

Toms River Regional Schools Reading Benchmarks
Based on: NJ STATE STANDARD 3.1 (READING)
Strands and Cumulative Progress Indicators (CPIs)
K-5

Benchmarks are to be addressed by the end of the marking period indicated, with instruction to continue throughout the school year. Ongoing skills (grades K, 1 and 2) are developing and should be consistently incorporated throughout the school year.

Strand	K	1	2	3	4	5
A. Concepts About Print	<p>1. Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment). (1)</p> <p>2. Distinguish letters from words. (1)</p> <p>3. Recognize that words are separated by spaces. (3)</p> <p>4. Follow words left to right and from top to bottom. (1)</p> <p>5. Recognize that print represents spoken language. (1)</p> <p>6. Demonstrate understanding of the function of a book and its parts, including front and back and title page. (1)</p>	<p>1. Match oral words to printed words (e.g., pointing to print as one reads). (1)</p> <p>2. Practice reading print in the environment at school and at home with assistance. (1)</p> <p>3. Locate and identify the title, author, and illustrator of a book or reading selection. (1)</p> <p>4. Interpret simple graphs, charts, and diagrams. (2)</p>	<p>1. Use titles, tables of contents, and chapter headings to locate information. (1)</p> <p>2. Recognize the purpose of a paragraph. (1)</p>	<p>1. Recognize that printed materials provide specific information. (1)</p> <p>2. Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print. (1)</p> <p>3. Use a glossary or index to locate information in a text. (1)</p>	<p>1. Identify differences of various print formats, including newspapers, magazines, books, and reference resources. (1)</p> <p>2. Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print. (1)</p> <p>3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations). (1)</p>	<p>1. Use a text index and glossary appropriately. (1)</p> <p>2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs). (1)</p>

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B. Phonological Awareness (includes phonemic awareness)	<p>1. Demonstrate understanding that spoken words consist of sequences of phonemes. (2)</p> <p>2. Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds. (2)</p> <p>3. Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle). (4)</p> <p>4. Learn many, though not all, one-to-one letter sound correspondences. (2)</p> <p>5. Given a spoken word, produce another word that rhymes with it. (2)</p>	<p>1. Demonstrate understanding of all sound- symbol relationships. (2)</p> <p>2. Blend or segment the phonemes of most one-syllable words. (1)</p> <p>3. Listen and identify the number of syllables in a word. (1)</p> <p>4. Merge spoken segments into a word. (1)</p> <p>5. Add, delete, or change sounds to change words (e.g., cow to how, cat to can). (1)</p>	<p>1. Add, delete, or change middle sounds to change words (e.g., pat to put). (1)</p> <p>2. Use knowledge of letter-sound correspondences to sound out unknown words. (1)</p>	<p>1. Demonstrate a sophisticated sense of sound-symbol relationship, including all phonemes (e.g., blends, digraphs, diphthongs). (1)</p>	<p>No additional indicators at this grade level.</p>	<p>No additional indicators at this grade level.</p>

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C. Decoding and Word Recognition	<p>1. Recognize some words by sight. (4)</p> <p>2. Recognize and name most uppercase and lowercase letters of the alphabet. (1)</p> <p>3. Recognize and read one's name. (1)</p>	<p>1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh). (3)</p> <p>2. Recognize and use rhyming words to reinforce decoding skills. (1)</p> <p>3. Decode regular one-syllable words and nonsense words (e.g., sit, zot). (1)</p> <p>4. Use sound-letter correspondence knowledge to sound out unknown words when reading text. (1)</p> <p>5. Recognize high frequency words in and out of context. (2)</p> <p>6. Decode unknown words using basic phonetic analysis. (2)</p> <p>7. Decode unknown words using context clues. (2)</p>	<p>1. Look for known chunks or small words to attempt to decode an unknown word. (1)</p> <p>2. Reread inserting the beginning sound of the unknown word. (1)</p> <p>3. Decode regular multisyllable words and parts of words (e.g., capital, Kalamazoo). (1)</p> <p>4. Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common endings. (2)</p>	<p>1. Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion). (1)</p> <p>2. Use letter-sound knowledge and structural analysis to decode words. (1)</p> <p>3. Use context to accurately read words with more than one pronunciation. (2)</p>	<p>1. Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words. (1)</p> <p>2. Know and use common word families to decode unfamiliar words. (1)</p> <p>3. Recognize compound words, contractions, and common abbreviations. (1)</p>	<p>1. Use the pronunciation key of a dictionary to decode new words. (1)</p> <p>2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words. (1)</p> <p>3. Interpret new words correctly in context. (1)</p> <p>4. Apply spelling and syllabication rules that aid in decoding and word recognition. (1)</p>

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D. Fluency	<p>1. Practice reading behaviors such as retelling, reenacting, or dramatizing stories. (1)</p> <p>2. Recognize when a simple text fails to make sense when listening to a story read aloud. (1)</p> <p>3. Attempt to follow along in book while listening to a story read aloud. (1)</p> <p>4. Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books). (1)</p>	<p>1. Answer questions correctly that are posed about stories read. (1)</p> <p>2. Begin to read simple text with fluency. (1)</p> <p>3. Read with fluency both fiction and nonfiction that is grade-level appropriate. (2-3)</p>	<p>1. Pause at appropriate end points (e.g., comma, period). (1)</p> <p>2. Use appropriate pace; "not choppy" or word-by-word. (ongoing)</p> <p>3. Use appropriate inflection for dialogue, exclamations, etc. (ongoing)</p> <p>4. Read silently without finger or lip movement. (ongoing)</p> <p>5. Self-monitor when text does not make sense. (1)</p> <p>6. Employ learned strategies to determine if text makes sense without being prompted. (3)</p>	<p>1. Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud. (1)</p> <p>2. Read longer text and chapter books independently and silently. (1)</p> <p>3. Read aloud with proper phrasing, inflection, and intonation. (1)</p>	<p>1. Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks. (1)</p> <p>2. Read at different speeds using scanning, skimming, or careful reading as appropriate. (2)</p>	<p>1. Adjust reading speed appropriately for different purposes and audiences. (2)</p> <p>2. Apply knowledge of letter-sound associations, language structures, and context to recognize words. (1)</p> <p>3. Read aloud in ways that reflect understanding of proper phrasing and intonation. (1)</p> <p>4. Read silently for the purpose of increasing speed, accuracy, and reading fluency. (1)</p> <p>5. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently. (1)</p>

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E. Reading Strategies (before, during, and after reading)	<p>1. Begin to track or follow print when listening to a familiar text being read. (2)</p> <p>2. Think ahead and make simple predictions about text. (1)</p> <p>3. Use picture clues to aid understanding of story content. (1)</p> <p>4. Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher. (1)</p> <p>5. "Read" familiar texts from memory, not necessarily verbatim from the print alone. (3)</p>	<p>1. Use prior knowledge to make sense of text (1)</p> <p>2. Establish a purpose for reading and adjust reading rate. (1)</p> <p>3. Use pictures as cues to check for meaning. (1)</p> <p>4. Check to see if what is being read makes sense. (1)</p> <p>5. Monitor their reading by using fix-up strategies (e.g., searching for clues). (2)</p> <p>6. Use graphic organizers to build on experiences and extend learning. (3)</p>	<p>1. Skip over difficult words in an effort to read on and determine meaning. (1)</p> <p>2. Return to the beginning of a sentence and try again. (1)</p>	<p>1. Set purpose for reading and check to verify or change predictions during/after reading. (2)</p> <p>2. Monitor comprehension and accuracy while reading in context and self-correct errors. (2)</p> <p>3. Use pictures and context clues to assist with decoding of new words. (1)</p> <p>4. Develop and use graphic organizers to build on experiences and extend learning. (1)</p>	<p>1. Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading. (1)</p> <p>2. Identify specific words or passages causing comprehension difficulties and seek clarification. (1)</p> <p>3. Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams). (1)</p>	<p>1. Activate prior knowledge and anticipate what will be read or heard. (1)</p> <p>2. Vary reading strategies according to their purpose for reading and the nature of the text. (1)</p> <p>3. Reread to make sense of difficult paragraphs or sections of text. (1)</p> <p>4. Make revisions to text predictions during and after reading. (1)</p> <p>5. Apply graphic organizers to illustrate key concepts and relationships in a text. (1)</p>

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		<p>7. Begin to apply study skills strategies (e.g., survey, question, read) to assist with retention and new learning. (2)</p>				

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F. Vocabulary and Concept Development	<p>1. Continue to develop a vocabulary through meaningful, concrete experiences. (1)</p> <p>2. Identify and sort words in basic categories. (1)</p> <p>3. Explain meanings of common signs and symbols. (1)</p> <p>4. Use new vocabulary and grammatical construction in own speech. (1)</p>	<p>1. Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words. (2-3)</p> <p>2. Use and explain common antonyms and synonyms. (1)</p> <p>3. Comprehend common and/or specific vocabulary in informational texts and literature. (1)</p>	<p>1. Develop a vocabulary of 500-800 regular and irregular sight words. (1-2)</p> <p>2. Know and relate meanings of simple prefixes and suffixes. (ongoing)</p> <p>3. Demonstrate evidence of expanding language repertory. (1)</p> <p>4. Understand concept of antonyms and synonyms. (1)</p> <p>5. Begin to use a grade-appropriate dictionary with assistance from teacher. (1)</p>	<p>1. Spell previously studied words and spelling patterns accurately. (1)</p> <p>2. Point to or clearly identify specific words or wording that are causing comprehension difficulties. (1)</p> <p>3. Infer word meanings from taught roots, prefixes, and suffixes. (2)</p> <p>4. Use a grade-appropriate dictionary with assistance from teacher. (1)</p> <p>5. Use pictures and context clues to assist with meaning of new words. (1)</p>	<p>1. Infer word meanings from learned roots, prefixes, and suffixes. (1)</p> <p>2. Infer specific word meanings in the context of reading passages. (1)</p> <p>3. Identify and correctly use antonyms, synonyms, homophones, and homographs. (1)</p> <p>4. Use a grade-appropriate dictionary (independently) to define unknown words. (1)</p>	<p>1. Infer word meanings from learned roots, prefixes, and suffixes. (1)</p> <p>2. Infer specific word meanings in the context of reading passages. (1)</p> <p>3. Identify and correctly use antonyms, synonyms, homophones, and homographs. (1)</p> <p>4. Use a grade-level appropriate dictionary independently to define unknown words. (1)</p> <p>5. Use a thesaurus to identify alternative word choices and meanings. (1)</p>

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G. Comprehension Skills and Response to Text	<p>1. Respond to a variety of poems and stories through movement, art, music, and drama. (1)</p> <p>2. Verbally identify the main character, setting, and important events in a story read aloud. (1)</p> <p>3. Identify favorite books and stories. (1)</p> <p>4. Retell a story read aloud using main characters and events. (1)</p> <p>5. Participate in shared reading experiences. (1)</p> <p>6. Make predictions based on illustrations or portions of stories. (1)</p>	<p>1. Draw simple conclusions from information gathered from pictures, print, and people. (1)</p> <p>2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers. (1)</p> <p>3. Sequence information learned from text into a logical order to retell facts. (1)</p> <p>4. Identify, describe, compare, and contrast the elements of plot, setting, and characters. (3)</p> <p>5. Make simple inferences. (1)</p> <p>6. Read regularly in independent-level materials. (2-3)</p>	<p>1. Demonstrate ability to recall facts and details of text. (1)</p> <p>2. Recognize cause and effect in texts. (3)</p> <p>3. Make inferences and support them with textual information. (2)</p> <p>4. Continue to identify story elements in texts. (1)</p> <p>5. Respond to text by using how, why, and what-if questions. (1)</p>	<p>1. Recognize purpose of the text. (1)</p> <p>2. Distinguish cause/effect, fact/opinion, main idea/supporting details in interpreting texts. (1)</p> <p>3. Interpret information in graphs, charts, and diagrams. (2)</p> <p>4. Ask how, why, and what-if questions in interpreting nonfiction texts. (2)</p> <p>5. Recognize how authors use humor, sarcasm, and imagery to extend meaning. (1)</p> <p>6. Discuss underlying theme or message in interpreting fiction. (2)</p>	<p>1. Discuss underlying themes across cultures in various texts. (1)</p> <p>2. Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies) (1)</p> <p>3. Cite evidence from text to support conclusions. (1)</p> <p>4. Understand author's opinions and how they address culture, ethnicity, gender, and historical periods. (2)</p> <p>5. Follow simple multiple-steps in written instructions. (1)</p> <p>6. Recognize an author's point of view. (1)</p>	<p>1. Identify author's purpose, views, and beliefs. (1)</p> <p>2. Identify genre by their distinctive elements (e.g. tall tale - exaggeration). (1)</p> <p>3. Use cause and effect and sequence of events to gain meaning. (1)</p> <p>4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others. (2)</p> <p>5. Recognize persuasive and propaganda techniques used to influence readers. (2)</p> <p>6. Recognize historical and cultural biases and different points of view. (2)</p>

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		<p>7. Engage in silent independent reading for specific purposes. (3)</p>		<p>7. Summarize major points from fiction and nonfiction texts. (2)</p> <p>8. Draw conclusions and inferences from texts. (2)</p> <p>9. Recognize first-person "I" point of view. (1)</p> <p>10. Compare and contrast story plots, characters, settings, and themes. (1)</p> <p>11. Participate in creative responses to texts (e.g., dramatizations, oral presentations). (3)</p> <p>12. Read regularly in materials appropriate for their independent reading level. (1)</p> <p>13. Read and</p>	<p>7. Identify and summarize central ideas in informational texts. (2)</p> <p>8. Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction. (2)</p> <p>9. Recognize literary elements in stories, including setting, characters, plot, and mood. (1)</p> <p>10. Identify some literary devices in stories. (2)</p> <p>11. Identify the structures in poetry. (2)</p> <p>12. Identify the structures in drama. (3)</p> <p>13. Read regularly in</p>	<p>7. Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly. (1)</p> <p>8. Distinguish between major and minor details. (1)</p> <p>9. Make inferences using textual information and provide supporting evidence. (1)</p> <p>10. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions). (1)</p> <p>11. Identify and analyze text types, formats, and elements in nonfiction. (2)</p> <p>12. Recognize literary elements in stories, including setting, characters, plot, and mood. (1)</p> <p>13. Recognize</p>

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				<p>comprehend both fiction and nonfiction that is appropriately designed for grade level. (1)</p> <p>14. Use information and reasoning to examine bases of hypotheses and opinions. (2)</p>	<p>materials appropriate for their independent reading level. (1)</p>	<p>figurative language in text (e.g. simile, metaphor, personification, alliteration). (1)</p> <p>14. Identify and respond to the elements of sound and structure in poetry. (1)</p> <p>15. Identify the structures in drama. (2)</p> <p>16. Read regularly in materials appropriate for their independent reading level. (1)</p> <p>17. Interpret idiomatic expressions. (2)</p>

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H. Inquiry and Research	<p>1. Locate and know the purposes for various literacy areas of the classroom and the library/media center. (1)</p> <p>2. Choose books related to topics of interest. (1)</p>	<p>1. Ask and explore questions related to a topic of interest. (1)</p> <p>2. Draw conclusions from information and data gathered. (1)</p> <p>3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading. (1)</p>	<p>1. Locate information using alphabetical order. (1)</p> <p>2. Read a variety of nonfiction and fiction books and produce evidence of reading. (1)</p>	<p>1. Use library classification systems, print or electronic, to locate information. (2)</p> <p>2. Draw conclusions from information and data gathered. (2-3)</p> <p>3. Read a variety of nonfiction and fiction books and produce evidence of understanding. (1)</p>	<p>1. Use library classification systems, print or electronic, to locate information. (1)</p> <p>2. Investigate a favorite author and produce evidence of research. (2)</p> <p>3. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading. (3)</p>	<p>1. Use library classification systems, print or electronic, to locate information. (1)</p> <p>2. Develop and revise questions for investigations prior to, during, and after reading. (2)</p> <p>3. Use multiple sources to locate information relevant to research questions. (2)</p> <p>4. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading. (2)</p> <p>5. Draw conclusions from information gathered from multiple sources. (2)</p> <p>6. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions. (1)</p>

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						<p>7. Summarize and organize information by taking notes, outlining ideas, and/or making charts. (1)</p> <p>8. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience. (2)</p>