

Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge					
R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
No GLE at this grade level		No GLE at this grade level		No GLE at this grade level	

Early Reading Strategies (ERS:2)					
Concepts of Print					
R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
No GLE at this grade level		No GLE at this grade level		No GLE at this grade level	

READING FLUENCY and ACCURACY (F&A)					
(R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)					
R:F&A: Reads grade-level appropriate material with...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:F&A:3:1.1: Accuracy: reading material appropriate <u>for grade 3</u> with at least 90-94% accuracy (See Appendix F for sample titles.)	Everyday, I will practice reading carefully, to become a better reader.	R:F&A:4:1.1: Accuracy: reading material appropriate <u>for grade 4</u> with 90-94% accuracy (See Appendix F for sample titles.)	Everyday, I will practice reading carefully, to become a better reader.	R:F&A:5:1.1: Accuracy: reading material appropriate <u>for grade 5</u> with 90-94% accuracy (See Appendix F for sample titles.)	Everyday, I will practice reading carefully, to become a better reader.
R:F&A:3:1.2: Fluency: reading with oral fluency rates of at least 90- 120 words correct per minute (See Appendix C for suggested rates.)	I will <u>make my reading fluent (sound like talking).</u>	R:F&A:4:1.2: Fluency: reading with oral fluency rates of <u>at least 115-140</u> words correct per minute (Students’ rates of reading will and should vary in response to text difficulty, purpose of reading, and other factors.) (See Appendix C for suggested rates.)	I will <u>make my reading fluent (sound like talking).</u>	R:F&A:5:1.2: Fluency: reading with <u>appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading</u> (See Appendix C for suggested rates.)	I will make my reading fluent and <u>adjust my pace (reading rate) as needed.</u>
R:F&A:3:1.3: Fluency: reading <u>familiar text</u> with phrasing and expression, and with attention to <u>text features, such as punctuation, italics, and dialogue</u>	When rereading text, I will use <u>punctuation, italics, and dialogue (text features)</u> to read with correct phrasing and expression.	R:F&A:4:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue	I will pay attention to the punctuation, italics and dialogue (text features) to read with correct phrasing and expression.	R:F&A:5:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue	When reading familiar text, I will use text features (punctuation italics, and dialogue) to read with correct phrasing and expression.

WORD IDENTIFICATION SKILLS and STRATEGIES (WID)					
R:WID: Applies word identification/ decoding strategies by ...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
<p>R:WID:3:1.1: Identifying <u>multi-syllabic words</u>, by using knowledge of sounds, syllable types, or word patterns (including <u>prefixes</u>, <u>suffixes</u>, or <u>variant spellings for consonants or vowels</u>, e.g., bought) EXAMPLES: Students might be asked to match words to words with similar sounds, such as which word rhymes with the word in the box or which word has the same vowel sound as the word in the box? EXAMPLES (multi-syllabic words): pretending, discussion</p>	<p>I will use _____ to figure out <u>multi-syllabic (more than one syllable) words</u>.</p> <ul style="list-style-type: none"> • <u>Prefixes</u> • <u>Suffixes</u> • <u>Different spellings for consonants or vowels</u> 	<p>R:WID:4:1.1: Identifying multi-syllabic words by using knowledge of sounds, <u>six syllable types*/syllable division</u>, or word patterns (including prefixes, and suffixes) (*See Appendix B for the six syllable types.)</p>	<p>I will use my knowledge of <u>syllables</u>, sounds, prefixes, and suffixes or word patterns to decode (identify) unfamiliar words.</p>	<p>R:WID:5:1.1: Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (See Appendix B for the six syllable types.)</p>	<p>I will use my knowledge of syllables, sounds, prefixes, and suffixes or word patterns to decode (identify) unfamiliar words.</p>
<p>R:WID:3:1.2: <u>Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns</u></p>	<p>I will use _____ to read <u>multi-syllabic (more than one syllable) words</u>.</p> <ul style="list-style-type: none"> • Sounds • Syllables • Word Patterns 	<p>R:WID:4:1.2: <u>Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns</u></p>	<p>I will use _____ to read <u>multi-syllabic (more than one syllable) words</u>.</p> <ul style="list-style-type: none"> • Sounds • Syllables • Word Patterns 	<p>R:WID:5:1.2: Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns</p>	<p>I will read multi-syllabic words by using knowledge of sounds, syllable types or word patterns.</p>

WORD IDENTIFICATION SKILLS and STRATEGIES (WID) <i>CONTINUED</i>					
R:WID: Applies word identification/ decoding strategies by ...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:WID:3:1.3: Reading grade-level appropriate words (in connected text) with automaticity	I will read third grade words quickly (with automaticity) in text.	R:WID:4:1.3: Reading grade-level appropriate words (in connected text) with automaticity	I will read fourth grade words with automaticity (quickly).	R:WID:5:1.3: Reading grade-level appropriate words (in connected text) with automaticity	I will read fifth grade words in text with automaticity.
R:WID:3:1.4: Reading grade- appropriate, high-frequency words (including irregularly spelled words)	I will read third grade high-frequency words.	R:WID:4:1.4: Reading grade- appropriate words (including irregularly spelled words)	I will read fourth grade high-frequency words.	R:WID:5:1.4: Reading grade-appropriate words	I will read fifth grade high-frequency words.
R:WID:3:1.5: No stem at this grade level		R:WID:4:1.5: No stem at this grade level		R:WID:5:1.5: No stem at this grade level	
R:WID:3:1.6: No stem at this grade level		R:WID:4:1.6: No stem at this grade level		R:WID:5:1.6: No stem at this grade level	

VOCABULARY STRATEGIES (V:1)					
(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:V:1: Students identify the meaning of unfamiliar vocabulary by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:V:3:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including <u>prefixes/suffixes</u> and base words, such as “un-covered;” or context clues; or <u>other resources, such as dictionaries, glossaries; or prior knowledge</u>)	I will use strategies and <u>resources</u> such as _____ to help me understand the meaning of words. Strategies <ul style="list-style-type: none"> • <u>Prefixes</u> • <u>Suffixes</u> • Base Words • Context Clues • Prior Knowledge <u>Resources</u> <ul style="list-style-type: none"> • <u>Dictionaries</u> • <u>Glossaries</u> 	R:V:4:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)	I will use strategies and resources to help me understand the meaning of words. Strategies <ul style="list-style-type: none"> • Prefixes • Suffixes • Base Words • Context Clues • Prior Knowledge <u>Resources</u> <ul style="list-style-type: none"> • Dictionaries • Glossaries 	R:V:5:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)	I will use strategies and resources to help me understand the meaning of words. Strategies <ul style="list-style-type: none"> • Prefixes • Suffixes • Base Words • Context Clues • Prior Knowledge <u>Resources</u> <ul style="list-style-type: none"> • Dictionaries • Glossaries

BREADTH of VOCABULARY (V:2)					
R:V:2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:V:3:2.1: Identifying synonyms, antonyms, or <u>homonyms/</u> <u>homophones</u> ; or categorizing words	I will identify vocabulary synonyms (same), antonyms (opposite), or <u>homonyms/</u> <u>homophones</u> or place words in categories (groups).	R:V:4:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or <u>shades of meaning</u> EXAMPLE (of <u>shades of meaning</u>): cold, freezing	I will identify synonyms, antonyms or homonyms/ homophones or <u>shades</u> <u>of meaning</u> (<u>cold/freezing</u>).	R:V:5:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning EXAMPLE (of shades of meaning): tired, exhausted	I will identify synonyms, antonyms or homonyms/ homophones or shades of meaning (tired/exhausted).

BREADTH of VOCABULARY (V:2) <i>CONTINUED</i>					
R:V:2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
<p>R:V:3:2.2: Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or words with <u>multiple meanings</u> EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text – The word “fall” can mean a time of the year or losing your step. What words from the passage help you to know what “fall” means in this story? EXAMPLE (multiple meanings): The word “fall” has many different meanings. Which sentence below uses the word “fall” to mean a time of the year? OR Which sentence below uses “fall” with the same meaning as it is used in the poem?</p>	<p>I will choose the best word to fit the meaning of a sentence in the story I am reading. I will choose the correct meaning of <u>multiple meaning words</u> by using clues from the story (context clues).</p>	<p>R:V:4:2.2: Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or <u>precise vocabulary</u> EXAMPLE (precise vocabulary): In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious</p>	<p>I can select the <u>most</u> suitable or <u>precise word</u> to fit the meaning of a passage.</p>	<p>R:V:5:2.2: Selecting appropriate words or <u>explaining the use of words in context</u>, including, content specific vocabulary, words with multiple meanings, or precise vocabulary EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text – Based on the way “spring” is used in this passage, would having a “spring” be necessary for survival? Explain how you know.</p>	<p>I will explain the meaning of <u>words in context</u>, including content specific vocabulary, words with multiple meanings or precise vocabulary.</p>
<p>R:V:3:2.3: Subsumed under R:V:3:2.1</p>		<p>R:V:4:2.3: No stem at this grade level</p>		<p>R:V:5:2.3: No stem at this grade level</p>	

INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)					
(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:LT:1: Demonstrate initial understanding of elements of literary texts by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:LT:3:1.1: Identifying or describing character(s), setting, problem/solution, major events, or <u>plot</u> , as appropriate to text	I will identify/describe ___ in a story: <ul style="list-style-type: none"> • Characters • Setting (where and when the story takes place) • Problem/Solution • Major Events • <u>Plot (storyline)</u> 	R:LT:4:1.1: Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or <u>identifying any significant changes in character(s) over time</u>	I will identify/describe the following in a story: <ul style="list-style-type: none"> • Characters • Setting • Problem/Solution • Major Events • Plot (storyline) • <u>How Characters Change</u> 	R:LT:5:1.1: Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time	I will identify/describe the following in a story: <ul style="list-style-type: none"> • Characters • Setting • Problem/Solution • Major Events • Plot • How Characters Change
R:LT:3:1.2: Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text	I will use my own words (paraphrase) to summarize the key ideas/plot in the order they happen (sequence).	R:LT:4:1.2 Paraphrasing or summarizing key ideas/plot, with <u>major events sequenced</u> , as appropriate to text	I will paraphrase (use my own words) to summarize the key ideas/plots with <u>major events sequenced</u> .	R:LT:5:1.2: Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text	I will paraphrase (use my own words) to summarize the key ideas/plots with major events sequenced.
R:LT:3:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.	I will ask myself questions before, during, and after reading to help me remember, understand, and learn new information.	R:LT:4:1.3: Generating questions before, during, and after reading to enhance recall , expand understanding and/or gain new information	I will ask myself questions before, during, and after reading to help me remember, understand, and learn new information.	R:LT:5:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.	I will ask myself questions before, during, and after reading to help me remember, understand, and learn new information.

INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1) CONTINUED					
(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:LT:1: Demonstrate initial understanding of elements of literary texts by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:LT:3:1.4: Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, tall tales, or realistic fiction)	I will identify the characteristics of the following literary texts (fiction). <ul style="list-style-type: none"> • Poetry • Plays • Realistic Fiction • Fairy Tales • Fables • Tall Tales • Fantasy 	R:LT:4:1.4: Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairytales, fantasy, fables, realistic fiction, <u>folktales</u> , <u>historical fiction</u>)	I will identify the characteristics of the following literary texts (fiction). <ul style="list-style-type: none"> • Poetry • Plays • Realistic Fiction • Fairy Tales • Fables • Tall Tales • Fantasy • <u>Folktales</u> • <u>Historical fiction</u> 	R:LT:5:1.4: Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, <u>mysteries</u>)	I will identify the characteristics of the following literary texts (fiction). <ul style="list-style-type: none"> • Poetry • Plays • Realistic Fiction • Fairy Tales • Fables • Tall Tales • Fantasy • Folktales • Historical fiction • <u>Mysteries</u>
R:LT:3:1.5: Identifying literary devices as appropriate to genre: rhyme, <u>alliteration</u> , dialogue, or <u>description</u>	I will identify (find) ____ in text. <ul style="list-style-type: none"> • Rhyme • Dialogue (when a character is talking) • <u>Alliteration</u> • <u>Description</u> 	R:LT:4:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, <u>simile</u> , description, or dialogue	I will identify the following in text: <ul style="list-style-type: none"> • Rhyme • Dialogue • Alliteration • Description • <u>Simile</u> 	R:LT:5:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, <u>imagery</u> , or <u>simple metaphors</u>	I will identify the following in text: <ul style="list-style-type: none"> • Rhyme • Dialogue • Alliteration • Description • Simile • <u>Imagery</u> • <u>Simple Metaphors</u>

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2)					
(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:LT:3:2.1 Making logical predictions	I will make logical predictions (ones that make sense).	R:LT:4:2.1: Making logical predictions	I will make logical predictions.	R:LT:5:2.1: Making logical predictions EXAMPLE: Which event is most likely to happen next?	I will make logical predictions.
R:LT:3:2.2: <u>Describing</u> main characters' physical characteristics or personality traits; or <u>providing examples of thoughts, words or actions that reveal characters' personality traits</u>	I will <u>describe</u> the main characters' physical characteristics (what the characters look like). I will <u>describe</u> the main characters' personality traits (how they act) <u>using examples of thoughts, words, or actions.</u>	R:LT:4:2.2: <u>Describing</u> main characters' physical characteristics or personality traits; or <u>providing examples of thoughts, words, or actions that reveal characters' personality traits</u>	I will describe the main characters' physical characteristics. I will describe the main characters' personality traits using examples of thoughts, words, or actions.	R:LT:5:2.2: <u>Describing</u> characters' physical characteristics, personality traits, or <u>interactions</u> ; or <u>providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time</u>	I will <u>describe</u> characters' traits, <u>interactions</u> , or <u>their changes over</u> time using examples of thoughts, words, or actions.
R:LT:3:2.3: Making basic inferences about problem, <u>conflict</u> , or solution (e.g., cause-effect relationships) EXAMPLE: How might the story have been different if...?	I will use what I know and what I've read to tell what I think about the text's problem, <u>conflict</u> , or solution (inference).	R:LT:4:2.3: <u>Making inferences</u> about problem, conflict, or solution EXAMPLE: What influenced the father's decision to let his son try the climb?	I will <u>make inferences</u> about a text's problem, conflict, or solution.	R:LT:5:2.3: Making inferences about problem, conflict, solution, or <u>the relationship among elements (plot, character, setting) within text</u> (e.g., how the setting affects a character or plot development)	I will make inferences about a text's problem, conflict, solution, or <u>how plot, character, and setting affect each other.</u>

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2) CONTINUED					
(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:LT:3:2.4: <u>Identifying who is telling the story</u>	I will <u>identify who is telling a story.</u>	R:LT:4:2.4: <u>Identifying who is telling the story</u>	I will identify who is telling a story.	R:LT:5:2.4: <u>Identifying the narrator</u>	I will <u>identify the narrator (who is telling the story).</u>
R:LT:3:2.5: <u>Identifying the author’s basic message</u> EXAMPLE: In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn?	I will understand why the author wrote the text.	R:LT:4:2.5: <u>Identifying author’s message or theme</u> EXAMPLE: What was the author trying to say about friendship in this story? (e.g., friendship begins with accepting differences)	I can identify the author’s message or <u>theme.</u>	R:LT:5:2.5: <u>Identifying author’s message or theme (implied or stated, as in a fable)</u>	I will identify the author’s message or theme.
R:LT:3:2.6: <u>Identifying possible motives of characters</u>	I will tell why characters may do the things that they do (motives).	R:LT:4:2.6: <u>Identifying causes or effects, including possible motives of characters</u>	I will <u>identify causes and effects including possible motives of characters (why they do the things they do).</u>	R:LT:5:2.6: <u>Identifying causes or effects, including possible motives of characters</u>	I will identify causes and effects including possible motives of characters.
R:LT:3:2.7: <u>Recognizing explicitly stated causes or effects</u>	I will tell effects (what happens) and causes (why it happens).	R:LT:4:2.7: is subsumed under R:LT:4:2.6		R:LT:5:2.7: No stem at this grade level	

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:3)					
(R:LT:3: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:LT:3:3.1: <u>Recognizing the use of literary elements and devices (i.e., imagery, exaggeration) to interpret intended meanings</u>	I will <u>recognize how the author uses his/her writing (literary elements and devices such as imagery and exaggeration) to help me understand text.</u>	R:LT:4:3.1: <u>Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to interpret intended meanings</u>	I will <u>explain how the author uses his/her writing (literary elements and devices such as imagery and exaggeration) to help me understand text.</u>	R:LT:5:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to <u>analyze literary works</u>	I will explain how the author uses literary elements and devices such as imagery and exaggeration to examine <u>(analyze) texts (literary works).</u>

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:4)					
R:LT:4: Generates a personal response to what is read through a variety of means by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:LT:3:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other <u>books</u>	I will compare what I have read to my own experiences, things that I already know, and other <u>books</u> that I have read.	R:LT:4:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other <u>books</u>	I will compare what I have read to my own experiences, things that I already know, and other <u>books</u> that I have read.	R:LT:5:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other <u>books</u>	I will compare what I have read to my own experiences, things that I already know, and other <u>books</u> that I have read.
R:LT:3:4.2: No stem at this grade level		R:LT:4:4.2: No stem at this grade level		R:LT:5:4.2: <u>Providing relevant details to support the conclusions made</u>	I will <u>develop a conclusion using many supportive and relevant details.</u>

INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1)					
(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
<p>R:IT:3.1.1: Obtaining information, from text features (e.g., <u>table of contents</u>, <u>glossary</u>, <u>basic transition words</u>, <u>bold or italicized text</u>, <u>headings</u>, <u>graphic organizers</u>, charts, graphs, or illustrations) EXAMPLES: What words does the author want you to notice on this page? What is the last step of the directions?</p>	<p>I will use text features such as ___ to help me find information.</p> <ul style="list-style-type: none"> • Glossary • Charts • Graphs • Diagrams • Illustrations • <u>Table of contents</u> • <u>Basic Transition Words</u> • <u>Bold or Italicized Text</u> • <u>Headings</u> • <u>Graphic Organizers</u> 	<p>R:IT:4.1.1a: Obtaining information from text features (e.g., <u>table of contents</u>, <u>glossary</u>, <u>index</u>, <u>transition words/phrases</u>, <u>bold or italicized text</u>, <u>headings</u>, <u>subheadings</u>, <u>graphic organizers</u>, charts, graphs, or illustrations)</p> <p>R:IT:4.1.1b: Obtaining information from text features (e.g., <u>maps</u>, <u>diagrams</u>, <u>tables</u>, <u>captions</u>, <u>timelines</u>)</p>	<p>I will use text features such as ___ to help me find information.</p> <ul style="list-style-type: none"> • Glossary • Charts • Graphs • Diagrams • Illustrations • Table of contents • Basic Transition Words • Bold or Italicized Text • Headings • Graphic Organizers • <u>Index</u> • <u>Transition words/phrases</u> • <u>Subheadings</u> <p>I will use the following text features to help me find information:</p> <ul style="list-style-type: none"> • <u>Maps</u> • <u>Diagrams</u> • <u>Tables</u> • <u>Captions</u> • <u>Timelines</u> 	<p>R:IT:5.1.1a: Obtaining information from text features (e.g., <u>table of contents</u>, <u>glossary</u>, <u>index</u>, <u>transition words /phrases</u>, <u>bold or italicized text</u>, <u>headings</u>, <u>subheadings</u>, <u>graphic organizers</u>, charts, graphs, or illustrations)</p> <p>R:IT:5.1.1b: Obtaining information from text features (e.g., <u>maps</u>, <u>diagrams</u>, <u>tables</u>, <u>captions</u>, <u>timelines</u>, <u>citations</u>)</p>	<p>I will use text features such as ___ to help me find information.</p> <ul style="list-style-type: none"> • Glossary • Charts • Graphs • Diagrams • Illustrations • Table of contents • Basic Transition Words • Bold or Italicized Text • Headings • Graphic Organizers • Index • Transition words/phrases • Subheadings <p>I will use the following text features to help me find information:</p> <ul style="list-style-type: none"> • Maps • Diagrams • Tables • Captions • Timelines • <u>Citations</u>

INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1) CONTINUED					
(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:IT:3:1.2: Using information from the text to answer questions <u>related to explicitly stated main/central ideas</u> or details	I will answer questions about the <u>main/central idea and details</u> .	R:IT:4:1.2: Using information from the text to answer questions related to explicitly stated main/central ideas or <u>key details</u>	I will answer questions about the main/central idea and <u>key details</u> .	R:IT:5:1.2: Using information from the text to answer questions related to main/central ideas or key details	I will answer questions about the main/central idea and key details.

INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1) CONTINUED					
(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:IT:3:1.3: <u>Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)</u> EXAMPLE: Given a chart (with headings filled in), students are asked to provide examples from the text to show physical characteristics of two different places or things	I will <u>organize information on graphic organizers to show the main/central ideas or details.</u>	R:IT:4:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, <u>paraphrasing, or summarizing</u>)	I will organize information on graphic organizers to <u>paraphrase (tell in my own words) or summarize</u> the main/central ideas or details.	R:IT:5:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or <u>comparing/contrasting</u>)	I will organize information on graphic organizers to paraphrase, summarize or <u>compare/contrast</u> the main/central ideas or details.
R:IT:3:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.	I will think up questions before, during and after reading to remember and understand new information.	R:IT:4:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.	I will think up questions before, during and after reading to remember and understand new information.	R:IT:5:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.	I will think up questions before, during and after reading to remember and understand new information.

INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1) CONTINUED					
(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:IT:3:1.5: <u>Identifying the characteristics</u> of a variety of types of text (e.g., reference: <u>dictionaries</u> , glossaries, children’s magazines, content trade books, <u>textbooks</u> , children’s newspapers; and practical/functional texts: book orders, procedures, instructions, announcements, invitations)	I will <u>identify the characteristics</u> of the following informational texts (facts): Reference <ul style="list-style-type: none"> • <u>Dictionaries</u> • Magazines • Trade books • Newspapers • Glossaries • <u>Textbooks</u> Practical/Functional Texts <ul style="list-style-type: none"> • Procedures/Instructions • Announcements • Book Orders • Invitations 	R:IT:4:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: <u>dictionaries</u> , glossaries, children’s magazines, content trade books, textbooks, <u>student newspapers</u> ; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)	I will identify the characteristics of the following informational texts (facts): Reference <ul style="list-style-type: none"> • Dictionaries • Magazines • Trade books • <u>Newspapers</u> • Glossaries • Textbooks • <u>Encyclopedias</u> Practical/Functional Texts <ul style="list-style-type: none"> • Procedures/Instructions • Announcements • Book Orders • Invitations 	R:IT:5:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: <u>dictionaries</u> , glossaries, <u>reports</u> , encyclopedias, children’s magazines, content trade books, textbooks, student newspapers, <u>Internet websites</u> , <u>biographies</u> ; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, <u>recipes</u> , <u>menus</u>)	I will identify the characteristics of the following informational texts (facts): Reference <ul style="list-style-type: none"> • Dictionaries • Magazines • Trade books • Newspapers • Glossaries • Textbooks • Encyclopedias • <u>Reports</u> • <u>Internet Websites</u> • <u>Biographies</u> Practical/Functional Texts <ul style="list-style-type: none"> • Procedures/Instructions • Announcements • Book Orders • Invitations • <u>Recipes</u> • <u>Menus</u>

ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2)					
(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:IT:3:2.1: Connecting information <i>within</i> a text EXAMPLE: Combining, comparing, or using information found in both the written text and in a caption in a text	I will find and compare information in different parts of a text.	R:IT:4:2.1: Connecting information <i>within</i> a text or <i>across</i> texts	I will find and compare information in different parts of a text and <u>between</u> texts.	R:IT:5:2.1: Connecting information <i>within</i> a text or <i>across</i> texts	I will find and compare information in different parts of a text and between texts.
R:IT:3:2.2: Recognizing generalizations about text (e.g., identifying appropriate titles, <u>assertions, or</u> <u>controlling ideas</u>)	I will know <u>facts and</u> <u>form opinions</u> about what I read.	R:IT:4:2.2: <u>Synthesizing</u> <u>information within or</u> <u>across text(s) (e.g.,</u> <u>constructing</u> <u>appropriate titles; or</u> <u>formulating</u> <u>assertions or</u> <u>controlling ideas)</u>	I will read a variety of texts to find facts and form opinions.	R:IT:5:2.2: <u>Synthesizing</u> <u>information within or</u> <u>across text(s) (e.g.,</u> <u>constructing</u> <u>appropriate titles; or</u> <u>formulating</u> <u>assertions or</u> <u>controlling ideas)</u>	I will read a variety of texts to find facts and form opinions.

ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2) CONTINUED					
(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:IT:3:2.3: Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant	I will use what I know about what I read (inference) to <u>form judgments and express opinions about main/central ideas.</u>	R:IT:4:2.3: <u>Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant</u>	I will form conclusions, make judgments, and express opinions. I will make inferences about the text and determine <u>author’s purpose (inform, explain, entertain).</u>	R:IT:5:2.3: Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments <u>and assertions about central ideas that are relevant</u>	I will <u>form conclusions, make judgments, and express opinions about main/central ideas.</u> I will make inferences about the text and determine author’s purpose (inform, explain, entertain, <u>persuade</u>).
R:IT:3:2.4: <u>Distinguishing fact from opinion</u>	I will <u>tell the differences between fact and opinion.</u>	R:IT:4:2.4 Distinguishing fact from opinion	I will tell the differences between fact and opinion.	R:IT:5:2.4: Distinguishing fact from opinion	I will tell the difference between fact and opinion.
R:IT:3:2.5 Making inferences about causes or effects EXAMPLE: What probably caused the fire to start in the garage?	I will explain why things happen in a story (cause/effect).	R:IT:4:2.5: Making inferences about causes or effects	I will make inferences about cause and effect to help me understand information.	R:IT:5:2.5: Making inferences about causes or effects	I will make inferences about cause and effect to help me understand information.

READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)					
(R:RS:1: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)					
R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:RS:3:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/meaning, or other context cues)	I will correct my reading when I know it doesn't make sense, sound right, or look right.	R:RS:4:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues.)	I will correct my reading when I know it doesn't make sense, sound right, or look right.	R:RS:5:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/ language structure, semantics/ meaning, or other context cues)	I will correct my reading when I know it doesn't make sense, sound right, or look right.
R:RS:3:1.2: Subsumed in R:RS:3:1.1		R:RS:4:1.2: Subsumed in R:RS:4:1.1		R:RS:5:1.2: Subsumed in R:RS:5:1.1	

READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)					
(R:RS:2: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)					
R:RS:2: Uses comprehension strategies (with flexibility and as needed)...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:RS:3:2.1: <u>before, during, and after</u> reading literary and informational text. EXAMPLES of reading comprehension strategies might include :using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g. <u>transition words, subheadings, bold/italicized print, parts of the book</u>) (See also Appendix D)	<p><u>Before, during, and after</u> reading I will ___ to help me understand literary and informational text.</p> <ul style="list-style-type: none"> • Use prior knowledge (what I know) • Make predictions (what I think might happen) • Make inferences (what I know and what I read) • Ask questions • Make pictures in my mind • Make connections • Determine importance • Ask literal (<u>a right in the book answer</u>) and clarifying questions • Locate and using text features (<u>transition words, subheadings, bold/italicized print, parts of the book</u>) 	R:RS:4:2.1: before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; <u>sampling a page for readability; summarizing</u> ; predicting and making text based inferences; determining importance; generating literal and clarifying questions; constructing sensory images(e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); locating and using text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or <u>using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification)</u> (See also Appendix D)	<p>Before, during, and after reading I will the following strategies to help me understand literary and informational text.</p> <ul style="list-style-type: none"> • Prior knowledge • <u>Readability (checking if the book is a good fir for me)</u> • Predicting • Inferences • Ask questions • Making pictures in my mind • Making connections • Determining importance • Asking literal and clarifying questions • Locating and using text features (transition words, subheadings, bold/italicized print, parts of the book) • <u>Text structure clues (chronological, cause/effect, compare/contrast, proposition and support description).</u> 	R:RS:5:2.1: before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, <u>and inferential questions</u> ; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); <u>taking notes</u> ; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition, description classification, support, and <u>logical/ sequential</u>) (See also Appendix D)	<p>Before, during, and after reading I will the following strategies to help me understand literary and informational text.</p> <ul style="list-style-type: none"> • Prior knowledge • <u>Readability (checking if the book is a good fir for me)</u> • Predicting • Inferences • Asking, clarifying, and <u>inferential</u> questions • Making pictures in my mind • Making connections • <u>Taking notes</u> • Determining importance • Asking literal questions • Locating and using text features (transition words, subheadings, bold/italicized print, parts of the book) • Text structure clues (chronological, cause/effect, compare/contrast, proposition and support description).

BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:1)					
R:B:1: Demonstrates the habit of reading widely and extensively* by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:B:3:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	I will spend lots of time reading in-school, out-of-school, and during the summer.	R:B:4:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	I will spend lots of time reading in-school, out-of-school, and during the summer.	R:B:5:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	I will spend lots of time reading in-school, out-of-school, and during the summer.
R:B:3:1.2: Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (See Appendix A)	I will read all kinds of books.	R:B:4:1.2: Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (See Appendix A)	I will read a variety of genres.	R:B:5:1.2: Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (See Appendix A)	I will read a variety of genres.
R:B:3:1.3: Reading multiple texts for depth of understanding an author or genre	I will read a variety of texts to develop a strong understanding of the characteristic of different types of stories or authors.	R:B:4:1.3: Reading multiple texts for depth of understanding an author or genre	I will read a variety of texts to develop a strong understanding of an author or genre.	R:B:5:1.3: Reading multiple texts for depth of understanding an author, a <u>subject</u> , a <u>theme</u> , or genre	I will read a variety of texts to develop a strong understanding of a author, a <u>subject</u> , a <u>theme</u> , or genre.

BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:2)					
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.					
R:B:2: Demonstrates participation in a literate community by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:B:3:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose interesting stories that are just right for me to read.	R:B:4:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose books on my reading level that interest me.	R:B:5:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose books on my reading level that interest me.
R:B:3:2.2: Participating in discussions about text, ideas, and student “writing” by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read about writing I have done. I will listen to others talk about books they have read and writing they have done.	R:B:4:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read about writing I have done. I will listen to others talk about books they have read and writing they have done.	R:B:5:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read about writing I have done. I will listen to others talk about books they have read and writing they have done.

BREADTH OF READING: Reading for Research Across Content Areas (B:3)					
*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.					
R:B:3:3: Research* by reading multiple sources (including print and non-print texts) to report information by...					
R:B:4:3: Research* by reading multiple sources (including print and non-print texts) to report information, or to <u>formulate a judgment</u> by...					
R:B:5:3: Research* by reading multiple sources (including print and non-print texts) to report information, <u>solve a problem</u>, or to formulate a judgment by...					
Grade 3 (Local) & (State)	Student Friendly Language	Grade 4 (Local) & (State)	Student Friendly Language	Grade 5 (Local) & (State)	Student Friendly Language
R:B:3:3.1: Using sources provided	I will use different resources to do research.	R:B:4:3.1: Using sources provided	I will use different resources to do research.	R:B:5:3.1: <u>Identifying potential sources of information from those provided</u>	When completing research, I will <u>identify/choose potential sources of information from those provided.</u>
R:B:3:3.2: Evaluating information presented in terms of relevance	I will find and use information that is appropriate to my research topic.	R:B:4:3.2: Evaluating information presented in terms of relevance	I will find and use information that is appropriate to my research topic.	R:B:5:3.2: Evaluating information presented, in terms of relevance	I will find and use information that is appropriate to my research topic.
R:B:3:3.3: Gathering information and using a given structure (e.g., chart, diagram. Outline, etc.) to organize it	I will use graphic organizers to organize the information I have gathered.	R:B:4:3.3: Gathering information and using a given structure (e.g., chart, diagram. Outline, etc.) to organize it	I will use graphic organizers to organize the information I have gathered.	R:B:5:3.3: Gathering, <u>organizing, and interpreting</u> the information	I will <u>organize and interpret</u> information I have gathered.
R:B:3:3.4: Using evidence to support conclusions	I will use facts and information from text to support what I think (conclusion).	R:B:4:3.4: Using evidence to support conclusions	I will use information to support my conclusions (what I think).	R:B:5:3.4: Using evidence to support conclusions	I will use information to support my conclusions.