

MONTANA STANDARDS FOR READING

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information.

Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

Content Standards indicate what all students should know, understand, and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8, and grade 12.

Content Standard 1—Students construct meaning as they comprehend, interpret, and respond to what they read.

Content Standard 2—Students apply a range of skills and strategies to read.

Content Standard 3—Students set goals, monitor, and evaluate their progress in reading.

Content Standard 4—Students select, read, and respond to print and nonprint material for a variety of purposes.

Content Standard 5—Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Reading Content Standard 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Rationale

Readers actively engage with text to build their own understanding. Thus, readers understand what they read as it relates to what they know. In this process, readers use prior knowledge and related experiences to:

- *predict what a text might say and confirm or revise their understanding,*
- *integrate new information into their existing knowledge base;*
- *reflect upon what has been read in order to respond and create personal meaning through discussion and writing, as well as through artistic expression, formal presentation, media, etc.*

As readers construct meaning they interpret what they read, selecting important ideas and details.

Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. make predictions and connections between new material and previous information/experiences.	1. make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.	1. make predictions and describe inferences and connections within material and between new material and previous information/experiences.
2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.	2. compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application.	2. integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.
3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.	3. interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.	3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.
4. demonstrate basic understanding of main ideas and some supporting details.	4. demonstrate understanding of main ideas and select important supporting facts and details.	4. demonstrate understanding of main ideas and formulate arguments using supporting evidence.
5. accurately retell key elements of appropriate reading material.	5. provide accurate, detailed summaries using key elements of appropriate reading material.	5. accurately paraphrase reading material, reflecting tone and point of view.

Reading Content Standard 2

Students apply a range of skills and strategies to read.

Rationale

Readers use a variety of strategies to construct meaning. Some of these strategies include phonics, grammatical structure, use of context clues, and self-monitoring. The student reads fluently by adjusting rate according to purpose, material, and understanding. Varied experiences with literature develop a rich vocabulary for lifelong learning and an understanding of the elements of fiction and nonfiction.

Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.
2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).	2. demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).	2. identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).
3. identify literary devices (e.g., figurative language and exaggeration).	3. identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).	3. identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).
4. use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).	4. use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).	4. use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization).
5. adjust fluency, rate, and style of reading to the purpose of the material with guidance.	5. adjust fluency, rate, and style of reading to the content and purpose of the material.	5. adjust fluency, rate, and style of reading to content and purpose of the material.
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).	6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.	6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<p>7. identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.</p> <p>8. ask questions and check predictions prior to, during, and after reading.</p>	<p>7. use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.</p> <p>8. ask questions, check predictions, and summarize information prior to, during, and after reading.</p>	<p>7. use a variety of reading strategies to comprehend complex material, including self-correcting, re-reading, using context, and adjusting rate.</p> <p>8. ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.</p>

Reading Content Standard 3

Students set goals, monitor, and evaluate their progress in reading.

Rationale

Readers monitor their reading progress. They assess their strengths as readers and recognize success. Successful readers determine areas for improvement and select appropriate strategies to continually grow as readers.

Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<p>1. articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.</p> <p>2. describe reading successes and set reading goals.</p> <p>3. select authors, subjects, and print and nonprint material to share with others.</p>	<p>1. articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.</p> <p>2. monitor reading successes and set reading goals.</p> <p>3. select authors, subjects, and print and nonprint material, expressing reasons for recommendations.</p>	<p>1. articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.</p> <p>2. analyze reading successes and attainment of reading goals.</p> <p>3. select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.</p>

Reading Content Standard 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

Rationale

Readers require a purpose to read related to personal, academic, and civic needs and respond in a variety of ways, including writing and discussion, as well as through artistic expression, formal presentation, media, etc.

Specific reasons to read include:

- *to gain personal satisfaction*
- *to learn new information*
- *to perform a task*
- *to discover occupational applications*
- *to expand aesthetic experiences*
- *to use and to benefit from media and technological communication*
- *to fulfill civic and social responsibilities*
- *to gather information for responding*

Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits).	1. establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).	1. integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading).
2. solve a problem or answer a question through reading (e.g., signs, labels, instruction).	2. read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines and electronic information).	2. read to evaluate appropriate resource material for a specific task.
3. perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).	3. read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).	3. locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information).
4. read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.	4. read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.	4. read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals).

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<p>5. read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).</p> <p>6. read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).</p>	<p>5. identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change).</p> <p>6. read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).</p> <p>7. identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).</p>	<p>5. read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).</p> <p>6. read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).</p> <p>7. locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet).</p>

Reading Content Standard 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Rationale

Readers depend on their ability to critically investigate text and analyze information in order to elaborate their understanding from various sources. They evaluate the author's use of language, style, purpose, and perspective. Readers then select and synthesize important information.

Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<p>1. identify and summarize similarities and differences using a single element such as character within a text and between sources of information.</p> <p>2. make connections, integrate, and organize information from multiple sources.</p> <p>3. recognize authors' points of view.</p> <p>4. distinguish fact from opinion in various print and nonprint material.</p>	<p>1. compare and contrast information and textual elements in print and nonprint material.</p> <p>2. make connections, explain relationships among a variety of sources, and integrate similar information.</p> <p>3. recognize authors' points of view and purposes.</p> <p>4. recognize authors' use of language and literary devices to influence readers.</p> <p>5. recognize, express, and defend a point of view.</p>	<p>1. compare and contrast information and broad themes within and among a variety of information sources.</p> <p>2. logically synthesize information from a complex range of print and nonprint sources.</p> <p>3. apply basic principles of formal logic to print and nonprint material.</p> <p>4. analyze use of evidence, logic, language devices, and bias as strategies to influence readers.</p>

Reading Performance Standards: A Profile of Four Levels

The Reading Performance Standards describe the readers’ knowledge, skills, and abilities in the reading content area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency and novice.

<i>Advanced</i>	This level denotes superior performance.
<i>Proficient</i>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<i>Nearing Proficiency</i>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<i>Novice</i>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Grade 4 Reading

Advanced A fourth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and emerging independence as a learner;
- (b) uses a rich and varied reading and listening vocabulary;
- (c) critically evaluates reading material and provides thorough and thoughtful responses to the text;
- (d) critically judges and provides thorough, effective, and thoughtful oral, written, and/or artistic responses to reading material;
- (e) fluently and effectively applies, articulates, and self-monitors decoding and comprehension strategies;
- (f) accurately assesses and makes needed changes in reading strategies;
- (g) generalizes topics, concepts, and feelings in reading selections to a variety of situations;
- (h) consistently evaluates and monitors reading progress;
- (i) eagerly sets and meets personal reading goals;
- (j) chooses and successfully reads a variety of material for information and pleasure;
- (k) identifies a variety of purposes for reading;
- (l) recognizes how authors compose and use literary devices for a variety of purposes;
- (m) compares and contrasts information from several sources of reading; and
- (n) distinguishes fact from opinion.

Proficient A fourth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) uses a substantial reading and listening vocabulary appropriate to fourth-grade level;
- (b) demonstrates an overall understanding of the reading material, providing inferential as well as literal information;
- (c) applies reading strategies and methods when reading content area material;
- (d) effectively applies, articulates, and self-monitors decoding and comprehension strategies with grade-level material;
- (e) identifies a variety of purposes for reading;
- (f) self-selects appropriate reading material to meet a variety of purposes;
- (g) recognizes an author’s purpose;

- (h) compares and integrates information from reading sources at grade level;
- (i) extends ideas in the reading material by making inferences, drawing conclusions, and making connections to his/her own experiences; and
- (j) distinguishes fact from opinion.

Nearing Proficiency A fourth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) articulates the overall meaning of the reading material;
- (b) uses a basic vocabulary to support content area reading material;
- (c) recognizes, applies, and self-monitors strategies to decode and to comprehend at or near grade-level material;
- (d) usually demonstrates an understanding of the elements of fiction and nonfiction;
- (e) makes obvious connections between the reading material and personal experiences, and extends these ideas by making simple inferences;
- (f) self-selects appropriate reading material to meet a specific purpose;
- (g) sometimes recognizes the author's purpose;
- (h) often defines a purpose for reading;
- (i) inconsistently compares and integrates information between sources; and
- (j) sometimes distinguishes fact from opinion.

Novice A fourth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) shows strength in detail, but not main idea;
- (b) randomly applies, articulates, and self-monitors decoding and comprehension strategies, seldom integrating, and using one strategy at a time;
- (c) sometimes demonstrates an understanding of the elements of fiction and nonfiction;
- (d) often limits reading selections;
- (e) sometimes defines a purpose for reading;
- (f) recognizes, with coaching, an author's purpose;
- (g) compares and integrates, with coaching, information from two sources at his/her reading level; and
- (h) distinguishes, with coaching, fact from opinion at his/her reading level.

Grade 8 Reading

Advanced An eighth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and independence as a learner;
- (b) describes abstract themes and ideas of the overall reading selection;
- (c) consistently makes accurate predictions and connections between new material and prior knowledge, interprets stated and inferred main ideas, and identifies important supporting details when reading material beyond the eighth grade;
- (d) flexibly combines and monitors a variety of strategies to fluently and critically read material with comprehension, interpreting complex elements of fiction and nonfiction, literary devices, and vocabulary beyond eighth-grade level;
- (e) articulates and evaluates strategies used to monitor reading progress;
- (f) sets and meets reading goals;
- (g) consistently self-selects a variety of material, defines purposes for reading them, and provides thorough, thoughtful, and extensive responses;
- (h) analyzes both meaning and form and supports that analysis explicitly with examples from the reading material;
- (i) compares, contrasts, integrates, evaluates, and extends information, language, and point of view from many print or nonprint sources by relating it to his/her experiences and to world events.

Proficient An eighth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) consistently makes predictions and connections between new material and prior knowledge, locates and interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the eighth grade;
- (b) combines and monitors a variety of strategies to fluently read material with comprehension, interpreting elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;
- (c) articulates and evaluates the strategies used to monitor reading progress;
- (d) sets and meets reading goals;
- (e) self-selects appropriate material to meet reading purposes, and defines purposes for reading;
- (f) compares, contrasts, and integrates information, language and points of view from many print and nonprint sources by making clear inferences, drawing conclusions, and making connections to personal experiences, including other reading experiences; and
- (g) identifies some literary devices that authors use in composing text.

Nearing Proficiency An eighth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) demonstrates a literal understanding of the reading material and makes some interpretations;
- (b) makes some predictions and connections between new material and prior knowledge, usually locating main ideas, and identifies some important supporting details when reading material appropriate to the eighth grade;
- (c) sometimes combines strategies to read material with comprehension;
- (d) sometimes interprets elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;
- (e) sometimes articulates, but seldom evaluates, the strategies used to monitor reading progress;
- (f) sets reading goals and sometimes meets them;
- (g) sometimes self-selects appropriate material to meet a reading purpose; and
- (h) compares information, language, and points of view between and among print or nonprint sources, but seldom integrates information.

Novice An eighth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) demonstrates a literal understanding of the reading material;
- (b) makes few predictions and connections between new material and prior knowledge, usually locating main ideas, but seldom identifies supporting details when reading material appropriate to the eighth grade;
- (c) often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements of fiction and nonfiction and literary devices;
- (d) uses a limited eighth-grade reading vocabulary;
- (e) seldom articulates the strategies used to monitor reading progress;
- (f) rarely sets or meets reading goals; and
- (g) compares information, language, and point of view from two print or nonprint sources.

Upon Graduation Reading

Advanced A graduating student at the advanced reading level demonstrates superior performance. He/she:

- (a) is self-motivated, an independent learner, and extends and connects ideas;
- (b) describes abstract themes and ideas in the overall reading material;
- (c) consistently makes, confirms, and revises complex predictions, supports inferences, and analyzes and evaluates causal relationships when reading increasingly complex material;
- (d) consistently and accurately paraphrases, formulates complex arguments with strong supporting evidence, and responds thoroughly, thoughtfully, and creatively to reading material;
- (e) effectively monitors and flexibly uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (f) uses an enriched reading vocabulary beyond the twelfth grade;

- (g) successfully monitors his/her own reading progress;
- (h) consistently sets ambitious reading goals as he/she selects, analyzes, and evaluates;
- (i) self-selects material appropriate to a variety of reading purposes; and
- (j) consistently applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources.

Proficient A graduating student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) makes, confirms, and revises predictions, explains inferences, and analyzes causal relationships when reading material appropriate to twelfth grade;
- (b) usually paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material;
- (c) monitors and uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (d) uses a substantial reading vocabulary appropriate to twelfth grade;
- (e) monitors his/her own reading progress;
- (f) sets and consistently meets reading goals;
- (g) selects, analyzes, and evaluates material appropriate to a variety of reading purposes;
- (h) applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources; and
- (i) analyzes the author's uses of literary devices.

Nearing Proficiency A graduating student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) makes predictions, identifies inferences, and describes causal relationships when reading material appropriate to twelfth grade;
- (b) frequently paraphrases accurately and formulates arguments with limited supporting evidence;
- (c) monitors his/her reading, but uses a limited variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (d) uses a limited twelfth-grade reading vocabulary;
- (e) monitors his/her own reading progress and often sets reading goals while selecting, analyzing, and evaluating material within a limited range of reading purposes;
- (f) identifies elements of an author's style;
- (g) responds creatively to reading material; and
- (h) occasionally applies complex thinking skills while gathering, using, and responding to information from a variety of sources.

Novice A graduating student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) makes simple predictions and inferences, but often does not grasp the meaning of causal relationships when reading material appropriate to twelfth grade;
- (b) sometimes accurately paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material;
- (c) sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material with limited success;
- (d) uses a reading vocabulary below twelfth-grade level;
- (e) sometimes monitors his/her own reading progress;
- (f) with guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limited range of reading purposes; and
- (g) compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, use, and respond to information from a limited number of sources.