

Content Standard A: Process of Reading: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will:					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
R1A131: Determine the meaning of unknown words through these strategies: by reading words in context and by using knowledge of word structures (prefixes, suffixes, base words, or multi-syllabic structures).	R1A141: Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources. [Maine GLE Reading Panel Recommendation: Other reference sources may include prior knowledge of context clues, word structures, etc. for grade 4.]				
		R1A852: Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]	R1A862: Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 6.]	R1A872: Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]	R1A882: Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]
		R1A753: Summarize by selecting and paraphrasing important and representative texts/passages, including the sequence of	R1A763: Summarize whole text by selecting and paraphrasing important and representative texts/passages, including the	R1A773: Summarize whole text by selecting and paraphrasing important and representative texts/passages, including the	R1A783: Summarize whole texts by selecting and summarizing important and representative passages. [Maine GLE

		major events when appropriate for the genre. [Text complexity appropriate for grade 5.]	sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 6.]	sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 7.]	Reading Panel assumes the text complexity is appropriate for grade 8.]
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<p>Content Standard B: Literature and Culture: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will:</p>					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>R1B1034: Apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]</p>	<p>R1B1044: Apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices. [Maine GLE Reading Panel Recommendation: Appropriate literary devices may include similes, rhyme, and alliteration for grade 4.]</p>	<p>R1B854: Apply effective strategies for analyzing and describing characters' interactions-citing thoughts, words, or actions, that reveal characters' personalities; making basic inferences about problem, conflict, and solution; determining the author's message or theme; and identifying the literary devices of imagery, simple metaphors, and idioms to the reading and interpretation of fiction. [Text complexity appropriate for grade 5].</p>	<p>R1B864: Apply effective strategies for analyzing and describing characters' traits, interactions, and changes over time; making basic inferences about problem, conflict, or solution; of identifying the relationships among elements within the text (plot, character, setting, and types of conflict); determining author's message and point of view-stated or implied; and identifying the literary devices of flashback, foreshadowing, and repetition to the reading and interpretation of fiction. [Text complexity appropriate for grade 6.]</p>	<p>R1B874: Apply effective strategies for analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text-person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]</p>	<p>R1B884: Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately sophisticated in style, point of view, and use of literary devices. [Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]</p>

Content Standard B: Literature and Culture: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will:					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
R1B1135: Apply effective strategies for recognizing appropriate generalizations about text; drawing conclusions or forming judgments/opinions about central ideas that are relevant to the reading and use of narrative nonfiction. [Text length and complexity appropriate for grade 3.]	R1B1145: Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.	R1B955: Apply effective strategies for synthesizing information within and across text(s); making inferences about text, including the author’s message or purpose (e.g., to inform, to entertain, to explain, or to persuade); and supporting opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for grade 5.]	R1B965: Apply effective strategies for synthesizing information within and across text (s); making inferences about text, including author’s message or purpose (e.g., to inform, to explain, to entertain, to persuade); and forming and supporting opinion/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for grade 6.]	R1B975: Apply effective strategies for synthesizing and evaluating information within and across texts; making inferences about text, including author’s message or purpose (e.g., to inform, to explain, to entertain, or to persuade); and forming and supporting warranted* opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction. [Text length and complexity appropriate for grade 7.]	R1B985: Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., references sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries), which have an appropriate complexity of content and sophistication of style. [Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]
				* defensible, viable	

Content Standard D: Informational Texts: Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will:					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
R1D236: Identify various informational parts of a text (e.g. table of contents, glossary, bolded or italicized text, headings, graphic organizers, charts and graphs, and illustrations). [Text complexity appropriate for grade 3.]	R1D246: Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).	R1D456: Identify the informational text structures of description, sequence, and question and answer. [Text complexity appropriate for grade 5.]	R1D466: Identify the informational text structure of compare and contrast. [Text complexity appropriate for grade 6.]	R1D476: Identify the informational texts structures of problem/solution and cause/effect. [Text complexity appropriate for grade 7.]	R1D486: Identify different ways in which informational texts are organized. [Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]

Content Standard D: Informational Texts: Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will:					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
R1D437: Organize information to show understanding (e.g., represent key points within text through charting, mapping, etc.).	R1D447: Summarize informational texts (e.g., identify the main idea or concept and the supporting details).	R1D557: Organize information to show understanding (e.g., representing key points within text through paraphrasing, summarizing, and/or answering questions). [Text complexity appropriate for grade 5.]	R1D567: Make inferences about text, including the author’s purpose and/or message, by forming and supporting opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for grade 6.]	R1D577: Make inferences about text, including the author’s purpose and/or message, by forming and supporting warranted* opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for grade 7.] *defensible, viable	R1D587: Produce and support generalizations acquired from informational text.

Regarding “Increasing Text Complexity”

Source: New England Compact Grade Level Expectations for Grades 3-8

The table below describes ways in which text materials generally increase in difficulty over the grade span of 3-8. Criteria include the following factors, which interact to affect the relative difficulty of reading particular material:

- Word difficulty and language structure, including vocabulary and sentence complexity, etc. (often determined through the use of multiple readability formulas)
- Text structure, text features—discourse style (e.g., satire, humor)
- Genre
- Content/ background knowledge needed by the reader
- Level of reasoning required (e.g., sophistication of themes)
- Format, layout, length, and other book/ print features

The descriptors below build from one grade cluster to the next. In other words, it is expected that students would have experience reading text described for their grades as well as those of earlier grade clusters.

Sample grade-appropriate text titles are included at the end of the descriptors for each grade span.

Descriptors Grades 3-4	Descriptors Grades 5-6	Descriptors Grades 7-8
<p>Includes a range of literary selections, such as poetry, biography, and fantasies. Narratives usually include familiar characters or settings.</p> <p>Informational/ functional text including short expository pieces, e.g., descriptive, compare/contrast, directions, simple recipes, etc.</p> <p>Varied vocabulary but generally familiar; some figurative (e.g., similes). Increased use of challenging vocabulary</p>	<p>Includes a range of literary selections, such as full-length novels, well-crafted short stories (with increasingly diverse characters and settings), historical fiction and myths.</p> <p>Includes more complex informational/ functional texts, such as persuasive essays, procedural “how to” guides, scientific and historical summaries (e.g., textbooks).</p> <p>More varied and challenging vocabulary, including use of figurative</p>	<p>Includes a full range of literary genres including realistic and historical fiction, science fiction, fantasy, and folk literature.</p> <p>Informational/ functional texts include primary sources, personal narratives and autobiographies, schedules and manuals, as well as synthesized information found in textbooks.</p> <p>Increasing number of uncommon words, including words with non-literal meanings and more</p>

<p>(e.g., multi-syllabic words, words with multiple meanings). Technical words are defined or explained in context.</p> <p>Sentence structure becoming more elaborated and complex, including some use of passive voice, abstract or descriptive language.</p> <p>Relatively straightforward text structures. Texts include more information, more complex ideas and relationships (e.g., examples, comparisons).</p> <p>Content usually builds from shared/ somewhat familiar experiences.</p> <p>In narrative text, the story elements (plot, setting, characterization) provide support for both literal and interpretive meanings.</p> <p>Informational texts use clear formats, illustrations, and graphics to support understanding of content. Text features include, timelines, captions, and maps</p>	<p>language (idioms, metaphors) and analogies. Some technical terms.</p> <p>Language in narrative text includes dialect and other linguistic variants to enhance characterization and setting.</p> <p>Ideas and content increase in number and density. Relationships between ideas become more complex (e.g., flashback may be introduced) in narrative text; graphs and charts are needed to convey key information in expository text.</p> <p>Content requires general background knowledge. Underlying themes become more complex and more universal.</p> <p>Interrelationships among story elements become more complex and require more interpretation. Literary elements include flashback, humor, suspense, personification, and exaggeration.</p> <p>Informational and functional texts use a variety of formats, illustrations, and graphics to support understanding. Text features include chapter headings, glossaries, punctuation guides.</p>	<p>abstract vocabulary. Word choice can reflect diverse historical and cultural context. Text includes technical words with specialized meaning.</p> <p>Language and narrative text is more elaborated and complex, and include a wide range of dialogue, varied sentence structure to convey specific meanings, and prose style that matches text purpose (informational, recreational, provocative, etc.).</p> <p>Relationships between ideas become less explicit and require more inference.</p> <p>Understanding content requires increasing cultural and historical knowledge. More sophisticated themes.</p> <p>Texts used often call for literary analysis.</p> <p>Informational texts use format, illustrations, and graphics to support understanding of meaning. Text features include: advanced organizers, inset text, technology support.</p>
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Sample Texts:

Sample texts provide examples of text appropriate for students at that particular level, and illustrate the factors and descriptors noted above. In many cases particular teachers and schools choose to introduce these particular texts at grade levels below or above the grade level indicated.

<u>SAMPLE TEXTS AT GRADE 3:</u>	<u>SAMPLE TEXTS AT GRADE 4:</u>	<u>SAMPLE TEXTS AT GRADE 5:</u>	<u>SAMPLE TEXTS AT GRADE 6:</u>	<u>SAMPLE TEXTS AT GRADE 7:</u>	<u>SAMPLE TEXTS AT GRADE 8:</u>
<u><i>The Mouse and the Motorcycle</i></u>	<u><i>Cricket in Times Square</i></u>	<u><i>Tuck Everlasting</i></u>	<u><i>True Confessions of Charlotte Doyle</i></u>	<u><i>Roll of Thunder, Hear My Cry,</i></u>	<u><i>The Upstairs Room</i></u>
<u><i>Sideways Stories</i></u>	<u><i>Castle in the Attic</i></u>	<u><i>Shh! We're Writing the Constitution</i></u>	<u><i>Holes</i></u>	<u><i>Diary of a Young Girl</i></u>	<u><i>Narrative of the Life of Frederick Douglas</i></u>
<u><i>What's the Big Idea, Ben Franklin</i></u>	<u><i>Wow (National Wildlife Federation)</i></u>	<u><i>Cricket Magazine</i></u>	<u><i>The Grey King</i></u>	<u><i>Muse magazine</i></u>	<u><i>The Giver</i></u>
<u><i>Time for Kids</i></u>			<u><i>Cobblestone magazine</i></u>		<u><i>Science magazine</i></u>