

**K-12 READING Standards/Benchmarks/Grade Level Expectations (GLE)**

*Updated 2/21/08*

**Standard 1: Demonstrates competence in the general skills and strategies of the reading process**

**Interval Benchmark 1: Uses a variety of strategies to define and extend understanding of words and text**

<b>Interval Benchmark 1: Uses a variety of strategies to define and extend understanding of words and text</b>			<b>Interval Benchmark 1: Uses a variety of strategies to expand understanding of words and text</b>			
<b>Grade Level Expectations 6</b>	<b>Grade Level Expectations 7</b>	<b>Grade Level Expectations 8</b>	<b>Grade Level Expectations 9</b>	<b>Grade Level Expectations 10</b>	<b>Grade Level Expectations 11</b>	<b>Grade Level Expectations 12</b>
a. Uses contextual clues, understanding of derivations, and knowledge of prefixes and suffixes to define unfamiliar words and phrases	a. Uses contextual clues, understanding of derivations, and knowledge of prefixes and suffixes to define unfamiliar words and phrases	a. Uses contextual clues, understanding of derivations, and knowledge of prefixes and suffixes to define unfamiliar words and phrases	a. Uses contextual clues, understanding of derivations, and knowledge of prefixes and suffixes to define unfamiliar words and phrases	a. Uses contextual clues, understanding of derivations, and knowledge of prefixes and suffixes to define unfamiliar words and phrases	a. Uses contextual clues, understanding of derivations, and knowledge of prefixes and suffixes to define unfamiliar words and phrases	a. Uses contextual clues, understanding of derivations, and knowledge of prefixes and suffixes to define unfamiliar words and phrases
b. Uses text information to make and support inferences	b. Uses text information to make and support inferences	b. Uses text information to make and support inferences	b. Uses text information to make and support inferences	b. Uses text information to make and support inferences	b. Uses text information to make and support inferences	b. Uses text information to make and support inferences
c. Uses text information to draw conclusions	c. Uses text information to draw conclusions	c. Uses text information to draw conclusions	c. Uses text information to draw and support conclusions	c. Uses text information to draw and support conclusions	c. Uses text information to draw and support conclusions	c. Uses text information to draw and support conclusions
d. Uses text information to determine main idea	d. Uses text information to determine main idea	d. Uses text information to determine main idea	d. Uses stated, reworded, or paraphrased text information to derive meaning from a variety of text formats	d. Uses stated, reworded, or paraphrased text information to derive meaning from a variety of text formats	d. Uses stated, reworded, or paraphrased text information to derive meaning from a variety of text formats	d. Uses stated, reworded, or paraphrased text information to derive meaning from a variety of text formats
e. Distinguishes between relevant and irrelevant information to aid comprehension	e. Distinguishes between relevant and irrelevant information to aid comprehension	e. Distinguishes between relevant and irrelevant information to aid comprehension	e. Locates relevant information to support understanding	e. Locates relevant information to support understanding	e. Locates relevant information to support understanding	e. Locates relevant information to support understanding
f. Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats	f. Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats	f. Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats	f. Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats and genre	f. Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats and genre	f. Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats and genre	f. Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats and genre

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g. Applies knowledge of figurative language or word choice to aid comprehension	g. Applies knowledge of figurative language to aid comprehension	g. Applies knowledge of figurative language to aid comprehension	g. Applies knowledge of figurative language to aid comprehension	g. Applies knowledge of figurative language to aid comprehension	g. Applies knowledge of figurative language to aid comprehension	g. Applies knowledge of figurative language to aid comprehension
h. Restates or paraphrases information to synthesize information	h. Restates or paraphrases information to synthesize information	h. Restates or paraphrases information to synthesize information	h. Restates or paraphrases information to synthesize information	h. Restates or paraphrases information to synthesize information	h. Restates or paraphrases information to synthesize information	h. Restates or paraphrases information to synthesize information
i. Uses discussion, note taking, and writing to synthesize thoughts to aid reading comprehension	i. Uses discussion, note taking, and writing to synthesize thoughts to aid reading comprehension	i. Uses discussion, note taking, and writing to synthesize thoughts to aid reading comprehension	i. Uses discussion, note taking, and writing to synthesize thoughts to aid reading comprehension	i. Uses discussion, note taking, and writing to synthesize thoughts to aid reading comprehension	i. Uses discussion, note taking, and writing to synthesize thoughts to aid reading comprehension	i. Uses discussion, note taking, and writing to synthesize thoughts to aid reading comprehension
j. Connects prior knowledge and experience to bring more meaning to the text	j. Connects prior knowledge and experience to bring more meaning to the text	j. Connects prior knowledge and experience to bring more meaning to the text	j. Connects prior knowledge and experience to bring more meaning to the text	j. Connects prior knowledge and experience to bring more meaning to the text	j. Connects prior knowledge and experience to bring more meaning to the text	j. Connects prior knowledge and experience to bring more meaning to the text
k. Uses idioms, analogies, similes, and metaphors to infer literal and figurative meanings and words	k. Uses idioms, analogies, similes, and metaphors to infer literal and figurative meanings and words	k. Uses idioms, analogies, similes, and metaphors to infer literal and figurative meanings and words	k. Uses idioms, analogies, similes, and metaphors to infer literal and figurative meanings and words	k. Uses idioms, analogies, similes, and metaphors to infer literal and figurative meanings and words	k. Uses idioms, analogies, similes, and metaphors to infer literal and figurative meanings and words	k. Uses idioms, analogies, similes, and metaphors to infer literal and figurative meanings and words
<b>Interval Benchmark 2: Understands devices used to support author's purpose</b>			<b>Interval Benchmark 2: Understands the use of writing devices to influence the reader and accomplish an author's purpose.</b>			
<b>Grade Level Expectations 6</b>	<b>Grade Level Expectations 7</b>	<b>Grade Level Expectations 8</b>	<b>Grade Level Expectations 9</b>	<b>Grade Level Expectations 10</b>	<b>Grade Level Expectations 11</b>	<b>Grade Level Expectations 12</b>
a. Recognizes authors write for a variety of purposes, such as to explain, inform, persuade, etc.	a. Recognizes authors write for a variety of purposes, such as to explain, inform, persuade, etc.	a. Recognizes authors write for a variety of purposes	a. Understands the effectiveness of writing techniques in accomplishing an author's purpose	a. Understands the effectiveness of writing techniques in accomplishing an author's purpose	a. Understands the effectiveness of writing techniques in accomplishing an author's purpose	a. Understands the effectiveness of writing techniques in accomplishing an author's purpose
b. Recognizes specific devices that an author uses to accomplish his/her purpose	b. Recognizes specific devices that an author uses to accomplish his/her purpose	b. Recognizes specific devices that an author uses to accomplish his/her purpose	b. Uses strategies to preview material for purpose and structure	b. Uses strategies to preview material for purpose and structure	b. Uses strategies to preview material for purpose and structure	b. Uses strategies to preview material for purpose and structure
c. Uses strategies to preview material for purpose and structure	c. Uses strategies to preview material for purpose and structure	c. Uses strategies to preview material for purpose and structure				

**K-12 READING Standards/Benchmarks/Grade Level Expectations (GLE)**

*Updated 2/21/08*

<b>Standard 2: Demonstrates competence in the general skills and strategies for comprehending a variety of literary texts.</b>						
<b>Interval Benchmark 1: Applies critical thinking skills to derive meaning from literary text.</b>			<b>Interval Benchmark 1: Utilizes critical thinking skills to derive meaning from literary text.</b>			
<b>Grade Level Expectations 6</b>	<b>Grade Level Expectations 7</b>	<b>Grade Level Expectations 8</b>	<b>Grade Level Expectations 9</b>	<b>Grade Level Expectations 10</b>	<b>Grade Level Expectations 11</b>	<b>Grade Level Expectations 12</b>
a. Uses reading skills and strategies to understand a variety of literary passages and written materials	a. Uses reading skills and strategies to understand a variety of literary passages and written materials	a. Uses reading skills and strategies to understand a variety of literary passages and written materials	a. Uses reading skills and strategies to understand a variety of literary passages and written materials	a. Uses reading skills and strategies to understand a variety of literary passages and written materials	a. Uses reading skills and strategies to understand a variety of literary passages and written materials	a. Uses reading skills and strategies to understand a variety of literary passages and written materials
b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge
c. Recalls stated information or restates or paraphrases text to identify a concept	c. Recalls stated information or restates or paraphrases text to identify a concept	c. Recalls stated information or restates or paraphrases text to identify a concept	c. Distinguishes between relevant and irrelevant information to aid comprehension	c. Distinguishes between relevant and irrelevant information to aid comprehension	c. Distinguishes between relevant and irrelevant information to aid comprehension	g. Distinguishes between relevant and irrelevant information to aid comprehension
d. Infers traits, feelings, motives, or viewpoint of a character in a literary text	d. Infers traits, feelings, motives, or view point of a character in a literary text	d. Infers traits, feelings, motives, or viewpoint of a character in a literary text.	d. Makes inferences that explain a character's actions, feelings, motives, viewpoints, or words based on text information (stated and implied)	d. Makes inferences that explain a character's actions, feelings, motives, viewpoints, or words based on text information (stated and implied)	d. Makes inferences that explain a character's actions, feelings, motives, viewpoints, or words based on text information (stated and implied)	d. Makes inferences that explain a character's actions, feelings, motives, viewpoints, or words based on text information (stated and implied)
e. Draws conclusions using implicit and explicit text	e. Draws conclusions using implicit and explicit text	e. Draws conclusions using implicit and explicit text	e. Uses major points from text to make generalizations	e. Uses major points from text to make generalizations	e. Uses major points from text to make generalizations	e. Uses major points from text to make generalizations
f. Determines main ideas	f. Determines main ideas	f. Determines main ideas				
<b>Interval Benchmark 2: Recognizes the defining characteristics and elements of literary forms and genre</b>			<b>Interval Benchmark 2: Knows the defining characteristics of literary forms and genres.</b>			
<b>Grade Level Expectations 6</b>	<b>Grade Level Expectations 7</b>	<b>Grade Level Expectations 8</b>	<b>Grade Level Expectations 9</b>	<b>Grade Level Expectations 10</b>	<b>Grade Level Expectations 11</b>	<b>Grade Level Expectations 12</b>

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Updated 2/21/08

a. Understands each genre has its own unique characteristics	a. Understands each genre has its own unique characteristics	a. Understands the different genres and their characteristics	a. Knows the defining characteristics and organizational structures of a variety of literary forms and genres	a. Knows the defining characteristics and organizational structures of a variety of literary forms and genres	a. Knows the defining characteristics and organizational structures of a variety of literary forms and genres	a. Knows the defining characteristics and organizational structures of a variety of literary forms and genres
b. Recognizes story is defined by a particular structure and the subsequent relationship between story elements (i.e. character, setting, plot, events, theme, conflict, etc.)	b. Recognizes story is defined by a particular structure and the subsequent relationship between story elements (i.e. character, setting, plot, events, theme, conflict, etc.)	b. Recognizes story is defined by a particular structure and the subsequent relationship between story elements (i.e. character, setting, plot, events, theme, conflict, etc.)	b. Understands the use of archetypes and symbols across literary works	b. Understands the use of archetypes and symbols across literary works	b. Understands the use of archetypes and symbols across literary works	b. Understands the use of archetypes and symbols across literary works
c. Understands devices used to develop characters in literary text	c. Understands devices used to develop characters in literary text	c. Understands devices used to develop characters in literary text				

<b>Interval Benchmark 3: Understands themes across a variety of literary texts and genres.</b>	<b>Interval Benchmark 3: Understands themes across a variety of literary texts and genres.</b>
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Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8	Grade Level Expectations 9	Grade Level Expectations 10	Grade Level Expectations 11	Grade Level Expectations 12
a. Recognizes that literary themes recur in literary texts	a. Recognizes that literary themes recur in literary texts	d. Recognizes that literary themes recur in literary texts	a. Understands connections among literary works based on theme	a. Understands connections among literary works based on theme	a. Understands connections among literary works based on theme	a. Understands connections among literary works based on theme
b. Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs	b. Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs	b. Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs	b. Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs	b. Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs	b. Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs	b. Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs

<b>Interval Benchmark 4: Recognizes writing techniques and devices to understand the author's purpose and viewpoint</b>	<b>Interval Benchmark 4: Recognizes writing techniques and devices to understand the author's purpose and viewpoint.</b>
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Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8	Grade Level Expectations 9	Grade Level Expectations 10	Grade Level Expectations 11	Grade Level Expectations 12
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## K-12 READING Standards/Benchmarks/Grade Level Expectations (GLE)

Updated 2/21/08

a. Recognizes the use of literary devices in a variety of literary works	a. Recognizes the use of literary devices in a variety of literary works	a. Recognizes the use of literary devices in a variety of literary works	a. Understands the effectiveness of complex elements of plot	a. Understands the effectiveness of complex elements of plot	a. Understands the effectiveness of complex elements of plot	a. Understands the effectiveness of complex elements of plot
b. Determines the speaker of a passage and the point of view	b. Determines the speaker of a passage and the point of view	b. Determines the speaker of a passage and the point of view	b. Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	b. Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	b. Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	b. Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work
c. Analyzes text structure to derive meaning	c. Analyzes text structure to derive meaning	c. Analyzes text structure to derive meaning	c. Analyzes aspects of structure, style, mood, or tone to infer author's meaning	c. Analyzes aspects of structure, style, mood, or tone to infer author's meaning	c. Analyzes aspects of structure, style, mood, or tone to infer author's meaning	c. Analyzes aspects of structure, style, mood, or tone to infer author's meaning
d. Recognizes history and culture influence an author's perspective	d. Recognizes history and culture influence an author's perspective	d. Recognizes history and culture influence an author's perspective	d. Recognizes history and culture influence an author's perspective	d. Recognizes history and culture influence an author's perspective	d. Recognizes history and culture influence an author's perspective	d. Recognizes history and culture influence an author's perspective

<b>Interval Benchmark 5: Uses language and perspectives of literary criticism to analyze and respond to literary texts.</b>	<b>Interval Benchmark 5: Uses language and perspectives of literary criticism to evaluate literary texts.</b>
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Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8	Grade Level Expectations 9	Grade Level Expectations 10	Grade Level Expectations 11	Grade Level Expectations 12
a. Understands how literature relates to his or her own life	a. Understands how literature relates to his or her own life	a. Understands how literature relates to his or her own life	a. Understands how literature relates to his or her own life	a. Understands how literature relates to his or her own life	a. Understands how literature relates to his or her own life	a. Understands how literature relates to his or her own life
b. Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	b. Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	b. Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	b. Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	b. Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	b. Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	b. Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works
			c. Uses a variety of strategies to interpret and evaluate literature	c. Uses a variety of strategies to interpret and evaluate literature	c. Uses a variety of strategies to interpret and evaluate literature	c. Uses a variety of strategies to interpret and evaluate literature

<b>Standard 3: Demonstrates competence in the general skills and strategies for comprehending a variety of informational texts.</b>
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<b>Interval Benchmark 1: Applies a variety of reading strategies to determine meaning of informational text.</b>	<b>Interval Benchmark 1: Utilizes a variety of reading strategies to determine meaning of informational text.</b>
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Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8	Grade Level Expectations 9	Grade Level Expectations 10	Grade Level Expectations 11	Grade Level Expectations 12
a. Uses print information to identify ideas or concepts relevant to text meaning	a. Uses print information to identify ideas or concepts relevant to text meaning	a. Uses print information to identify ideas or concepts relevant to text meaning	a. Uses structural features of text to locate relevant information within a text	a. Uses structural features of text to locate relevant information within a text	a. Uses structural features of text to locate relevant information within a text	a. Uses structural features of text to locate relevant information within a text
b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge	b. Determines the meanings of words or phrases using context clues and prior knowledge
c. Uses a variety of reference materials	c. Uses a variety of reference materials	c. Uses a variety of reference materials	c. Knows the defining characteristics and uses of a variety of informational texts	c. Knows the defining characteristics and uses of a variety of informational texts	c. Knows the defining characteristics and uses of a variety of informational texts	c. Knows the defining characteristics and uses of a variety of informational texts
d. Uses stated, restated, or paraphrased information from the text to aid comprehension	d. Utilizes stated, restated, or paraphrased information to aid comprehension	d. Uses stated, restated, or paraphrased information from the text to aid comprehension	d. Uses graphic organizers to document key ideas and supporting details	d. Uses graphic organizers to document key ideas and supporting details	d. Uses graphic organizers to document key ideas and supporting details	d. Uses graphic organizers to document key ideas and supporting details
e. Locates factual information to support literal understanding	e. Locates factual information to support literal understanding	e. Locates factual information to support literal understanding	e. Locates factual information to support literal understanding	e. Locates factual information to support literal understanding	e. Locates factual information to support literal understanding	e. Locates factual information to support literal understanding
f. Uses organizational structures of informational text to make meaning	f. Uses organizational structures of informational text to make meaning	f. Uses organizational structures of informational text to make meaning	f. Uses organizational structures of informational text to make meaning	f. Uses organizational structures of informational text to make meaning	f. Uses organizational structures of informational text to make meaning	f. Uses organizational structures of informational text to make meaning
<b>Interval Benchmark 2: Applies critical thinking skills to derive meaning from informational text.</b>			<b>Interval Benchmark 2: Utilizes critical thinking skills to derive meaning from informational text based on text features and organization.</b>			
Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8	Grade Level Expectations 9	Grade Level Expectations 10	Grade Level Expectations 11	Grade Level Expectations 12
a. Summarizes and paraphrases text using information to draw conclusions or make inferences	a. Summarizes and paraphrases text using information to draw conclusions or make inferences	a. Summarizes and paraphrases text using information to draw conclusions or make inferences	a. Understands the organizational structures in informational texts	a. Understands the organizational structures in informational texts	a. Understands the organizational structures in informational texts	a. Understands the organizational structures in informational texts

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b. Recognizes the difference between fact and opinion	b. Knows the difference between fact and opinion in informational text	b. Identifies differences between fact and opinion in informational texts	b. Distinguishes relevant information from irrelevant information to derive meaning	b. Distinguishes relevant information from irrelevant information to derive meaning	b. Distinguishes relevant information from irrelevant information to derive meaning	b. Distinguishes relevant information from irrelevant information to derive meaning
c. Connects concepts that are presented in informational text to new contexts	c. Connects concepts that are presented in informational text to new contexts	c. Connects concepts that are presented in informational text to new contexts	c. Utilizes major points from text to make generalizations	c. Utilizes major points from text to make generalizations	c. Utilizes major points from text to make generalizations	c. Utilizes major points from text to make generalizations
d. Determines main ideas and supporting details in texts	d. Determines main ideas and supporting details in texts	d. Determines main ideas and supporting details in texts	d. Identifies main ideas or major points from text	d. Identifies main ideas or major points from text	d. Identifies main ideas or major points from text	d. Identifies main ideas or major points from text
			e. Draws conclusion based on text information	e. Draws conclusion based on text information	e. Draws conclusion based on text information	e. Draws conclusion based on text information
			f. Summarizes and paraphrases the context of informational text	f. Summarizes and paraphrases the context of informational text	f. Summarizes and paraphrases the context of informational text	f. Summarizes and paraphrases the context of informational text
<b>Interval Benchmark 3: Interprets a text's style, structure, mood, or tone to determine author's purpose or viewpoint</b>			<b>Interval Benchmark 3: Recognizes writing techniques or devices to understand the author's purpose and viewpoint and evaluate information.</b>			
<b>Grade Level Expectations 6</b>	<b>Grade Level Expectations 7</b>	<b>Grade Level Expectations 8</b>	<b>Grade Level Expectations 9</b>	<b>Grade Level Expectations 10</b>	<b>Grade Level Expectations 11</b>	<b>Grade Level Expectations 12</b>
a. Identifies author's purpose by interpreting the mood or tone of the text	a. Identifies author's purpose by interpreting the mood or tone of the text	a. Identifies author's purpose by interpreting the mood or tone of the text	a. Understands the effectiveness of techniques used to convey viewpoint	a. Understands the effectiveness of techniques used to convey viewpoint	a. Understands the effectiveness of techniques used to convey viewpoint	a. Understands the effectiveness of techniques used to convey viewpoint
b. Uses knowledge of a particular text structure to derive meaning	b. Uses knowledge of a particular text structure to derive meaning	b. Uses knowledge of a particular text structure to derive meaning	b. Uses new information from texts or other written material (including Internet and Web resources) to clarify or refine understanding of academic concepts	b. Uses new information from texts or other written material (including Internet and Web resources) to clarify or refine understanding of academic concepts	b. Uses new information from texts or other written material (including Internet and Web resources) to clarify or refine understanding of academic concepts	b. Uses new information from texts or other written material (including Internet and Web resources) to clarify or refine understanding of academic concepts
c. Recognizes how the author's choice of words influences the reader	c. Recognizes how the author's choice of words influences the reader	c. Recognizes how the author's choice of words influences the reader	c. Understands the use of propaganda and persuasive techniques in informational texts	c. Understands the use of propaganda and persuasive techniques in informational texts	c. Understands the use of propaganda and persuasive techniques in informational texts	c. Understands the use of propaganda and persuasive techniques in informational texts

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d. Uses strategies to evaluate the accuracy, validity, and reliability of information	d. Uses strategies to evaluate the accuracy, validity, and reliability of information	d. Uses strategies to evaluate the accuracy, validity, and reliability of information	d. Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	d. Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	d. Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	d. Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information
e. Recognizes prior knowledge and experience brings more meaning to text	e. Recognizes prior knowledge and experience brings more meaning to text	e. Recognizes prior knowledge and experience brings more meaning to text	e. Identifies author's viewpoint or purpose	e. Identifies author's viewpoint or purpose	e. Identifies author's viewpoint or purpose	e. Identifies author's viewpoint or purpose
f. Recognizes that an author's purpose is to inform or explain	f. Recognizes that an author's purpose is to inform or explain	f. Recognizes that an author's purpose is to inform or explain	f. Identifies author's viewpoint or purpose	f. Identifies author's viewpoint or purpose	f. Identifies author's viewpoint or purpose	f. Identifies author's viewpoint or purpose

<b>Interval Benchmark 4: Understands the defining characteristics and organizational patterns/structures of informational texts.</b>	<b>Interval Benchmark 4: Understands organization patterns and structures of informational texts.</b>
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Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8	Grade Level Expectations 9	Grade Level Expectations 10	Grade Level Expectations 11	Grade Level Expectations 12
a. Uses text structure to determine meaning	a. Uses text structure to determine meaning	a. Uses text structure to determine meaning	a. Uses text structure to determine meaning	a. Uses text structure to determine meaning	a. Uses text structure to determine meaning	a. Uses text structure to determine meaning
b. Uses comparison and contrast, sequencing, and cause and effect to determine meaning	b. Uses comparison and contrast, sequencing, and cause and effect to determine meaning	b. Uses comparison and contrast, sequencing, and cause and effect to determine meaning	b. Uses comparison and contrast, sequencing, and cause and effect to determine meaning	b. Uses comparison and contrast, sequencing, and cause and effect to determine meaning	b. Uses comparison and contrast, sequencing, and cause and effect to determine meaning	b. Uses comparison and contrast, sequencing, and cause and effect to determine meaning

<b>Standard 4: Independently reads a significant number of books from a variety of genres.</b>
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