Standards and Benchmarks: Supporting Reading Fluency in the Early Grades

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Developed by the
USAID/Jamaica Basic Education Project

Initially presented at the
Reading Standards for Grades 1-3 and Strategies for the Effective Teaching of Reading Workshop
September 23, 2010
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USAID/Jamaica Basic Education Project  
Supporting Educational Transformation in Jamaica  
Caenwood Centre, Grant Hall, 37 Arnold Road, Kingston 5  
Tel/Fax: (876) 967-5192

Introduction

In response to the mandate of the USAID/Jamaica Basic Education Project to review existing reading standards and to present a refined set of reading standards for grades 1-3 to the Advisory Board, the Project Reading Team reviewed a number of literacy standards and related benchmarks and developed the best that should represent students’ performance in reading, at grade level. The Revised Primary Curriculum (RPC) was also used as a guide in making decisions about the reading standards and benchmarks to be selected. In this respect the current document reflects objectives/attainment targets as documented in the RPC. Benchmarks are included as an added feature to provide focused support for the teaching of reading.

Strands, Components, Standards and Benchmarks that articulate with the early childhood curriculum are included to facilitate the transitioning from early childhood to primary school; for example, the reading process begins with Concept of Print and corresponding benchmarks that immerse students in book print orientation. The Pre-Primary to Primary Schools Transition Pilot Project conducted by UNICEF, Jamaica acknowledges that “Data collection relevant to young children’s literacy development should include Book Print Orientation.”

Standards reviewed were those developed by:
1. The Ministry of Education (MOE) -Jamaica;
2. The Caribbean Centre for Excellence in Teacher Training (CCETT);
3. Florida State (Reading/Language Arts);
4. The Primary Education Support Project (PESP);
5. The National Council for Teachers of English (NCTE);
6. UK National Curriculum.

This document acknowledges the important work done by the MOE in establishing a set of literacy benchmarks and standards for grades 1-6 and CCETT, for grades 1-3. However, the team attended to those reading (a component of literacy) standards and benchmarks relevant to Grades 1-3, consistent with the mandate of the project.

Definition of Terms
The document is organised into four parts namely strands, components, standards and benchmarks. These terms have been defined in ways specific to this document.

1. Strands
   Strands are the two broad categories of reading - Reading Process and Literature - which are addressed by the document.
2. **Components**
   Components are individual areas of reading which are linked to the two strands.

3. **Standards**
   Standards refer to expectations for students’ reading attainment at grade level. These standards are aligned to the attainment targets and objectives of the Revised Primary Curriculum (RPC).

4. **Benchmarks**
   Benchmarks are referred to as the specific skills on a trajectory leading to a standard to be acquired that will demonstrate competency.

The standards and benchmarks are intended to assist the classroom teacher in delivery and assessment of students’ reading indicating when teacher remediation is needed. They are an integral part of the MOE mandate of increasing teacher and principal accountability for improved student performance in reading for children in the first three grades of primary schools.

**Guiding Theory**
The refined set of standards was guided by frames for literacy teaching and learning developed by Mallow and Patterson (1999). These frames, Self-Efficacy, World Knowledge, Literacy Knowledge and Strategies, Reflection, Functional and Critical Literacy give different perspectives on teaching and assessing literacy. These perspectives are therefore reflected in the standards.

In the context of the standards and benchmarks, **Self-Efficacy** provides information about the reader’s willingness or passiveness inside the reading classroom; for example, the benchmarks “Take initiative to read and respond to books” and “Read for longer periods of time”, illustrate this frame. **World Knowledge** recognizes that prior knowledge is critical to learning, therefore it is important to focus on the reader’s schema as illustrated in the benchmark “Relate prior knowledge to information from text and make link to own experience.” **Literacy Knowledge and Strategies** highlights the strategies that readers use to process text. This provides information that is critical to planning and instruction. This literacy frame is reflected in benchmarks like, “Read orally and monitor their own reading by correcting miscues.” **Reflection** allows the reader to talk about why they read the way they do; why, for example, do they self-monitor and self-correct. **Functional and Critical Literacy** focuses on how students use literacy other than to support their school work. One benchmark that illustrates this frame is, “Respond to various literary selections and make personal connections (connect text to self), social connections (text to world) and comparisons among texts (text to text).”
The USAID/Jamaica Basic Education Project team has used these frames for literacy teaching and assessment to promote interaction between teachers and student readers, to assess their relevant knowledge and to plan for instruction. The project concurs with Mallow and Patterson (1999) who assert that “readers and writers need these five kinds of knowledge, these five areas of strength, to continue becoming more fluent, flexible, and independent in their literacy.” These frames also create the necessary balance between cognition and affect, decoding and comprehension.

Please see Tables 1-3 for Standards and Benchmarks for grades 1-3. Teachers should note that no strict sequencing of the benchmarks has been adhered to within a particular standard. However, across the grades skills are progressively developed (this is sometimes referred to as spiraling). The standards and benchmarks should therefore be used in tandem with a structured programme developed by the teacher, to respond to students’ needs. Performance on the benchmark signals to teachers the need to intervene.
<table>
<thead>
<tr>
<th>STRANDS</th>
<th>COMPONENTS</th>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
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</thead>
<tbody>
<tr>
<td>Reading Process</td>
<td>Concept of print</td>
<td>1. Demonstrate proficiency in applying relevant decoding and word recognition strategies to the reading process and use this competence to become fluent in oral and silent reading appropriate to the grade level</td>
<td>1.1. Use parts of a book - back and front</td>
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</tbody>
</table>
| A. Application of a wide range of reading skills which facilitate:  
- Word Identification  
- Reading Fluency  
- Vocabulary and Concept Development | Alphabet knowledge                               |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |
<p>| Reflected in the RPC. Attainment Targets 3, 4 and 7 |                                                                                     |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |
| Phonemic Awareness                            | Segmenting                                      |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |
| Rhyming                                      |                                                 |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |
| Blending                                     |                                                 |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |                                                                           |
| 1.1.8 Distinguish initial and final sounds in spoken words (e.g., single and multisyllabic words such as man and stadium) | 1.1.9 Distinguish long and short vowel sounds in spoken words (e.g., cán and cán) | 1.1.10 Segment single syllable words into their components: initial, medial and final sounds (e.g., /d/ /o/ /g/, /bl/ /a/ /g/) | 1.1.11 Identify the sounds in syllables | 1.1.12 Identify the syllables in words (e.g., sis/ter, mot/her) | 1.1.13 Identify and create rhyming words (e.g., all, ball, tall) | 1.1.14 Blend two to four phonemes into recognizable words (e.g., /i/ /a/ = in, /bl/ /a/ /t/ = bat, /bl/ /e/ /a/ /d/ = bend) |</p>
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<th>STRANDS</th>
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<tr>
<td>Reading Process</td>
<td>Word Identification</td>
<td>1.1 Demonstrate proficiency in applying relevant decoding and word</td>
<td>1.1.15 Read sight words in isolation and in context (e.g., want, friend,</td>
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<td>recognition strategies to the reading process and use this competence</td>
<td>house)</td>
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<td>Decoding and Word</td>
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<td>1.1.16 Identify letter-sound correspondence</td>
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<td>Reflection in the RPC.</td>
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<td>Reading Process</td>
<td>Reading Fluency</td>
<td>1.1 Demonstrate proficiency in applying relevant decoding and word recognition strategies to the reading process and use this competence to become fluent in oral and silent reading appropriate to the grade level</td>
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<tr>
<td>A. Application of a wide range of reading skills which facilitate:</td>
<td>Rate, Prosody (phrasing- rhythm, stress, and intonation of speech) and Automaticity</td>
<td>1.1.27 Notice and use punctuation to assist smooth reading</td>
<td>1.1.28 Read orally and monitor their own reading by correcting miscues</td>
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<td>• Word Identification</td>
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<td>1.1.29 Read aloud, fluently and accurately, texts suited to the grade level, to convey message to the listener</td>
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<td>• Reading Fluency</td>
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<tr>
<td>• Vocabulary and Concept Development</td>
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<td><strong>Reflected in RPC</strong></td>
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<td><strong>Attainment Targets</strong></td>
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<td><strong>Vocabulary and Concept Development</strong></td>
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<td><strong>1.1.30</strong></td>
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<td><strong>Use pictures and context clues to gain meaning</strong></td>
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<td>1.1.31</td>
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<td><strong>Appropriately use new vocabulary taught in speech and writing</strong></td>
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<td>1.1.32</td>
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<td><strong>Understand and use vocabulary related to different types of texts (narrative and expository)</strong></td>
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<td>1.1.33</td>
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<tr>
<td><strong>Identify and demonstrate an understanding of words using synonyms, antonyms, homonyms and homographs</strong></td>
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<td>1.1.34</td>
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<td><strong>Classify words into categories (e.g., foods, pets, toys)</strong></td>
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<td>Reading Process</td>
<td>Comprehension</td>
<td>1.2 Comprehend, interpret and evaluate a wide range of narrative, and expository texts appropriate to the grade level.</td>
<td>1.2.1 Retell a simple story in sequence</td>
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<tr>
<td>B. Application of a wide range of reading skills which facilitate understanding of the text</td>
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<td><strong>Reflected in RPC</strong></td>
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<td><strong>Attainment Targets</strong></td>
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<td>4 and 5</td>
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<td><strong>1.2.2</strong></td>
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<td><strong>Identify and recall details in pictures and printed texts</strong></td>
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<td>1.2.3</td>
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<td><strong>Organize information from written texts or pictures, to sequence events</strong></td>
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<td>1.2.4</td>
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<td><strong>Respond appropriately to different levels of questions</strong></td>
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<td>1.2.5</td>
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<td><strong>Identify the main idea/central theme of a narrative or expository selection</strong></td>
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<td>1.2.6</td>
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<td><strong>Use context clues to understand texts</strong></td>
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<td>1.2.7</td>
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<td><strong>Identify supporting details</strong></td>
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<td>1.2.8</td>
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<td><strong>Relate prior knowledge to information from texts and make link to own experience</strong></td>
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<td>1.2.9</td>
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<tr>
<td><strong>Make inferences and draw conclusions from texts</strong></td>
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<td>1.2.10</td>
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<tr>
<td><strong>Reading Process</strong></td>
<td>Comprehension</td>
<td>1.2 Comprehend, interpret and evaluate a wide range of narrative, and expository texts (e.g. math, science) appropriate to the grade level.</td>
<td>1.2.11 Predict content of texts from titles, pictures, captions, illustrations and textual details 1.2.12 Analyse cause and effect relationship in a story 1.2.13 Distinguish between reality and fantasy</td>
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<td><strong>Literature</strong></td>
<td>Fiction</td>
<td>1.3 Read, interpret and enjoy a variety of literary forms appropriate to the grade level in order to understand self and to respond to the demands of society</td>
<td>1.3.1 Identify parts of a book such as author, title, title page, and illustrator 1.3.2 Identify and describe the elements of a picture or story (e.g., plot, character and setting) 1.3.3 Retell stories indicating a beginning, middle and end 1.3.4 Respond to characters and situations in a story 1.3.5 Develop simple characterization sketches 1.3.6 Use rhymes, stories, poems, and other literary forms as stimuli for writing 1.3.7 Read and perform rhymes, poems and stories 1.3.8 Read and respond to a variety of literature from the Caribbean and other cultures 1.3.9 Respond to various literary selections and make personal connections (text to self), social connections (text to world) and comparisons among texts (text to text) 1.3.10 Demonstrate an understanding of the social issues portrayed in texts 1.3.11 Empathize with characters and connect reading to personal experiences</td>
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<td>STRANDS</td>
<td>COMPONENTS</td>
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<tr>
<td>Literature</td>
<td>Identification, analysis and application of the elements of a variety of narrative and non narrative texts to develop a thoughtful response to a selection.</td>
<td>Fiction</td>
<td>1.3 Read, interpret and enjoy a variety of literary forms appropriate to the grade level in order to understand self and to respond to the demands of society.</td>
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<td></td>
<td>Reflected in RPC</td>
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<td>1.3.13 Express thoughts and feelings about a story.</td>
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<td></td>
<td>Attainment Targets 5 and 6</td>
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<td>1.3.15 Demonstrate an understanding of a story or poem in any form of the creative arts.</td>
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<td>1.3.17 Take initiative to read and respond to books.</td>
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<td>1.3.19 Appreciate the unique attributes of others.</td>
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<td>1.3.21 Locate and interpret information in formatted texts (e.g., calendar, graphs).</td>
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<td>1.3.23 Organize information found in non-fiction texts through the use of charts, lists, maps and patterns used in content area texts.</td>
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<td>1.3.25 Summarize information found in non-fiction texts.</td>
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## Table 2: Reading Standards and Benchmarks for Grade 2

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<tr>
<th>STRANDS</th>
<th>COMPONENTS</th>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
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<tbody>
<tr>
<td>Reading Process</td>
<td><strong>A.</strong> Application of a wide range of reading skills which facilitate:</td>
<td>2.1 Demonstrate proficiency in applying relevant decoding and word recognition strategies to the reading process and use this competence to become fluent in oral and silent reading appropriate to the grade level</td>
<td>2.1.1 Read in isolation and in context, basic and other sight words appropriate to grade levels (e.g., work, under, wash, their)</td>
</tr>
<tr>
<td><strong>Word Identification</strong></td>
<td><strong>Decoding and Word Recognition</strong></td>
<td>Sight words</td>
<td>2.1.2 Use letter - sound correspondence</td>
</tr>
<tr>
<td><strong>Reading Fluency</strong></td>
<td></td>
<td></td>
<td>2.1.3 Identify and read rhyming words (e.g., back, rack, sack)</td>
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<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
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<td>2.1.4 Read words with final consonant doubling (e.g., running, hotter, biggest)</td>
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<tr>
<td><strong>Reflected In RPC</strong></td>
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<td>2.1.5 Read words with variable consonant sounds such as soft and hard g and c (e.g., gem, goat, ice, cap)</td>
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<tr>
<td><strong>Attainment Targets</strong></td>
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<td>2.1.6 Identify short and long vowel sounds and blend these with consonant sounds to read words</td>
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<td>3, 4 and 7</td>
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<td>2.1.7 Read words with silent letters g, k, l, b, t and e (e.g., gnaw, knife, could, lamb, watch, pale)</td>
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<td>2.1.8 Read words with vowel digraphs (e.g., road, leaf, rain, moon, feet)</td>
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<td>2.1.9 Read words with vowels modified by r, l and w (e.g., scar, tiger, cold blew)</td>
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<td>2.1.10 Read words with diphthongs such as oi, oy, ou and ow (e.g., boil, toy, about, blow)</td>
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<td>2.1.11 Read words with consonant blends in the initial and final positions (e.g., step, first)</td>
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<td>2.1.12 Identify consonant digraphs in the initial, medial and final positions in words (e.g., think, brother, south)</td>
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<td><strong>Reading Process</strong></td>
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<tr>
<td>A. Application of a wide range of reading skills which facilitate:</td>
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<tr>
<td>• Word Identification</td>
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<td>• Reading Fluency</td>
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<td>• Vocabulary and Concept Development</td>
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<td><strong>Reflect in RPC</strong></td>
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<td><strong>Attainment Targets</strong></td>
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<tr>
<td><strong>Word identification</strong></td>
<td><strong>Decoding and Word Recognition</strong></td>
<td><strong>2.1</strong> Demonstrate proficiency in applying relevant decoding and word recognition strategies to the reading process and use this competence to become fluent in oral and silent reading appropriate to the grade level</td>
<td><strong>2.1.13</strong> Identify words in which the final letter is doubled before adding <em>-er</em> and <em>-est</em> (e.g., bigger, thinner, biggest, thinnest)</td>
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<td><strong>Structural Analysis</strong></td>
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<td><strong>2.1.14</strong> Identify words with regular and irregular plurals (e.g., animals, sheep)</td>
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<td><strong>Context Clues</strong></td>
<td>(e.g., picture, semantic and syntactic)</td>
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<td><strong>2.1.15</strong> Read compound words and be able to separate them into their constituent parts (e.g., tooth/paste, table/cloth)</td>
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<td><strong>Reading Fluency</strong></td>
<td><strong>Rate, Prosody</strong></td>
<td><strong>2.1.16</strong> Apply rules of syllabication to identify words with multiple syllables (e.g., coffee, lion)</td>
<td><strong>2.1.17</strong> Identify single and plural possessive forms (e.g., aunt’s, aunts’, children’s)</td>
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<td><strong>Rate, Prosody</strong></td>
<td>(phrasing- rhythm, stress, and intonation of speech) and Automaticity</td>
<td><strong>2.1.18</strong> Use context clues such as pictures and words as an aid to identifying words and meaning</td>
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<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
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<tr>
<td><strong>2.1.19</strong> Notice and use punctuation to assist smooth reading</td>
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<td><strong>2.1.20</strong> Read orally and monitor their own reading by correcting miscues</td>
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<tr>
<td><strong>2.1.21</strong> Read aloud fluently, with appropriate rhythm, pace, and intonation (prosody)</td>
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<tr>
<td><strong>2.1.22</strong> Read aloud fluently and accurately, texts suited to the grade level, to convey message to the listener</td>
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<tr>
<td><strong>Use pictures and context clues to gain meaning.</strong></td>
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<tr>
<td><strong>Appropriately use new vocabulary taught in speech and writing</strong></td>
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<tr>
<td><strong>Understand and use vocabulary related to different types of texts (narrative and expository)</strong></td>
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<tr>
<td><strong>Identify and demonstrate an understanding of words using synonyms, antonyms, homonyms and homographs</strong></td>
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<tr>
<td><strong>Identify and use words with multiple meanings (e.g., bank, spring, run)</strong></td>
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<tr>
<td><strong>Classify words into categories (e.g., foods, pets, toys)</strong></td>
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### GRADE 2

<table>
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<tr>
<th>STRANDS</th>
<th>COMPONENTS</th>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
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</table>
| **Reading Process** | **Comprehension** | 2.2 Comprehend, interpret and evaluate a wide range of narrative, and expository texts (e.g. math, science) appropriate to the grade level. | 2.2.1 Retell a simple story in sequence  
2.2.2 Identify and recall details in pictures and printed texts  
2.2.3 Respond appropriately to different levels of questions (e.g., literal, inferential, critical/evaluative)  
2.2.4 Identify the main idea/central theme of a selection (narrative, exposition)  
2.2.5 Use context clues to understand texts  
2.2.6 Identify supporting details  
2.2.7 Relate prior knowledge to information from texts and make link to own experiences  
2.2.8 Make inferences and draw conclusions from texts  
2.2.9 Sequence events/information in pictures, stories and other texts  
2.2.10 Predict content of text from titles, pictures, captions, illustrations and textual details  
2.2.11 Analyse cause and effect relationship in a story  
2.2.12 Distinguish between reality and fantasy, fiction and non-fiction |
| **Literature** | **Fiction** | 2.3 Read, interpret and enjoy a variety of literary forms appropriate to the grade level in order to understand self and to respond to the demands of society | 2.3.1 Identify parts of a book such as author, title, title page, illustrator  
2.3.2 Identify and describe the elements of a picture or story (e.g., plot, character and setting.)  
2.3.3 Identify and discuss a story’s beginning, middle and end  
2.3.4 Respond to characters and situations in a story  
2.3.5 Express thoughts and feelings about a story  
2.3.6 Develop simple characterization sketches  
2.3.7 Identify the moral of a story  
2.3.8 Use rhymes, stories, poems, and other literary forms as stimuli for writing |
<table>
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<tr>
<th>STRANDS</th>
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<th>STANDARDS</th>
<th>BENCHMARKS</th>
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</thead>
</table>
| Literature   | Fiction    | 2.3 Read, interpret and enjoy a variety of literary forms appropriate to the grade level in order to understand self and to respond to the demands of society | 2.3.9 Read and perform rhymes, poems and stories  
2.3.10 Read and respond to a variety of literature from the Caribbean and other cultures  
2.3.11 Respond to various literary selections and make personal connections (text to self), social connections (text to world) and comparisons among texts (text to text)  
2.3.12 Select fictional materials to read, based on interest and teacher recommendation  
2.3.13 Show interest in learning to read independently  
2.3.14 Read for longer periods of time  
2.3.15 Develop and ask questions related to text read  
2.3.16 Recognise the unique attributes of others  
2.3.17 Take initiative to read and respond to books (Read independently) |
|              |            |           |            |
| Non-fiction  |            | 2.3.18 Use parts of a book such as back and front, title page, table of contents.  
2.3.19 Locate and interpret information on formatted texts (e.g., calendar, map, graph)  
2.3.20 Locate specific information by using internal text structures in information texts (e.g., directions, headings, bold typeface, captions, keys, pictures, photographs)  
2.3.21 Select materials that reflect ability and interest  
2.3.22 Organize information found in non-fiction texts through the use of charts, lists, semantic maps and patterns used in math and science texts  
2.3.23 Summarize information found in non-fiction texts |
Table 3: Reading Standards and Benchmarks for Grade 3

<table>
<thead>
<tr>
<th>STRANDS</th>
<th>COMPONENTS</th>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading Process</strong></td>
<td></td>
<td>3.1 Demonstrate proficiency in applying relevant decoding and word</td>
<td>3.1.1. Read in isolation and in context, basic sight and high frequency</td>
</tr>
<tr>
<td>A. Application of a wide range of reading</td>
<td>Word identification</td>
<td>recognition strategies to the reading process and use this competence to</td>
<td>words appropriate to grade levels (e.g., about, against, height)</td>
</tr>
<tr>
<td>skills which facilitate:</td>
<td>Decoding and Word Recognition</td>
<td>become fluent in oral and silent reading appropriate to the grade level</td>
<td>3.1.2 Read words with final consonant doubling (e.g., <em>skipping</em>, <em>grabbing</em>, <em>shopping</em>)</td>
</tr>
<tr>
<td>• Word Identification</td>
<td>Sight words</td>
<td></td>
<td>3.1.3 Read words with variable consonant sounds such as soft and hard <em>g</em></td>
</tr>
<tr>
<td>• Reading Fluency</td>
<td>Phonics</td>
<td></td>
<td>and <em>c</em> (e.g., giant, golden, city, colour)</td>
</tr>
<tr>
<td>• Vocabulary and Concept Development</td>
<td></td>
<td></td>
<td>3.1.4 Identify long vowel sounds and blend these with consonant sounds</td>
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<tr>
<td>Reflected in RPC</td>
<td></td>
<td></td>
<td>to read words (e.g., <em>āngel</em>, <em>ēven</em>, <em>īdea</em>, <em>ōnly</em>, <em>ūnion</em>)</td>
</tr>
<tr>
<td>Attainment Targets 3, 4 and 7</td>
<td></td>
<td></td>
<td>3.1.5 Read words with silent letters <em>w</em>, <em>k</em>, <em>l</em>, <em>b</em>, <em>t</em> and <em>e</em></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(e.g., <em>answer</em>, <em>knew</em>, <em>wall</em>, <em>bomb</em>, <em>depot</em>, <em>great</em>)</td>
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<td></td>
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<td>3.1.6 Read words with vowel digraphs (e.g., <em>peach</em>, <em>boat</em>, <em>roof</em>, <em>pail</em>)</td>
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<td></td>
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<td></td>
<td>3.1.7 Read words with vowel modified by <em>r</em>, <em>l</em> and <em>w</em> (e.g., <em>further</em>,<em>almond</em>, <em>shawl</em>)</td>
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<td>3.1.8 Read words with diphthongs <em>oi</em>, <em>oy</em>, <em>ou</em> and <em>ow</em> (e.g., <em>toil</em>, <em>enjoy</em>, <em>loyal</em>, <em>blouse</em>, <em>plow</em>)</td>
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<td>3.1.9 Read words with consonant blends in the initial and final positions</td>
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<td>(e.g., <em>speak</em>, <em>respect</em>, <em>clasp</em>)</td>
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<td>3.1.10 Read words with clusters at the initial and final positions (e.g.,<em>strange</em>, <em>spread</em>, <em>first</em>)</td>
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<td></td>
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<td>3.1.11 Identify consonant digraphs in the initial, medial and final positions in words. (e.g., <em>while</em>, <em>clothes</em>, <em>bunch</em>)</td>
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<td>STRANDS</td>
<td>COMPONENTS</td>
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<tr>
<td>Reading Process</td>
<td>Word Identification</td>
<td>3.1 Demonstrate proficiency in applying relevant decoding and word</td>
<td>3.1.12 Identify words in which the final letter is doubled before adding</td>
</tr>
<tr>
<td>A. Application of a wide range of reading</td>
<td>Decoding and Word Recognition</td>
<td>recognition strategies to the reading process and use this competence to</td>
<td>-er and -est (e.g., sadler, saddest: thinner, thinnest)</td>
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<tr>
<td>skills which facilitate:</td>
<td>Structural Analysis</td>
<td>become fluent in oral and silent reading appropriate to the grade level</td>
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<tr>
<td>• Word Identification</td>
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<td>• Reading Fluency</td>
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<td>• Vocabulary and Concept Development</td>
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<td>Reflected in RPC</td>
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<td>Attainment Targets</td>
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<td>3, 4 and 7</td>
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<td>Context Clues</td>
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<td>(e.g., picture, semantic and syntactic)</td>
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# GRADE 3

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<th>COMPONENTS</th>
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<tbody>
<tr>
<td>Reading Process</td>
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<tr>
<td>A. Application of a wide</td>
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<tr>
<td>range of reading skills</td>
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<td>which facilitate:</td>
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<td>● Word Identification</td>
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<td>● Reading Fluency</td>
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<td>● Vocabulary and Concept</td>
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<td>Development</td>
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<td>Reflected in RPC</td>
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<td>Attainment Targets</td>
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<td>3, 4 and 7</td>
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<tr>
<td>Reading Fluency</td>
<td>Rate, Prosody (phrasing- rhythm,</td>
<td>3.1 Demonstrate proficiency in applying relevant</td>
<td>3.1.22 Notice and use punctuation to assist</td>
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<tr>
<td></td>
<td>stress, and intonation of</td>
<td>decoding and word recognition strategies</td>
<td>smooth reading</td>
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<td></td>
<td>speech) and Automaticity</td>
<td>to the reading process and use this</td>
<td>3.1.23 Read orally and monitor their own</td>
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<td></td>
<td>(immediate recognition of</td>
<td>competence to become fluent in oral and silent</td>
<td>reading by correcting miscues</td>
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<td></td>
<td>words)</td>
<td>reading appropriate to the grade level</td>
<td>3.1.24 Read aloud fluently with appropriate</td>
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<td>rhythm, pace, and intonation (prosody)</td>
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<td>3.1.25 Read aloud, text suited to the grade</td>
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<td>level, fluently</td>
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<tr>
<td>Vocabulary and Concept</td>
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<td>3.1.26 Use knowledge of root words, prefixes</td>
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<td>Development</td>
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<td>and suffixes to determine the meaning of words</td>
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<td>(e.g., misinterpret, nonsense)</td>
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<td>3.1.27 Use context clues –pictures, words,</td>
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<td>sentences and paragraphs - as an aid to gain</td>
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<td>meaning</td>
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<td>3.1.28 Appropriately use new vocabulary</td>
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<td>taught in speech and writing</td>
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<td>3.1.29 Understand and use vocabulary</td>
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<td>related to different types of texts</td>
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<td>(narrative and expository)</td>
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<td>3.1.30 Identify and demonstrate an</td>
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<td>understanding of words using synonyms,</td>
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<td>antonyms, homonyms and homographs</td>
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<td>3.1.31 Identify and use words with</td>
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<td>multiple meanings (e.g., fair, principal, land,</td>
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<td></td>
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<td>bear)</td>
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<td>3.1.32 Classify words into categories</td>
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<td>(e.g., foods, pets, toys)</td>
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<tr>
<td>Reading Process</td>
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<td>3.2 Comprehend, interpret and evaluate a wide</td>
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<td>B. Application of a wide</td>
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<td>range of narrative, and expository texts</td>
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<td>range of reading skills</td>
<td></td>
<td>appropriate to the grade level</td>
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<td>which facilitate understanding of the text</td>
<td>3.2.1 Retell a story in sequence</td>
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<td>Reflected in RPC</td>
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<td>3.2.2 Identify and recall details in pictures</td>
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<td>Attainment Targets</td>
<td></td>
<td>and printed text</td>
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<td>4 and 5</td>
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<td>3.2.3 Respond appropriately to different</td>
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<td>levels of questions (e.g., literal, inferential, critical/evaluative )</td>
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<td>STRANDS</td>
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<tr>
<td><strong>Reading Process</strong></td>
<td>Comprehension</td>
<td>3.2 Comprehend, interpret and evaluate a wide range of narrative, and expository texts appropriate to the grade level</td>
<td>3.2.4 Identify the main idea/central theme of a selection (narrative, expository)</td>
</tr>
<tr>
<td>B. Application of a wide range of reading skills which facilitate understanding of the text</td>
<td></td>
<td>3.2.5 Use context clues to understand texts</td>
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<tr>
<td>Reflected in RPC Attainment Targets 4 and 5</td>
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<td>3.2.6 Identify supporting details</td>
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<td>3.2.7 Relate prior knowledge to information from texts and make link to own experience</td>
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<td>3.2.8 Make inferences and draw conclusions from texts</td>
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<td>3.2.9 Sequence events/ information in pictures, stories and other texts</td>
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<td>3.2.10 Predict content of texts from titles, pictures, captions, illustrations and textual details</td>
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<td>3.2.11 Analyse cause and effect relationship in a story</td>
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<td></td>
<td>3.2.12 Distinguish between reality and fantasy, fact and opinion, fiction and non-fiction</td>
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</tr>
<tr>
<td><strong>Literature</strong></td>
<td>Fiction</td>
<td>3.3 Read, interpret and enjoy a variety of literary forms appropriate to the grade level in order to understand self and to respond to the demands of society</td>
<td>3.3.1 Identify parts of a book such as author, title, title page, and illustrator</td>
</tr>
<tr>
<td>Identification, analysis and application of the elements of a variety of narrative and non narrative texts to develop a thoughtful response to a selection</td>
<td></td>
<td>3.3.2 Identify and describe the elements of a picture or story (e.g., plot, character and setting)</td>
<td></td>
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<tr>
<td>Reflected in RPC Attainment Targets 5 and 6</td>
<td></td>
<td>3.3.3 Identify and discuss a story’s beginning, middle and end</td>
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<td>3.3.4 Identify the moral of a story</td>
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<td>3.3.5 Respond to characters and situations in a story</td>
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<td>3.3.6 Express thoughts and feelings about a story</td>
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<td>3.3.7 Develop simple characterization sketches</td>
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<td>3.3.8 Use rhymes, stories, poems, and other literary forms as stimuli for writing</td>
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<td></td>
<td></td>
<td>3.3.9 Read and perform rhymes, poems and stories</td>
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<tbody>
<tr>
<td>Literature</td>
<td>Fiction</td>
<td>3.3 Read, interpret and enjoy a variety of literary forms appropriate to the grade level in order to understand self and to respond to the demands of society</td>
<td>3.3.10  Read and respond to a variety of literature from the Caribbean and other cultures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3.11 Respond to various literary selections and make personal connections (text to self), social connections (text to world) and comparisons among texts (text to text)</td>
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<td>3.3.12 Select fictional materials to read, based on interest and teacher recommendation</td>
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<td></td>
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<td>3.3.13 Take initiative to read and respond to books</td>
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<td>3.3.14 Engage in independent reading</td>
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<td>3.3.15 Read for longer periods of time</td>
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<td>3.3.16 Develop and ask questions related to texts read</td>
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<td>3.3.17 Recognize the unique attributes of others</td>
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<td>Non-fiction</td>
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<td>3.3.18 Use parts of a book such as back and front, title page, table of contents, index, glossary</td>
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<td>3.3.19 Locate and interpret information on formatted texts (e.g., calendar, map, graph)</td>
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<td>3.3.20 Locate specific information by using internal text structures in information texts (e.g., directions, headings, bold typeface, captions, keys, pictures, photographs)</td>
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<td>3.3.21 Select non-fiction materials to read, based on interest and teacher recommendations</td>
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<td>3.3.22 Organize information found in non-fiction texts through charts, lists, semantic maps and patterns used in math and science texts</td>
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<td>3.3.23 Summarize information found in non-fiction texts</td>
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References