

READING & WRITING CONTENT STANDARDS WITH BENCHMARKS

ABE Level Three: Grade 4.0-5.9

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.