

# SUGGESTED READING EXPECTATIONS



## SPECIFIC EXPECTATIONS

GRADE 3

GRADE 4

### *Reading for Meaning*

<b>1.3 COMPREHENSION STRATEGIES</b> Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.	
<b>1.4 DEMONSTRATING UNDERSTANDING</b> Demonstrate understanding of a variety of texts by summarizing important ideas and <b>some supporting details</b> .	<b>DEMONSTRATING UNDERSTANDING</b> Demonstrate understanding of a variety of texts by summarizing important ideas and <b>citing supporting details</b> .
<b>1.5 MAKING INFERENCES/INTERPRETING TEXTS</b> Make inferences about texts using stated and applied ideas from the texts as evidence.	
<b>1.6 EXTENDING UNDERSTANDING</b> 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.	
<b>1.8 RESPOND TO AND EVALUATING TEXTS</b> Express personal opinions about ideas presented in texts.	<b>RESPOND TO AND EVALUATING TEXTS</b> Express opinions about ideas and information presented in texts and cite evidence from the text to support their opinions.

### *Understanding Form and Style*

<b>2.4 ELEMENTS OF STYLE</b> Identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.	<b>ELEMENTS OF STYLE</b> Identify some elements of style, including alliteration, descriptive adjectives and adverbs, and sentence types, lengths and structures—and explain how they help communicate meaning.
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### *Reading with Fluency*

<b>3.1 READING FAMILIAR WORDS</b> 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.	<b>READING FAMILIAR WORDS</b> 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.
<b>3.2 READING UNFAMILIAR WORDS</b> Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including semantic (meaning) cues, syntactic (language structure) cues, and grapho- phonic (phonological and graphic) cues.	
<b>3.3 READING FLUENTLY</b> 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.	

## SPECIFIC EXPECTATIONS

GRADE 5

GRADE 6

### *Reading for Meaning*

<p><b>1.3</b> COMPREHENSION STRATEGIES Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.</p>	<p>COMPREHENSION STRATEGIES Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts.</p>
<p><b>1.4</b> DEMONSTRATING UNDERSTANDING Demonstrate understanding of a variety of texts by summarizing important ideas and <b>citing supporting details</b>.</p>	<p>DEMONSTRATING UNDERSTANDING Demonstrate understanding of a variety of texts by summarizing important ideas and <b>citing relevant supporting details</b>.</p>
<p><b>1.5</b> MAKING INFERENCES/INTERPRETING TEXTS Make inferences about texts using stated and implied ideas from the texts as evidence.</p>	<p>MAKING INFERENCES/INTERPRETING TEXTS Develop interpretations about texts using stated and implied ideas to support their interpretations.</p>
<p><b>1.6</b> 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.</p>	<p>EXTENDING UNDERSTANDING Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their knowledge, experience, and insights, to other familiar texts, and to the world around them.</p>
<p><b>1.8</b> RESPOND TO AND EVALUATING TEXTS Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.</p>	

### *Understanding Form and Style*

<p><b>2.4</b> 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.</p>	<p>ELEMENTS OF STYLE Identify some elements of style, including word choice and the use of hyperbole, strong verbs, dialogue and complex sentences and explain how they communicate meaning.</p>
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### *Reading with Fluency*

<p><b>3.1</b> READING FAMILIAR WORDS Automatically read and understand most words in common use.</p>	<p>READING FAMILIAR WORDS Automatically read and understand most words in <b>a range of reading contexts</b>.</p>
<p><b>3.2</b> 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.</p>	
<p><b>3.3</b> READING FLUENTLY Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose.</p>	