

Third Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Application)	3.R.1.1 Students can decode using word recognition skills.

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	3.R.2.1 Students can apply comprehension strategies to read and interpret text.
(Application)	3.R.2.2 Students can fluently read aloud and silently to comprehend text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Analysis)	3.R.3.1 Students can identify and describe literary elements and devices in literature.
(Analysis)	3.R.3.2 Students can compare and contrast different genres.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	3.R.4.1 Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Application)	3.R.5.1 Students can determine and utilize organizational features of text.
(Application)	3.R.5.2 Students can choose reference materials to locate information.
(Application)	3.R.5.3 Students can collect information from two reference materials.

**Third Grade Reading
Performance Descriptors**

Advanced	<p>Third grade students performing at the advanced level:</p> <ul style="list-style-type: none">• analyze complex word patterns;• apply comprehension strategies and read using expression and inflection;• read using expression and inflection;• compare and contrast literary elements, literary devices and a variety of genres;• interpret and respond to ideas and attitudes expressed in multicultural and historical texts by making connections;• utilize and apply organizational features of informational text;• collect and organize information from reference materials.
Proficient	<p>Third grade students performing at the proficient level:</p> <ul style="list-style-type: none">• decode using word recognition skills;• apply comprehension strategies to read and interpret text;• fluently read aloud and silently to comprehend text;• identify and describe literary elements and devices in literature;• compare and contrast different genres;• respond to ideas and attitudes expressed in multicultural and historical texts by making connections;• determine and utilize organizational features of informational text;• choose reference materials to locate information;• collect information from two reference materials.
Basic	<p>Third grade students performing at the basic level:</p> <ul style="list-style-type: none">• decode words to build vocabulary;• read aloud and silently applying comprehension strategies;• identify literary elements: character, setting, and problem;• recognize genres;• recognize similarities and differences in various cultures in text;• identify text organizational features;• choose reference materials, with guidance, to locate information.

Fourth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Analysis)	4.R.1.1 Students can analyze complex word patterns.
(Comprehension)	4.R.1.2 Students can identify meanings of unfamiliar vocabulary.

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Synthesis)	4.R.2.1 Students can construct meaning from text by applying comprehension strategies.
(Application)	4.R.2.2 Students can develop fluency by utilizing fluency strategies independently.
(Application)	4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Knowledge)	4.R.3.1 Students can identify organizational and text structures within genres.
(Analysis)	4.R.3.2 Students can identify, explain, and use text features.
(Evaluation)	4.R.3.3 Students can determine how word choice affects meaning.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Application)	4.R.5.1 Students can use organizational features of text.
(Synthesis)	4.R.5.2 Students can research a topic by gathering information from at least two sources.

**Fourth Grade Reading
Performance Descriptors**

Advanced	<p>Fourth grade students performing at the advanced level:</p> <ul style="list-style-type: none">• analyze and classify complex word patterns;• construct meaning from text by applying and defending comprehension strategies;• read fluently using multiple strategies;• compare and contrast literary genres based on characteristics, structures and text features;• compare and contrast the characteristics of time period, multicultural and historical texts;• use and explain organizational features of text;• research a topic by gathering information from multiple sources.
Proficient	<p>Fourth grade students performing at the proficient level:</p> <ul style="list-style-type: none">• analyze complex word patterns;• identify meanings of unfamiliar vocabulary;• construct meaning from text by applying comprehension strategies;• develop fluency by utilizing fluency strategies independently;• utilize fluency strategies to comprehend literature and other materials;• identify organizational and text structures within genres;• identify, explain, and use text features;• determine how word choice affects meaning;• identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts;• use organizational features of text;• research a topic by gathering information from at least two sources.
Basic	<p>Fourth grade students performing at the basic level:</p> <ul style="list-style-type: none">• identify word parts;• read aloud and silently to construct meaning from text using a guided comprehension strategy;• identify genres and text features;• identify time period, multicultural or historical texts;• identify organizational features of text;• research a topic by gathering information from a single source.

Fifth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Application)	5.R.1.1 Students can construct meaning by using word parts and categories.
(Analysis)	5.R.1.2 Students can determine word meaning using prior knowledge and context clues.

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	5.R.2.1 Students can utilize comprehension strategies while constructing meaning.
(Application)	5.R.2.2 Students can apply fluency strategies to gain meaning from text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Analysis)	5.R.3.1 Students can distinguish literary genres based on characteristics, structures, and patterns.
(Evaluation)	5.R.3.2 Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.
(Application)	5.R.3.3 Students can identify literary devices within text.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	5.R.4.1 Students can examine and compare texts from various cultures, time periods, and geographical locations.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Analysis)	5.R.5.1 Students can select information from two or more reference sources to meet a goal.
(Knowledge)	5.R.5.2 Students can identify the author's purpose in argumentative and persuasive text.
(Application)	5.R.5.3 Students can choose references to meet the needs of an assigned task.

**Fifth Grade Reading
Performance Descriptors**

Advanced	<p>Fifth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • construct word meaning using word patterns, word categories and context clues; • explain the comprehension strategies used to construct meaning; • apply and explain when to use fluency strategies to gain meaning from text; • describe the characteristics, structures, and patterns of literary genre; • analyze how elements of character, setting, plot, theme, point of view and mood effect meaning of text; • explain how literary devices enhance meaning of text; • analyze text from various cultures, time periods, and geographical locations; • retrieve, determine the importance of, and communicate the findings of information found in text; • analyze argumentative and persuasive text to determine the author’s purpose; • use multiple references within a task.
Proficient	<p>Fifth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • construct meaning by using word parts and categories; • determine word meaning using prior knowledge and context clues; • utilize comprehension strategies while constructing meaning; • apply fluency strategies to gain meaning from text; • distinguish literary genres based on characteristics, structures, and patterns; • interpret literary elements of character, setting, plot, theme, point of view, and mood; • identify literary devices within text; • examine and compare texts from various cultures, time periods, and geographical locations; • select information from two or more reference sources to meet a goal; • identify the author’s purpose in argumentative and persuasive text; • choose references to meet the needs of an assigned task.
Basic	<p>Fifth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify meaning by using word parts and context clues; • identify word meaning using prior knowledge or context clues; • use individual comprehension strategies to construct meaning; • apply some fluency strategies to gain meaning from text; • distinguish among fiction, non-fiction and poetry; • identify character, setting, and sequence of events; • locate a literary device within a text; • identify the culture, time period, and geographical location within a given text; • retrieve specified information from a single source; • identify a persuasive and/or argumentative text; • use a single reference within a task.

Reading

Indicator 1: Students can recognize and analyze words.

3rd Grade	4th Grade	5th Grade
3.R.1.1 (Application) Students can decode using word recognition skills.	4.R.1.1 (Analysis) Students can analyze complex word patterns.	5.R.1.1 (Application) Students can construct meaning by using word parts and categories.
	4.R.1.2 (Comprehension) Students can identify meanings of unfamiliar vocabulary.	5.R.1.2 (Analysis) Students can determine word meaning using prior knowledge and context clues.

Indicator 2: Students can comprehend and fluently read text.

3rd Grade	4th Grade	5th Grade
3.R.2.1 (Application) Students can apply comprehension strategies to read and interpret text.	4.R.2.1 (Synthesis) Students can construct meaning from text by applying comprehension strategies.	5.R.2.1 (Application) Students can utilize comprehension strategies while constructing meaning.
3.R.2.2 (Application) Students can fluently read aloud and silently to comprehend text.	4.R.2.2 (Application) Students can develop fluency by utilizing fluency strategies independently.	5.R.2.2 (Application) Students can apply fluency strategies to gain meaning from text.
	4.R.2.3 (Application) Students can utilize fluency strategies to comprehend literature and other materials.	

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

3rd Grade	4th Grade	5th Grade
3.R.3.1 (Analysis) Students can identify and describe literary elements and devices in literature.	4.R.3.1 (Knowledge) Students can identify organizational and text structures within genres.	5.R.3.1 (Analysis) Students can distinguish literary genres based on characteristics, structures, and patterns.
3.R.3.2 (Analysis) Students can compare and contrast different genres.	4.R.3.2 (Analysis) Students can identify, explain, and use text features.	5.R.3.2 (Evaluation) Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.
	4.R.3.3 (Evaluation) Students can determine how word choice affects meaning.	5.R.3.3 (Application) Students can identify literary devices within text.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

3rd Grade	4th Grade	5th Grade
3.R.4.1 (Analysis) Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.	4.R.4.1 (Analysis) Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.	5.R.4.1 (Analysis) Students can examine and compare texts from various cultures, time periods, and geographical locations.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

3rd Grade	4th Grade	5th Grade
3.R.5.1 (Application) Students can determine and utilize organizational features of text.	4.R.5.1 (Application) Students can use organizational features of text.	5.R.5.1 (Analysis) Students can use select information from two or more reference sources to meet a goal.
3.R.5.2 (Application) Students can choose reference materials to locate information.	4.R.5.2 (Synthesis) Students can research a topic by gathering information from at least two sources.	5.R.5.2 (Knowledge) Students can identify the author's purpose in argumentative and persuasive text.
3.R.5.3 (Application) Students can collect information from two reference materials.		5.R.5.3 (Application) Students can choose references to meet the needs of an assigned task.