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## English Language Arts Content Standards/Reading

### Pre- Kindergarten

#### E1 Reading

**Reading fundamentally, is the process of understanding written language. Preschool children learn to read by having books read to them, reading alone, and by playing with the sounds of language. They come to understand that print conveys meaning when adults read to them and use print to convey messages.**

##### **E1a: Print-Sound Code**

Children learn about print concepts by living in an environment rich in signs, symbols, words, numbers, and art that reflect the children's different cultures. They acquire knowledge of the alphabet when provided with experiences that present letters in ways that are meaningful to their lives. Children learn to discriminate sounds by playing with language through planned opportunities and by their own discovery.

**E1a1:** Children know that letters of the alphabet are a special category of visual graphics that can be individually named.

**E1a2:** Children hear and discriminate the sounds of language.

**E1a3:** Children explore the concepts of print and develop the knowledge that print conveys a message.

##### **E1b. Getting the Meaning**

Learning to use comprehension skills begins with understanding that symbols and print convey meaning and by using oral language to describe past experiences. Providing children with opportunities to actively engage in literacy activities that build on prior knowledge and experiences promotes their reading comprehension.

**E1b1:** Children use emerging listening and speaking skills to construct meaning from conversations with others.

**E1b2:** Children use emerging reading skills to explore the use of print and to construct meaning from print.

##### **E1c Reading Habits**

Preschool children's reading habits develop as they listen to stories, poems, chants and songs and engage in conversations with others. By observing others using print for creative and meaningful activities, being read to daily, and having opportunities to explore books, children realize that words and books can amuse, delight, comfort, illuminate, inform, and excite.

**E1c1:** Children demonstrate an interest in a variety of literature and other printed materials.

**E1c2:** Children demonstrate book-handling awareness.

**E1c3:** Children relate information to their own experiences by responding to questions, discussing pictures, naming and identifying objects, and reacting to stories.

## Kindergarten - E1 Reading

**Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.**

### **E1a: Print-Sound Code**

Kindergarten children should learn the basics of the print-sound code: how letters stand for sounds; how words are constructed from individual sounds; and how words break up into individual sounds. In kindergarten, children should be learning phonemic awareness, the ability to hear and say the separate sounds (phonemes) in words.

#### **E1a.1: Knowledge of Letters and Their Sounds**

By the end of the year, we expect kindergarten students to:

- Recognize and name most letters;
- Recognize and say the common sounds of most letters and write a letter that goes with a spoken sound; and
- Use their knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence.

#### **E1a.2: Phonemic Awareness**

In kindergarten, children should be learning phonemic awareness, the ability to hear and say the separate sounds (phonemes) in words. Specifically, by the end of the year, we expect kindergarten students to be able to:

- Produce rhyming words and recognize pairs of rhyming words;
- Isolate initial consonants in single-syllable words;
- When a single-syllable word is pronounced, identify the onset and rime and begin to fully separate the sounds by saying each sound aloud; and
- Blend onsets and rimes to form words and begin to blend separately spoken phonemes to make a meaningful one-syllable word.

#### **E1a.3: Reading Words**

By the end of kindergarten, children should have caught on to the alphabetic idea; i.e., how the writing system works with respect to sounds.

By the end of the year, we expect kindergarten students to:

- Use their knowledge of letter sounds to figure out a few simple, regularly spelled, single-syllable words;

- read simple texts containing familiar letter-sound correspondences and high-frequency words; and
- read some words on their own, including a small number (about 20) of simple, high-frequency words by “sight” – that is, when children encounter the words in a story, they do not need to sound the words out.

### **E1b: Getting the Meaning**

Getting the meaning is a complex task that doesn’t just happen by reading individual words. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say. Children at the end of kindergarten should understand that every word in a text says something specific.

#### **E1b.1: Accuracy and Fluency**

By the end of the year, we expect kindergarten students to:

- read level B books that they have not seen before, but that have been previewed for them, attending to each word in sequence and getting most of them correct; and
- read “emergently” – that is, “reread” a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said.

#### **E1b.2: Self-Monitoring and Self-Correcting Strategies**

When students are rereading a familiar book at the end of kindergarten, we expect them to use self-monitoring and self-correcting skills when necessary to:

- look at the correct page;
- say the word to which they are pointing;
- read to make sense.

When listening to stories read aloud, children should monitor whether the story is making sense to them.

By the end of the year, we expect kindergarten students to:

- ask why a character would do that;
- say they don’t understand something; and

- say the character “is scared because...” or “did that because...”.

### **E1b.3: Comprehension**

In addition to recognizing words, kindergartners should be able to get the gist of texts they read.

When they read on their own with expected levels of accuracy and fluency, by the end of the year we expect kindergarten students to:

- give evidence that they are following the meaning of what they are reading (for example, retelling what they have read using their own words or colloquial phrasing).

Kindergarten children also should be able to concentrate on and make sense of texts they hear read to them. The following are visible indicators that comprehension is taking place. By the end of the year, we expect kindergarten students to:

- retell the story in their own words or re-enact it, getting the events in the correct sequence;
- respond to simple questions about the book’s content (for example, “Can you tell me what this story was about?” “What was Maria trying to do?” “Why did Antoine hide under the bed?”);
- create artwork or a written response that shows comprehension of the story that was read;
- use knowledge from their own experience to make sense of and talk about the text; and
- make predictions based on illustrations or portions of stories.

### **E1c: Reading Habits**

To be true readers, primary students must develop the habit of reading – a lot. Reading wisely and deeply is a way for students to master reading skills and to acquire background knowledge that helps them construct meaning. Primary students should read and hear a variety of texts and authors, in a variety of ways, every day.

#### **E1c.1: Reading a Lot**

By the end of the year, we expect kindergarten students to:

- choose reading as a way to enjoy free time and ask for books to be read aloud to them;
- listen to one or two books read aloud each day in school and discuss these books with teacher guidance;
- hear another one or two books read to them each day at home or in after-school care;
- “reread” or read along – alone or with a partner or adult – two to four familiar books each day; and

- engage with a range of genres: literature (stories, songs, poems, plays); functional texts (how-to books, signs, labels, messages); and informational texts (all-about books, attribute texts).

#### **E1c.2: Reading Behaviors**

By the end of the year, we expect kindergarten students to:

- hold a book right side up and turn pages in the correct direction;
- be able to follow text with a finger, pointing to each word as it is read; and
- pay attention to what the words they read are saying.

#### **E1c.3: Discussing Books**

We expect children to discuss books every day. Such discussions allow children to use and extend their vocabularies, to explore the ideas presented in books, to develop and use comprehension strategies, and to show that they can engage in “accountable talk” – conversations in which children build ideas together as a group, argue respectfully and logically with one another, and attend carefully to the language of texts. By the end of the year, we expect kindergarten students to:

- give reactions to the book, with backup reasons;
- listen carefully to each other;
- relate their contributions to what others have said;
- ask each other to clarify things they say; and
- use newly learned vocabulary.

#### **E1c.4: Vocabulary**

Most children enter kindergarten with vocabularies that are more than ample for what they read. But because the vocabulary of the books they will read in the first, second and third grades expands dramatically, children’s vocabularies also must grow – even in kindergarten. Children should learn not only new words but also new meanings and uses for familiar words.

By the end of the year, we expect kindergarten students to:

- notice words that they don’t know when they are read to and talked with and guess what the words mean from how they are used;
- talk about words and word meanings as they are encountered in books and conversations;
- show an interest in collecting words and playing with ones they like; and
- learn new words every day from talk and books read aloud

## Grade 1 - E1 Reading

**Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.**

### **E1a: Print-Sound Code**

Knowledge of the print-sound code should take root, as the phonemic awareness that children developed in kindergarten deepens and expands. By the end of Grade 1, students should be well on the way to mastering phonemic awareness. No longer working on sounds or letters separately, they now are able to put these elements of the code together to read meaningful, connected texts. The set of high-frequency words they recognize also has expanded since kindergarten.

#### **E1a.1: Knowledge of Letters and Their Sounds**

- No equivalent component at this grade level.

#### **E1a.2: Phonemic Awareness**

By the end of the year, first-grade students' phonemic awareness should be consolidated fully. They should be able to demonstrate, without difficulty, all of the skills and knowledge expected at the end of kindergarten. The ability to segment and blend each of the sounds in words--which they began to develop in kindergarten--should now be developed fully. By the end of the year, we expect first-grade students to:

- separate the sounds by saying each sound aloud; and
- blend separately spoken phonemes to make a meaningful word.

#### **E1a.3: Reading Words**

By the end of Grade 1, we expect students to:

- know the regular letter-sound correspondences and use them to recognize or figure out regularly spelled one- and two-syllable words;
- use onsets and rimes to create new words that include blends and digraphs; and
- recognize about 150 high-frequency words as they encounter the words in reading.

### **E1b: Getting the Meaning**

First-grade students read aloud leveled books. They sound like they know what they are reading. Readers also must use a variety of skills

and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

#### **E1b.1: Accuracy**

By the end of the year, we expect first-grade students to:

- read Level I books that they have not seen before, but that have been previewed for them, with ninety percent or better accuracy of word recognition (self-correction allowed).

#### **E1b.2: Fluency**

When they read aloud, we expect first graders to sound like they know what they are reading.

Fluent readers may pause occasionally to work out difficult passages. (Such pauses, provided they are preceded and following by fluent reading, are more likely to indicate use of self-monitoring strategies than lack of fluency).

By the end of the year, we expect first-grade students to:

- independently read aloud from Level I books that have been previewed for them, using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text; and
- use the cues of punctuation – including commas, periods, question marks and quotation marks – to guide them in getting meaning and fluently reading aloud.

#### **E1b.3: Self-Monitoring and Self-Correcting Strategies**

Whenever children read, they should use a variety of self-monitoring and word recognition strategies to help them figure out words they do not recognize immediately. By the end of first grade, we expect children to monitor their own reading for accuracy and sense and to use successfully strategies to solve reading problems.

To see these strategies--which normally are deployed privately and silently inside children's minds--it may be necessary to ask children to read aloud from books that are a bit of a stretch for them in terms of difficulty. When they read books like those that are more difficult, we expect to see more overt self-monitoring

behaviors, less accuracy and fluency, and slower or less precise comprehension.

By the end of the year, we expect first-grade students to:

- notice whether the words sound right, given their spelling;
- notice whether the words make sense in context;
- notice when sentences don't make sense;
- solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts; and
- check their solution to a difficult word against their knowledge of print-sound correspondences and the meaning of the text.

#### **E1b.4: Comprehension**

By the end of first grade, we expect children to demonstrate their comprehension of books that they read independently or with a partner, as well as books that adults read to them. We also expect them to read and understand simple written instructions and functional messages.

When they independently read texts they have not seen before, by the end of the year, we expect first-grade students to:

- retell the story;
- tell what the book is about (summarize it);
- describe in their own words what new information they gained from the text; and
- answer comprehension questions similar to those for kindergartners;

The texts that adults read to first graders usually have more complex conceptual and grammatical features than the texts the children read independently, permitting greater depth in the kinds of comprehension children can display.

For texts that are read to them, we expect children at the end of first grade also to be able to:

- extend the story;
- make predictions about what might happen next and say why;
- talk about the motives of characters; and
- describe the cause and effects of specific events.

#### **E1c: Reading Habits**

Through first-grade (and Grade 2), expectations for independent and assisted reading are

elaborated separately from those expectations for students who are being read to. Books read to students are chosen for their interest and literary value; they usually have greater complexity than a student can handle reading independently or with assistance.

students to:

#### **E1c.1: Independent and Assisted Reading**

By the end of the year, we expect first-grade students to:

- read four to more books every day independently or with assistance;
- discuss at least one of these books with another student or a group;
- read some favorite books many times, gaining deeper comprehension;
- read their own writing and sometimes the writing of their classmates; and
- read functional messages they encounter in the classroom (for example: labels, signs, instructions).

#### **E1c.2: Being Read To**

By the end of the year, we expect first-grade students to:

- hear two or four books or other texts (for example, poems, instructions, newspaper or magazine articles, songs) read aloud every day; and
- listen to and discuss every day at least one book or chapter that is longer and more difficult than what they can read independently or with assistance.

#### **E1c.3: Discussing Books**

Daily discussion of books continues to be essential in first grade. Children now can deal with more complex and longer texts and relate books to teach other. In classroom and small-group discussions of their reading and of books read to them, by the end of the year, we expect first-grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard E1b: Getting the Meaning;
- compare two books by the same author;
- talk about several books on the same theme;
- refer explicitly to parts of the text when presenting or defending a claim;
- politely disagree when appropriate;
- ask others questions that seek elaboration and justification; and
- attempt to explain why their interpretation of a book is valid.

#### **E1c.4: Vocabulary**

Like kindergartners, first graders know more words than they can read or write. They still

acquire most of their new vocabulary by listening to spoken language and hearing books read aloud, though reading and discussing books enhances the quality and breadth of their word knowledge. Children easily absorb into their vocabulary new words that come up and recur in conversation and reading.

By the end of the year, we expect first-grade students to:

- make sense of new words from how the words are used, refining their sense of the words as they encounter them again;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- talk about the meaning of some new words encountered in independent and assisted reading;
- know how to talk about what words mean in terms of functions and features; and
- learn new words every day from talk and books read aloud.

## Grade 2 - E1 Reading

**Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.**

### **E1a: Print-Sound Code**

By the end of the year, second-grade students have a firm grasp of the print-sound code and should be able to read the full range of English spelling patterns by the end of second grade.

By the end of the year, we expect second-grade students to:

- read regularly spelled one- and two-syllable words automatically; and
- recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings.

### **E1b: Getting the Meaning**

Second-graders read books that require higher-level conceptual thinking to understand the subtleties of plot and character development. Students must sustain their reading over several days to finish the book. Most of the reading is done silently and independently, but some parts of the book may be read aloud for emphasis or interest.

#### **E1b.1: Accuracy**

By the end of the year, we expect second-grade students to be able to:

- independently read aloud unfamiliar Level L books with 90 percent or better accuracy of word recognition allowing for self-correction.

#### **E1b.2: Fluency**

By the end of the year, we expect second-grade students to be able to:

- independently read aloud unfamiliar Level L books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text; and
- use the cues of punctuation – including commas, periods, question marks and quotation marks – to guide them in getting meaning and fluently reading aloud.

#### **E1b.3: Self-Monitoring and Self-Correcting Strategies**

At second grade, self-monitoring should be a well-established habit, and all the strategies developed earlier should be used regularly and almost automatically.

In addition, second graders' strategies should be more focused than before on comprehension and meaning of extended sequences of text. Readers' fluency continues to drop when harder texts require them to monitor overtly for accuracy and sense and to use strategies for solving reading problems and self-correcting.

By the end of the year, we expect second-grade students to:

- know when they don't understand a paragraph and search for clarification clues within the text; and
- examine the relationship between earlier and later parts of a text and figure out how they make sense together.

#### **E1b.4: Comprehension**

By the end of second grade, we expect children to demonstrate their comprehension of a variety of narrative, literary, functional and informational texts that they read independently or with a partner, as well as texts that adults read to them.

For books that they read independently, including functional and informational texts, we expect children at the end of second grade to be able to do all of the things we expected of them in first grade, both orally and in writing. In addition, by the end of the year, we expect them to:

- recognize and be able to talk about organizing structures;
- combine information from two different parts of the text;
- infer cause-and-effect relations that are not stated explicitly;
- compare the observations of the author to their own observations when reading nonfiction texts; and
- discuss how, why and what-if questions about nonfiction texts.

The texts that adults read to second graders usually have more complex conceptual and syntactic features than the texts the children read independently, and this permits greater depth in the kinds of comprehension children can display.

For texts that are read to them, we expect children at the end of second grade to be able to do all of the things they can do for independently read texts. In addition, we expect them to:

- discuss or write about the themes of a book-what the “messages” of the book might be;
- trace characters and plots across multiple episodes, perhaps ones that are read on successive days; and
- relate later parts of a story to earlier parts, in terms of themes, cause and effect, etc.

### **E1c: Reading Habits**

Through Grade 2, expectations for independent and assisted reading are elaborated separately from those expectations for students who are being read to.

Children in second grade read more complex books that are considerably longer than books read in first grade and that often have chapters. They also should be reading to learn throughout the school day in all areas of the curriculum.

By second grade, students should recognize and be able to discuss literary qualities of the children’s literature they read. They should identify and talk (or write) about similarities in different books by the same author; differences in similar books by different authors; genre features; and the effects of author’s craft, including word choice, plot, beginnings, endings and character development.

#### **E1c.1: Independent and Assisted Reading**

By the end of the year, we expect second-grade students to:

- read one or two short books or long chapters every day and discuss what they read with another student or a group;
- read good children’s literature every day;
- read multiple books by the same author and be able to discuss differences and similarities among these books;
- reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author’s craft;
- read narrative accounts, responses to literature, informational writing, reports, narrative procedures, recounting, memoirs, poetry, plays and other genre;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;
- read the functional and instructional messages they see in the classroom environment and some of those encountered outside school; and

- voluntarily read to each other, signaling their sense of themselves as readers.

#### **E1c.2: Being Read To**

By the end of the year, we expect second-grade students to:

- have worthwhile literature read to them to model the language and craft of good writing; and
- listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance.

Additionally, we expect students to:

- hear texts read aloud from a variety of genres; and
- use reading strategies explicitly modeled by adults in read-aloud and assisted reading.

#### **E1c.3: Discussing Books**

In classroom and small-group discussions of their reading and of books read to them, we expect students finishing second grade to:

- demonstrate the skills we look for in the comprehension component of E1b: Getting the Meaning;
- recognize genre features and compare works by different authors in the same genre;
- discuss recurring themes across works;
- paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrase;
- sometimes challenge another speaker on whether facts are accurate, including reference to the text;
- sometimes challenge another speaker on logic or inference; ask other speakers to provide supporting information or details; and
- politely correct someone who paraphrases or interprets their ideas incorrectly.

#### **E1c.4: Vocabulary**

By the end of the year, we expect second-grade students to:

- recognize when they don’t know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading;
- talk about the meaning of some new words encountered in reading after they have finished reading and discussing a text;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function, features and category; and
- learn new words everyday from their reading and talk.

## Grade 3 - E1 Reading

**Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.**

### **E1a: Print-Sound Code**

In third grade, students' decoding of the print-sound code should become automatic across the whole span of language. Throughout third grade they should continue to learn about words—roots, inflections, suffixes, prefixes, homophones and word families—as part of vocabulary growth. Each book they read presents new words that they should be able to figure out using their knowledge of word structures.

#### **E 1a.1: Knowledge of Letters and Their Sounds:**

- No equivalent component at this grade level.

#### **E 1a.2: Phonemic Awareness:**

- No equivalent component at this grade level.

#### **E 1a.3: Reading Words:**

- No equivalent component at this grade level.

### **E 1b: Getting the Meaning**

The ultimate goal of reading is understanding the meaning of written language. But getting the meaning is a complex task that doesn't just happen by reading individual words. Readers also must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

#### **E 1b.1: Accuracy:**

By the end of the year, we expect third grade students to:

- read aloud unfamiliar Level O books with ninety percent or better accuracy of word recognition (self-correction allowed).

#### **E 1b.2: Fluency**

Third grade fluency is displayed mainly in the more mature texts they are able to read easily. By the end of the year, we expect third grade students to:

- independently read aloud from Level O books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text;
- easily read words with irregularly spelled suffixes (for example, *-ous*, *-ion*, *-ive*);
- use the cues of punctuation to guide themselves in getting meaning and fluently reading aloud from the increasingly complex texts they read; and

- use pacing and intonation to convey the meaning of the clauses and phrases of the sentences they read aloud.

#### **E 1b.3: Self-Monitoring and Self-Correcting Strategies**

In third grade, children are deepening their self-monitoring strategies and are beginning to analyze the author's strategy as a way of figuring out what a passage means. They use these strategies most overtly when they read challenging texts that require them to stretch beyond their range for accuracy and fluency. By the end of the year, we expect third grade students to:

- monitor their own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense;
- use their ear for syntax to help figure out the meaning of new words;
- infer the meaning of words from roots, prefixes and suffixes, as well as from the overall contextual meaning of what they are reading;
- analyze the relations among different parts of a text; and
- raise questions about what the author was trying to say and use the text to help answer the questions.

#### **E 1b.4: Comprehension**

Third-grade books are more complex than second-grade books. They often have chapters and cannot be read in one day. There frequently are subplots as well as plots. Characters develop, there is more detail and figurative language is used. So it is more difficult to summarize the more complicated story. The conceptual content of texts, and children's background knowledge in relation to that content, starts to become important at this stage.

By the end of the year, we expect third grade students to continue to demonstrate the comprehension capabilities they used in second grade. In addition, we expect them to:

- capture meaning from figurative language (for example, similes, metaphors, poetic images) and explain the meaning;
- cite important details from a text;

- compare one text to another text they have read or heard;
- discuss why an author might have chosen particular words;

In addition, when engaging with narratives (whether fiction or nonfiction), we expect third graders to:

- say how a story relates to something in real-life experience;
- explain the motives of characters; and
- discuss plot and setting.

Further, when they read informational texts, we expect third-graders to:

- use the structure of informational text to retrieve information;
- analyze the causes, motivations, sequences and results of events;
- understand the concepts and relationships described;
- use reasoning and information from within and outside the text to examine arguments;
- describe in their own words what new information they gained from a nonfiction text and how it relates to their prior knowledge.

Finally, we expect third graders to be able to:

- follow instructions or directions they encounter in the more complicated functional texts they now are reading.

### **E1c Reading Habits**

At third grade, children can do most of their reading on their own. But being read to is still important for a variety of reasons – for example, it exposes children to the rhythms and patterns of written language read aloud and to examples of language that may be different (for example, more literary) than what children typically choose for their independent reading. A read-aloud is also an important occasion for deep discussion of books.

As children’s reading matures, learning how to read is only part of the literacy picture. By third grade students should begin to study literature for its own sake, not simply because it helps them learn to read (although it also does that). Reading literature helps build good reading habits by reinforcing the interest and pleasure that reading holds. For these reasons, our third grade standards set forth specific expectations for literature.

#### **E 1c.1: Reading a Lot**

The reading habits we expect to see in third grade are similar to those we expect to see in second, but they are more rigorous because the texts students encounter are increasingly complex. Reading literature helps build good reading habits by

reinforcing the interest and pleasure that reading holds.

By the end of the year, we expect third grade students to:

- read 30 chapter books a year, independently or with assistance, and regularly participate in discussions of their reading with another student, a group or an adult;
- read and hear texts read aloud from a variety of genres, including narrative accounts, responses to literature (written by other students and found in book blurbs and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry and plays;
- read multiple books by the same author and be able to identify differences and similarities among them;
- reread some favorite books, or parts of longer books, gaining deeper comprehension and knowledge of author’s craft;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;
- read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus, invitations) and some of those encountered outside school;
- listen to and discuss at least one chapter read to them every day; and
- voluntarily read to each other, signaling their sense of themselves as readers.

#### **E 1c.2: Literature**

By third grade, students should recognize and be able to evaluate and discuss literary qualities and themes of the children’s literature they read.

By the end of the year, we expect third grade students to:

- read good children’s literature every day;
- have worthwhile literature read to them to model the language and craft of good writing.
- discuss underlying themes or messages when interpreting fiction;
- read and respond to poems, stories, memoirs and plays written by peers;
- identify and discuss recurring themes across works;
- evaluate literary merit and participate informatively in peer talk about selecting books to read;
- examine the reasons for a character’s actions, accounting for situation and motive;
- read multiple books by the same author and be able to identify differences and similarities among them;

- recognize genre features, understand differences among genres and compare works by different authors in the same genre; and
- note and talk about author’s craft: content, point of view, word choice, plot, beginnings and endings, and character development.

**E 1c.3: Discussing Books**

Third grade book discussions are likely to vary widely, attending to themes and content, to author’s craft, and to infer meanings of the text. Third graders also should be extending their ability to talk “accountably” in all of the ways described in second grade.

In discussions of their reading, by the end of the year we expect third grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard E1b: Getting the Meaning;
- note and talk about author’s craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge built during discussion;
- use information that is accurate, accessible and relevant;
- restate their own ideas with greater clarity when a listener indicates non-comprehension;
- ask other students questions requiring them to support their claims or arguments; and

- indicate when their own or others’ ideas need further support or explanation.

**E 1c.4: Vocabulary**

By the end of the year, we expect third grade students to:

- learn new words every day from their reading;
- recognize when they don’t know what a word means and use a variety of strategies for figuring it out (for example, ask others, look at the context, find the word in use elsewhere and look for clues there);
- know meanings of roots, prefixes and suffixes;
- talk about the meaning of most of the new words encountered in independent and assisted reading;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function (for example, “Water is for drinking”, features (for example, “Water is wet”), and category (for example, “Water is a liquid”);
- know how to talk about verbs as “action words”; and
- talk about words as they relate to other words: synonyms, antonyms or which word is more precise.

**Grade 4 - E1 Reading**

**Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.**

**E1a:** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade four (600L-900L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

*Examples of activities through which students might produce evidence of reading twenty-five books include:*

- Maintain an annotated list of works read.*
- Generate a reading log or journal.*
- Participate informal and informal book talks.*

**E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- E1b.1** makes and supports warranted and responsible assertions about the texts;
- E1b.2** supports assertions with elaborated and convincing evidence;
- E1b.3** draws the text together to compare and contrast themes, characters, and ideas;
- E1b.4** makes perceptive and well developed connections;
- E1b.5** evaluates writing strategies and elements of the author’s craft.

*Examples of activities through which students might produce evidence of reading comprehension include:*

- Make connections between literary works according to a common theme.*
- Participate in formal or informal book talk.*
- Produce a literary response paper.*
- Participate in a Readers’ Theater production.*
- Create an annotated book list organized according to author, theme, or genre.*

- Produce an informative report.*

**E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- E1c.1** restates or summarizes information;
- E1c.2** relates new information to prior knowledge and experience;
- E1c.3** extends ideas;
- E1c.4** makes connections to related topics or information.

*Examples of activities through which students might produce evidence of reading informational materials include:*

- Contribute to an attribute book.*
- Present information to an audience of peers.*
- Produce a chapter book on a factual topic using more than one source.*
- Rewrite video game instructions for a younger reader.*

**E1d:** The student reads aloud, accurately (in the range of 85-90%), familiar material of the quality and complexity illustrated in the sample reading list, and in a way that makes meaning clear to listeners by:

- E1d.1** self correcting when subsequent reading indicates an earlier miscue;
- E1d.2** using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings;
- E1d.3** reading with a rhythm, flow, and meter that sounds like everyday speech.

*Examples of activities through which students might produce evidence of reading aloud accurately include:*

- Read aloud to peers or younger children.*
- Analyze the use of text aids such as headlines and captions.*

**Grade 5 - E1 Reading**

**Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.**

**E1a:** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade 5 (700L-1000L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

*Examples of activities through which students might produce evidence of reading twenty-five books include:*

- ❑ *Maintain an annotated list of works read.*
- ❑ *Generate a reading log or journal.*
- ❑ *Participate in formal and informal book talks.*

**E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- E1b1:** makes and supports warranted and responsible assertions about the texts;
- E1b2:** supports assertions with elaborated and convincing evidence;
- E1b:** draws the text together to compare and contrast themes, characters, and ideas;
- E1b4:** makes perceptive and well developed connections;
- E1b5:** evaluates writing strategies and elements of the author’s craft.

*Examples of activities through which students might produce evidence of reading comprehension include:*

- ❑ *Make connections between literary works according to a common theme.*
- ❑ *Participate in formal or informal book talks.*
- ❑ *Produce a literary response paper.*
- ❑ *Create an annotated book list organized according to author, theme, or genre.*
- ❑ *Recognize and compare cultural differences within text.*

- ❑ *Make relevant, logical, coherent contributions to a discussion (e.g., book talk, literature circle).*
- ❑ *Create a personal response to a selection.*
- ❑ *Debate or hold a panel discussion regarding the perspectives in various genres.*
- ❑ *Relate personal experiences to materials read using a graphic organizer.*

**E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- E1c.1:** restates or summarizes information;
- E1c.2:** relates new information to prior knowledge and experience;
- E1c.3:** extends ideas;
- E1c.4:** makes connections to related topics or information.

*Examples of activities through which students might produce evidence of reading informational materials include:*

- ❑ *Present information to an audience of peers.*
- ❑ *Produce a chapter book on a factual topic using more than one source.*
- ❑ *Rewrite video game instructions for a younger reader.*
- ❑ *Summarize and expand oral and written presentation using content specific/ technical vocabulary.*
- ❑ *Retell an informational selection to demonstrate understanding.*
- ❑ *Organizes key information read using a graphic format.*

**E1d:** The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

- E1d.1:** identifies the social context of the document.
- E1d.2:** identifies the author’s purpose and stance.
- E1d.3:** formulates an argument and offers evidence to support it.

**E1d.4:** examines or makes use of the appeal of a document to audiences both friendly and hostile.

**E1d.5:** identifies or uses commonly used persuasive techniques.

*Examples of activities through which students might produce evidence of familiarity with public documents include:*

- ❑ *Summarize and critique two or more local newspaper articles related to the same topic or issue.*
- ❑ *Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.*

- ❑ *Write a letter to the editor in response to an editorial or to an article of local or national importance.*
- ❑ *Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).*
- ❑ *Evaluate the use of language patterns and literary devices such as, figurative language and dialogue.*

## Grade 6 - E1 Reading

**Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.**

**E1a:** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade 6 (800L-1050L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

*Examples of activities through which students might produce evidence of reading twenty-five books include:*

- ❑ *Maintain an annotated list of works read.*
- ❑ *Generate a reading log or journal.*
- ❑ *Participate in formal and informal book talks.*

**E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
- E1b.2:** supports assertions with elaborated and convincing evidence;
- E1b.3:** draws the text together to compare and contrast themes, characters, and ideas;
- E1b.4:** makes perceptive and well developed connections;
- E1b.5:** evaluates writing strategies and elements of the author’s craft.

*Examples of activities through which students might produce evidence of reading comprehension include:*

- ❑ *Make connections between literary works according to a common theme.*
- ❑ *Participate in formal or informal book talk.*
- ❑ *Produce a literary response paper.*
- ❑ *Create an annotated book list organized according to author, theme, or genre.*
- ❑ *Make relevant, logical, coherent contributions to a discussion (e.g. book talk, literature circle).*

- ❑ *Create a personal response to a selection or experience.*
- ❑ *Debate or hold a panel discussion regarding the perspectives in various genres.*
- ❑ *Select literature from a variety of genres or authors.*

**E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- E1c.1:** restates or summarizes information;
- E1c.2:** relates new information to prior knowledge and experience;
- E1c.3:** extends ideas;
- E1c.4:** makes connections to related topics or information.

*Examples of activities through which students might produce evidence of reading informational materials include:*

- ❑ *Present information to an audience of peers.*
- ❑ *Produce a chapter book on a factual topic using more than one source.*
- ❑ *Rewrite video game instructions for a younger reader.*
- ❑ *Summarize and expand oral and written presentation using content specific/ technical vocabulary.*
- ❑ *Use multi-media tools to present information and enhance a project.*
- ❑ *Organizes key information read using a graphic format.*

**E1d:** The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

- E1d.1:** identifies the social context of the document.
- E1d.2:** identifies the author’s purpose.
- E1d.3:** formulates an argument and offers evidence to support it.

**E1d.4:** examines or makes use of the appeal of a document to audiences both friendly and hostile.

**E1d.5:** identifies or uses commonly used persuasive techniques.

*Examples of activities through which students might produce evidence of familiarity with public documents include:*

- ❑ *Summarize and critique two or more local newspaper articles related to the same topic or issue.*
- ❑ *Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.*

- ❑ *Write a letter to the editor in response to an editorial or to an article of local or national importance.*
- ❑ *Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).*
- ❑ *Evaluate the use of language patterns and literary devices such as, figurative language and dialogue.*

**Grade 7 - E1 Reading**

**Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.**

**E1a:** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade seven (850L-1100L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

*Examples of activities through which students might produce evidence of reading twenty-five books include:*

- Maintain an annotated list of works read.*
- Generate a reading log or journal.*
- Participate in formal and informal book talks.*

**E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
- E1b.2:** supports assertions with elaborated and convincing evidence;
- E1b.3:** draws the text together to compare and contrast themes, characters, and ideas;
- E1b.4:** makes perceptive and well developed connections;
- E1b.5:** evaluates writing strategies and elements of the author’s craft.

*Examples of activities through which students might produce evidence of reading comprehension include:*

- Construct a book review.*
- Participate in formal or informal book talk.*
- Produce a written document (e.g. literary response paper, research report).*
- Create an annotated book list organized according to author, theme, or genre.*
- Make relevant, logical, coherent contributions to a discussion (e.g. book talk, literature circle).*

- Create a personal response to a selection or experience.*
- Debate or hold a panel discussion regarding the perspectives in various genres.*
- Select literature from a variety of genres or authors.*

**E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- E1c.1:** restates or summarizes information;
- E1c.2:** relates new information to prior knowledge and experience;
- E1c.3:** extends ideas;
- E1c.4:** makes connections to related topics or information.

*Examples of activities through which students might produce evidence of reading informational materials include:*

- Summarize text by restating and paraphrasing.*
- Incorporate expert opinions into a speech or position paper.*
- Develop a proposal based on data obtained from reading informational texts.*
- Summarize and expand oral and written presentation using content specific/ technical vocabulary.*
- Use multi-media tools to present information and enhance a project.*
- Write a report of information that draws from multiple sources.*
- Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*

**E1d:** The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

- E1d.1:** identifies the social context of the document;

**E1d.2:** identifies the author's purpose and stance;  
**E1d.3:** analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;  
**E1d.4:** examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented;  
**E1d.5:** identifies or uses commonly used persuasive techniques.

*Examples of activities through which students might produce evidence of familiarity with public documents include:*

- ❑ *Summarize and critique two or more local newspaper articles related to the same topic or issue.*
- ❑ *Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.*
- ❑ *Write a letter to the editor in response to an editorial or to an article of local or national importance.*
- ❑ *Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).*
- ❑ *Make judgments about the clarity, power, and authenticity of a document.*
- ❑ *Compare the effectiveness of one selection in relation to others, and personal experiences.*
- ❑ *Evaluate the use of language patterns and literary devices such as, figurative language, dialogue, and symbolism.*

**E1e:** The student demonstrates familiarity with a variety of functional documents (i.e. documents that exist in order to get things done) and produces written or oral work that does one or more of the following:

**E1e.1:** identifies the institutional context of the document;  
**E1e.2:** identifies the sequence of activities needed to carry out a procedure;  
**E1e.3:** analyzes or uses the formatting techniques used to make a document user-friendly;  
**E1e.4:** identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.

*Examples of activities through which students might produce evidence of familiarity with functional documents include:*

- ❑ *Write a memo or conduct a briefing on procedures to be followed in a given situation.*
- ❑ *Produce a manual setting out school rules.*
- ❑ *Revise a set of instructions to improve their clarity.*
- ❑ *Use technology to enhance the layout and design of a document.*
- ❑ *Identify and list the details of each day of a planned school-wide event.*
- ❑ *Review and update a section of the student handbook.*
- ❑ *Prepare a brief that succinctly communicates the roles and responsibilities of each member of a student committee.*

Grade 8 - E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

**E1a:** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade eight (900L-1150L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

*Examples of activities through which students might produce evidence of reading twenty-five books include:*

- ❑ *Maintain an annotated list of works read.*
- ❑ *Generate a reading log or journal.*
- ❑ *Participate in formal and informal book talks.*

**E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
- E1b.2:** supports assertions with elaborated and convincing evidence;
- E1b.3:** draws the text together to compare and contrast themes, characters, and ideas;
- E1b.4:** makes perceptive and well developed connections;
- E1b.5:** evaluates writing strategies and elements of the author’s craft.

*Examples of activities through which students might produce evidence of reading comprehension include:*

- ❑ *Construct a book review.*
- ❑ *Participate in formal or informal book talk.*
- ❑ *Produce a literary response paper.*
- ❑ *Create an annotated book list organized according to author, theme, or genre.*
- ❑ *Produce a research report.*

**E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- E1c.1:** restates or summarizes information;
- E1c.2:** relates new information to prior knowledge and experience;
- E1c.3:** extends ideas;
- E1c.4:** makes connections to related topics or information.

*Examples of activities through which students might produce evidence of reading informational materials include:*

- ❑ *Use information to support or enhance a project.*
- ❑ *Incorporate expert opinions into a speech or position paper.*
- ❑ *Develop a proposal based on data obtained from reading informational texts.*
- ❑ *Write a report of information that draws from multiple sources.*
- ❑ *Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*

**E1d:** The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

- E1d.1:** identifies the social context of the document;
- E1d.2:** identifies the author’s purpose and stance;
- E1d.3:** analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;
- E1d.4:** examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented;
- E1d.5:** identifies or uses commonly used persuasive techniques.

*Examples of activities through which students might produce evidence of familiarity with public documents include:*

- ❑ *Summarize and critique two or more local newspaper articles related to the same topic or issue.*
- ❑ *Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.*
- ❑ *Write a letter to the editor in response to an editorial or to an article of local or national importance.*
- ❑ *Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).*

**E1e:** The student demonstrates familiarity with a variety of functional documents (i.e. documents that exist in order to get things done) and produces written or oral work that does one or more of the following:

- E1e.1:** identifies the institutional context of the document;
- E1e.2:** identifies the sequence of activities needed to carry out a procedure;
- E1e.3:** analyzes or uses the formatting techniques used to make a document user-friendly;
- E13.4:** identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.

*Examples of activities through which students might produce evidence of familiarity with functional documents include:*

- ❑ *Write a memo or conduct a briefing on procedures to be followed in a given situation.*
- ❑ *Produce a manual setting out school rules.*
- ❑ *Revise a set of instructions to improve their clarity.*

## Grade 9 - E1 Reading

**Reading is a process that includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.**

**E1a:** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade nine (1000L-1200L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

*Examples of activities through which students might produce evidence of reading twenty-five books include:*

- Maintain an annotated list of works read.*
- Generate a reading log or journal.*
- Participate in formal and informal book talks.*

**E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

**E1b.1** makes and supports warranted and responsible assertions about the texts;

**E1b.2** supports assertions with elaborated and convincing evidence;

**E1b.3** draws the texts together to compare and contrast themes, characters, and ideas;

**E1b.4** makes perceptive and well developed connections;

**E1b.5** evaluates writing strategies and elements of the author’s craft.

*Examples of activities through which students might produce evidence of reading comprehension include:*

- Write a saturation report (a report that recounts information on a topic gathered by a student over a period of time.)*

- Construct a book review.*
- Construct a review of two works by the same author.*
- Produce a literary response paper.*
- Produce a research report.*
- Participate in formal or informal book talks; e.g. Socratic seminar and literature circles.*
- Create an annotated book list organized according to author, theme, or genre.*

**E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

**E1c.1** restates or summarizes information;

**E1c.2** relates new information to prior knowledge or experience;

**E1c.3** extends ideas;

**E1c.4** makes a connection to related topics or information.

*Examples of activities through which students might produce evidence of reading informational materials include:*

- Use information to support or enhance a project.*
- Write a report of information that draws from multiple sources.*
- Incorporate expert opinions into a speech or position paper.*
- Use informational materials to reach a conclusion regarding a controversial topic.*
- Use information to support or enhance a project.*
- Develop a portfolio of materials regarding a student’s hobby or personal interest.*
- Summarize key points and issues of an historical or artistic exhibit.*
- Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*

Grade 10 - E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

**E1a:** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade ten (1025L-1250L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

*Examples of activities through which students might produce evidence of reading twenty-five books include:*

- ❑ *Maintain an annotated list of works read.*
- ❑ *Generate a reading log or journal.*
- ❑ *Participate in formal and informal book talks.*

**E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

**E1b.1** makes and supports warranted and responsible assertions about the texts;

**E1b.2** supports assertions with elaborated and convincing evidence;

**E1b.3** draws the texts together to compare and contrast themes, characters, and ideas;

**E1b.4** makes perceptive and well developed connections;

**E1b.5** evaluates writing strategies and elements of the author’s craft.

*Examples of activities through which students might produce evidence of reading comprehension include:*

- ❑ *Write a saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time.)*
- ❑ *Construct a review of several works by single author.*
- ❑ *Produce a literary response paper.*
- ❑ *Produce a research report.*
- ❑ *Participate in formal or informal book talks.*
- ❑ *Create an annotated book list organized according to author, theme, or genre.*

**E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

**E1c.1** restates or summarizes information;

**E1c.2** relates new information to prior knowledge or experience;

**E1c.3** extends ideas;

**E1c.4** makes connections to related topics or information.

*Examples of activities through which students might produce evidence of reading informational materials include:*

- ❑ *Use information to support or enhance a project.*
- ❑ *Write a report of information that draws from multiple sources.*
- ❑ *Incorporate expert opinions into a speech or position paper.*
- ❑ *Develop a proposal based on data obtained from reading informational texts.*
- ❑ *Use informational materials to reach a conclusion regarding a controversial topic.*
- ❑ *Develop a portfolio of materials regarding a particular career choice.*
- ❑ *Write exhibit notes for historical or artistic exhibits.*

## Grade 11 - E1 Reading

**Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.**

**E1a:** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade eleven (1050L-1300L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

*Examples of activities through which students might produce evidence of reading twenty-five books include:*

- ❑ *Maintain an annotated list of works read.*
- ❑ *Generate a reading log or journal.*
- ❑ *Participate in formal and informal book talks.*

**E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

**E1b.1** makes and supports warranted and responsible assertions about the texts;

**E1b.2** supports assertions with elaborated and convincing evidence;

**E1b.3** draws the texts together to compare and contrast themes, characters, and ideas;

**E1b.4** makes perceptive and well developed connections;

**E1b.5** evaluates writing strategies and elements of the author’s craft.

*Examples of activities through which students might produce evidence of reading comprehension include:*

- ❑ *A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- ❑ *Construct a review of several works by a single author.*
- ❑ *Construct a review of several archetypal characters or themes found in American literature.*

- ❑ *Produce a literary response paper (as an example, describe the developments of American literature in the 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, or 20<sup>th</sup> century).*
- ❑ *Produce a thesis based research report concentrating on American literature.*
- ❑ *Participate in formal or informal book talks; e.g. Socratic seminars or literature circles pertaining to American literature.*
- ❑ *Create an annotated book list organized according to author, theme, or genre.*

**E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

**E1c.1** interprets and analyzes information;

**E1c.2** relates new information to prior knowledge or experience;

**E1c.3** extends ideas;

**E1c.4** makes connections to related topics or information.

*Examples of activities through which students might produce evidence of reading informational materials include:*

- ❑ *Use information to support or enhance a project.*
- ❑ *Write a report of information that draws from multiple sources..*
- ❑ *Incorporate expert opinions into a speech or position paper.*
- ❑ *Incorporate information from several noted experts to support a thesis in a research paper.*
- ❑ *Use informational materials to reach a conclusion regarding a controversial topic.*
- ❑ *Use informational materials to produce a portfolio of materials regarding an American author’s point of view in contemporary and historical essays, speeches, and critical reviews.*
- ❑ *Summarize key points and issues of an American historical or artistic exhibit.*
- ❑ *Produce a research paper regarding post-secondary training and career choice.*
- ❑ *Write a report that analyzes several historical records of a single event and attempt to understand the reasons for the similarities and differences.*

## Grade 12 - E1 Reading

Reading is a process that includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

**E1a:** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade twelve (1100L-1349L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

*Examples of activities through which students might produce evidence of reading twenty-five books include:*

- ❑ *Maintain an annotated list of works read.*
- ❑ *Generate a reading log or journal.*
- ❑ *Participate in formal and informal book talks.*

**E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

**E1b.1** makes and supports warranted and responsible assertions about the texts;

**E1b.2** supports assertions with elaborated and convincing evidence;

**E1b.3** draws the texts together to compare and contrast themes, characters, and ideas;

**E1b.4** makes perceptive and well developed connections;

**E1b.5** evaluates writing strategies and elements of the author’s craft.

*Examples of activities through which students might produce evidence of reading comprehension include:*

- ❑ *Write a saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- ❑ *Construct a review of several works by a single author.*
- ❑ *Construct a review of several archetypal characters or themes found in British literature.*
- ❑ *Produce a literary response paper (as an example, describe social, historical, or cultural*

*features of the time indicated in the British literature).*

- ❑ *Produce a thesis based research report concentrating on British literature.*
- ❑ *Participate in formal or informal book talks e.g. Socratic seminar and literature circles pertaining to British literature.*
- ❑ *Create an annotated book list organized according to author, theme, or genre.*

**E1c:** *The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:*

**E1c.1** interprets and analyzes information;

**E1c.2** relates new information to prior knowledge or experience;

**E1c.3** extends ideas;

**E1c.4** makes a connection to related topics or information.

*Examples of activities through which students might produce evidence of reading informational materials include:*

- ❑ *Use information to support or enhance a project.*
- ❑ *Write a report of information that draws from multiple sources..*
- ❑ *Incorporate expert opinions into a speech or position paper.*
- ❑ *Incorporate information from several noted experts to support a thesis in a research paper.*
- ❑ *Use informational materials to reach a conclusion regarding a controversial topic.*
- ❑ *Use informational materials to produce a portfolio regarding British authors’ points of view in contemporary and historical essays, speeches, and critical reviews.*
- ❑ *Summarize key points and issues of a British historical or artistic exhibit.*
- ❑ *Produce a research paper about post-secondary training and career choices.*
- ❑ *Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*

