository</i> texts read to them.	Participates in discussions about <i>narrative, expository, and technical texts</i> read to them or text read independently.	Recognizes the differences between <i>narrative, expository, and technical texts</i> .	Recognizes the differences between <i>narrative, expository, technical, and persuasive texts</i> .	Identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i> .	Identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i> .
2- Identifies and discusses title, author, illustrator, and illustrations.	Locates and discusses title, author, illustrator and illustrations.	Locates and discusses text features (e.g., title, graphs and charts, table of contents, boldface type, italics, glossary, index) to understand information.	▲ Understands the purpose of text features (e.g., ▲title, ▲graphs and charts, ▲table of contents, ▲pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.	▲ Understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.	▲ Understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, ▲glossary, ▲index, ▲headings, ▲subheadings, topic and summary sentences, ▲captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.
3- Uses pictures, content, and prior knowledge to make predictions.	Uses pictures, content, and prior knowledge to make predictions.	Uses pictures, content, and prior knowledge to make predictions.	Uses prior knowledge and content to make, revise, and confirm predictions.	Uses prior knowledge and content to make, revise, and confirm predictions.	Uses prior knowledge, content, and text features to make, revise, and confirm predictions.
4- Responds logically to literal, inferential, and critical thinking questions before, during, and after listening to the text.	Responds logically to literal, inferential, and critical thinking questions before, during, and after listening to or reading the text.	Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
5- Uses picture clues, text, and prior knowledge to make inferences and draw conclusions.	Uses picture clues, text, and prior knowledge to make inferences and draw conclusions.	▲ Uses ▲illustrations, ▲text, and prior knowledge to make inferences and draw conclusions.	▲ Uses information from the text to make inferences and draw conclusions.	▲ Uses information from the text to make inferences and draw conclusions.	▲ Uses information from the text to make inferences and draw conclusions.
6- Develops awareness of text structure (e.g., sequence and	Develops awareness of text structure (e.g., sequence, problem-solution, and	Identifies text structure (e.g., sequence, problem-solution, comparison-	▲ Identifies text structure (e.g., ▲sequence, ▲problem-solution, comparison-	▲ Identifies text structure (e.g., ▲sequence, ▲problem-solution, ▲comparison-	▲ Identifies text structure (e.g., ▲sequence, ▲problem-solution, ▲comparison-contrast,

problem solution).	comparison-contrast).	contrast, description, and cause-effect).	contrast, description, and cause-effect).	contrast, ▲description, ▲cause-effect).	▲description, ▲cause-effect).
7- Sequences 2-3 events in order.	▲Sequences events according to basic story structure of beginning, middle, and end.	▲Sequences events according to basic story structure of beginning, middle, and end.	Sequences events and information in logical order.		
8-Compares and contrasts information in illustrations, prior knowledge, and texts read aloud.	Compares and contrasts information (e.g., topics and characters) between texts.	Compares and contrasts information (e.g., topics and characters) between texts and within a single text.	▲Compares and contrasts information (e.g., topics and characters) in a text.	▲ Compares and contrasts information (e.g., topics, character's traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare-contrast signal words.	▲ Compares and contrasts varying aspects (e.g., topics, character's traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s).
9-		Identifies cause-effect relationships in narrative and expository texts.	▲ Links causes and effects in appropriate-level narrative and expository texts.	▲ Links causes and effects in appropriate-level narrative and expository texts.	▲ Links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.
10- ▲ Role plays or uses words and pictures to write a retelling providing the important events and information from the text.	▲ Role plays or uses words and pictures to write a retelling providing important events and main ideas from narrative and expository texts.	▲ Uses words and pictures to write a retelling providing important events and main ideas from narrative and expository texts.	▲ Writes a retelling providing main ideas or events as well as supporting details in narrative and expository texts.	▲ Writes a retelling providing main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.	▲ Writes a retelling providing main ideas or events as well as supporting details in appropriate-level narrative, expository, persuasive, and technical texts.
11-Explains the topic of a selection that has been read aloud (e.g., What is the book about?).	Identifies the topic and main idea in appropriate-level text.	▲ Identifies topic, main idea, and supporting details in appropriate-level text.	▲ Identifies the topic, main idea(s), and supporting details in appropriate-level text.	▲ Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.
12-			Explains the author's purpose (e.g., to persuade, to entertain, to inform).	▲ Identifies the author's purpose (e.g., to persuade, ▲to entertain, ▲to inform).	▲ Identifies the author's purpose (e.g., to persuade, to entertain, to inform).
13-			Establishes a purpose for reading or listening (e.g., to be informed, to follow directions, or to be entertained).	Establishes a purpose for reading or listening (e.g., to be informed, to follow directions, or to be entertained).	Establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).

14-				Follows directions explained in <i>technical text</i> .	Follows directions explained in <i>technical text</i> .
15-					Identifies evidence that supports conclusions in persuasive text.
16-		Distinguishes between fact and opinion in various texts.	Distinguishes between fact and opinion in various texts.	▲ Distinguishes between fact and opinion in various types of appropriate-level texts.	▲ Distinguishes from among fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.

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
1- Identifies and discusses character(s) in literature.	Identifies and discusses character(s) in literature.	▲ Identifies and describes character(s) in literature.	▲ Identifies and describes characters' physical traits, basic personality traits, and actions.	▲ Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	▲ Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.
2-Identifies and talks about events in the story and why they are important.	Identifies and describes setting.	▲ Identifies and describes setting.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.
3- 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).
USD 259 modification:  3a - Uses pictures and/or words to retell narrative text providing the character(s), setting problem and resolution.	USD 259 modification:  Uses words and pictures to write a retelling providing the character(s), setting problem and resolution of narrative text.	USD 259 modification:  Uses words and/or pictures to write a retelling providing the character(s), setting and sequence of events including problem & resolution of narrative text.	USD 259 modification:  Writes a retelling providing the character(s), setting and sequence of events including problem & resolution of narrative text.	USD 259 modification:  Writes a retelling providing the character(s), setting, plot (including problem and resolution) and theme of narrative text.	USD 259 modification:  Writes a retelling providing the character(s), setting, plot (including problem and resolution) and theme of narrative text.
4-					Understands that theme refers to the main idea (implied or stated), meaning of a selection, and includes the author's ideas about the subject.

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

Benchmark 2: The student understands the significance of literature and its contributions to various-cultures.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1- Recognizes and discusses cultural elements in books read aloud.	Listens or reads to connect personal experiences and ideas with those of other cultures in literature.	Reads to connect personal experiences and ideas with those of other cultures in literature.	Reads to connect personal experiences and ideas with those of other cultures in literature.	Describes aspects of history and culture found in works of literature.	Understands the effects history and cultures may have on works of literature.
2-		Identifies various languages, traditions, and cultures found in literature.	Compares and contrasts various languages, traditions, and cultures found in literature.	Compares and contrasts various languages, traditions, and cultures found in literature.	Compares and contrasts various languages, traditions, and cultures found in literature.
3-		Makes connections between specific aspects of literature from a variety of cultures and personal experiences.	Makes connections between specific aspects of literature from a variety of cultures and personal experiences.	Makes connections between specific aspects of literature from a variety of cultures and personal experiences.	Makes connections between specific aspects of literature from a variety of culture and personal experiences.

Standard 4 - Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective research practices.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1-Discusses curriculum topics or topics of interest.	Discusses curriculum topics or topics of interest.	Discusses curriculum topics or topics of interest.	Discusses curriculum topics or topics of interest.	Determines focus of research and identifies information needed.	Determines focus of research from information gathered from multiple sources.
2-Asks questions about a topic being studied or an area of interest.	Asks questions about a topic being studied or an area of interest.	Formulates broad and specific questions that relate to the topic under discussion and seeks answers.	Formulates both broad and specific questions at knowledge and comprehension levels and seeks answers.	Formulates both broad and specific questions at knowledge, comprehension, and application levels, and seeks answers.	Formulates and revises questions at knowledge, comprehension, application, and analysis levels for investigations, including questions arising from personal interests and classroom topics.
3-Recognizes, with guidance, that different formats exist.	Recognizes, with guidance, that different text formats exist.	Recognizes, with guidance, that different text formats exist.	Recognizes, with guidance, that different formats exist.	Determines a variety of possible sources.	Determines a variety of possible sources.
4-Finds information, with guidance, appropriate to task (e.g., print and non-print).	Locates information, with guidance, appropriate to task (e.g., print and non-print).	Locates, with guidance, appropriate information (e.g., print and non-print).	Locates appropriate information (e.g., print, non-print).	Locates appropriate information (e.g., print and non-print).	Uses multiple sources (e.g., electronic texts, experts, and print) to locate information relevant to research questions.
5-Observes the recording of relevant information.	Observes the recording of or independently records relevant information.	Records information.	Records information.	Records information.	Summarizes and organizes information from multiple sources.
6-Shares information.	Shares information.	Organizes and shares information.	Organizes and shares information.	Organizes and presents information in both oral and written forms.	Organizes and presents information in both oral and written forms.
7-		Selects relevant information.	Evaluates relevant information.	Categorizes relevant information from multiple sources into major categories (e.g., topics and subtopics).	Categorizes relevant information from multiple sources into major categories (e.g., topics and subtopics).
8-					
9-					

Standard 4 - Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 2: The student uses ethical research practices.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1-Gives credit to an information source.	Understands the difference between copying and using one's own words.	Discusses the differences between the author's work and the student's work. <i>(Plagiarism)</i>	Discusses what constitutes <i>plagiarism</i> .	Identifies what constitutes <i>plagiarism</i> .	Identifies what constitutes <i>plagiarism</i> .
2-		Expresses information in own words using complete sentences.	Expresses information in own words using details and complete sentences.	Expresses information in own words using appropriate details and in simple and compound sentences.	Expresses information in own words using appropriate details and in simple and compound sentences.
3-		Gives credit to author, title, or website.	Gives credit to author, title, or website.	Identifies references for all information used or reproduced from sources.	Identifies references for all information used or reproduced from sources.
4-			Constructs a simple <i>bibliography</i> with author and title.	Constructs a simple <i>bibliography</i> with author, title, publisher, year, and/or website name.	Constructs a simple <i>bibliography</i> with author, title, publisher, year, website name and address, and copyright date.