

Read with Understanding

Level 1	Level 2	Level 3
Purpose		
R.1.1 Identify personal purpose for reading (for example, to read to a child, to read personal correspondence).	R.2.1 Identify general purpose for reading (for example, for pleasure, to get information, to pass time).	R.3.1 Identify specific purpose for reading (for example, to complete a task, to learn about a topic of interest).
R.1.2 Use background knowledge to select texts to meet personal purposes for reading. (See the text complexity chart.)	R.2.2 Select text to match purpose, appropriate complexity and reading level. (See the text complexity chart.)	R.3.2 Select text to match purpose, appropriate complexity and reading level. (See the text complexity chart.)

Read with Understanding

Level 4	Level 5	Level 6
Purpose		
R.4.1 Identify purposes for reading (for example, to generate and answer questions about a topic, to solve problems).	R.5.1 Establish purposes for reading (for example, to inform a discussion, to get information for a paper, to debate a topic).	R.6.1 Establish and adjust purposes for reading.
R.4.2 Select text to match purpose, appropriate complexity and reading level. (See the text complexity chart.)	R.5.2 Select text to match purpose, appropriate complexity and reading level. (See the text complexity chart.)	R.6.2 Select text to match purpose, appropriate complexity and reading level. (See the text complexity chart.)

Read with Understanding

Level 1	Level 2	Level 3
Word Knowledge		
R.1.3 Identify and apply phonemic awareness and decoding skills (for example, alphabetic knowledge, phonics, sight words) to read words.	R.2.3 Identify and apply decoding skills (for example, phonics, sight words, compound words) to read words.	R.3.3 Identify and apply decoding skills (for example, six syllable types) to read words.
R.1.4 Identify and apply knowledge of word parts (for example, simple word families) to determine word meaning.	R.2.4 Identify and apply knowledge of word parts (for example, complex word families, prefixes, suffixes, contractions) to determine word meaning.	R.3.4 Identify and apply knowledge of word parts (for example, roots, affixes) to determine word meaning.
R.1.5 Use context clues (for example, word order) to determine the meaning of words in texts.	R.2.5 Use context clues (for example, in-sentence definitions) to determine the meaning of words in texts.	R.3.5 Use context clues (for example, grammar, sequencing, examples) and punctuation cues (for example, commas, quotes) to determine the meaning of words in texts.
R.1.6 Select and use print and electronic reference materials (for example, picture dictionary) to determine word meaning.	R.2.6 Select and use print and electronic reference materials (for example, glossary, simplified dictionary) to determine word meaning.	R.3.6 Select and use print and electronic reference materials (for example, dictionaries, thesauruses) to determine and clarify word meaning.
R.1.7 Use word relationships (for example, synonyms, antonyms) to determine word meaning.	R.2.7 Use word relationships (for example, homonyms, multiple-meaning words) to determine word meaning.	R.3.7 Use word relationships (for example, abbreviations, acronyms, homophones) to determine word meaning.
R.1.8 Understand meaning of basic functional vocabulary (for example, “stop,” “danger”).	R.2.8 Understand meaning of basic content vocabulary and complex, functional vocabulary (for example, “warm,” “clean”).	R.3.8 Understand meaning of common high-interest content vocabulary (for example, “weather”) and general academic vocabulary (for example, “combine,” “technology”).
R.1.9 Identify and explain use of figurative language (for example, exaggeration) in text.	R.2.9 Identify and explain use of figurative language (for example, regionalisms, slang) in text.	R.3.9 Identify and explain use of figurative language (for example, metaphor, simile, idioms) in text.
R.1.10 Read own writing and level-appropriate texts (see the text complexity chart) smoothly with appropriate pauses, expression and accuracy (with few errors).	R.2.10 Read own writing and level-appropriate texts (see the text complexity chart) smoothly with appropriate pauses, expression and accuracy (with few errors).	R.3.10 Read own writing and level-appropriate texts (see the text complexity chart) smoothly with appropriate pauses, expression and accuracy (with few errors).

Read with Understanding

Level 4	Level 5	Level 6
Word Knowledge		
R.4.3 Apply decoding skills (for example, multi-syllabic words) to read words.	R.5.3 Apply knowledge of decoding skills to read words.	R.6.3 Apply knowledge of decoding skills to read words.
R.4.4 Apply knowledge of word parts (for example, Greek and Latin roots) to determine word meaning.	R.5.4 Apply knowledge of word parts (for example, word origins) to determine word meaning.	R.6.4 Apply knowledge of word parts to determine subtle differences in word meaning.
R.4.5 Use context clues (for example, cause and effect and compare and contrast relationships) to determine the meaning of words in texts.	R.5.5 Analyze context clues to determine or clarify the explicit and implicit meaning of words in texts.	R.6.5 Analyze context clues to determine or clarify the explicit and implicit meaning of words in texts.
R.4.6 Select and use print and electronic reference materials (for example, web search) to determine and clarify word meaning.	R.5.6 Select and use print and electronic specialized reference materials (for example, references related to a specific topic area) to determine and clarify word meaning.	R.6.6 Select and use print and electronic specialized reference materials (for example, references related to a specific topic area) to determine and clarify word meaning.
R.4.7 Use word relationships (for example, connotation, denotation) to determine word meaning.	R.5.7 Apply knowledge of word relationships to determine word meaning.	R.6.7 Apply knowledge of word relationships to determine subtle differences in word meaning.
R.4.8 Understand meaning of some specialized content vocabulary (for example, “constitution”).	R.5.8 Understand meaning of specialized content vocabulary (for example, “carrying cost,” “broadband”).	R.6.8 Understand meaning of extensive specialized content vocabulary (for example, “stethoscope,” “architect”).
R.4.9 Identify and explain the use of figurative language (for example, hyperboles, personification, mixed metaphor) in text.	R.5.9 Recognize how the use of figurative language (for example, analogy, cliché, extended metaphor) affects interpretation of text.	R.6.9 Recognize how the use of figurative language (for example, oxymoron, allusions, paradox) affects interpretation of text.
R.4.10 Read own writing and level-appropriate texts (see the text complexity chart) smoothly with appropriate pauses, expression and accuracy (with few errors).	R.5.10 Read own writing and level-appropriate texts (see the text complexity chart) smoothly with appropriate pauses, expression and accuracy (with few errors).	R.6.10 Read own writing and level-appropriate texts (see the text complexity chart) smoothly with appropriate pauses, expression and accuracy (with few errors).

Read with Understanding

Level 1	Level 2	Level 3
Comprehension		
R.1.11 Apply, monitor and adjust comprehension strategies (for example, activate prior knowledge, make predictions, find key information, compare understanding with another reader, reread) to understand text.	R.2.11 Apply, monitor and adjust comprehension strategies (for example, predict and confirm outcomes based on personal experiences, question own understanding, identify and correct misread words) to understand text at a literal level.	R.3.11 Apply, monitor and adjust comprehension strategies (for example, adjust reading rate, read ahead, skim text, summarize, make simple inferences) to understand text.
R.1.12 Locate and use basic structural elements (for example, title page, columns), basic punctuation clues and visual/graphic cues (for example, drawings, photographs, bold, italics, underlining, web links) to aid in comprehension of print and electronic texts.	R.2.12 Identify and use structural elements (for example, headings, subheadings, indentations, table of contents), visual/graphic cues (for example, basic maps, charts, graphs), punctuation clues and organizational strategies (for example, chronological order, sequence) to aid in comprehension of print and electronic texts.	R.3.12 Use structural elements (for example, captions, sidebars), visual/graphic cues (for example, maps, charts, graphs), complex punctuation clues and organizational strategies (for example, description, compare and contrast) to aid in comprehension of print and electronic texts.
R.1.13 Identify basic story elements (for example, character, setting, plot).	R.2.13 Identify narrative elements (for example, problem/conflict, sequence of events, theme) and basic features of poetry and drama.	R.3.13 Analyze how narrative elements interact to develop a story (for example, character development as a result of events, role of setting in plot development).
R.1.14 Distinguish between fact and fiction in the text.	R.2.14 Distinguish between fact and opinion in the text.	R.3.14 Distinguish relevant from irrelevant information in the text.
R.1.15 Identify the stated main idea and supporting details.	R.2.15 Determine a possible implied main idea and supporting details.	R.3.15 Draw conclusions about text using knowledge of main idea(s) and supporting details, consistent with complexity of the text.
R.1.16 Construct meaning by making connections between text and own experiences and knowledge.	R.2.16 Construct meaning from text by connecting prior experience and knowledge to new information read.	R.3.16 Construct meaning from text by applying prior knowledge and background reading to new information read.

Read with Understanding

Level 4	Level 5	Level 6
Comprehension		
R.4.11 Apply, monitor and adjust comprehension strategies (for example, note subtle details in texts, pose questions about text) to understand text at an inferential level.	R.5.11 Apply, monitor and adjust comprehension strategies (for example, compare and contrast information) across multiple texts.	R.6.11 Apply, monitor and adjust comprehension strategies (for example, evaluate and synthesize) across multiple texts.
R.4.12 Use structural elements and organizational strategies (for example, problem and solution, cause and effect) to aid in comprehension of print and electronic texts.	R.5.12 Analyze and use structural elements (for example, footnotes, bibliographies) and organizational strategies to aid in comprehension of print and electronic texts.	R.6.12 Evaluate how structural elements (for example, appendices) and organizational strategies relate to meaning and graphic/visual appeal of print and electronic texts.
R.4.13 Analyze literary elements and characteristics that define genres of writing (for example, prose, poetry, drama).	R.5.13 Analyze a variety of literary forms (for example, short story, mystery, fantasy, comedy, tragedy, epic).	R.6.13 Analyzes how a work of literature reflects the heritage, traditions, attitudes and beliefs of its author and/or time.
R.4.14 Analyze how an author uses argument and provides evidence to persuade others.	R.5.14 Analyze the use of literary devices (for example, flashback, irony, symbolism, propaganda, stereotyping) to develop arguments or explanations.	R.6.14 Evaluate how the author's personal history, credentials and biases impact the text.
R.4.15 Draw conclusions about text using knowledge of main idea(s) and supporting details, consistent with complexity of the text.	R.5.15 Draw conclusions about text using knowledge of main idea(s) and supporting details, consistent with complexity of the text.	R.6.15 Draw conclusions about text using knowledge of main idea(s) and supporting details, consistent with complexity of the text.
R.4.16 Construct meaning from text by evaluating relevance of prior knowledge and applying appropriate knowledge to new information read.	R.5.16 Develop understanding of concepts by applying appropriate prior knowledge to new information read.	R.6.16 Enhance understanding of concepts extending beyond the text by synthesizing prior knowledge and new information read.

Read with Understanding

The Text Complexity Chart

Texts at appropriate complexity and reading level may be determined by considering the text types and aspects of text listed below. The chart is not part of the reading standards, but it is referenced in the standards.

	Level 1	Level 2	Level 3
Text Types	Shopping lists Names/addresses Product labels Simple advertisements Simple forms Calendars Children’s picture books with few words Local place names and signs Language experiences stories	Library card applications Simple charts Simple posters and flyers Greeting cards Sections of bills Weather forecast charts in newspaper or online Some classified advertisements Simplified narratives and plays Narratives written by self or classmates Children’s books with simple texts Tall tales Simple poems Labels Maps Schedules	Applications Simple forms Posters and community flyers Television listings Newspaper headlines Simple novels or plays Newspapers written especially for students Simple web pages Simple information books Simple short stories Simple emails or letters Easy voter information Timelines Tables Calendars Charts Graphs
Aspects of Text			
1. Vocabulary (author’s word choice)	Familiar; simple descriptive language	Familiar; simple with little context-dependency	Familiar but varied; increased use of challenging words
2. Author’s purpose (Intent)	Obvious or explicitly stated at the beginning of text or in title	Obvious or explicitly stated early in the text	Explicitly stated or unambiguous with little subtlety
3. Relationships (interactions among ideas or characters)	Basic; direct, one-to-one connections	Simple; predictable	Straightforward; mostly uncomplicated
4. Content (amount and sophistication of information)	Small block of simple text; few details	Short; uncomplicated; few details	Short to moderate length; some detail; uncomplicated
5. Structure (organization of text)	Very straightforward; clear and consistent format	Clear format; conventional sequence of events	Conventional; uninvolved
6. Style (author’s tone and use of language)	Understandable; plain; strongly supports meaning	Understandable; moderately supports meaning	Understandable; supports meaning

Source. Adapted from the ACT College Readiness guidelines and Achieve and NCIEA text complexity documents.

Read with Understanding

The Text Complexity Chart

Texts at appropriate complexity and reading level may be determined by considering the text types and aspects of text listed below. The chart is not part of the reading standards, but it is referenced in the standards.

	Level 4	Level 5	Level 6
Text Types	Newspaper sections (e.g., comics, weather) Articles from popular magazines (e.g., <i>Reader's Digest</i> , <i>People</i> , <i>Parenting</i>) Internet websites Information books Popular novels Poems Plays and screenplays Historical documents Job-related documents	Work manuals Simple wills Tax forms Voter eligibility materials Newspaper articles News magazines (e.g., <i>Time</i> , <i>Newsweek</i>) Editorials Internet articles and blogs Subject matter textbooks Novels	College and technical school application materials Financial aid information Insurance forms Research articles Consumer guides Work and technical manuals Magazine essays Major literary works
Aspects of Text			
1. Vocabulary (author's word choice)	Familiar; some difficult; some context-dependent; some specialized	Some unfamiliar; some abstract; context-dependent	Highly specific; highly context-dependent; highly specialized
2. Author's purpose (Intent)	Explicit; some subtlety	Implicit; nuanced; revealed over the entirety of the text	Implicit; sometimes ambiguous
3. Relationships (interactions among ideas or characters)	Straightforward; sometimes inferred	Not entirely straightforward; inferred; more sophisticated	Subtle; integrated/complex
4. Content (amount and sophistication of information)	Short to moderate length; some detail; some complexity	Moderate length; detailed; complex	Moderate to long length; detailed; complex to dense
5. Structure (organization of text)	Conventional; somewhat involved	Conventional; involved	Sometimes unconventional (hybrid models); elaborate
6. Style (author's tone and use of language)	Understandable	Understandable but somewhat intricate	Understandable but often intricate
Source. Adapted from the ACT College Readiness guidelines and Achieve and NCIEA text complexity documents.			