

## **READING & WRITING CONTENT STANDARDS WITH BENCHMARKS**

**Level 4: Grade 6.0 - 8.9**

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

### **Reading**

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

→ **R.2 Vocabulary**

**R.2.4.1** Recognize and comprehend the meaning of moderately complex occupational, technical, and content-specific vocabulary using word, sentence, and paragraph clues to determine meaning.

**R.2.4.2** Use a dictionary to locate the meaning of words used in a statement and a thesaurus to find words with the same meaning.

**R.2.4.3** Identify and interpret basic figurative language and idioms used in everyday life and in text.

**R.2.4.4** Increase vocabulary of tier 2 words including academic terms and phrases.

→ **R.3 Comprehension**

**R.3.4.1** Read and interpret information in common manuals and other functional readings.

**R.3.4.2** Read and interpret expository writing on common topics in newspapers, periodicals, and non-technical journals.

**R.3.4.3** Gather information from at least three reference materials and evaluate which information best serves the student's purpose.

**R.3.4.4** Identify the implied main idea and supporting details from a level 4 passage.

**R.3.4.5** Predict probable outcomes from knowledge of events obtained from a reading selection.

**R.3.4.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**R.3.4.7** Distinguish factual information from opinion or fiction. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**R.3.4.8** Determine the meaning of persuasive language and propaganda used in functional text.

**R.3.4.9** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**R.3.4.10** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**R.3.4.11** Identify and use the structural features of newspapers, magazines, and editorials to gain meaning from text.

**R.3.4.12** Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.

→ **R.4 Fluency**

**R.4.4.1** Read instructional level text orally, with fluency and accuracy and with appropriate pacing, intonation and expression with understanding and purpose. Use content to confirm or self-correct word recognition and understanding, rereading as necessary.

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

**R.5.4.1** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**R.5.4.2** Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning.

**R.5.4.3** Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).

**R.5.4.4** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**R.5.4.5** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**R.5.4.6** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**R.5.4.7** Analyze the structure (sentence, paragraph, chapter, or section) an author uses to organize a text including how it fits into the overall structure of a text and contributes to the development of the ideas

**R.5.4.8** Read and comprehend literature, including stories, dramas, and poetry, as well as nonfiction, for the current level, independently and proficiently.

## **Writing**

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

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

**W.2.4.1** Appropriately use all forms of capitalization and punctuation including colons, semicolon, commas, dashes, and end punctuation.

**W.2.4.2** Correctly spell all words in a written text

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

**W.3.4.1** Recognize how parts of a sentence are used to manipulate meaning in sentences (independent clauses, introductory clauses, and phrases, etc.).

**W.3.4.2** Write paragraphs with stated or implied topic sentences.

**W.3.4.3** Write paragraphs with clear connections and transitions between sentences

**W.3.4.4** Develop appropriate tense use throughout a multiple paragraph text.

**W.3.4.5** Sustain a consistent point of view throughout a multiple paragraph text.

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

**W.4.4.1** Identify all parts of speech, including nouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections, and verbals (verbs used as nouns, adjectives, or adverbs such as infinitives, participles, and gerunds).

**W.4.4.2** Identify how parts of speech work in a particular sentence, i.e., noun used as an object instead of a subject.

**W.4.4.3** Identify passive voice.

**W.4.4.4** Demonstrate mastery of past and present tense.

**W.4.4.5** Establish and maintain tense in a writing piece.

→ **W.5 Composition**

**W.5.4.1** Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. The texts should:

- a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect, include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension;
- b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
- c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e) Establish and maintain style; and
- f) Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.5.4.2** Write arguments to support claims with clear reasons and relevant evidence. The argument should:

- a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically;
- b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;
- c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence;
- d) Establish and maintain a formal style; and
- e) Provide a concluding statement or section that follows from and supports the argument presented.

**W.5.4.3** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.5.4.4** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the

data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W.5.4.5** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**W.5.4.6** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.5.4.7** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.5.4.8** Draw evidence from literary or informational texts to support analysis, reflection, and research by applying reading standards to literature and literary nonfiction.