

## Overall expectations:

- 1 Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- 2 Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- 3 Use knowledge of words and cueing systems to read fluently;
- 4 Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

## Specific expectations:



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# Suggested Reading Expectations

GRADE 3	GRADE 4	GRADE 5
<i>Reading for Meaning</i>		
I.3 Comprehension Strategies: Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.		
I.4 Demonstrating Understanding: Demonstrate understanding of a variety of texts by summarizing important ideas and <b>some supporting details</b> .	Demonstrating Understanding: Demonstrate understanding of a variety of texts by summarizing important ideas and <b>citing supporting details</b> .	
I.5 Make Inferences/Interpreting Texts: Make inferences about texts using stated and applied ideas from the texts as evidence.	Make Inferences/Interpreting Texts: Use stated and applied ideas to make inferences and construct meaning.	
I.6 Extending Understanding: Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.		
I.8 Respond to and Evaluating Texts: Express personal opinions about ideas presented in texts.	Respond to and Evaluating Texts: Express opinions about ideas and information presented in texts and cite evidence from the text to support their opinions.	Respond to and Evaluating Texts: Make judgments and draw conclusions about the idea and information in texts and cite stated or implied evidence from the text to support their views.
<i>Understanding Form and Style</i>		
2.4 Elements of Style: Identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.	Elements of Style: Identify some elements of style, including alliteration, descriptive adjectives and adverbs, and sentence types, lengths and structures—and explain how they help communicate meaning.	Elements of Style: Identify some elements of style, including word choice, and the use of similes, personification, comparative adjectives, and sentences of different types, lengths and structures—and explain how they communicate meaning.
<i>Reading with Fluency</i>		
3.1 Reading Familiar Words: Automatically read and understand high-frequency words, <b>some</b> regularly used words, and words of personal interest or significance in a variety of reading contexts.	Reading Familiar Words: Automatically read and understand high-frequency words, <b>most</b> regularly used words, and words of personal interest or significance in a variety of reading contexts.	Reading Familiar Words: Automatically read and understand most words in common use.
3.2 Reading Unfamiliar Words: Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including semantic (meaning) cues, syntactic (language structure) cues, and grapho-phonetic (phonological and graphic) cues.		
3.3 Reading Fluently: Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience.	Reading Fluently: Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose.	