

<b>Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge</b>					
<b>R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
No GLE at this grade level		No GLE at this grade level		No GLE at this grade level	

<b>Early Reading Strategies (ERS:2)</b> <b>Concepts of Print</b>					
<b>R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...</b>					
<b>Grade 6</b> <b>(Local and State)</b>	<b>Student Friendly</b> <b>Language</b>	<b>Grade 7</b> <b>(Local and State)</b>	<b>Student Friendly</b> <b>Language</b>	<b>Grade 8</b> <b>(Local and State)</b>	<b>Student Friendly</b> <b>Language</b>
No GLE at this grade level		No GLE at this grade level		No GLE at this grade level	

READING FLUENCY and ACCURACY (F&A)					
<b>(R:F&amp;A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)</b>					
<b>R:F&amp;A: Reads grade-level appropriate material with...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:F&A:6:1.1: Accuracy: reading material appropriate for <u>grade 6</u> with 90-94% accuracy (See Appendix F for sample titles.)	On a daily basis, I will accurately read material that is appropriate for <u>6<sup>th</sup> grade.</u>	R:F&A:7:1.1: Accuracy: reading material appropriate for <u>grade 7</u> with at least 90-94% accuracy (See Appendix F for sample titles.)	On a daily basis, I will accurately read material that is appropriate for <u>7<sup>th</sup> grade.</u>	R:F&A:8:1.1: Accuracy: reading material appropriate for <u>grade 8</u> with at least 90-94% accuracy (See Appendix F for sample titles.)	On a daily basis, I will accurately read material that is appropriate for <u>8<sup>th</sup> grade.</u>
R:F&A:6:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (See Appendix C for suggested rates.)	I will read silently and orally with fluency and adjust my reading rate (pace) as needed.	R:F&A:7:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix C for suggested rates.)	I will read silently and orally with fluency and adjust my reading rate as needed.	R:F&A:8:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix C for suggested rates.)	I will read silently and orally with fluency and adjust my reading rate as needed.
R:F&A:6:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue	I will attend to text features to read with phrasing and expression.	R:F&A:7:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue	I will attend to text features to read with phrasing and expression.	R:F&A:8:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue	I will attend to text features to read with phrasing and expression.

<b>WORD IDENTIFICATION SKILLS and STRATEGIES (WID)</b>					
<b>R:WID: Applies word identification/ decoding strategies by ...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:WID:6:1.1: Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns	I will use my knowledge of syllables, sounds, prefixes, and suffixes or word patterns to decode (identify) unfamiliar words.	R:WID:7:1.1: Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns	I will use my knowledge of syllables, sounds, prefixes, and suffixes or word patterns to decode (identify) unfamiliar words.	R:WID:8:1.1: Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns	I will use my knowledge of syllables, sounds, prefixes, and suffixes or word patterns to decode (identify) unfamiliar words.

VOCABULARY STRATEGIES (V:1)					
<b>(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:V:1: Students identify the meaning of unfamiliar vocabulary by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:V:6:1.1: 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, <u>thesauruses</u> ; or prior knowledge)	I will use the following strategies or resources to figure out the meaning on words: Strategies <ul style="list-style-type: none"> <li>• Prior knowledge</li> <li>• Prefixes/Suffixes</li> <li>• Base Words</li> <li>• Context Clues</li> </ul> Resources <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Glossaries</li> <li>• <u>Thesauruses</u></li> </ul>	R:V:7:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, <u>common roots</u> , <u>or word origins</u> ; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge) EXAMPLE (of common root): inspection (in -spec-tion)	I will use the following strategies or resources to figure out the meaning on words: Strategies <ul style="list-style-type: none"> <li>• Prior knowledge</li> <li>• Prefixes/Suffixes</li> <li>• Base Words</li> <li>• Context Clues</li> </ul> Resources <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Glossaries</li> <li>• Thesauruses</li> <li>• <u>Common Roots</u></li> <li>• <u>Word Origins</u></li> </ul>	R:V:8:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)	I will use the following strategies or resources to figure out the meaning on words: Strategies <ul style="list-style-type: none"> <li>• Prior knowledge</li> <li>• Prefixes/Suffixes</li> <li>• Base Words</li> <li>• Context Clues</li> </ul> Resources <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Glossaries</li> <li>• Thesauruses</li> <li>• Common Roots</li> <li>• Word Origins</li> </ul>

<b>BREADTH of VOCABULARY (V:2)</b>					
<b>R:V:2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:V:6:2.1: Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning	I will identify synonyms, antonyms or homonyms/homophones or shades of meaning (tired/exhausted).	R:V:7:2.1: Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning	I will identify synonyms, antonyms or homonyms/homophones or shades of meaning.	R:V:8:2.1: Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or <u>word origins, including words from other languages that have been adopted into our language</u> EXAMPLE (word origin from other language): de'ja' vu	I will identify synonyms, antonyms or homonyms/homophones, shades of meaning or <u>word origins (including words from other languages de'ja'vu).</u>
R:V:6:2.2: Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary	I will explain the meaning of words in context, including content specific vocabulary, words with multiple meanings or precise vocabulary.	R:V:7:2.2: Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary	I will explain the meaning of words in context, including content specific vocabulary, words with multiple meanings or precise vocabulary.	R:V:8:2.2: Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary	I will explain the meaning of words in context, including content specific vocabulary, words with multiple meanings or precise vocabulary.

INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)					
<b>(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:LT:1: Demonstrate initial understanding of elements of literary texts by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
<b>R:LT:6:1.1:</b> Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character <u>or</u> <u>setting</u> over time EXAMPLE (of setting changing): In this poem, how does the farm's appearance change over the years?	I will identify/describe the following in a story: <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Problem/Solution</li> <li>• Major Events</li> <li>• Plot</li> <li>• How Characters Change</li> <li>• <u>How setting changes over time</u></li> </ul>	<b>R:LT:7:1.1:</b> Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or <u>identifying rising action, climax, or falling action</u>	I will identify/describe the following in a story: <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Problem/Solution</li> <li>• Major Events</li> <li>• Plot</li> <li>• How Characters Change</li> <li>• How setting changes over time</li> <li>• <u>Rising Action</u></li> <li>• <u>Climax</u></li> <li>• <u>Falling Action</u></li> </ul>	R:LT:8:1.1: Identifying or describing character(s), setting, problem/ solution, or plots/ <u>subplots</u> , as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action	I will identify/describe the following in a story: <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Problem/Solution</li> <li>• Major Events</li> <li>• Plot/<u>Subplot</u></li> <li>• How Characters Change</li> <li>• How setting changes over time</li> <li>• Rising Action</li> <li>• Climax</li> <li>• Falling Action</li> </ul>
<b>R:LT:6:1.2:</b> 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/plot with major events sequenced.	<b>R:LT:7:1.2</b> 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/plot with major events sequenced.	R:LT:8:1.2: 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/plot with major events sequenced.

INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1) <b>CONTINUED</b>					
<b>(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:LT:6:1.3: Generating questions before, during, and after reading to enhance understanding and 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:7:1.3: Generating questions before, during, and after reading to enhance//expand understanding and /or gaining new information	I will ask myself questions before, during, and after reading to help me remember, understand, and learn new information.	R:LT:8:1.3: Generating questions before, during, and after reading to enhance//expand understanding and /or gaining new information	I will ask myself questions before, during, and after reading to help me remember, understand, and learn new information.
R:LT:6:1.4: Identifying the characteristics of a variety of types/genres of literary text (e.g., <b>literary texts:</b> poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, <u>science fiction, myths, legends</u> )	I will identify the characteristics of the following literary texts (fiction). <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Plays</li> <li>• Realistic Fiction</li> <li>• Fairy Tales</li> <li>• Fables</li> <li>• Tall Tales</li> <li>• Fantasy</li> <li>• Folktales</li> <li>• Historical fiction</li> <li>• Mysteries</li> <li>• <u>Science Fiction</u></li> <li>• <u>Myths</u></li> <li>• <u>Legends</u></li> </ul>	R:LT:7:1.4: Identifying the characteristics of a variety of types/genres of literary text (e.g., <b>literary texts:</b> poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, <u>short stories</u> )	I will identify the characteristics of the following literary texts (fiction). <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Plays</li> <li>• Realistic Fiction</li> <li>• Fairy Tales</li> <li>• Fables</li> <li>• Tall Tales</li> <li>• Fantasy</li> <li>• Folktales</li> <li>• Historical fiction</li> <li>• Mysteries</li> <li>• Science Fiction</li> <li>• Myths</li> <li>• Legends</li> <li>• <u>Short Stories</u></li> </ul>	R:LT:8:1.4: Identifying the characteristics of a variety of types/genres of literary text (e.g., <b>literary texts:</b> poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, <u>epics (poems, novels, dramas)</u> )	I will identify the characteristics of the following literary texts (fiction). <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Plays</li> <li>• Realistic Fiction</li> <li>• Fairy Tales</li> <li>• Fables</li> <li>• Tall Tales</li> <li>• Fantasy</li> <li>• Folktales</li> <li>• Historical fiction</li> <li>• Mysteries</li> <li>• Science Fiction</li> <li>• Myths</li> <li>• Legends</li> <li>• Short Stories</li> <li>• <u>Epics (poems, novels, dramas)</u></li> </ul>

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.)

Grade 6 (Local and State)	Student Friendly Language	Grade 7 (Local and State)	Student Friendly Language	Grade 8 (Local and State)	Student Friendly Language
R:LT:6:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, <u>flashback</u> , <u>onomatopoeia</u> , <u>repetition</u> , or <u>idioms</u>	I will identify the following in text: <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Dialogue</li> <li>• Alliteration</li> <li>• Description</li> <li>• Simile</li> <li>• Imagery</li> <li>• Simple Metaphors</li> <li>• <u>Flashback</u></li> <li>• <u>Onomatopoeia</u></li> <li>• <u>Repetition</u></li> <li>• Idioms</li> </ul>	R:LT:7:1.5: Identifying literary devices as appropriate to genre: <u>rhyme schemes</u> , alliteration, simile, dialogue, imagery, <u>metaphors</u> , flashback, onomatopoeia, repetition, or <u>personification</u>	I will identify the following in text: <ul style="list-style-type: none"> <li>• <u>Rhyme Scheme</u></li> <li>• Dialogue</li> <li>• Alliteration</li> <li>• Description</li> <li>• Simile</li> <li>• Imagery</li> <li>• <u>Metaphors</u></li> <li>• Flashback</li> <li>• Onomatopoeia</li> <li>• Repetition</li> <li>• Idioms</li> <li>• <u>Personification</u></li> </ul>	R:LT:8:1.5: Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition, personification, or <u>hyperbole</u>	I will identify the following in text: <ul style="list-style-type: none"> <li>• Rhyme Scheme</li> <li>• Dialogue</li> <li>• Alliteration</li> <li>• Description</li> <li>• Simile</li> <li>• Imagery</li> <li>• Metaphors</li> <li>• Flashback</li> <li>• Onomatopoeia</li> <li>• Repetition</li> <li>• Idioms</li> <li>• Personification</li> <li>• <u>Hyperbole</u></li> </ul>

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2)					
<b>(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
<b>R:LT:6:2.1</b> <u>Explaining or supporting</u> logical predictions (e.g., providing evidence from text to explain why something is likely to happen next)	I will provide evidence from text to <u>explain/support logical predictions.</u>	<b>R:LT:7:2.1:</b> Explaining or supporting logical predictions	I will provide evidence from text to explain/support logical predictions.	R:LT:8:2.1: Explaining or supporting logical predictions	I will provide evidence from text to explain/support logical predictions.
<b>R:LT:6:2.2:</b> Describing <u>characters' traits, motivation, or interactions, citing thoughts, words, or actions</u> that reveal characters' traits, motivations, or their changes over time	I will describe <u>characters' traits, motivation, interactions, or changes over time by citing thoughts, words, or actions.</u>	<b>R:LT:7:2.2:</b> Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time	I will describe characters' traits, motivation, interactions, or changes over time by citing thoughts, words, or actions.	R:LT:8:2.2: Describing <u>characterization (e.g., stereotype, antagonist, protagonist),</u> motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time	I will describe characters in terms of stereotypes and protagonist/antagonist by citing evidence regarding a character's actions, motivations, and changes over time.

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2) <b>CONTINUED</b>					
(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
<b>R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b>					
Grade 6 (Local and State)	Student Friendly Language	Grade 7 (Local and State)	Student Friendly Language	Grade 8 (Local and State)	Student Friendly Language
R:LT:6:2.3: <u>Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)</u>	I will <u>provide evidence (cite) from the text to make inferences about cause/effect relationships and external conflicts (e.g., person vs. person, person vs. nature/society/fate).</u>	R:LT:7:2.3: <u>Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text</u>	I will cite (provide) evidence from the text to support cause/effect relationships and <u>internal (person vs. self)</u> and external conflicts within text.	R:LT:8:2.3: Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots)	I will cite evidence from the text to support cause/effect relationships and internal/external conflicts, with text. I will explain how the events in a story are related to conflict.
R:LT:6:2.4: <u>Explaining how the narrator's point of view affects the reader's interpretation</u> EXAMPLE: This story is told from Ted's point of view. What do you know about how Ted feels because he tells the story?	I will explain how the narrator's point of view affects my understanding of the text.	R:LT:7:2.4: <u>Explaining how the narrator's point of view affects the reader's interpretation</u>	I will explain how the narrator's point of view affects my understanding of the text.	R:LT:8:2.4: Explaining how the narrator's point of view affects the reader's interpretation	I will explain how the narrator's point of view affects my understanding of the text.

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2) <b>CONTINUED</b>					
<b>(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:LT:6:2.5: Identifying author’s message or theme	I will identify the author’s message or theme.	R:LT:7:2.5: <u>Explaining how the author’s message or theme is supported within the text</u>	I will <u>show how the author’s message (theme) is explained in the text.</u>	R:LT:8:2.5: Explaining how the author’s message or theme (which may include <u>universal themes</u> ) is supported within the text	I will <u>show how the author’s message (theme) is explained in the text.</u>

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:3)					
<b>(R:LT:3: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:LT:6:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary work	I will give examples and explain literary elements and devices such as <u>imagery, exaggeration, simile, metaphor, foreshadowing, or suspense</u> to analyze literary works (texts).	R:LT:7:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, repetition, flashback, foreshadowing, or personification) to analyze literary works EXAMPLE: Why did the author choose to use flashback in this story?	I will give examples and explain literary elements and devices such as imagery, exaggeration, foreshadowing, repetition, flashback, or personification to analyze literary works.	R:LT:8:3.1: Demonstrating knowledge of <u>author’s style</u> or use of literary elements and devices (e.g., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, or use of punctuation) to analyze literary works	I will give examples from the text that point out a <u>type of writing that the author uses (author’s style)</u> . I will also give examples and explain literary elements and devices such as imagery, foreshadowing, repetition, flashback, personification, hyperbole, or symbolism to analyze literary works. In addition, I will also explain if the author uses <u>punctuation</u> in a special way.
R:LT:6:3.2: Demonstrating knowledge of use of literary elements and devices (e.g., rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition, or idioms) to analyze literary works	I will give examples and explain literary elements and devices such as <u>rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition or idioms</u> to analyze literary works (texts).	R:LT:7:3.2: Demonstrating knowledge of use of literary elements and devices (e.g., rhyme schemes, alliteration, simile, dialogue, metaphors, onomatopoeia, repetition, or idioms) to analyze literary works	I will give examples and explain literary elements and devices such as alliteration, dialogue, onomatopoeia, repetition, idioms, rhyme schemes, simile, or metaphors to analyze literary works (texts).	R:LT:8:3.2: is subsumed under R:LT:8:3.1, since all aspects are assessed Locally in grade 8	

<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:4)</b>					
<b>(R:LT:4: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:LT:4: Generates a personal response to what is read through a variety of means by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:LT:6:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	I will compare what I have read to my own experiences, things that I already know, and other books that I have read.	R:LT:7:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	I will compare what I have read to my own experiences, things that I already know, and other books that I have read.	R:LT:8:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	I will compare what I have read to my own experiences, things that I already know, and other books that I have read.
R:LT:6:4.2: Providing relevant details to support the connections made or judgments <u>(interpretive, analytical, evaluative, or reflective)</u>	I will provide specific details to support the connections and <u>judgments (interpretive, analytical, evaluative, or reflective)</u> I make.	R:LT:7:4.2: Providing relevant details to support the connections made or judgments <u>(interpretive, analytical, evaluative, or reflective)</u>	I will provide specific details to support the connections and judgments <u>(interpretive, analytical, evaluative, or reflective)</u> I make.	R:LT:8:4.2: Providing relevant details to support the connections made or judgments <u>(interpretive, analytical, evaluative, or reflective)</u>	I will provide specific details to support the connections and judgments <u>(interpretive, analytical, evaluative, or reflective)</u> I make.

INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1)					
<b>(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:IT:6.1.1a: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)	I will use text features such as ___ to help me find information. <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Charts</li> <li>• Graphs</li> <li>• Diagrams</li> <li>• Illustrations</li> <li>• Table of contents</li> <li>• Basic Transition Words</li> <li>• Bold or Italicized Text</li> <li>• Headings</li> <li>• Graphic Organizers</li> <li>• Index</li> <li>• Transition words/phrases</li> <li>• Subheadings</li> </ul>	R:IT:7.1.1: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, <u>transitional devices</u> , bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)	I will use text features such as ___ to help me find information. <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Charts</li> <li>• Graphs</li> <li>• Diagrams</li> <li>• Illustrations</li> <li>• Table of contents</li> <li>• Basic Transition Words</li> <li>• Bold/Italicized Text</li> <li>• Headings</li> <li>• Graphic Organizers</li> <li>• Index</li> <li>• Transition words/phrases</li> <li>• Subheadings</li> <li>• <u>Transitional Devices</u></li> </ul>	R:IT:8.1.1: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)	I will use text features such as ___ to help me find information. <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Charts</li> <li>• Graphs</li> <li>• Diagrams</li> <li>• Illustrations</li> <li>• Table of contents</li> <li>• Basic Transition Words</li> <li>• Bold/Italicized Text</li> <li>• Headings</li> <li>• Graphic Organizers</li> <li>• Index</li> <li>• Transition words/phrases</li> <li>• Subheadings</li> <li>• <u>Transitional Devices</u></li> </ul>

INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1) <b>CONTINUED</b>					
(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
<b>R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>					
Grade 6 (Local and State)	Student Friendly Language	Grade 7 (Local and State)	Student Friendly Language	Grade 8 (Local and State)	Student Friendly Language
R:IT:6:1.1b: Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations, or <u>transitional devices</u> )	I will use the following text features to help me find information: <ul style="list-style-type: none"> <li>• Maps</li> <li>• Diagrams</li> <li>• Tables</li> <li>• Captions</li> <li>• Timelines</li> <li>• Citations</li> <li>• <u>Transitional Devices</u></li> </ul>	R:IT:7:1.1b: No stem at this grade level		R:IT:8:1.1b: No stem at this grade level	
<b>R:IT:6:1.2: Using information from the text to answer questions related to main/central ideas or key details</b>	I will use information from the book to answer questions about the main/central idea and key details.	<b>R:IT:7:1.2: Using information from the text to answer questions, <u>to state the main/central ideas, or to provide supporting details</u></b>	I will information to answer questions as I tell <u>the main idea and supporting details</u> .	R:IT:8:1.2: Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details	I will information to answer questions as I tell the main idea and supporting details.

INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1) <b>CONTINUED</b>					
<b>(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:IT:6:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)	I will organize information on graphic organizers to paraphrase, summarize or compare/contrast the main/central ideas or details.	R:IT:7:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)	I will organize information on graphic organizers to paraphrase, summarize or compare/contrast the main/central ideas or details.	R:IT:8:1.3: Organizing information to show understanding or <u>relationships among facts, ideas, and events</u> (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or <u>outlining</u> )	I will show my understanding of <u>relationships among facts, ideas, and events</u> using graphic organizers and <u>outlining</u> .
R:IT:6:1.4: Generating questions before, during, and after reading to enhance understanding and 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:7:1.4: Generating questions before, during, and after reading to enhance understanding and 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:8:1.4: Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information	I will think up questions before, during and after reading to remember and understand new information.

<b>INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1) <i>CONTINUED</i></b>					
<b>(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>

<p>R:IT:6:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: <u>dictionaries</u>, <u>glossaries</u>, <u>thesauruses</u>, <u>encyclopedias</u>, <u>reports</u>, <u>magazines</u>, <u>newspapers</u>, <u>textbooks</u>, <u>biographies</u>, <u>autobiographies</u>, <u>Internet websites</u>, <u>public documents and discourse</u>, <u>essays</u>, <u>articles</u>; and practical/functional: <u>procedures/instructions</u>, <u>announcements</u>, <u>invitations</u>, <u>book orders</u>, <u>recipes</u>, <u>menus</u>, <u>advertisements</u>, <u>pamphlets</u>)</p>	<p>I will identify the characteristics of the following informational texts:  <b>Reference</b></p> <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• <u>Magazines</u></li> <li>• <u>Newspapers</u></li> <li>• Glossaries</li> <li>• Textbooks</li> <li>• Encyclopedias</li> <li>• Reports</li> <li>• Internet Websites</li> <li>• Biographies</li> <li>• <u>Autobiographies</u></li> <li>• <u>Thesauruses</u></li> <li>• <u>Essays</u></li> <li>• <u>Articles</u></li> <li>• <u>Public Documents and Discourse</u></li> </ul> <p><b>Practical/Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Procedures/Instructions</li> <li>• Announcements</li> <li>• Book Orders</li> <li>• Invitations</li> <li>• Recipes</li> <li>• Menus</li> <li>• <u>Advertisements</u></li> <li>• <u>Pamphlets</u></li> </ul>	<p>R:IT:7:1.5: Identifying the characteristics of a variety of types of text (e.g., <b>reference:</b> <u>thesauruses</u>, <u>reports</u>, <u>magazines</u>, <u>newspapers</u>, <u>textbooks</u>, <u>biographies</u>, <u>autobiographies</u>, <u>Internet websites</u>, <u>public documents and discourse</u>, <u>essays</u>, <u>articles</u>, <u>technical manuals</u>; and <b>practical/functional:</b> <u>procedures/instructions</u>, <u>announcements</u>, <u>invitations</u>, <u>book orders</u>, <u>recipes</u>, <u>menus</u>, <u>advertisements</u>, <u>pamphlets</u>)</p>	<p>I will identify the characteristics of the following informational texts:  <b>Reference</b></p> <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Glossaries</li> <li>• Textbooks</li> <li>• Encyclopedias</li> <li>• Reports</li> <li>• Internet Websites</li> <li>• Biographies</li> <li>• <u>Autobiographies</u></li> <li>• <u>Thesauruses</u></li> <li>• <u>Essays</u></li> <li>• <u>Articles</u></li> <li>• <u>Public Documents and Discourse</u></li> <li>• <u>Technical Manuals</u></li> </ul> <p><b>Practical/Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Procedures/Instructions</li> <li>• Announcements</li> <li>• Book Orders</li> <li>• Invitations</li> <li>• Recipes</li> <li>• Menus</li> <li>• Advertisements</li> <li>• Pamphlets</li> </ul>	<p>R:IT:8:1.5: Identifying the characteristics of a variety of types of text (e.g., <b>reference:</b> <u>reports</u>, <u>magazines</u>, <u>newspapers</u>, <u>textbooks</u>, <u>biographies</u>, <u>autobiographies</u>, <u>Internet websites</u>, <u>public documents and discourse</u>, <u>essays</u>, <u>articles</u>, <u>technical manuals</u> ; and <b>practical/functional:</b> <u>procedures/instructions</u>, <u>announcements</u>, <u>invitations</u>, <u>book orders</u>, <u>recipes</u>, <u>menus</u>, <u>advertisements</u>, <u>pamphlets</u>, <u>schedules</u>)</p>	<p>I will identify the characteristics of the following informational texts:  <b>Reference</b></p> <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Glossaries</li> <li>• Textbooks</li> <li>• Encyclopedias</li> <li>• Reports</li> <li>• Internet Websites</li> <li>• Biographies</li> <li>• <u>Autobiographies</u></li> <li>• <u>Thesauruses</u></li> <li>• <u>Essays</u></li> <li>• <u>Articles</u></li> <li>• <u>Public Documents and Discourse</u></li> <li>• <u>Technical Manuals</u></li> </ul> <p><b>Practical/Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Procedures/Instructions</li> <li>• Announcements</li> <li>• Book Orders</li> <li>• Invitations</li> <li>• Recipes</li> <li>• Menus</li> <li>• Advertisements</li> <li>• Pamphlets</li> <li>• <u>Schedules</u></li> </ul>
---	---	---	---	--	---

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.)					
<b>R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...</b>					
Grade 6 (Local and State)	Student Friendly Language	Grade 7 (Local and State)	Student Friendly Language	Grade 8 (Local and State)	Student Friendly Language
R:IT:6:2.1: 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:7:2.1: <u>Explaining connections</u> about information <i>within</i> a text, <i>across</i> texts, <u>or</u> to related ideas	I will <u>explain connections</u> within a text, across texts <u>or to related ideas</u> .	R:IT:8:2.1: Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas	I will explain connections within a text, across texts or to related ideas.
R:IT:6:2.2: Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas	I will read a variety of texts to find facts and form opinions.	R:IT:7:2.2: Synthesizing <u>and evaluating</u> information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas	I will read a variety of texts to find facts, form opinions, and <u>make judgments</u> .	R:IT:8:2.2: Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)	I will read a variety of texts to find facts, form opinions, and make judgments.

ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2) <b>CONTINUED</b>					
(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
<b>R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...</b>					
Grade 6 (Local and State)	Student Friendly Language	Grade 7 (Local and State)	Student Friendly Language	Grade 8 (Local and State)	Student Friendly Language
R:IT:6:2.3: Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant	I will form conclusions, make judgments, and express opinions about main/central ideas. I will make inferences about the text and determine author’s purpose (inform, explain, entertain, persuade).	R:IT:7:2.3: Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or using supporting evidence to form or evaluate</u> opinions/judgments and assertions about the central ideas that are relevant EXAMPLE (of evaluating): Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author’s purpose in writing the piece.	I will find <u>evidence</u> in the text to support my conclusions, judgments, opinions, and inferences.	R:IT:8:2.3: Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate</u> opinions/judgments and assertions about central ideas that are relevant	I will draw inferences about the text, including author’s purpose. I will also <u>explain how the purpose may influence the way the reader understands the text.</u>

ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2) <b>CONTINUED</b>					
(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
<b>R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...</b>					
Grade 6 (Local and State)	Student Friendly Language	Grade 7 (Local and State)	Student Friendly Language	Grade 8 (Local and State)	Student Friendly Language
R:IT:6:2.4: Distinguishing fact from opinion, <u>and identifying possible bias/propaganda</u>	I will tell the differences between fact and opinion. I will <u>tell if there is any unfairness or misleading information in the writing.</u>	R:IT:7:2.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or <u>conflicting information within or across texts</u>	I will tell the differences between fact and opinion. I will tell if there is any unfairness or misleading information in the writing. I will <u>tell if there is conflicting information across texts.</u>	R:IT:8:2.4: Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts	I will tell the differences between fact and opinion. I will tell if there is any unfairness or misleading information in the writing. I will tell if there is conflicting information across texts.
R:IT:6:2.5 Making inferences about causes or effects	I will make inferences about cause and effect to help me understand information.	R:IT:7:2.5: Making inferences about causes or effects	I will make inferences about cause and effect to help me understand information.	R:IT:8:2.5: Making inferences about causes or effects	I will make inferences about cause and effect to help me understand information.
R:IT:6:2.6: No stem at this grade level		R:IT:7:2.6: <u>Evaluating the clarity and accuracy of information</u>	I will decide if the informational text that I have read is true.	R:IT:8:2.6: Evaluating the clarity and accuracy of information	I will decide if the informational text that I have read is true.

<b>READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)</b>					
<b>(R:RS:1: Assumes increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)</b>					
<b>R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:RS:6:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues.)	I will monitor my comprehension when reading and make corrections when necessary.	R:RS:7:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues, etc.)	I will monitor my comprehension when reading and make corrections when necessary.	R:RS:8:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues, etc.)	I will monitor my comprehension when reading and make corrections when necessary.

<b>READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)</b>					
<b>(R:RS:2: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)</b>					
<b>R:RS:2: Uses comprehension strategies before, during, and after reading literary and informational text.</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:RS:6:2.1: 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, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; 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. cause/ effect, chronological, compare/contrast, proposition, and support, description, classification, logical/ sequential)	Before, during, and after reading I will use comprehension strategies to help me understand literary and informational text. (See Appendix D)	R:RS:7:2.1: 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, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; 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. cause/ effect, chronological, compare/contrast, proposition, and support, description, classification, logical/ sequential)	Before, during, and after reading I will use comprehension strategies to help me understand literary and informational text. (See Appendix D)	R:RS:8:2.1: 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, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; 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. cause/ effect, chronological, compare/contrast, proposition, and support, description, classification, logical/ sequential)	Before, during, and after reading I will use comprehension strategies to help me understand literary and informational text. (See Appendix D)

<b>BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:1)</b>					
<b>R:B:1: Demonstrates the habit of reading widely and extensively* by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:B:6:1.1: Reading with frequency, including in-school, out-of-school, and during summer reading	I will spend lots of time reading in-school, out-of school, and during the summer.	R:B:7:1.1: Reading with frequency, including in-school, out-of-school, and during summer reading	I will spend lots of time reading in-school, out-of school, and during the summer.	R:B:8:1.1: Reading with frequency, including in-school, out-of-school, and during summer reading	I will spend lots of time reading in-school, out-of school, and during the summer.
R:B:6:1.2: Reading from a wide range of genres/ kinds of text, <u>including primary and secondary sources</u> , and a variety of authors (e.g., literary, informational, and practical/functional texts) (See Appendix A)	I will read a variety of authors and genres <u>including primary and secondary sources</u> .	R:B:7:1.2: Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (See Appendix A)	I will read a variety of authors and genres <u>including primary and secondary sources</u> .	R:B:8:1.2: Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (See Appendix A)	I will read a variety of authors and genres <u>including primary and secondary sources</u> .
R:B:6:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre	I will read a variety of texts to develop a strong understanding of a author, a subject, a theme, or genre.	R:B:7:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre	I will read a variety of texts to develop a strong understanding of a author, a subject, a theme, or genre.	R:B:8:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre	I will read a variety of texts to develop a strong understanding of a author, a subject, a theme, or genre.

<b>BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:2)</b>					
<b>*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.</b>					
<b>R:B:2: Demonstrates participation in a literate community by...</b>					
<b>Grade 6 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 7 (Local and State)</b>	<b>Student Friendly Language</b>	<b>Grade 8 (Local and State)</b>	<b>Student Friendly Language</b>
R:B:6.2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will be able to choose reading material based on my interest and ability.	R:B:7.2.1: Self-selecting reading materials in line with reading ability and personal interests	I will be able to choose reading material based on my interest and ability.	R:B:8.2.1: Self-selecting reading materials in line with reading ability and personal interests	I will be able to choose reading material based on my interest and ability.
R:B:6.2.2: Participating in in-depth 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 participate in in-depth discussions about books I have read and writing I have done. I will listen and respond to others discuss the books that have read and writing they have done.	R:B:7.2.2: Participating in in-depth 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 participate in in-depth discussions about books I have read and writing I have done. I will listen and respond to others discuss the books that have read and writing they have done.	R:B:8.2.2: Participating in in-depth 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 participate in in-depth discussions about books I have read and writing I have done. I will listen and respond to others discuss the books that 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/ independent reading levels, including print and non-print texts.					
R:B:6:3: Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or <u>to make a decision</u> , or to formulate a judgment by...					
R:B:7:3: Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or <u>to support a thesis</u> by...					
R:B:8:3: Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...					
Grade 6 (Local and State)	Student Friendly Language	Grade 7 (Local and State)	Student Friendly Language	Grade 8 (Local and State)	Student Friendly Language
R:B:6:3.1: <u>Identifying potential sources of information</u>	When completing research, I will <u>identify potential sources of information</u> .	R:B:7:3.1: Identifying potential sources of information	When completing research, I will identify potential sources of information.	R:B:8:3.1: Identifying <u>and evaluating</u> potential sources of information	When completing research, I will identify and <u>evaluate</u> potential sources of information.
R:B:6:3.2: Evaluating information presented, in terms of relevance	I will decide if the information in a source is relevant to my topic.	R:B:7:3.2: Evaluating information presented, in terms of relevance	I will decide if the information in a source is relevant to my topic.	R:B:8:3.2: Evaluating information presented, in terms of <u>completeness and relevance</u>	I will evaluate if my information is <u>complete</u> and relevant to my topic.
R:B:6:3.3: Gathering, organizing, and interpreting the information	I will organize and interpret information I have gathered.	R:B:7:3.3: Gathering, organizing, <u>analyzing</u> , and interpreting the information	will organize, <u>analyze</u> , and interpret information I have gathered.	R:B:8:3.3: Gathering, organizing, analyzing, and interpreting the information	I will organize, analyze, and interpret information I have gathered.
R:B:6:3.4: Using evidence to support conclusions	I will use evidence to support my conclusions.	R:B:7:3.4: Using evidence to support conclusions	I will use evidence to support my conclusions.	R:B:8:3.4: Using evidence to support conclusions	I will use evidence to support my conclusions.