

# READING & WRITING CONTENT STANDARDS WITH BENCHMARKS

**Level Three: Grade 4.0-5.9**

**Form(s): RG-B**

## Reading

→ **R.1 Print Concepts/Phonemic Awareness/Word Analysis** None at this level

→ **R.2 Vocabulary**

**R.2.3.1** Use prefixes, suffixes, root words, antonyms, and synonyms to determine meaning of unfamiliar words.

**R.2.3.2** Identify the meaning of frequently used synonyms, antonyms, homographs, and homonyms.

**R.2.3.3** Recognize and understand clipped and shortened words.

**R.2.3.4** Build vocabulary of tier 2 words including general academic words and phrases.

→ **R.3 Comprehension**

**R.3.3.1** Identify the main idea of a text and explain how it is supported by key details; summarize the text.

**R.3.3.2** Read, interpret diagrams and follow multi-step instructions in policies/procedures written at this level.

**R.3.3.3** Locate pertinent information in print materials and apply it to answer a question. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**R.3.3.4** Evaluate information from simple graphic materials such as charts, pictures, maps, signs, diagrams, tables, or graphs.

**R.3.3.5** Draw conclusions and make inferences about short passages.

**R.3.3.6** Retell, summarize or describe sequence of events in previously read text.

**R.3.3.7** Determine the appropriate reading strategy to acquire specific information or aid comprehension.

→ **R.4 Fluency**

**R.4.3.1** Read instructional level text, prose, and poetry orally, with fluency and accuracy and with appropriate pacing, intonation and expression. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**R.4.3.2** Use context to confirm or self-correct word recognition and understanding, rereading as necessary

→ **R.5 Literature and Informational Text**

**R.5.3.1** Quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

**R.5.3.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text, including main ideas.

**R.5.3.3** Compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in the text (e.g., how characters interact). Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**R.5.3.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**R.5.3.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.

**R.5.3.6** Understand and analyze different points of view.

**R.5.3.7** Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).

**R.5.3.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s)

**R.5.3.9** Read and comprehend informational texts (historical, scientific, and technical texts) and literature (stories, dramas, and poetry), for the current level, independently and proficiently.

**R.5.3.10** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Writing**

→ **W.1 Readability/Accuracy** None at this level

→ **W.2 Capitalization, spelling, and punctuation.**

**W.2.3.1** Capitalize titles of books, magazines, poems, songs, television shows, movies, etc.

**W.2.3.2** Correctly use commas in writing, e.g. conjunction in complex sentences, set of proper names in direct address, set off an appositive, etc.

→ **W.3 Grammatical Concepts/Sentence Structure**

**W.3.3.1** Identify complete subjects and complete predicates in sentences.

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**W.3.3.3** Identify the understood subject of a command.

**W.3.3.4** Identify phrases and independent clauses.

→ **W.4 Parts of Speech, Verb Tense, and Usage**

**W.4.3.1** Identify nouns, verbs, pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections.

**W.4.3.2** Write the appropriate forms of common regular and irregular verbs, past, present, and past participle.

**W.4.3.3** Distinguish present tense, past tense, and future tense of common verbs.

**W.4.3.4** Correctly use the nominative and objective cases of pronouns, i.e., she/her.

→ **W.5 Composition**

**W.5.3.1** Write informative and explanatory texts to examine a topic and convey ideas and information clearly. The text should:

- a) Introduce the topic clearly, group related information in paragraphs and sections, and include formatting, illustrations and multimedia when useful to aid comprehension;
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples;
- c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because) and use precise language and domain-specific vocabulary to inform about or explain the topic; and
- d) Provide a concluding statement or section related to the information/explanation presented.

**W.5.3.2** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences. The narratives should:

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally;

- b) Use dialogue and description to develop experiences and events or show the responses of characters to situations;
- c) Use a variety of transitional words and phrases to manage the sequence of events;
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely; and
- e) Provide a conclusion that follows from the narrated experiences or events.

**W.5.3.3** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. The pieces should:

- a) Introduce a topic or text, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose;
- b) Provide logical reasons that are supported by facts/details;
- c) Link opinion and reasons using words, clauses, and phrases (e.g., for instance, in order to, in addition, consequently, specifically); and
- d) Provide a concluding statement or section related to the opinion presented.

**W.5.3.4** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**W.5.3.5** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**W.5.3.6** Conduct short research projects that use several sources to build knowledge through investigation or different aspects of a topic.

**W.5.3.7** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.3.8** Draw evidence from literary or information texts to support analysis, reflection, and research. The evidence should:

- a) Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how the characters interacted);
- b) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s);

**W.5.3.9** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.