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Arkansas Reading First Comprehensive Literacy Instruction Map

English Language Arts Curriculum Framework

Reading



Standards

Oral and Visual Communications	
1. Speaking	Students shall demonstrate effective oral communication skills to express ideas and to present information.
2. Listening	Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.
3. Media Literacy	Students shall demonstrate knowledge and understanding of media as a mode of communication.
Writing	
4. Process	Students shall employ a wide range of strategies as they write, using the writing process appropriately.
5. Purpose, Topics, Forms and Audiences	Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.
6. Conventions	Students shall apply knowledge of Standard English conventions in written work.
7. Craftsmanship	Students shall develop personal style and voice as they approach the craftsmanship of writing.
Reading	
8. Foundations of Reading	Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.
9. Comprehension	Students shall apply a variety of strategies to read and comprehend printed material.
10. Variety of text	Students shall read, examine, and respond to a wide range of texts for a variety of purposes.
11. Vocabulary, Word Study and Fluency	Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.
Inquiring/Researching	
12. Research/Inquiry Process	Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate ideas in ways that suit the purpose and audience.

*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.

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Strand: Reading

Standard 8: *Foundations of Reading*

Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.

Kindergarten		1	2	3	4	5	6	7	8	9
Utilizing concepts about print	R.8.K.1 Demonstrate understanding of the relationship between written and oral language	X	X	X	X	X				
	R.8.K.2 Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)	X	X	X	X	X	X	X		
	R.8.K.3 Apply knowledge of letter and word	X	X	X	X	X	X			
	R.8.K.4 Apply knowledge of first and last (i.e., letter, sounds, words, etc.)				X	X	X	X	X	
	R.8.K.5 Track known print using one-to-one correspondence					X	X	X	X	X
	R.8.K.6 Identify the front cover and back cover of a book		X	X	X	X				
	R.8.K.7 Identify what an author does and what an illustrator does			X	X	X	X	X		

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Kindergarten		1	2	3	4	5	6	7	8	9
Developing phonological awareness	R.8.K.8 Identify and produce oral rhymes									
	-- identify oral rhymes	X	X							
	-- produce oral rhymes		X	X	X					
	R.8.K.9 Segment oral language into sentences and words	X	X							
	R.8.K.10 Identify and work with syllables, <i>onsets</i> , <i>rimes</i> in spoken words									
	-- blend syllables		X	X	X					
	-- blend onsets/rimes			X	X	X				
	-- segment syllables, onsets/rimes		X	X	X	X	X			
	R.8.K.11 Isolate individual <i>phonemes</i> in a word		X	X	X	X	X	X	X	X
	R.8.K.12 *Recognize like <i>phonemes</i> in different words (<i>phoneme</i> identity)		X	X	X	X	X	X	X	X
	R.8.K.13 Categorize words with like and unlike <i>phonemes</i>	X	X	X	X					
	R.8.K.14 Blend separate <i>phonemes</i> orally into one-syllable words					X	X	X	X	X
	R.8.K.15 Segment individual <i>phonemes</i> orally in one-syllable words					X	X	X	X	40

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Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

Kindergarten		1	2	3	4	5	6	7	8	9
Using prior knowledge to make meaning	R.9.K.1 Preview the selection and use prior knowledge to make reasonable predictions				X	X	X			
	R.9.K.2 Make connections from text to self during read aloud	X	X	X	X	X	X	X	X	X
Using connections to make meaning	R.9.K.3 Make connections from text to text during read aloud			X	X	X	X	X	X	X
	R.9.K.4 Form a mental picture from text read by the teacher, including story elements or descriptions			X	X	X	X	X	X	X
Using questioning and monitoring to make meaning	R.9.K.5 Ask and answer questions about the text	X	X	X	X	X	X	X	X	X
	R.9.K.6 Ask and answer questions in response to what is heard or read			X	X	X	X	X	X	X
Using inferences to make meaning	R.9.K.7 Predict what will happen next in a text				X	X				
	R.9.K.8 Predict repetitive text				X	X				
	R.9.K.9 Use pictures to make predictions about the content				X	X				
Determining importance to make meaning	R.9.K.10 Retell stories and events using beginning, middle, and end				X	X	X	X		
	R.9.K.11 Identify the topic or main idea of a selection					X	X	X	X	X
Summarizing and synthesizing for meaning	R.9.K.12 Use a few details to retell a simple story with a beginning, middle, and end							X	X	X
	R.9.K.13 Create art work and/or a simple written response that shows comprehension of a story						X	X	X	X
	R.9.K.14 Discuss reading with others				X	X	X	X	X	X

Strand: Reading

Standard 10: *Variety of texts*

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Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Kindergarten		1	2	3	4	5	6	7	8	9
Exhibit behaviors and habits of an active reader	R.10.K.1 Read daily	X	X	X	X	X	X	X	X	X
	R.10.K.2 Read and explain own writing and drawings				X	X	X	X	X	X
	R.10.K.3 Distinguish different forms of text, such as story or informational					X	X	X	X	X
	R.10.K.4 Demonstrate knowledge of the content of the works of a single author							X	X	X
	R.10.K.5 Participate actively (react, join in, predict, read along, etc.) when predictable and patterned selections are read aloud	X	X	X	X	X	X	X	X	X
	R.10.K.6 Respond to a wide variety of texts by contributing to a reading journal/log which demonstrates appropriate comprehension skills, including picture and written responses					X	X	X	X	X
	R.10.K.7 Select familiar books to read from a variety of sources, including classroom, home, and school library	X	X	X	X	X	X	X	X	X
Reading a variety of informational materials for enjoyment and critical analysis	R.10.K.8 Identify the topics of nonfiction selections read aloud						X	X	X	X

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Strand: Reading

Standard 10: *Variety of texts*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Kindergarten		1	2	3	4	5	6	7	8	9
Reading a variety of literature for enjoyment and critical analysis	R.10.K.9 Read a variety of simple repetitive texts, including poetry and nursery rhymes	X	X	X	X	X	X	X	X	X
	R.10.K.10 Engage in literature (stories, songs, plays and poems, etc.)	X	X	X	X	X	X	X	X	X
	R.10.K.11 Participate in group innovations of text			X	X	X	X	X	X	X
	R.10.K.12 Discuss beginning, middle, and end from books read aloud					X	X	X	X	
Reading a variety of poetry for enjoyment and critical analysis	R.10.K.13 Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme	X	X	X	X	X	X	X	X	X
	R.10.K.14 Discuss familiar poems, nursery rhymes, and finger plays to determine meaning			X	X	X	X	X	X	X
Reading a variety of practical materials for enjoyment and critical analysis	R.10.K.15 Read labels and environmental print	X	X	X	X					
	R.10.K.16 Identify common signs and logos			X	X	X	X			
	R.10.K.17 Use functional print such as name cards, labels, signs, calendar, and word walls to accomplish tasks				X	X	X	X	X	X

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Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Kindergarten		1	2	3	4	5	6	7	8	9
Meaning-based word recognition	R.11.K.1 Use context clues to predict text (i.e., pictures, repetitive texts)					X	X	X	X	X
	R.11.K.2 Use story language in discussion and retellings	X	X	X	X	X	X	X	X	X
Spelling-sound word recognition (phonics)	R.11.K.3 Understand that a predictable relationship exists between written letters and spoken sounds	X	X	X	X	X	X			
	R.11.K.4 Identify upper- and lower-case letters fluently	X	X	X	X	X	X			
	R.11.K.5 Identify the most common sound associated with individual letters			X	X	X	X	X	X	X
	R.11.K.6 Use letter-sound matches to decode simple words				X	X	X	X	X	20
	R.11.K.7 Use picture clues to cross check for word meaning					X	X	X	X	X
Sight word recognition	R.11.K.8 Read approximately 25 high frequency words with automaticity during reading						X	X	X	X
	R.11.K.9 Locate resources for finding words in the classroom, including word walls, charts, labels, name tags, and picture dictionaries							X	X	X
Word Study and vocabulary	R.11.K.10 Sort and classify pictures or objects by concept or function	X	X	X	X	X	X	X	X	X
	R.11.K.11 Talk about words and word meanings as they are encountered in books and conversation	X	X	X	X	X	X	X	X	X
	R.11.K.12 Experiment with language, including word families, rhyming words, and playing with words			X	X	X	X	X	X	X
	R.11.K.13 Describe common objects with general and specific words	X	X	X	X	X	X	X	X	X

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Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Kindergarten		1	2	3	4	5	6	7	8	9
Accuracy of reading	R.11.K.14 Read grade level texts with accuracy of 90% or above					X	X	X	X	X
	R.11.K.15 Demonstrate automaticity of letter names and sounds	X	X	X	X	X	X	X	X	X
	R.11.K.16 Self-monitor using cues to make sense of the reading					X	X	X	X	X
Reading with fluency and expression	R.11.K.17 Demonstrate automaticity of letter names at a minimum of 40 letters per minute	X	X	X	X	X	X	X	X	X
	R.11.K.18 Retell a favorite story using appropriate rhythm, pace, phrasing, and intonation					X	X	X	X	X



Arkansas Reading First Comprehensive Literacy Instruction Map English Language Arts Curriculum Framework First Grade Reading

Strand: Reading

Standard 8: Foundations of Reading

Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.

First Grade		1	2	3	4	5	6	7	8	9
Utilizing Concepts About Print	R.8.1.1 Distinguish between letters, words and sentences	X	X	X						
	R.8.1.2 Apply knowledge of letter, word, sentence and paragraph	X	X	X	X	X	X	X	X	X
	R.8.1.3 Recognize that there are correct spellings for words		X	X	X	X	X			
	R.8.1.4 Identify the author and title of a book		X	X	X	X	X			
Developing phonological awareness	R.8.1.5 Blend <i>phonemes</i> fluently	X	X	X	X	X				
	R.8.1.6 Segment <i>phonemes</i> fluently (minimum 40 <i>phonemes</i> per minute)	X 40	X	X	X	X	X	X	X	X 40
	R.8.1.7 Delete <i>phonemes</i> to create new words		X	X	X	X	X	X	X	X
	R.8.1.8 Add <i>phonemes</i> to existing words to create new words			X	X	X	X	X	X	X
	R.8.1.9 Substitute one <i>phoneme</i> for another to make new words				X	X	X	X	X	X

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Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

First Grade		1	2	3	4	5	6	7	8	9
Using prior knowledge to make meaning	R.9.1.1 Access appropriate prior knowledge to enhance and monitor the understanding of the text	X	X	X	X	X	X	X	X	X
	Using connections to make meaning									
Using connections to make meaning	R.9.1.2 Make connections from text to self during independent reading	X	X	X	X	X	X			
	R.9.1.3 Make connections from text to text during independent reading		X	X	X	X	X	X	X	X
Using visualization to make meaning	R.9.1.4 Form a mental picture from text read independently, including story elements or descriptions			X	X	X	X	X	X	X
Using questioning and monitoring to make meaning	R.9.1.5 Ask and answer questions before, during, and after the reading, including <i>who, what, when, where, why</i> and <i>how</i>									
	--who, what	X	X	X						
	-- when, where			X	X	X	X			
	-- why, how						X	X	X	X
	R.9.1.6 Locate information within the text to answer literal questions					X	X	X	X	X
	R.9.1.7 Ask questions that seek elaboration and justification					X	X	X	X	X
Using inferences to make meaning	R.9.1.8 Know when the text doesn't make sense and search for clarification	X	X	X	X	X	X	X	X	X
Using inferences to make meaning	R.9.1.9 Make and explain inferences from text, such as making predictions and drawing conclusions						X	X	X	X

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Determining importance to make meaning	R.9.1.10 Retell stories identifying characters, setting, events, problem, and resolution									
	-- character s	X	X	X						
	-- setting		X	X	X					
	-- events			X	X	X	X			
	-- problem and resolution					X	X	X	X	X
	R.9.1.11 Create a main idea statement about a selection			X	X	X	X	X	X	X
Summarizing and Synthesizing for meaning	R.9.1.12 Refer explicitly to parts of the text when presenting or defending a claim					X	X	X	X	
	R.9.1.13 Retell a story by including story elements			X	X	X	X	X	X	
	R.9.1.14 Create art work and appropriate written responses that show comprehension of a text					X	X	X	X	

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Strand: Reading

Standard 10: *Variety of texts*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

First Grade		1	2	3	4	5	6	7	8	9
Exhibit behaviors and habits of an active reader	R.10.1.1 Read daily	X	X	X	X	X	X	X	X	X
	R.10.1.2 Distinguish fantasy from realistic text	X	X	X	X	X	X	X	X	X
	R.10.1.3 Distinguish between fiction and nonfiction	X	X	X	X	X	X	X	X	X
	R.10.1.4 Read and compare multiple books by the same author			X	X	X	X	X	X	X
	R.10.1.5 Read during independent reading time	X	X	X	X	X	X	X	X	X
	R.10.1.6 Read and reread with others through shared, partner, and choral reading	X	X	X	X	X	X	X	X	X
	R.10.1.7 Talk about several books on the same theme							X	X	X
	R.10.1.8 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including picture and written responses, reading log, and interest list								X	X
	R.10.1.9 Self-select materials on independent reading level based on personal interest						X	X	X	X
	R.10.1.10 Use graphic organizers, including lists, story frames, and T-charts, to make meaning of the reading selection			X	X	X	X	X	X	X
Reading a variety of informational materials for enjoyment and critical analysis	R.10.1.11 Read a variety of simple informational books for specific information						X	X	X	X
	R.10.1.12 Sequence simple actions to make meaning					X	X	X	X	X

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Strand: Reading

Standard 10: *Variety of texts*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

First Grade		1	2	3	4	5	6	7	8	9
Reading a variety of literature for enjoyment and critical analysis	R.10.1.13 Read a variety of stories, plays, and predictable books		X	X	X	X	X	X	X	X
	R.10.1.14 Identify story elements in simple stories				X	X	X	X	X	X
	R.10.1.15 Create innovations from predictable texts				X	X	X	X	X	X
Reading a variety of poetry for enjoyment and critical analysis	R.10.1.16 Read simple poems, including <i>couplets</i> and <i>acrostics</i>	X	X	X	X	X	X	X	X	X
	R.10.1.17 Discuss simple poetry to determine meaning	X	X	X	X	X	X	X	X	X
	R.10.1.18 Analyze poetry to identify the characteristics of simple poems, including acrostics					X	X	X	X	X
Reading a variety of practical materials for enjoyment and critical analysis	R.10.1.19 Use various forms of functional print, including lunch menus and learning charts, to accomplish tasks	X	X	X	X	X	X	X	X	X
	R.10.1.20 Understand the function of a dictionary					X	X	X	X	X
	R.10.1.21 Use knowledge of alphabetical order by first letter when using a simple reference material					X	X	X	X	X
	R.10.1.22 Use resources, including a table of contents, to enhance reading						X	X	X	X

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Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

First Grade		1	2	3	4	5	6	7	8	9
Meaning-based word recognition	R.11.1.1 Use knowledge of context clues to make sense of new words				X	X	X	X	X	X
	R.11.1.2 Determine word meanings by applying knowledge of compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns				X	X	X	X	X	X
	-- compound words			X	X	X	X	X	X	X
	-- regular plurals				X	X	X	X	X	X
	-- common contractions			X	X	X	X	X	X	X
	-- inflectional endings				X	X	X	X	X	X
	-- singular possessive nouns						X	X	X	X
R.11.1.3 Refine the meanings of words through repeated encounters	X	X	X	X	X	X	X	X	X	X
Spelling-sound word recognition (phonics)	R.11.1.4 Know the order of the letters in the alphabet	X	X	X	X	X				
	R.11.1.5 Decode single syllable words using initial and final consonants, short vowel patterns, <i>onsets</i> and <i>rimes</i> , blends and <i>digraphs</i> in continuous text									
	-- initial and final consonants	X	X	X	X					
	-- short vowel patterns	X	X	X	X	X	X	X		
	-- onsets and rimes		X	X	X	X	X	X	X	
	-- blends			X	X	X	X	X	X	X
	-- digraphs			X	X	X	X	X	X	X
Sight word recognition	R.11.1.6 Read fluently approximately 150 high frequency words encountered during reading	X 50	X	X	X	X	X	X	X	X 150
Word Study and vocabulary	R.11.1.7 Sort and classify words by function or concept	X	X	X	X	X	X	X	X	X
	R.11.1.8 Discuss the meaning of new words encountered in independent and assisted reading	X	X	X	X	X	X	X	X	X
	R.11.1.9 Experiment with language, including riddles and nonsense words and using them in speaking, reading, and writing	X	X	X	X	X	X	X	X	X

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Accuracy of reading	R.11.1.10 Read grade level texts with accuracy of 90% or above	X	X	X	X	X	X	X	X	X
	R.11.1.11 Demonstrate automaticity of letter sounds and phonic patterns during reading	X	X	X	X	X	X	X	X	X
	R.11.1.12 Monitor, cross check, and self correct as needed to make meaning of the text during reading	X	X	X	X	X	X	X	X	X
Reading with fluency and expression	R.11.1.13 Read grade level text fluently at a minimum of 40 words per minute					X	X	X	X	X
	R.11.1.14 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation					X	X	X	X	X



Arkansas Reading First Comprehensive Literacy Instruction Map English Language Arts Curriculum Framework Second Grade Reading

Strand: Reading
Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

Second Grade		1	2	3	4	5	6	7	8	9
Using prior knowledge to make meaning	R.9.2.1 Activate prior knowledge by using features of text and/or knowledge of the author	X	X	X	X	X	X	X	X	X
	R.9.2.2 Make connections from different parts of the same text		X	X	X	X	X	X	X	X
Using visualization to make meaning	R.9.2.3 Form mental pictures from text read independently, including sequence of a process			X	X	X	X	X	X	X
Using questioning and monitoring to make meaning	R.9.2.4 Discuss how, why, and what-if questions about texts	X	X	X	X	X	X	X	X	X
	R.9.2.5 Locate information within the text to answer literal and inferential questions									
	-- literal	X	X	X	X	X	X			
	-- inferential				X	X	X	X	X	X
	R.9.2.6 Ask others questions that seek elaboration and justification	X	X	X	X	X	X	X	X	X
Using inferences to make meaning	R.9.2.7 Read to confirm or change predictions	X	X	X	X	X	X	X	X	X
	R.9.2.8 Make and explain inferences from text, such as cause and effect relationships			X	X	X	X	X	X	X
Determining importance to make meaning	R.9.2.9 Determine a text's main idea and how those ideas are supported with details		X	X	X	X	X	X	X	X

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Summarizing and synthesizing for meaning	R.9.2.10 Describe the cause and effect of specific events within a text		X	X	X	X	X	X		
	R.9.2.11 Present a logical interpretation of a book					X	X	X		
	R.9.2.12 Summarize major points of a text					X	X	X	X	X

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Strand: Reading

Standard 10: *Variety of texts*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Second Grade		1	2	3	4	5	6	7	8	9
Exhibit behaviors and habits of an active reader	R.10.2.1 Read daily	X	X	X	X	X	X	X	X	X
	R.10.2.2 Distinguish different forms of text and their functions		X	X	X	X	X	X		
	R.10.2.3 Demonstrate knowledge of the content and theme of the works of a single author					X	X	X		
	R.10.2.4 Read multiple books in the same genre but by different authors	X	X	X	X	X	X	X	X	X
	R.10.2.5 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals	X	X	X	X	X	X	X	X	X
	R.10.2.6 Self-select materials on independent reading level based on personal interest and knowledge of authors	X	X	X	X	X	X	X	X	X
	R.10.2.7 Use graphic organizers, including story maps, semantic or attribute maps, and Venn diagrams to make meaning of the reading selection									
	-- story maps	X	X	X	X					
	--semantic maps or attribute maps		X	X	X	X	X	X		
	--Venn diagrams				X	X	X	X	X	X
Reading a variety of informational materials for enjoyment and critical analysis	R.10.2.8 Read a variety of informational texts, including descriptive formats	X	X	X	X	X	X	X	X	X
	R.10.2.9 Recognize <i>expository</i> text structures which are descriptive				X	X	X	X	X	X
	R.10.2.10 Use headings to locate specific information when reading		X	X	X	X	X	X	X	X

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Standard 10: *Variety of texts*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Second Grade		1	2	3	4	5	6	7	8	9
Reading a variety of literature for enjoyment and critical analysis	R.10.2.11 Read a variety of stories, including fairy tales and folk tales	X	X	X	X	X	X	X	X	X
	R.10.2.12 Identify and compare the story elements of fairy tales and folk tales	X	X	X	X	X	X			
	R.10.2.13 Create a fairy tale and/or folk tale					X	X	X	X	
Reading a variety of poetry for enjoyment and critical analysis	R.10.2.14 Read a variety of poetry, including <i>quatrains</i> and shape poems	X	X	X	X	X	X	X	X	X
	R.10.2.15 Discuss poetry to determine meaning	X	X	X	X	X	X	X	X	X
	R.10.2.16 Analyze poetry to identify the characteristics of <i>couplets</i> and <i>quatrains</i>							X	X	
Reading a variety of practical materials for enjoyment and critical analysis	R.10.2.17 Read functional and instructional messages in the classroom environment, including labels, announcements, instructions and invitations, to accomplish tasks	X	X	X	X	X	X	X	X	X
	R.10.2.18 Use pictures and charts to enhance reading	X	X	X	X	X	X	X		
	R.10.2.19 Use resources, including class-constructed thesaurus and glossary to enhance reading	X	X	X	X	X	X	X	X	X

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Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Second Grade		1	2	3	4	5	6	7	8	9
Meaning-based word recognition	R.11.2.1 Use context clues to make sense of new words	X	X	X	X	X	X	X	X	X
	R.11.2.2 Use knowledge of personal pronouns, simple abbreviations, antonyms, synonyms, and root words to read with meaning									
	-- personal pronouns	X	X	X						
	-- simple abbreviations	X	X	X						
	-- antonyms, synonyms			X	X	X	X			
	-- root words							X	X	X
R.11.2.3 Self-monitor reading and self-correct	X	X	X							
Spelling-sound word recognition (phonics)	R.11.2.4 Decode words using, blends, <i>digraphs</i> , common long vowel patterns, diphthongs, r-controlled vowel patterns, prefixes, suffixes, and root words in continuous text									
	-- blends and digraphs	X	X							
	-- common long vowel patterns	X	X	X	X					
	-- diphthongs				X	X	X	X	X	X
	-- r-controlled vowel patterns		X	X	X	X	X			
-- prefixes, suffixes, and root words					X	X	X	X	X	
R.11.2.5 Read approximately 500 high frequency words fluently during reading	X 150	X	X	X	X	X	X	X	X	X 500
R.11.2.6 Sort nouns by features, function, and categories	X	X	X	X	X	X	X	X	X	X
R.11.2.7 Learn new words from reading and discuss the meanings of words	X	X	X	X	X	X	X	X	X	X
R.11.2.8 Experiment with language, including trying new words and using them in speaking, reading, and writing	X	X	X	X	X	X	X	X	X	X

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Accuracy of reading	R.11.2.9 Read grade level texts with accuracy of 90% or above	X	X	X	X	X	X	X	X	X
	R.11.2.10 Self-monitor to make sense of the reading	X	X	X	X	X	X	X	X	X
Reading with fluency and expression	R.11.2.11 Read grade level text fluently at a minimum of 90 words per minute	40	X	X	X	X	X	X	X	90
	R.11.2.12 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	X	X	X	X	X	X	X	X	X

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Arkansas Reading First Comprehensive Literacy Instruction Map

English Language Arts Curriculum Framework

Third Grade Reading

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

Third Grade		1	2	3	4	5	6	7	8	9
Using prior knowledge to make meaning	R.9.3.1 Activate prior knowledge by previewing and using text structure	X	X	X	X	X	X	X	X	X
	R.9.3.2 Use prior knowledge to determine a purpose for reading	X	X	X	X	X	X	X	X	X
Using connections to make meaning	R.9.3.3 Make connections from text to world during reading	X	X	X	X	X	X	X	X	X
Using visualization to make meaning	R.9.3.4 Form mental pictures to organize and visualize the content of the text	X	X	X						
	R.9.3.5 Generate questions and check the text for answers	X	X	X	X	X	X			
	R.9.3.6 Question the author's purpose				X	X	X	X	X	X
	R.9.3.7 Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text	X	X	X	X	X	X			
Using inferences to make meaning	R.9.3.8 Discuss why an author may have selected particular words or phrases	X	X	X	X	X	X			
	R.9.3.9 Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences	X	X	X	X	X	X			
Determining importance to make meaning	R.9.3.10 Organize information and events logically	X	X	X	X	X	X	X		
	R.9.3.11 Determine the purpose for reading	X	X	X	X					
Summarizing and synthesizing for meaning	R.9.3.12 Summarize a story	X	X	X	X	X	X	X	X	X

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Strand: Reading

Standard 10: *Variety of texts*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Third Grade		1	2	3	4	5	6	7	8	9
Exhibit behaviors and habits of an active reader	R.10.3.1 Read daily	X	X	X	X	X	X	X	X	X
	R.10.3.2 Demonstrate knowledge of the content, <i>style</i> , and theme of the works of a single author	X	X	X	X	X	X			
	R.10.3.3 Discuss authors, stories, and other texts and make recommendations to classmates and teachers	X	X	X						
	R.10.3.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals	X	X	X	X	X	X	X	X	X
	R.10.3.5 Self-select materials on independent reading level based on personal interest, knowledge of authors, and different types of texts	X	X	X	X					
	R.10.3.6 Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection	X	X	X	X	X	X			
	R.10.3.7 Utilize the appropriate areas of the library/media center to select reading materials	X	X	X	X	X				
Reading a variety of informational materials for enjoyment and critical analysis	R.10.3.8 Read a variety of informational texts, including sequential formats	X	X	X	X	X	X	X	X	X
	R.10.3.9 Recognize <i>expository</i> text structures which are sequential	X	X	X	X	X	X	X	X	
	R.10.3.10 Describe in own words new information gained from texts and relate it to prior knowledge	X	X	X	X	X	X	X	X	

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Strand: Reading

Standard 10: *Variety of texts*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Third Grade		1	2	3	4	5	6	7	8	9
Reading a variety of literature for enjoyment and critical analysis	R.10.3.11 Read a variety of stories, including tall tales and fables	X	X	X	X	X	X	X	X	X
	R.10.3.12 Identify and compare the story elements of tall tales and fables			X	X	X				
	R.10.3.13 Create own tall tale and/or fable			X	X	X	X			
	R.10.3.14 Identify language and <i>literary devices</i> , including mood	X	X	X	X	X	X	X	X	X
Reading a variety of poetry for enjoyment and critical analysis	R.10.3.15 Read a variety of poetry, including <i>diamantes</i> and <i>cinquains</i>	X	X	X	X	X	X	X	X	X
	R.10.3.16 Discuss poetry to determine meaning	X	X	X	X	X	X	X	X	X
	R.10.3.17 Analyze poetry to identify the characteristics of <i>cinquains</i>						X	X		
Reading a variety of practical materials for enjoyment and critical analysis	R.10.3.18 Read a variety of functional/ <i>practical texts</i> , including menus, recipes, and maps	X	X	X	X	X	X	X	X	X
	R.10.3.19 Use functional print, including recipes, menus, and maps, to accomplish tasks	X	X	X	X	X	X	X	X	X
	R.10.3.20 Use a dictionary, index, thesaurus, encyclopedia, and online reference materials to enhance reading	X	X	X	X	X	X	X	X	X

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Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Third Grade		1	2	3	4	5	6	7	8	9
Meaning-based word recognition	R.11.3.1 Use context clues to determine the precise meaning of new words	X	X	X	X	X	X	X	X	X
	R.11.3.2 Use knowledge of irregular plurals, verb tenses, <i>homonyms</i> , <i>homographs</i> , <i>homophones</i> , prefixes, and suffixes to read with meaning									
	-- irregular plurals	X	X	X	X					
	-- verb tenses		X	X	X	X	X	X		
	--homonyms, homographs, homophones	X	X	X	X	X	X	X	X	X
	--prefixes and suffixes	X	X	X	X	X	X	X	X	X
	R.11.3.3 Recognize the relationship between a pronoun and its referent	X	X	X	X					
	R.11.3.4 Recognize and use transition words	X	X	X	X					
R.11.3.5 Recognize and use variations of print	X	X								
Spelling-sound word recognition (phonics)	R.11.3.6 Decode words using variant vowel patterns	X	X	X	X	X	X			
	R.11.3.7 Decode multi-syllabic words using simple syllable patterns	X	X	X	X	X	X	X	X	X
Sight word recognition	R.11.3.8 Continue to develop sight word vocabulary, including reading words with irregularly spelled suffixes (i.e. <i>-ous</i> , <i>-ion</i> , <i>-ive</i>)	X	X	X	X	X	X	X	X	X
Word Study and vocabulary	R.11.3.9 Categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words	X	X	X	X	X	X	X	X	X
Accuracy of reading	R.11.3.10 Read grade level texts with accuracy of 90% or above	X	X	X	X	X	X	X	X	X
Reading with fluency and expression	R.11.3.11 Read grade level text fluently at a minimum of 110 words per minute	90	X	X	X	X	X	X	X	110
	R.11.3.12 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	X	X	X	X	X	X	X	X	X