Grade Expectations for Vermont's Framework of Standards and Learning Opportunities

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Spring 2004

(Mathematics, Reading and Writing)

Acknowledgments

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STATE OF VERMONT
DEPARTMENT OF EDUCATION
120 State Street
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February 27, 2004

Dear Fellow Vermonter:

In the fall of 1996, the State Board of Education adopted *Vermont's Framework of Standards and Learning Opportunities*. Over the years thousands of Vermont teachers, parents and students have participated in meetings and reviews aimed at improving the standards with the goal of making them more useful as guides to curriculum development. In 2000, the standards were formally revised and again adopted by the State Board.

Now, in the spring of 2004, a new chapter in the standards, *Grade Expectations for Vermont's Framework of Standards and Learning Opportunities*, has been written. Each of the existing standards in reading, mathematics and writing has been carefully studied and applied to a process of development that has produced grade level expectations for grades K – 8 and one grade at the high school level.

Grade level expectations (GLEs) are more specific statements of the Vermont standards that meet the requirements of the No Child Left Behind Act (NCLBA) for test development. The GLEs provide guidance for local curriculum, instruction and assessment towards the goal of improving instruction and learning. The Grade Level Expectations are not a "state-mandated curriculum."

Vermont's GLEs were developed over the past year by a partnership consisting of the Vermont Department of Education, Vermont Institutes, the Center for Assessment, Measured Progress, Rhode Island Department of Education and the New Hampshire Department of Education. The development and review process included K – 12 teachers and administrators, higher education content experts and professional associations including Vermont Standards and Assessment Consortium, Vermont Council of the Teachers of Mathematics, the Vermont Council of Teachers of English and Language Arts, and Vermont Council on Reading. Nationally recognized standards, research and curriculum, standards from other states, and Vermont local curriculum were reviewed and considered as part of the development process.

Thank you to everyone who participated in this effort.

Sincerely,

Richard H. Cate
Commissioner

Table of Contents

Writing

References

Introduction

This document, *Grade Expectations for Vermont's Framework of Standards and Learning Opportunities* (hereafter *Vermont's Grade Expectations*), is an important companion to *Vermont's Framework*. These Grade Expectations (GEs) serve the same purposes as *Vermont's Framework* (see below), but articulate learning expectations by grade levels in mathematics, reading, and writing (GLEs), and by clusters of two grades (GCEs) in other areas of *Vermont's Framework*.

Purposes of *Vermont's Grade Expectations* and *Vermont's Framework:*

1) To provide a structure from which standards-based district, school, and classroom curriculum can be developed, organized, implemented, and assessed;
2) To provide a basis for the development of state, local, and classroom comprehensive assessment systems; and
3) To make explicit what may be included in statewide assessments of student learning.

Grade Expectations, while making comprehensive use of recent research and national standards work, have been derived directly from *Vermont's Framework*—integrating Field of Knowledge and Vital Results Standards. The GEs provide explicit guidance at each grade level or grade cluster for districts and schools to review curriculum and to develop local assessments. The GEs meet the requirements of NCLBA for the development of grade level expectations:

- To support assessments in reading and mathematics in grades 3–8 and one high school grade; and
- To support assessments in science in one elementary, one middle, and one high school grade.

GEs also provide guidance for development of statewide assessments in writing in one elementary, one middle, and one high school grade, and for local assessment development across *Vermont's Framework,* necessary under Vermont Act 68.

Most importantly, the GEs support comprehensive local instruction, curriculum, and assessment practices essential to improving student performance for all Vermont students and narrowing achievement gaps.

What are Grade Expectations?

Definition of a Grade Expectation: A Grade Expectation (GE) is a stated objective that is aligned with Vermont's standards by grade or grade cluster. A GE differentiates performance on concepts, skills, or content knowledge between adjacent grade levels, and as a set, GEs lead to focused, coherent, and developmentally appropriate instruction without narrowing the curriculum.

Types of Grade Expectations

All of the grade expectations are important for curriculum, instruction, and assessment at the school and classroom levels. However, there are two types of GEs (Type I and Type II) that distinguish between those assessable at the local level *only* and those assessable at both the local and state level.

Type I GE (Local AND State Level): Type I GEs are a prioritized set of expectations identified for assessment at the state level, as well as at the local level. These GEs will be assessed on the New England Common Assessment Program (NECAP). While clearly identified for assessment in on-demand state-level assessments, they are also important at the school and classroom levels. These GEs can be identified by the NECAP code that is right aligned below the GE, as illustrated below.

Example of Type I GE:

> M3:3: **Demonstrates conceptual understanding of mathematical operations** by describing or illustrating the inverse relationship between addition and subtraction of whole numbers; and the relationship between repeated addition and multiplication using models, number lines, or explanations.
>
> M(N&O)–3–3

Type II GE (Local assessment only): Type II GEs are for district, school, and classroom assessment, and include concepts and skills that are either not easily assessable in an on-demand setting (e.g., completion of a statistical study, writing process), are foundational skills (e.g., early reading skills), or are skills and concepts not designated for large-scale assessment at certain grades (e.g., writing GEs at grades other than the grades designated for large-scale assessment). These GEs can be assessed locally in performance that is observed over time, in portfolios, large projects, classroom observations, classroom tests and quizzes, and in other classroom assessments consistent with the expectations.

Interpreting the Grade Expectations: The Grade Expectations in this document describe the concepts, skills, and knowledge to be taught and learned by the end of the grade identified. For statewide assessment, these will be assessed on the large-scale (NECAP) assessment at the beginning of the next grade. Local assessment will occur in the grade specified.

For which students are Vermont Grade Expectations written?

Grade Expectations are written for all Vermont students. In terms of instruction and assessment, we can think about four types of students.

1) Students who are able to participate in instruction and assessment without accommodations (>90% of student population);
2) Students who are able to participate in instruction and assessment with accommodations or modifications (<8% of student population) using the same GEs as other students at their grade level;
3) Students who will need to take an alternate assessment using the same GEs as other students at their grade level; (<2% of student population); and
4) Students who will need to take an alternate assessment with alternate Grade Expectations (<1% of student population).

It is the intent of the Vermont Department of Education to ensure that recent advances in assessment technology be used in the development of assessment to support the participation of all students in the assessment system, while reducing the need for accommodations and modifications. The Department is committed to providing ongoing professional development to Vermont educators to help identify the appropriate level of instruction and assessment for students, and for the ongoing development of instruction and assessment strategies to support all students in acquiring the skills, concepts, and knowledge articulated in *Vermont's Grade Expectations.*

Participants in GE development

Grade Expectation development in Vermont was designed to involve many educators in order to get the best thinking for this important effort. This required work of teachers, content experts, curriculum coordinators, and administrators in Vermont, as well as partners in New Hampshire and Rhode Island, and continuous review of relevant research in each field of knowledge. A bibliography of resources is included in the appendix.

Additionally, several contractors and state partners provided expertise to the process. These included:

- Measured Progress, Dover, NH
- Vermont Reads, Montpelier, VT
- The Vermont Institutes, Montpelier, VT
- The Center for Assessment, Dover, NH
- New England Common Assessment Program (Rhode Island DOE, New Hampshire DOE)

How were Vermont Grade Expectations developed?

There were two levels of development. The first involved extensive review of the literature, national standards, local Vermont curriculum, and the contributions of Vermont classroom teachers, higher education content experts, and administrators. This involvement ranged from writing committees to field and expert reviews of the draft Grade Expectations.

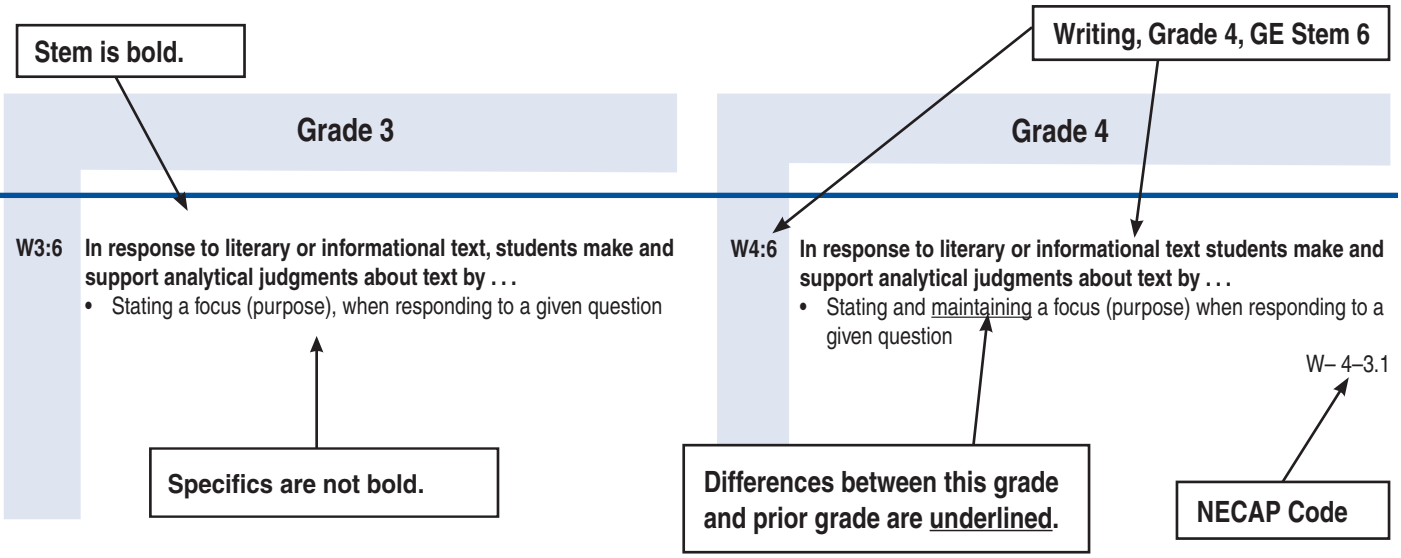
In the second level, Vermont's early work along with other resources provided the foundation for work with Rhode Island and New Hampshire in developing Grade Level Expectations for the New England Common Assessment Program (NECAP) to meet the NCLBA requirements for reading, writing, and mathematics assessments in grades 3–8.

While New Hampshire, Rhode Island, and Vermont collaborated on statewide assessment in reading, writing, and mathematics, Vermont educators have been responsible for the Grade Cluster Expectations for science, social studies, arts, health, physical education, non-native language, and technology. Effort and thought were given to building upon the knowledge gained from the work as it progressed in all fields in order to assure consistency across disciplines.

Format of the Grade Expectations

Each GE includes the following:

1) The GE at each grade level or grade level cluster specifies the "fair game" for assessment at that grade. While the entire GE is "fair game," it is not expected that the entire GE will be assessed in a given year.
2) An identifying Vermont code precedes each GE, beginning with a letter for the particular discipline (e.g., R = Reading) followed by the grade level, and then the stem number. Thus, R2:5 means Reading, grade 2, stem 5.
3) A statement in bold, called the "stem," is at the beginning of each GE. Each "stem" is the same or similar across the grades for a given GE, and is meant to communicate the main curriculum and instructional focus of the GE across the grades. GEs were derived using the "big ideas" of the discipline and evidences from *Vermont's Framework*.
4) The unbolded text within a GE indicates how the GE is specified at a given grade level.
5) Differences between adjacent grades are typically underlined to indicate additional skills and concepts identified for assessment. Sometimes nothing is underlined within a GE. In these situations, differences in adjacent grades assume an increasing level of complexity of the skill or the material, as indicated with benchmarks for that grade level.



6) The Grade Expectations that are "fair game" for large-scale assessment, such as NECAP or the Developmental Reading Assessment (Grade 2), are indicated at the end of the GE using the NECAP coding, DRA, or State (for high school). In the above example, the NECAP code is shown at fourth grade (W–4–3.1).

7) Conjunctions used throughout this document have specific meaning for large-scale assessment. The use of the conjunction "or" means that a student can be assessed on all or just some of the elements of the GE in a given year. The use of "and" between elements of a GE means that the *intent* is to assess each element every year. In some situations, "or" is also used in a specific way for each discipline. (See introductions to math, reading, and writing sections.)

NOTE: Information specific to each content area's set of Grade Expectations is found in the introduction for that set of GEs.

Vermont Mathematics Grade Level Expectations Overview

The Vermont Mathematics GLEs are organized by Vermont Standards. The following are the Vermont Standards and the related Vermont Grade Level Expectations (GLEs).

	Related Vermont Mathematics GLEs
Vermont Standard 7.6: Arithmetic, Number, and Operation Concepts	1–8
Vermont Standard 7.7: Geometric and Measurement Concepts	9–18
Vermont Standard 7.8: Function and Algebra Concepts	19–22
Vermont Standard 7.9: Statistics and Probability Concepts	23–29
Vermont Standards 2.5 and 7.10*	30

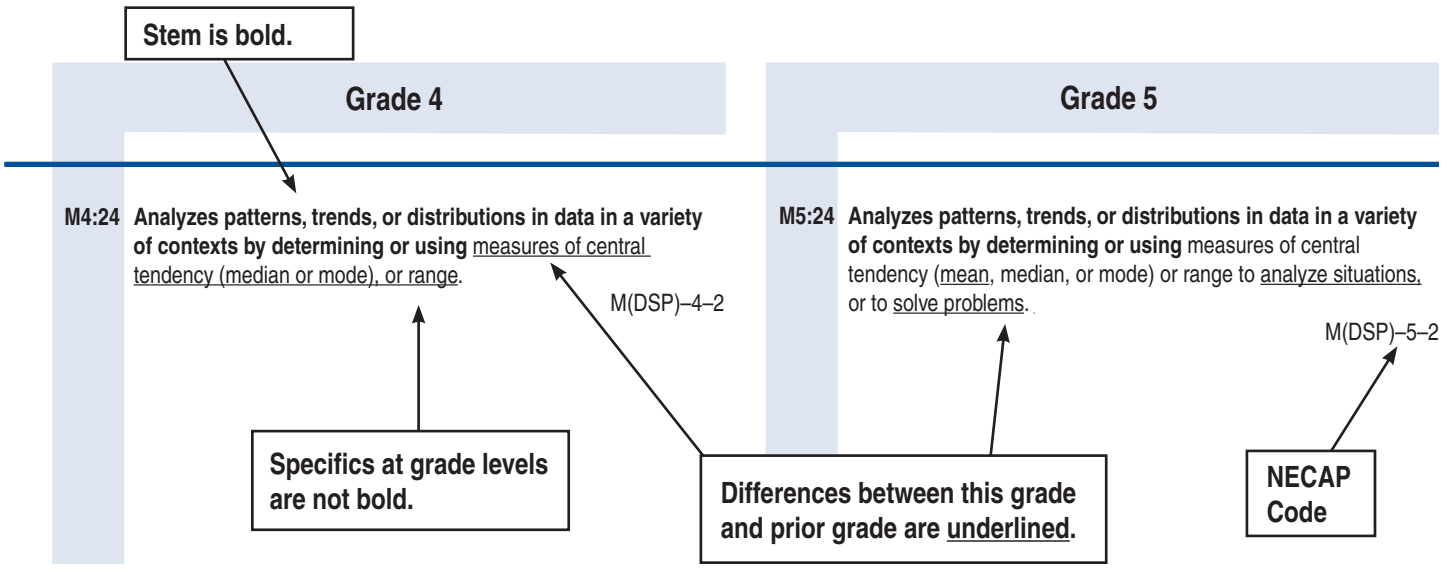
*Problem solving, reasoning, connections, and communication are embedded throughout this set of GLEs instead of as separate strands or separate GLEs addressing Vermont Standards 1.17, 2.2, 2.3, and aspects of 7.10. The exception to this is Vermont Standard 2.5 and aspects of 7.10, which are integrated into Mathematics GLE 30.

Unless otherwise specified, the number parameters for a given grade in MX:1 apply to all GLEs at that grade level (e.g., whole numbers to 199).

Only number concepts identified at a grade level will be assessed and reported for 7.6: Arithmetic, Number, and Operation Concepts. However, all number concepts acquired up to a grade can be used in other content strands unless otherwise specified.

How to read Vermont GLEs:

- Each GLE includes a statement in bold called the "stem." Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades.
- The unbolded text within a GLE indicates how the GLE is specified at a given grade level.
- At each grade level, differences from previous grades are underlined. (Note: Sometimes nothing is underlined within a GLE. In these situations, examine other GLEs across the strand to identify the differences.)
- Each GLE is coded by grade level, and the GLE "stem" number (e.g., M2:1 means mathematics at grade 2 for stem 1) and organized by Standard.
- All the concepts and skills for a given grade level are "fair game" for assessment purposes. However, conjunctions used in the GLEs designed for the New England Common Assessment Program (NECAP) have specific meaning. The conjunction "and" separates parts of a GLE that will be assessed every year (to the extent possible), while the conjunction "or" separates parts of the GLE that may be assessed each year, but will be more likely to be assessed over several years. In some situations "or[sc]" (Student Choice) is used. While students will have choices on strategies they use or methods to communicate their thinking throughout the assessment, there are special cases for which NECAP thought it was necessary to communicate to the test developer that students should not be required to use a specific method (e.g., "…writes in words, or[sc] symbols…").
- In cases for which a Vermont GLE will be assessed on the large-scale assessment, the text of the GLE is followed by the NECAP code or the word "State," which is right justified. This indicates that this portion of the GLE is "fair game" for statewide assessment at that grade level. While it is not anticipated that the NECAP code will be used by Vermont educators, an example of how to interpret the code follows: M(DSP)–4–3: Mathematics (Data, Statistics, and Probability) – grade 4 – stem 3.



	Kindergarten		Grade 1
MK:1	**Demonstrates conceptual understanding of rational numbers with respect to whole numbers** by connecting oral number words and numerals (up to and including two-digit numbers to 50) to the quantities they represent using physical models and representations **and shows correct sequence of cardinal numbers**.	M1:1	**Demonstrates conceptual understanding of rational numbers with respect to whole numbers** from 0 to 100 using place value (a grouping system wherein a digit's place in a number denotes its value; e.g., in 34, 3 represents 3 tens, or 30); by applying the concepts of equivalency in composing or decomposing numbers (e.g., 12 = 7 + 5); and in expanded notation (e.g., 41 = 4 tens + 1 one or 41 = 40 + 1) **using models, explanations, or other representations. Shows correct sequence of ordinal and cardinal numbers and compares cardinal numbers** and **positive fractional numbers** (benchmark fractions: *a*/2, *a*/3, or *a*/4 where *a* is a whole number greater than 0 and less than or equal to the denominator) as part/whole relationships of benchmark fractions with models, diagrams, or written or verbal/scribed response.
MK:2	**Demonstrates understanding of the relative magnitude of numbers** from 0 to 50 by ordering whole numbers; by demonstrating one-one correspondence; and by showing the relationship between whole numbers (1 more, 1 less). Apply number parameters consistent with MK:1.	M1:2	**Demonstrates understanding of the relative magnitude of numbers** from 0 to 100 by ordering whole numbers; by comparing whole numbers to each other or to benchmark numbers (10, 25, 50); by showing the relationship between whole numbers (1 more, 1 less; 10 more, 10 less); or by connecting number words and numerals to the quantities they represent using models, representations, or number lines. Apply number parameters consistent with M1:1.
MK:3	**Demonstrates conceptual understanding of mathematical operations involving** addition and subtraction by solving problems involving situations in which one adds to, takes from.	M1:3	**Demonstrates conceptual understanding of mathematical operations involving** addition and subtraction by solving problems involving situations in which one adds to, takes from, puts together, and takes apart, or adds.
MK:4	**Accurately solves problems** in context involving addition and subtraction using whole numbers.	M1:4	**Accurately solves problems** in and out of context involving addition and subtraction using whole numbers.
MK:5	**Recognizes and names** coins.	M1:5	**Demonstrates understanding of monetary value** of coins and adds coins together to a value no greater than $1.00.
MK:6	No **MK:6** at this grade level	M1:6	**Mentally adds and subtracts** whole-number facts through ten **with accuracy**.
MK:7	**Estimates and evaluates the reasonableness of solutions appropriate to grade level.**	M1:7	**Estimates and evaluates the reasonableness of solutions appropriate to grade level.**
MK:8	No **MK:8** at this grade level	M1:8	**Applies properties of numbers** (odd, even, composition/ decomposition [5 is the same as 2 + 3]) and **operations** (commutative, identity) **to solve problems and to simplify computations involving whole numbers**.

	Grade 2	Grade 3
M2:1 / M3:1	**Demonstrates conceptual understanding of rational numbers with respect to:** **whole numbers** from 0 to 199 using place value, by applying the concepts of equivalency in composing or decomposing numbers (e.g., 34 = 17 + 17; 34 = 29 + 5); and in expanded notation (e.g., 141 = 1 hundred + 4 tens + 1 one or 141 = 100 + 40 + 1) **using models, explanations, or other representations**; and **positive fractional numbers** (benchmark fractions: *a*/2, *a*/3, or *a*/4, where *a* is a whole number greater than 0 and less than or equal to the denominator) as a part to whole relationship in area and set models where the denominator is equal to the number of parts in the whole **using models, explanations, or other representations**. M(N&O)–2–1	**Demonstrates conceptual understanding of rational numbers with respect to:** **whole numbers** from 0 to 999 through equivalency, composition, decomposition, or place value **using models, explanations, or other representations**; and **positive fractional numbers** (benchmark fractions: *a*/2, *a*/3, *a*/4, *a*/6, or *a*/8, where *a* is a whole number greater than 0 and less than or equal to the denominator) as a part to whole relationship in area and set models where the number of parts in the whole is equal to the denominator; and **decimals** (within a context of money) as a part of 100 **using models, explanations, or other representations**. M(N&O)–3–1
M2:2 / M3:2	**Demonstrates understanding of the relative magnitude of numbers** from 0 to 199 by ordering whole numbers; by comparing whole numbers to each other or to benchmark whole numbers (10, 25, 50, 75, 100, 125, 150, or 175); by demonstrating an understanding of the relation of inequality when comparing whole numbers by using "1 more," "1 less," "10 more," "10 less," "100 more," or "100 less"; or by connecting number words and numerals to the quantities they represent using models, number lines, or explanations. M(N&O)–2–2	**Demonstrates understanding of the relative magnitude of numbers** from 0 to 999 by ordering whole numbers; by comparing whole numbers to benchmark whole numbers (100, 250, 500, 750); or by comparing whole numbers to each other; and comparing or identifying equivalent positive fractional numbers (*a*/2, *a*/3, *a*/4 where *a* is a whole number greater than 0 and less than or equal to the denominator) using models, number lines, or explanations. M(N&O)–3–2
M2:3 / M3:3	**Demonstrates conceptual understanding of mathematical operations involving** addition and subtraction of whole numbers by solving problems involving joining actions, separating actions, part-part-whole relationships, and comparison situations; and addition of multiple one-digit whole numbers. (See Appendix A.) M(N&O)–2–3	**Demonstrates conceptual understanding of mathematical operations** by describing or illustrating the inverse relationship between addition and subtraction of whole numbers; and the relationship between repeated addition and multiplication using models, number lines, or explanations. M(N&O)–3–3
M2:4 / M3:4	No **M2:4** at this grade level	**Accurately solves problems involving** addition and subtraction with and without regrouping; the concept of multiplication; and addition or subtraction of decimals (in the context of money). M(N&O)–3–4
M2:5 / M3:5	**Demonstrates understanding of monetary value** by adding coins together to a value no greater than $1.99 and representing the result in dollar notation; making change from $1.00 or less, or recognizing equivalent coin representations of the same value (values up to $1.99). M(N&O)–2–5	No **M3:5** at this grade level
M2:6 / M3:6	**Mentally adds and subtracts** whole-numbers facts through twenty **with accuracy.**	**Mentally adds and subtracts** whole-numbers facts through twenty **with accuracy.**
M2:7 / M3:7	**Estimates and evaluates the reasonableness of solutions appropriate to grade level.**	**Estimates and evaluates the reasonableness of solutions appropriate to grade level.**
M2:8 / M3:8	**Applies properties of numbers** (odd, even) and **operations** (commutative, associative, identity) **to solve problems and to simplify computations involving whole numbers.**	**Applies properties of numbers** (odd, even) **and applies the commutative and associative properties** of addition **to solve problems and to simplify computations.**

	Grade 3	Grade 4
M3:1 / M4:1	**Demonstrates conceptual understanding of rational numbers with respect to:** **whole numbers** from 0 to 999 through equivalency, composition, decomposition, or place value **using models, explanations, or other representations**; and **positive fractional numbers** (benchmark fractions: *a*/2, *a*/3, *a*/4, *a*/6, or *a*/8, where *a* is a whole number greater than 0 and less than or equal to the denominator) as a part to whole relationship in area and set models where the number of parts in the whole is equal to the denominator; and **decimals** (within a context of money) as a part of 100 **using models, explanations, or other representations**. M(N&O)–3–1	**Demonstrates conceptual understanding of rational numbers with respect to:** **whole numbers** from 0 to 999,999 through equivalency, composition, decomposition, or place value **using models, explanations, or other representations**; and **positive fractional numbers** (benchmark fractions: *a*/2, *a*/3, *a*/4, *a*/5, *a*/6, *a*/8, or *a*/10, where *a* is a whole number greater than 0 and less than or equal to the denominator) as a part to whole relationship in area, set, or linear models where the number of parts in the whole are equal to, and a multiple or factor of the denominator; and **decimals** as hundredths within the context of money, or tenths within the context of metric measurements (e.g., 2.3 cm) **using models, explanations, or other representations**. M(N&O)–4–1
M3:2 / M4:2	**Demonstrates understanding of the relative magnitude of numbers** from 0 to 999 by ordering whole numbers; by comparing whole numbers to benchmark whole numbers (100, 250, 500, 750); or by comparing whole numbers to each other; and comparing or identifying equivalent positive fractional numbers (*a*/2, *a*/3, *a*/4 where *a* is a whole number greater than 0 and less than or equal to the denominator) using models, number lines, or explanations. M(N&O)–3–2	**Demonstrates understanding of the relative magnitude of numbers** from 0 to 999,999 by ordering or comparing whole numbers; and ordering, comparing, or identifying equivalent proper positive fractional numbers; or decimals using models, number lines, or explanations. M(N&O)–4–2
M3:3 / M4:3	**Demonstrates conceptual understanding of mathematical operations** by describing or illustrating the inverse relationship between addition and subtraction of whole numbers; and the relationship between repeated addition and multiplication using models, number lines, or explanations. M(N&O)–3–3	**Demonstrates conceptual understanding of mathematical operations** by describing or illustrating the relationship between repeated subtraction and division (no remainders); the inverse relationship between multiplication and division of whole numbers; or the addition or subtraction of positive fractional numbers with like denominators using models, number lines, or explanations. M(N&O)–4–3
M3:4 / M4:4	**Accurately solves problems involving** addition and subtraction with and without regrouping; the concept of multiplication; and addition or subtraction of decimals (in the context of money). M(N&O)–3–4	**Accurately solves problems involving** multiple operations on whole numbers or the use of the properties of factors and multiples; and addition or subtraction of decimals and positive proper fractions with like denominators. (Multiplication limited to 2 digits by 2 digits, and division limited to 1 digit divisors.) (IMPORTANT: *Applies the conventions of order of operations where the left to right computations are modified only by the use of parentheses*.) M(N&O)–4–4
M3:5 / M4:5	No **M3:5** at this grade level	No **M4:5** at this grade level
M3:6 / M4:6	**Mentally adds and subtracts** whole-numbers facts through twenty **with accuracy.**	**Mentally adds and subtracts** whole numbers through twenty and multiplies whole numbers through twelve **with accuracy.**

(continued on page M6)

	Grade 5	Grade 6
M5:1 / M6:1	**Demonstrates conceptual understanding of rational numbers with respect to:** **whole numbers** from 0 to 9,999,999 through equivalency, composition, decomposition, or place value **using models, explanations, or other representations;** **positive fractional numbers** (proper, mixed number, and improper) (halves, fourths, eighths, thirds, sixths, twelfths, fifths, or powers of ten [10, 100, 1000]), **decimals** (to thousandths), or **benchmark percents** (10%, 25%, 50%, 75% or 100%) as a part to whole relationship in area, set, or linear models **using models, explanations, or other representations.*** M(N&O)–5–1	**Demonstrates conceptual understanding of rational numbers with respect to** ratios (comparison of two whole numbers by division a/b, $a : b$, and $a \div b$, where $b \neq 0$); and rates (e.g., *a* out of *b*, 25%) **using models, explanations, or other representations.*** **Demonstrates conceptual understanding of proportional reasoning**, and fluently moves between equivalent representations of commonly used fractions and decimals. M(N&O)–6–1
	***Specifications for area, set, and linear models for grades 5–8**: **Fractions:** The number of parts in the whole is equal to the denominator, a multiple of the denominator, or a factor of the denominator. **Percents:** The number of parts in the whole is equal to 100, a multiple of 100, or a factor of 100 (for grade 5); the number of parts in the whole is a multiple or a factor of the numeric value representing the whole (for grades 6–8). **Decimals (including powers of ten)**: The number of parts in the whole is equal to the denominator of the fractional equivalent of the decimal, a multiple of the denominator of the fractional equivalent of the decimal, or a factor of the denominator of the fractional equivalent of the decimal.	
M5:2 / M6:2	**Demonstrates understanding of the relative magnitude of numbers** by ordering, comparing, or identifying equivalent positive fractional numbers, decimals, or benchmark percents within number formats (fractions to fractions, decimals to decimals, or percents to percents); or integers in context using models or number lines. M(N&O)–5–2	**Demonstrates understanding of the relative magnitude of numbers** by ordering or comparing numbers with whole-number bases and whole-number exponents (e.g., 3^3, 4^3), integers, or rational numbers within and across number formats (fractions, decimals, or whole-number percents from 1 to 100) using number lines or equality and inequality symbols. M(N&O)–6–2
M5:3 / M6:3	**Demonstrates conceptual understanding of mathematical operations** by describing or illustrating the meaning of a remainder with respect to division of whole numbers using models, explanations, or solving problems. M(N&O)–5–3	**Demonstrates understanding of mathematical operations** by describing or illustrating the meaning of a power by representing the relationship between the base (whole number) and the exponent (whole number) (e.g., 3^3, 4^3); and the effect on the magnitude of a whole number when multiplying or dividing it by a whole number, decimal, or fraction. M(N&O)–6–3
M5:4 / M6:4	**Accurately solves problems involving** multiple operations on whole numbers or the use of the properties of factors, multiples, prime, or composite numbers; and addition or subtraction of fractions (proper) and decimals to the hundredths place. (Division of whole numbers by up to a two-digit divisor.) (IMPORTANT: *Applies the conventions of order of operations with and without parentheses*.) M(N&O)–5–4	**Accurately solves problems involving** single or multiple operations on fractions (proper, improper, and mixed), or decimals; and addition or subtraction of integers; percent of a whole; or problems involving greatest common factor or least common multiple. (IMPORTANT: *Applies the conventions of order of operations with and without parentheses.*) M(N&O)–6–4
M5:5 / M6:5	No **M5:5** at this grade level	No **M6:5** at this grade level
M5:6 / M6:6	**Mentally multiplies and divides** whole numbers through twelve **with accuracy.**	**Mentally multiplies and divides** whole numbers through twelve **with accuracy.**

(continued on page M7)

Grade 3 *(continued)*		Grade 4 *(continued)*	
M3:7	**Estimates and evaluates the reasonableness of solutions appropriate to grade level.**	M4:7	**Estimates and evaluates the reasonableness of solutions appropriate to grade level.**
M3:8	**Applies properties of numbers** (odd, even) **and applies the commutative and associative properties** of addition **to solve problems and to simplify computations.**	M4:8	**Applies properties of numbers** (odd, even, factor, multiple, remainders, composition/decomposition) **to solve problems and to simplify computations.**

Grade 5 *(continued)*		Grade 6 *(continued)*	
M5:7	**Estimates and evaluates the reasonableness of solutions appropriate to grade level.**	M6:7	**Estimates and evaluates the reasonableness of solutions appropriate to grade level.**
M5:8	**Applies properties of numbers** (odd, even, factor, multiple, prime, composite, divisibility, remainders, composition/decomposition) **to solve problems and to simplify computations.**	M6:8	**Applies properties of numbers** (factor, multiple, prime, composite, greatest common factor [GCF], least common multiple [LCM], composition/decomposition), divisibility, remainders), and commutative and associative properties of operations **to solve problems and to simplify computations.**

Grade 6	Grade 7
M6:1 **Demonstrates conceptual understanding of rational numbers with respect to** ratios (comparison of two whole numbers by division a/b, $a : b$, and $a \div b$, where $b \neq 0$); and rates (e.g., a out of b, 25%) **using models, explanations, or other representations.*** M(N&O)–6–1 **Demonstrates conceptual understanding of proportional reasoning**, and fluently moves between equivalent representations of commonly used fractions and decimals.	**M7:1** **Demonstrates conceptual understanding of rational numbers with respect to percents** as a means of comparing the same or different parts of the whole when the wholes vary in magnitude (e.g., 8 girls in a classroom of 16 students compared to 8 girls in a classroom of 20 students, or 20% of 400 compared to 50% of 100); and percents as a way of expressing multiples of a number (e.g., 200% of 50) **using models, explanations, or other representations.*** M(N&O)–7–1
***Specifications for area, set, and linear models for grades 5–8**: **Fractions:** The number of parts in the whole is equal to the denominator, a multiple of the denominator, or a factor of the denominator. **Percents:** The number of parts in the whole is equal to 100, a multiple of 100, or a factor of 100 (for grade 5); the number of parts in the whole is a multiple or a factor of the numeric value representing the whole (for grades 6–8). **Decimals (including powers of ten)**: The number of parts in the whole is equal to the denominator of the fractional equivalent of the decimal, a multiple of the denominator of the fractional equivalent of the decimal, or a factor of the denominator of the fractional equivalent of the decimal.	
M6:2 **Demonstrates understanding of the relative magnitude of numbers** by ordering or comparing numbers with whole-number bases and whole-number exponents (e.g., 3^3, 4^3), integers, or rational numbers within and across number formats (fractions, decimals, or whole-number percents from 1 to 100) using number lines or equality and inequality symbols. M(N&O)–6–2	**M7:2** **Demonstrates understanding of the relative magnitude of numbers** by ordering, comparing, or identifying equivalent rational numbers across number formats, numbers with whole-number bases and whole-number exponents (e.g., 3^3, 4^3), integers, absolute values, or numbers represented in scientific notation using number lines or equality and inequality symbols. M(N&O)–7–2
M6:3 **Demonstrates understanding of mathematical operations** by describing or illustrating the meaning of a power by representing the relationship between the base (whole number) and the exponent (whole number) (e.g., 3^3, 4^3); and the effect on the magnitude of a whole number when multiplying or dividing it by a whole number, decimal, or fraction. M(N&O)–6–3	**M7:3** **Demonstrates conceptual understanding of operations** with integers, exponents, and square roots of perfect square numbers and nonperfect square numbers using models, diagrams, or explanations.
M6:4 **Accurately solves problems involving** single or multiple operations on fractions (proper, improper, and mixed), or decimals; and addition or subtraction of integers; percent of a whole; or problems involving greatest common factor or least common multiple. (IMPORTANT: *Applies the conventions of order of operations with and without parentheses.*) M(N&O)–6–4	**M7:4** **Accurately solves problems involving** proportional reasoning; percents involving discounts, tax, or tips; and rates. (IMPORTANT: *Applies the conventions of order of operations including parentheses, brackets, or exponents.*) M(N&O)–7–4 And accurately solves problems involving integers, raising numbers to whole-number powers, and determining square roots of perfect square numbers and nonperfect square numbers.
M6:5 No **M6:5** at this grade level	**M7:5** No **M7:5** at this grade level
M6:6 **Mentally multiplies and divides** whole numbers through twelve **with accuracy.**	**M7:6** No **M7:6** at this grade level
M6:7 **Estimates and evaluates the reasonableness of solutions appropriate to grade level.**	**M7:7** **Estimates and evaluates the reasonableness of solutions appropriate to grade level**.
M6:8 **Applies properties of numbers** (factor, multiple, prime, composite, greatest common factor [GCF], least common multiple [LCM], composition/decomposition), divisibility, remainders), and commutative and associative properties of operations **to solve problems and to simplify computations.**	**M7:8** **Applies properties of numbers** (greatest common factor [GCF], least common multiple [LCM], composition/decomposition, divisibility, prime factorization, inverses, and identities), and commutative, distributive, and associative properties of operations, and exponents using powers of ten and scientific notation **to solve problems and to simplify computations.**

Grade 8		High School	
M8:1	**Demonstrates conceptual understanding of rational numbers with respect to percents** as a way of describing change (percent increase and decrease) **using explanations, models, or other representations**.	MHS: 1	**Accurately solves problems involving conceptual understanding and magnitude of real numbers, or simple vectors.** State
M8:2	**Demonstrates understanding of the relative magnitude of numbers** by ordering or comparing rational numbers, common irrational numbers ($\sqrt{2}$, and π), numbers with whole-number or fractional bases and whole-number exponents, square roots, absolute values, integers, or numbers represented in scientific notation using number lines or equality and inequality symbols.	MHS: 2	In high school, MHS:1 and MHS:2 have been combined and extended in MHS:1.
M8:3	No **M8:3** at this grade level	MHS: 3	No **MHS:3** at this grade level
M8:4	**Accurately solves problems involving** proportional reasoning (percent increase or decrease, interest rates, markups, or rates); and squares, cubes and taking square or cube roots. (IMPORTANT: *Applies the conventions of order of operations.*)	MHS: 4	**Accurately solves problems involving** proportional reasoning or percents involving the effect of changing the base, rate, or percentage (the three cases of percent), or variations on order of finding percentages (10% off followed by 5% off), and compound interest. State (IMPORTANT: *Applies the conventions of order of operations.*)
M8:5	No **M8:5** at this grade level	MHS: 5	No **MHS:5** at this grade level
M8:6	No **M8:6** at this grade level	MHS: 6	No **MHS:6** at this grade level
M8:7	**Estimates and evaluates the reasonableness of solutions appropriate to grade level**.	MHS: 7	**Estimates and evaluates the reasonableness of** numerical computations and solutions, including those carried out with technology.
M8:8	**Applies properties of numbers** (greatest common factor [GCF], least common multiple [LCM], prime factorization, divisibility, inverses, and identities), and commutative, distributive, and associative properties of operations **to solve problems and to simplify computations.**	MHS: 8	**Applies properties of numbers** (greatest common factor [GCF], least common multiple [LCM], prime factorization, inverses, and identities), or properties of operations **to solve problems and to simplify computations.**

Kindergarten		Grade 1	
MK:9	**Uses attributes, composition, or decomposition to sort or classify objects using at least one attribute (e.g., color).** Recognizes and names polygons (triangles, squares, rectangles) and circles in their environment.	**M1:9**	**Uses attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by a combination of two nonmeasurable or measurable attributes.** Recognizes and names polygons and circles in their environment.
MK:10	No **MK:10** at this grade level	**M1:10**	No **M1:10** at this grade level
MK:11	No **MK:11** at this grade level	**M1:11**	**Identifies objects in the environment** given an example of a three-dimensional shape (e.g., show a wooden cylinder and students identify common objects of the same shape).
MK:12	No **MK:12** at this grade level	**M1:12**	No **M1:12** at this grade level
MK:13	No **MK:13** at this grade level	**M1:13**	No **M1:13** at this grade level
MK:14	No **MK:14** at this grade level	**M1:14**	No **M1:14** at this grade level
MK:15	**Identifies the appropriate standard tool used** to measure length, temperature, and weight.	**M1:15**	**Selects an appropriate tool with which to measure** length, temperature, weight, and volume, **and uses** nonstandard units for linear measurement and weight.
MK:16	**Determines elapsed and accrued time as it relates to** before/after and sequences of events (first, next, last), **and identifies a clock and calendar as measurement tools**.	**M1:16**	**Determines elapsed and accrued time as it relates to the patterns of** days of the week, yesterday, today, tomorrow and tells time to the half hour.
MK:17	No **MK:17** at this grade level	**M1:17**	No **M1:17** at this grade level
MK:18	**Find and name locations with simple** relationships (i.e., near, far, above, below, next to).	**M1:18**	**Find and name locations with simple** relationships (i.e., near, far, above, below, next to, up, down, right, left).

	Grade 2	Grade 3
M2:9 / M3:9	**Uses properties, attributes, composition, or decomposition to sort or classify** polygons or objects by a combination of two or more nonmeasurable or measurable attributes. M(G&M)–2–1	**Uses properties or attributes of angles** (number of angles) **or sides** (number of sides or length of sides) or composition or decomposition of shapes **to identify, describe, or distinguish among** triangles, squares, rectangles, rhombi, trapezoids, hexagons, or circles. M(G&M)–3–1
M2:10 / M3:10	No **M2:10** at this grade level	No **M3:10** at this grade level
M2:11 / M3:11	**Identifies three-dimensional shapes** (rectangular prisms, triangular prisms, cylinders, or spheres) **and their attributes and recognizes** them in their environment.	**Uses properties or attributes** (shape of bases or number of lateral faces) **to identify, compare, or describe three-dimensional shapes** (rectangular prisms, triangular prisms, cylinders, or spheres).
M2:12 / M3:12	No **M2:12** at this grade level	**Demonstrates conceptual understanding of congruency** using transformations (flips and slides and turns), and shape and size of polygons.
M2:13 / M3:13	No **M2:13** at this grade level	No **M3:13** at this grade level
M2:14 / M3:14	**Demonstrates conceptual understanding of perimeter and area** by using models or manipulatives to surround and cover polygons. M(G&M)–2–6	**Demonstrates conceptual understanding of perimeter of** polygons, and **the area of** rectangles on grids using a variety of models or manipulatives. Expresses all measures using appropriate units. M(G&M)–3–6
M2:15 / M3:15	**Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems** across the content strands. (Benchmarks in Appendix B.) M(G&M)–2–7	**Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems** across the content strands. (Benchmarks in Appendix B.) M(G&M)–3–7
M2:16 / M3:16	**Determines elapsed and accrued time as it relates to the patterns of** days of the week, months, hours, and tells time to five minutes.	**Determines elapsed and accrued time** to the ¼ hour.
M2:17 / M3:17	No **M2:17** at this grade level	No **M3:17** at this grade level
M2:18 / M3:18	**Solves problems using a two-dimensional coordinate system (*x* and *y* axes—quadrant I) to locate and describe** positions on a map.	**Solves problems using the Cartesian coordinate system** (Quadrant I) **to** locate coordinates and to represent data from tables.

Grade 3	Grade 4
M3:9 **Uses properties or attributes of angles** (number of angles) **or sides** (number of sides or length of sides) or composition or decomposition of shapes **to identify, describe, or distinguish among** triangles, squares, rectangles, rhombi, trapezoids, hexagons, or circles. M(G&M)–3–1	**M4:9** **Uses properties or attributes of angles** (number of angles) **or sides** (number of sides, length of sides, parallelism, or perpendicularity) **to identify, describe, or distinguish among** triangles, squares, rectangles, rhombi, trapezoids, hexagons, or octagons; or classify angles relative to 90° as more than, less than, or equal to. M(G&M)–4–1 Recognizes symmetrical figures and uses symmetry to identify and classify figures.
M3:10 No **M3:10** at this grade level	**M4:10** No **M4:10** at this grade level
M3:11 **Uses properties or attributes** (shape of bases or number of lateral faces) **to identify, compare, or describe three-dimensional shapes** (rectangular prisms, triangular prisms, cylinders, or spheres).	**M4:11** **Uses properties or attributes** (shape of bases or number of lateral faces) **to identify, compare, or describe three-dimensional shapes** (rectangular prisms, triangular prisms, cylinders, or spheres). M(G&M)–4–3 **Identifies** components (faces, edges, and vertices) of three-dimensional shapes (cubes and rectangular prisms).
M3:12 **Demonstrates conceptual understanding of congruency** using transformations (flips and slides and turns), and shape and size of polygons.	**M4:12** **Demonstrates conceptual understanding of congruency** by matching congruent figures using reflections, translations, or rotations (flips, slides, or turns), or as the result of composing or decomposing shapes using models or explanations. M(G&M)–5–4
M3:13 No **M3:13** at this grade level	**M4:13** **Demonstrates conceptual understanding of similarity** by applying scales on maps, or applying characteristics of similar figures (same shape, but not necessarily the same size) to identify similar figures, or to solve problems involving similar figures. Describes relationships using models or[sc] explanations. M(G&M)–4–5
M3:14 **Demonstrates conceptual understanding of perimeter of** polygons, and **the area of** rectangles on grids using a variety of models or manipulatives. Expresses all measures using appropriate units. M(G&M)–3–6	**M4:14** **Demonstrates conceptual understanding of perimeter of** polygons, and **the area of** rectangles, polygons, or irregular shapes on grids using a variety of models, manipulatives, or formulas. Expresses all measures using appropriate units. M(G&M)–4–6
M3:15 **Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems** across the content strands. (Benchmarks in Appendix B.) M(G&M)–3–7	**M4:15** **Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems** across the content strands. (Benchmarks in Appendix B.) M(G&M)–4–7
M3:16 **Determines elapsed and accrued time** to the ¼ hour**.**	**M4:16** **Determines elapsed and accrued time** to the ¼ hour.
M3:17 No **M3:17** at this grade level	**M4:17** No **M4:17** at this grade level
M3:18 **Solves problems using the Cartesian coordinate system** (Quadrant I) **to** locate coordinates and to represent data from tables.	**M4:18** **Solves problems using the Cartesian coordinate system** (Quadrant I) **to** locate coordinates and to represent data from tables.

Grade 5	Grade 6
M5:9 **Uses properties or attributes of angles** (right, acute, or obtuse) **or sides** (number of congruent sides, parallelism, or perpendicularity) **to identify, describe, classify, or distinguish among** different types of triangles (right, acute, obtuse, equiangular, or equilateral) or quadrilaterals (rectangles, squares, rhombi, trapezoids, or parallelograms). M(G&M)–5–1	**M6:9** **Uses properties or attributes of angles** (right, acute, or obtuse) **or sides** (number of congruent sides, parallelism, or perpendicularity) **to identify, describe, classify, or distinguish** among different types of triangles (right, acute, obtuse, equiangular, scalene, isosceles, or equilateral) or quadrilaterals (rectangles, squares, rhombi, trapezoids, or parallelograms). M(G&M)–6–1
M5:10 No **M5:10** at this grade level	**M6:10** No **M6:10** at this grade level
M5:11 **Uses properties or attributes** (shape of bases, number of lateral faces, or number of bases) **to identify, compare, or describe three-dimensional shapes** (rectangular prisms, triangular prisms, cylinders, spheres, pyramids, or cones). M(G&M)–5–3	**M6:11** **Uses properties or attributes** (shape of bases, number of lateral faces, number of bases, number of edges, or number of vertices) **to identify, compare, or describe three-dimensional shapes** (rectangular prisms, triangular prisms, cylinders, spheres, pyramids, or cones). M(G&M)–6–3
M5:12 **Demonstrates conceptual understanding of congruency** by matching congruent figures using reflections, translations, or rotations (flips, slides, or turns), or as the result of composing or decomposing shapes using models or explanations.	**M6:12** **Demonstrates congruency using** the results of combining and subdividing shapes (e.g., rectangle into two triangles), by using transformations (flips, slides, and turns), and by using the properties of angles, and length of segments.
M5:13 **Demonstrates conceptual understanding of similarity** by describing the proportional effect on the linear dimensions of polygons when scaling up or down while preserving the angles of polygons, or by solving related problems (including applying scales on maps). Describes effects using models or[sc] explanations.	**M6:13** **Demonstrates conceptual understanding of similarity** by describing the proportional effect on the linear dimensions of polygons or circles when scaling up or down while preserving the angles of polygons, or by solving related problems (including applying scales on maps). Describes effects using models or[sc] explanations. M(G&M)–6–5 **And applies concepts of similarity using constant of proportionality/scale factor** to make larger and smaller scale drawings.
M5:14 **Demonstrates conceptual understanding of perimeter** of polygons, and **the area of** rectangles or right triangles through models, manipulatives, or formulas, the area of polygons or irregular figures on grids, **and volume of** rectangular prisms (cubes) using a variety of models, manipulatives, or formulas. Expresses all measures using appropriate units. M(G&M)–5–6	**M6:14** **Demonstrates conceptual understanding of perimeter** of polygons, **the area of** quadrilaterals or triangles, and **the volume of** rectangular prisms by using models, formulas, or by solving problems; and **demonstrates understanding of the relationships of circle measures** (radius to diameter and diameter to circumference) by solving related problems. Expresses all measures using appropriate units. M(G&M)–6–6
M5:15 **Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems** across the content strands. (Benchmarks in Appendix B.) M(G&M)–5–7	**M6:15** **Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems** across the content strands. (Benchmarks in Appendix B.) M(G&M)–6–7
M5:16 **Determines elapsed and accrued time** to the nearest minute.	**M6:16** No **M6:16** at this grade level
M5:17 No **M5:17** at this grade level	**M6:17** No **M6:17** at this grade level
M5:18 **Solves problems using the Cartesian coordinate system** (all quadrants) **to** locate coordinates and to represent data from tables.	**M6:18** **Solves problems using the Cartesian coordinate system** (all quadrants) **to** locate coordinates and to represent data from tables.

Grade 6	Grade 7
M6:9 **Uses properties or attributes of angles** (right, acute, or obtuse) **or sides** (number of congruent sides, parallelism, or perpendicularity) **to identify, describe, classify, or distinguish** among different types of triangles (right, acute, obtuse, equiangular, scalene, isosceles, or equilateral) or quadrilaterals (rectangles, squares, rhombi, trapezoids, or parallelograms). M(G&M)–6–1	**M7:9** **Uses properties of angle** relationships resulting from two or three intersecting lines (adjacent angles, vertical angles, straight angles, or angle relationships formed by two nonparallel lines cut by a transversal), or two parallel lines cut by a transversal to solve problems. M(G&M)–7–1
M6:10 No **M6:10** at this grade level	**M7:10** **Applies theorems or relationships** (triangle inequality or sum of the measures of interior angles of regular polygons) to solve problems. M(G&M)–7–2
M6:11 **Uses properties or attributes** (shape of bases, number of lateral faces, number of bases, number of edges, or number of vertices) **to identify, compare, or describe three-dimensional shapes** (rectangular prisms, triangular prisms, cylinders, spheres, pyramids, or cones). M(G&M)–6–3	**M7:11** **Applies the properties of** number of vertices, number of edges, faces, and types of angles, symmetry, **to identify and distinguish among three-dimensional shapes** (rectangular prisms, triangular prisms, pyramids, cubes) **and uses properties to solve problems** involving three-dimensional shapes.
M6:12 **Demonstrates congruency using** the results of combining and subdividing shapes (e.g., rectangle into two triangles), by using transformations (flips, slides, and turns), and by using the properties of angles, and length of segments.	**M7:12** **Applies the concepts of congruency** by solving problems on a coordinate plane involving reflections, translations, or rotations. M(G&M)–7–4
M6:13 **Demonstrates conceptual understanding of similarity** by describing the proportional effect on the linear dimensions of polygons or circles when scaling up or down while preserving the angles of polygons, or by solving related problems (including applying scales on maps). Describes effects using models or[sc] explanations. M(G&M)–6–5 **And applies concepts of similarity using constant of proportionality/scale factor** to make larger and smaller scale drawings.	**M7:13** **Applies concepts of similarity** by solving problems involving scaling up or down and their impact on angle measures, linear dimensions and areas of polygons, and circles when the linear dimensions are multiplied by a constant factor. Describes effects using models or[sc] explanations. M(G&M)–7–5
M6:14 **Demonstrates conceptual understanding of perimeter** of polygons, **the area of** quadrilaterals or triangles, and **the volume of** rectangular prisms by using models, formulas, or by solving problems; and **demonstrates understanding of the relationships of circle measures** (radius to diameter and diameter to circumference) by solving related problems. Expresses all measures using appropriate units. M(G&M)–6–6	**M7:14** **Demonstrates conceptual understanding of the area** of circles or the area or perimeter of composite figures (quadrilaterals, triangles, or parts of circles), **and the surface area of** rectangular prisms, **or volume of** rectangular prisms, triangular prisms, or cylinders using models, formulas, or by solving related problems. Expresses all measures using appropriate units. M(G&M)–7–6
M6:15 **Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems** across the content strands. (Benchmarks in Appendix B.) M(G&M)–6–7	**M7:15** **Measures and uses units of measures appropriately and consistently when solving problems across the content strands. Makes conversions within systems**. (See Appendix B for benchmark units and equivalences for each grade.)

(continued on page M16)

Grade 8		High School	
M8:9	**Models situations geometrically. Uses properties and attributes of lines, angles, and two- and three-dimensional shapes) to** formulate and solve problems.	MHS: 9	**Models situations geometrically to solve problems connecting** to other areas of mathematics or to other disciplines (i.e., diagrams, coordinate systems, transformations). State In high school, parts of MHS:9 have been combined and extended in MHS:11.
M8:10	**Applies the Pythagorean Theorem** to find a missing side of a right triangle, or in problem-solving situations and solves problems by applying the Triangle Inequality Theorem to determine if three line segments with given lengths form a triangle, and the sum of the angles in a convex polygon of any number of sides.	MHS: 10	In high school, MHS:10 has been combined and extended in MHS:11.
M8:11	No **M8:11** at this grade level	MHS: 11	**Uses the attributes, geometric properties, or theorems involving** lines, polygons and circles (e.g., parallel, perpendicular, bisectors, diagonals, radii, diameters, central angles, arc length excluding radians), **the Pythagorean Theorem, Triangle Inequality Theorem** to solve mathematical situations or problems in context. State
M8:12	No **M8:12** at this grade level	MHS: 12	In high school, parts of MHS:12 have been combined and extended in MHS:13.
M8:13	**Applies concepts of similarity** to determine the impact of scaling on the volume or surface area of three-dimensional figures when linear dimensions are multiplied by a constant factor; to determine the length of sides of similar triangles, or to solve problems involving growth and rate and makes scale drawings.	MHS: 13	**Applies concepts of similarity, congruency or right triangle trigonometry** to determine length or angle measures and to solve problems involving scale. State
M8:14	**Demonstrates conceptual understanding of surface area or volume by solving problems involving surface area and volume** of rectangular prisms, cylinders, or pyramids. Expresses all measures using appropriate units.	MHS: 14	**Demonstrates conceptual understanding of perimeter, circumference, or area** of two-dimensional figures or composites of two-dimensional figures **or surface area or volume of** three-dimensional figures or composites of three-dimensional figures in problem-solving situations and uses appropriate units of measure and expresses formulas for the perimeter, and area of two-dimensional figures or composites of two-dimensional figures **or surface area or volume of** three-dimensional figures or composites of three-dimensional figures. State
M8:15	**Measures and uses units of measures appropriately and consistently when solving problems across the content strands. Makes conversions within or across systems.** (See Appendix B for benchmark units and equivalences for each grade.)	MHS: 15	**Measures and uses units of measures appropriately and consistently when solving problems across the content strands. Makes conversions within or across systems and** makes decisions concerning an appropriate degree of accuracy in problem situations involving measurement. Uses measurement conversion strategies, such as unit/dimensional analysis or uses quotient measures, such as speed and density, that give per unit amounts, or uses product measures, such as person hours to solve problems. (See Appendix B for benchmark units and equivalences for each grade.)

(continued on page M17)

Grade 6 *(continued)*	Grade 7 *(continued)*
M6:16 No **M6:16** at this grade level	**M7:16** No **M7:16** at this grade level
M6:17 No **M6:17** at this grade level	**M7:17** **Sketches three-dimensional solids and the nets of** prisms, cylinders, and pyramids.
M6:18 **Solves problems using the Cartesian coordinate system** (all quadrants) **to** locate coordinates and to represent data from tables.	**M7:18** No **M7:18** at this grade level

Grade 8 *(continued)*		High School *(continued)*	
M8:16	No **M8:16** at this grade level	**MHS: 16**	No **MHS:16** at this grade level
M8:17	**Sketches a variety of three-dimensional objects using** orthogonal views (projections and isometric views), or **constructs**[1] or accurately represents angle bisector, perpendicular bisector, congruent segments and regular polygons. Draws nets of three-dimensional shapes.	**MHS: 17**	**Constructs**[1] or accurately represents congruent angles, perpendicular lines, equilateral or isosceles triangles, triangle given the side segments, or inscribe or circumscribe a figure.
M8:18	No **M8:18** at this grade level	**MHS: 18**	No **MHS:18** at this grade level

[1] Construct—to draw a figure without measuring devices, using only a straight-edge and compass. "Accurately represents" may include, for example, folding paper, using a protractor.

Kindergarten	Grade 1
MK:19 **Identifies and extends to specific cases a variety of patterns including** sequences of shapes, sounds, movement, colors, letters, and numbers by extending the pattern to the next one, two, or three elements.	**M1:19** **Identifies and extends to specific cases a variety of patterns including** sequences of shapes, sounds, movement, colors, letters, and numbers by extending the pattern to the next one, two, or three elements.
MK:20 **Demonstrates a conceptual understanding of change** qualitatively (growth—student growing taller).	**M1:20** **Demonstrates a conceptual understanding** **of linear relationships** ($y = kx$) **as a constant rate of change** qualitatively (growth—student growing taller) and quantitatively (measurable growth—2 inches each year).
MK:21 No **MK:21** at this grade level	**M1:21** No **M1:21** at this grade level
MK:22 **Demonstrates conceptual understanding of equality** by showing equivalence between two expressions (4+1=5; 2+3=5) by **solving** one-step equations involving whole number addition or subtraction using models or verbal explanations.	**M1:22** **Demonstrates conceptual understanding of equality** by showing equivalence between two expressions (4+1=5; 2+3=5) by **solving** one-step equations involving whole number addition or subtraction using models, verbal explanations, or written equations.

Grade 2

M2:19: Identifies and extends to specific cases a variety of patterns (linear and non-numeric) represented in models, tables, or sequences by extending the pattern to the next element, or finding a missing element (e.g., 2, 4, 6, ____, 10).
M(F&A)–2–1

M2:20 Demonstrates a conceptual understanding of linear relationships ($y = kx$) **as a constant rate of change** qualitatively (growth—student growing taller) and quantitatively (measurable growth—2 inches each year) change.

M2:21 No **M2:21** at this grade level

M2:22 Demonstrates conceptual understanding of equality by finding the value that will make an open sentence true (e.g., 2 + ☐ = 7). (limited to one operation and limited to use addition or subtraction).
M(F&A)–2–4

Grade 3

M3:19 Identifies and extends to specific cases a variety of patterns (linear and non-numeric) represented in models, tables, or sequences by extending the pattern to the next one, two, or three elements, or finding missing elements.
M(F&A)–3–1

M3:20 Demonstrates a conceptual understanding of linear relationships ($y = kx$) **as a constant rate of change** by identifying, describing, or comparing situations that represent constant rates of change.

M3:21 No **M3:21** at this grade level

M3:22 Demonstrates conceptual understanding of equality by showing equivalence between two expressions using models or different representations of the expressions; or by finding the value that will make an open sentence true (e.g., 2 + ☐ = 7) (limited to one operation and limited to use addition, subtraction, or multiplication).
M(F&A)–3–4

Grade 3	Grade 4
M3:19 **Identifies and extends to specific cases a variety of patterns** (linear and non-numeric) represented in models, tables, or sequences by extending the pattern to the next one, two, or three elements, or finding missing elements. M(F&A)–3–1	**M4:19** **Identifies and extends to specific cases a variety of patterns** (linear and nonlinear) represented in models, tables or sequences; and writes a rule in words or[sc] symbols to find the next case. M(F&A)–4–1
M3:20 **Demonstrates a conceptual understanding of linear relationships** ($y = kx$) **as a constant rate of change** by identifying, describing, or comparing situations that represent constant rates of change.	**M4:20** **Demonstrates a conceptual understanding of linear relationships** ($y = kx$) **as a constant rate of change** by identifying, describing, or comparing situations that represent constant rates of change.
M3:21 No **M3:21** at this grade level	**M4:21** **Demonstrates conceptual understanding of algebraic expressions** by using letters or symbols to represent unknown quantities to write simple linear algebraic expressions involving any one of the four operations; or by evaluating simple linear algebraic expressions using whole numbers. M(F&A)–4–3
M3:22 **Demonstrates conceptual understanding of equality** by showing equivalence between two expressions using models or different representations of the expressions; or by finding the value that will make an open sentence true (e.g., $2 + \square = 7$) (limited to one operation and limited to use addition, subtraction, or multiplication). M(F&A)–3–4	**M4:22** **Demonstrates conceptual understanding of equality** by showing equivalence between two expressions using models or different representations of the expressions, by simplifying numerical expressions where left to right computations may be modified only by the use of parentheses [e.g., $14 - (2 \times 5)$] (expressions consistent with the parameters of M(F&A)–4–3), and by solving one-step linear equations of the form $ax = c$, $x \pm b = c$, where a, b, and c are whole numbers with $a \neq 0$. M(F&A)–4–4

Grade 5	Grade 6
M5:19 **Identifies and extends to specific cases a variety of patterns** (linear and nonlinear) represented in models, tables, sequences, or in problem situations; and writes a rule in words or[sc] symbols for finding specific cases of a linear relationship. M(F&A)–5–1	**M6:19** **Identifies and extends to specific cases a variety of patterns** (linear and nonlinear) represented in models, tables, sequences, graphs, or in problem situations; or writes a rule in words or symbols for finding specific cases of a linear relationship; or writes a rule in words or[sc] symbols for finding specific cases of a nonlinear relationship; and writes an expression or[sc] equation using words or[sc] symbols to express the **generalization** of a linear relationship (e.g., twice the term number plus 1 or[sc] $2n + 1$). M(F&A)–6–1
M5:20 **Demonstrates a conceptual understanding of linear relationships** ($y = kx$) **as a constant rate of change** by identifying, describing, or comparing situations that represent constant rates of change.	**M6:20** **Demonstrates conceptual understanding of linear relationships** ($y = kx$; $y = mx + b$) **as a constant rate of change** by constructing or interpreting graphs of real occurrences and describing the slope of linear relationships (faster, slower, greater, or smaller) in a variety of problem situations; **and describes how change in the value of one variable relates to change in the value of a second variable** in problem situations with constant rates of change. M(F&A)–6–2
M5:21 **Demonstrates conceptual understanding of algebraic expressions** by using letters to represent unknown quantities to write linear algebraic expressions involving any two of the four operations; or by evaluating linear algebraic expressions using whole numbers. M(F&A)–5–3	**M6:21** **Demonstrates conceptual understanding of algebraic expressions** by using letters to represent unknown quantities to write linear algebraic expressions involving two or more of the four operations and consistent with order of operations expected at this grade level; or by evaluating linear algebraic expressions (including those with more than one variable); or by evaluating an expression within an equation (e.g., determine the value of y when $x = 4$ given $y = 3x - 2$). M(F&A)–6–3
M5:22 **Demonstrates conceptual understanding of equality** by showing equivalence between two expressions using models or different representations of the expressions (expressions consistent with the parameters of M(F&A)–5–3), by solving one-step linear equations of the form $ax = c$, $x \pm b = c$, or $x/a = c$, where a, b, and c are whole numbers with $a \neq 0$; or by determining which values of a replacement set make the equation (multistep of the form $ax \pm b = c$ where a, b, and c are whole numbers with $a \neq 0$) a true statement (e.g., $2x + 3 = 11$, $\{x: x = 2, 3, 4, 5\}$). M(F&A)–5–4	**M6:22** **Demonstrates conceptual understanding of equality** by showing equivalence between two expressions using models or different representations of the expressions (expressions consistent with the parameters of M(F&A)–6–3), solving multistep linear equations of the form $ax \pm b = c$, where a, b, and c are whole numbers with $a \neq 0$. M(F&A)–6–4

Grade 6

M6:19 **Identifies and extends to specific cases a variety of patterns** (linear and nonlinear) represented in models, tables, sequences, graphs, or in problem situations; or writes a rule in words or symbols for finding specific cases of a linear relationship; or writes a rule in words or[sc] symbols for finding specific cases of a nonlinear relationship; and writes an expression or[sc] equation using words or[sc] symbols to express the **generalization** of a linear relationship (e.g., twice the term number plus 1 or[sc] $2n + 1$).

M(F&A)–6–1

M6:20 **Demonstrates conceptual understanding of linear relationships** ($y = kx$; $y = mx + b$) **as a constant rate of change** by constructing or interpreting graphs of real occurrences and describing the slope of linear relationships (faster, slower, greater, or smaller) in a variety of problem situations; **and describes how change in the value of one variable relates to change in the value of a second variable** in problem situations with constant rates of change.

M(F&A)–6–2

M6:21 **Demonstrates conceptual understanding of algebraic expressions** by using letters to represent unknown quantities to write linear algebraic expressions involving two or more of the four operations and consistent with order of operations expected at this grade level; or by evaluating linear algebraic expressions (including those with more than one variable); or by evaluating an expression within an equation (e.g., determine the value of y when $x = 4$ given $y = 3x - 2$).

M(F&A)–6–3

M6:22 **Demonstrates conceptual understanding of equality** by showing equivalence between two expressions using models or different representations of the expressions (expressions consistent with the parameters of M(F&A)–6–3), solving multistep linear equations of the form $ax \pm b = c$, where a, b, and c are whole numbers with $a \neq 0$.

M(F&A)–6–4

Grade 7

M7:19 **Identifies and extends to specific cases a variety of patterns** (linear and nonlinear) represented in models, tables, sequences, graphs, or in problem situations; **and generalizes** a linear relationship using words and symbols; generalizes a linear relationship to find a specific case; or writes an expression or[sc] equation using words or[sc] symbols to express the **generalization** of a nonlinear relationship.

M(F&A)–7–1

M7:20 **Demonstrates conceptual understanding of linear relationships** ($y = kx$; $y = mx + b$) **as a constant rate of change** by solving problems involving the relationship between slope and rate of change, by describing the meaning of slope in concrete situations, or informally determining the slope of a line from a table or graph; **and distinguishes between constant and varying rates** of change in concrete situations represented in tables or graphs; **or describes how change in the value of one variable relates to change in the value of a second variable** in problem situations with constant rates of change.

M(F&A)–7–2

M7:21 **Demonstrates conceptual understanding of algebraic expressions** by using letters to represent unknown quantities to write algebraic expressions (including those with whole-number exponents or more than one variable); or by evaluating algebraic expressions (including those with whole-number exponents or more than one variable); or by evaluating an expression within an equation (e.g., determine the value of y when $x = 4$ given $y = 5x^3 - 2$).

M(F&A)–7–3

M7:22 **Demonstrates conceptual understanding of equality** by showing equivalence between two expressions (expressions consistent with the parameters of the left- and right-hand sides of the equations being solved at this grade level) using models or different representations of the expressions, solving multistep linear equations of the form $ax \pm b = c$ with $a \neq 0$, $ax \pm b = cx \pm d$ with a, $c \neq 0$, and $(x/a) \pm b = c$ with $a \neq 0$, where a, b, c and d are whole numbers; or by translating a problem-solving situation into an equation consistent with the parameters of the type of equations being solved for this grade level.

M(F&A)–7–4

Grade 8		High School	
M8:19	**Identifies and extends to specific cases a variety of patterns** (linear and nonlinear) represented in models, tables, sequences, graphs, or in problem situations; **and generalizes** a linear relationship (nonrecursive explicit equation); generalizes a linear relationship to find a specific case; **generalizes** a nonlinear relationship using words or[sc] symbols; or **generalizes** a common nonlinear relationship to find a specific case.	MHS: 19	Solves and models problems by **formulating, extending, or generalizing linear and common nonlinear functions/ relations.)** State And makes connections among representations of functions/ relations (equations, tables, graphs, symbolic notation, text).
M8:20	**Demonstrates conceptual understanding of linear relationships** ($y = kx$; $y = mx + b$) **as a constant rate of change** by solving problems involving the relationship between slope and rate of change; informally and formally determining slopes and intercepts represented in graphs, tables, or problem situations; or describing the meaning of slope and intercept in context; **and distinguishes between linear relationships (constant rates of change) and nonlinear relationships (varying rates of change)** represented in tables, graphs, equations, or problem situations; or **describes how change in the value of one variable relates to change in the value of a second variable** in problem situations with constant and varying rates of change.	MHS: 20	**Demonstrates conceptual understanding of linear relationships and linear and nonlinear functions** (including $f(x) = ax^2$, $f(x) = ax^3$, absolute value function, exponential growth) through analysis of intercepts, domain, range and constant and variable rates of change in mathematical and contextual situations. State
M8:21	**Demonstrates conceptual understanding of algebraic expressions** by evaluating and simplifying (including those with square roots, whole-number exponents, or rational numbers); or by evaluating an expression within an equation (e.g., determine the value of y when $x = 4$ given $y = 7\sqrt{x} + 2x$).	MHS: 21	**Demonstrates conceptual understanding of algebraic expressions** by evaluating, simplifying, or writing algebraic expressions; and writes equivalent forms of algebraic expressions or formulas ($d = rt \rightarrow r = d/t$ or solves a multivariable equation or formula for one variable in terms of the others). State
M8:22	**Demonstrates conceptual understanding of equality** by showing equivalence between two expressions (expressions consistent with the parameters of the left- and right-hand sides of the equations being solved at this grade level) using models or different representations of the expressions, solving formulas for a variable requiring one transformation (e.g., $d = rt$; $d/r = t$); by solving multistep linear equations with integer coefficients; by showing that two expressions are or are not equivalent by applying commutative, associative, or distributive properties, order of operations, or substitution; and by informally solving problems involving systems of linear equations in a context.	MHS: 22	**Demonstrates conceptual understanding of equality** by solving linear equations, systems of two linear equations, or problems using tables, graphs, algebraic manipulation, or technology. State Demonstrates conceptual understanding of inequality by solving linear inequalities, comparing values of systems of linear functions, using tables, graphs, algebraic manipulation, or technology.

Kindergarten	Grade 1
MK:23 **Interprets a given representation** (models and tally charts) through written or verbal/scribed response to answer questions related to the data, or to analyze the data to formulate conclusions. (IMPORTANT: *Analyzes data consistent with concepts and skills in MK:24.*)	**M1:23** **Interprets a given representation** (models, tally charts, pictographs with one-to-one correspondence, and tables) through written or verbal/scribed response to answer questions related to the data, or to analyze the data to formulate conclusions. (IMPORTANT: *Analyzes data consistent with concepts and skills in M1:24.*)
MK:24 **Analyzes patterns, trends, or distributions in data in a variety of contexts using "**more," "less," or "equal." (e.g., "In a plus 2 pattern, there will be more items on the fifth day than on the first day.")	**M1:24** **Analyzes patterns, trends, or distributions in data in a variety of contexts using** "more," "less," or "equal."
MK:25 **Organizes and displays data using** diagrams, models, or tally charts through written or verbal/scribed response to answer questions related to the data, to analyze the data to formulate conclusions. (IMPORTANT: *Analyzes data consistent with concepts and skills in MK:24.*)	**M1:25** **Organizes and displays data using** diagrams, models, or tally charts through written or verbal/scribed response to answer questions related to the data, to analyze the data to formulate conclusions. (IMPORTANT: *Analyzes data consistent with concepts and skills in M1:24.*)
MK:26 No **MK:26** at this grade level	**M1:26** No **M1:26** at this grade level
MK:27 No **MK:27** at this grade level	**M1:27** **For a probability event in which the sample space may or may not contain equally likely outcomes,** uses experimental probability to describe the likelihood or chance of an event (using "more likely," "less likely").
MK:28 **In response to a teacher- or student-generated question or hypothesis,** collects appropriate data and makes observations about the data through written or verbal/scribed response. (IMPORTANT: *Analyzes data consistent with concepts and skills in MK:24.*)	**M1:28** **In response to a teacher- or student-generated question or hypothesis,** collects appropriate data to answer the question or hypothesis being tested through written or verbal/scribed response. (IMPORTANT: *Analyzes data consistent with concepts and skills in MK:24.*)
MK:29 No **MK:29** at this grade level	**M1:29** No **M1:29** at this grade level

Grade 2	Grade 3
M2:23 **Interprets a given representation** (pictographs with one-to-one correspondence, line plots, tally charts, or tables) to answer questions related to the data, or to analyze the data to formulate conclusions. (IMPORTANT: *Analyzes data consistent with concepts and skills in M2:24.*) M(DSP)–2–1	**M3:23** **Interprets a given representation** (line plots, tally charts, tables, or bar graphs) to answer questions related to the data, to analyze the data to formulate conclusions, or to make predictions. (IMPORTANT: *Analyzes data consistent with concepts and skills in M3:24.*) M(DSP)–3–1
M2:24 **Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using** "more," "less," or "equal." M(DSP)–2–2	**M3:24** **Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using** "most frequent" (mode), "least frequent," "largest," or "smallest." M(DSP)–3–2
M2:25 **Organizes and displays data using** diagrams, models, tally charts, or tables to answer questions related to the data, to analyze the data to formulate conclusions. (IMPORTANT: *Analyzes data consistent with concepts and skills in M2:24.*)	**M3:25** **Identifies or describes representations or elements of representations that best display a given set of data or situation**, consistent with the representations required in M3:23. M(DSP)–3–3 **Organizes and displays data using** bar graphs or tables to answer question related to the data, to analyze the data to formulate or justify conclusions, or to make predictions. (IMPORTANT: *Analyzes data consistent with concepts and skills in M3:24.*)
M2:26 **Uses counting techniques to solve problems** involving combinations using a variety of strategies (e.g., student diagrams, organized lists, tables, tree diagrams, or[sc] others); (e.g., "How many ways can you make 50 cents using nickels, dimes, and quarters?") M(DSP)–2–4	**M3:26** **Uses counting techniques to solve problems** in context to determine possibilities using a variety of strategies (e.g., student diagrams, organized lists, tables, tree diagrams, or[sc] others); (e.g., "How many ways can you make 50 cents using nickels, dimes, and quarters?" Given a map—"How many different ways can you go from point A to B?")
M2:27 **For a probability event in which the sample space may or may not contain equally likely outcomes,** uses experimental probability to describe the likelihood or chance of an event using "more likely," "less likely," "equally likely," "certain," or "impossible."	**M3:27** **For a probability event in which the sample space may or may not contain equally likely outcomes, determines** the likelihood of the occurrence of an event (using "more likely," "less likely," or "equally likely"). M(DSP)–3–5
M2:28 **In response to a teacher- or student-generated question or hypothesis,** collects appropriate data, organizes the data, displays/represents the data, and makes observations about the data to draw conclusions about the question or hypothesis being tested. (IMPORTANT: *Analyzes data consistent with concepts and skills in M2:24.*)	**M3:28** **In response to a teacher- or student-generated question or hypothesis,** collects appropriate data, organizes the data, displays/represents the data, and makes observations about the data to draw conclusions about the question or hypothesis being tested. (IMPORTANT: *Analyzes data consistent with concepts and skills in M3:24.*)
M2:29 No **M2:29** at this grade level	**M3:29** **Uses experimental probability to describe the likelihood or chance of an event** using "more likely," "less likely," "equally likely," "certain," or "impossible."

Grade 3	Grade 4
M3:23 **Interprets a given representation** (line plots, tally charts, tables, or bar graphs) to answer questions related to the data, to analyze the data to formulate conclusions, or to make predictions. (IMPORTANT: *Analyzes data consistent with concepts and skills in M3:24.*) M(DSP)–3–1	**M4:23** **Interprets a given representation** (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. (IMPORTANT: *Analyzes data consistent with concepts and skills in M4:24.*) M(DSP)–4–1 And (tally charts, frequency charts, line graphs, Venn diagrams).
M3:24 **Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using** "most frequent" (mode), "least frequent," "largest," or "smallest." M(DSP)–3–2	**M4:24** **Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using** measures of central tendency (median or mode), or range. M(DSP)–4–2
M3:25 **Identifies or describes representations or elements of representations that best display a given set of data or situation**, consistent with the representations required in M3:23. M(DSP)–3–3 **Organizes and displays data using** bar graphs or tables to answer question related to the data, to analyze the data to formulate or justify conclusions, or to make predictions. (IMPORTANT: *Analyzes data consistent with concepts and skills in M3:24.*)	**M4:25** **Organizes and displays data using** line plots, bar graphs, tally charts and frequency charts, or tables to answer question related to the data, to analyze the data to formulate or justify conclusions, or to make predictions. (IMPORTANT: *Analyzes data consistent with concepts and skills in M4:24.*)
M3:26 **Uses counting techniques to solve problems** in context to determine possibilities using a variety of strategies (e.g., student diagrams, organized lists, tables, tree diagrams, or[sc] others); (e.g., "How many ways can you make 50 cents using nickels, dimes, and quarters?" Given a map—"How many different ways can you go from point A to B?")	**M4:26** **Uses counting techniques to solve problems** in context involving combinations or simple permutations (e.g., given a map, determines the number of paths from point A to point B) using a variety of strategies (e.g., organized lists, tables, tree diagrams, or[sc] others). M(DSP)–4–4
M3:27 **For a probability event in which the sample space may or may not contain equally likely outcomes, determines** the likelihood of the occurrence of an event (using "more likely," "less likely," or "equally likely"). M(DSP)–3–5	**M4:27** **For a probability event in which the sample space may or may not contain equally likely outcomes, determines** the theoretical probability of an event and expresses the result as part to whole (e.g., two out of five). M(DSP)–4–5
M3:28 **In response to a teacher- or student-generated question or hypothesis,** collects appropriate data, organizes the data, displays/represents the data, and makes observations about the data to draw conclusions about the question or hypothesis being tested. (IMPORTANT: *Analyzes data consistent with concepts and skills in M3:24.*)	**M4:28** **In response to a teacher- or student-generated question or hypothesis**, collects appropriate data, organizes the data, displays/represents the data, analyzes the data to draw conclusions about the questions or hypothesis being tested. (IMPORTANT: *Analyzes data consistent with concepts and skills in M4:24.*)
M3:29 **Uses experimental probability to describe the likelihood or chance of an event** using "more likely," "less likely," "equally likely," "certain," or "impossible."	**M4:29** **Uses experimental probability, records the outcomes, and describes the likelihood of an event** as a value from 0 through 1 (for events that are certain to occur) written as either a ratio or as part to whole (e.g., 7 out of 10).

Grade 5	Grade 6
M5:23 **Interprets a given representation** (tables, bar graphs, circle graphs, or line graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. (IMPORTANT: *Analyzes data consistent with concepts and skills in M5:24.*) M(DSP)–5–1 And (tally charts, frequency charts, line graphs, Venn diagrams, pictographs, line plots, histograms).	**M6:23** **Interprets a given representation** (circle graphs, line graphs, or stem-and-leaf plots) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. (IMPORTANT: *Analyzes data consistent with concepts and skills in M6:24.*) M(DSP)–6–1 And (frequency charts, line graphs, Venn diagrams, pictographs, line plots, histograms).
M5:24 **Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using** measures of central tendency (mean, median, or mode) or range to analyze situations, or to solve problems. M(DSP)–5–2	**M6:24** **Analyzes patterns, trends or distributions in data in a variety of contexts by determining or using** measures of central tendency (mean, median, or mode) or dispersion (range) to analyze situations, or to solve problems. M(DSP)–6–2
M5:25 **Identifies or describes representations or elements of representations that best display a given set of data or situation**, consistent with the representations required in M5:23. M(DSP)–5–3 **Organizes and displays data using** line plots, bar graphs, tally charts and frequency charts, or tables to answer question related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. (IMPORTANT: *Analyzes data consistent with concepts and skills in M5:24.*)	**M6:25** **Organizes and displays data using** bar graphs, tables, frequency tables, line plots, circle graphs, and stem-and-leaf plots to answer question related to the data, to analyze the data to formulate or justify conclusions, or to make predictions. (IMPORTANT: *Analyzes data consistent with concepts and skills in M6:24.*)
M5:26 **Uses counting techniques to solve problems** in context involving combinations using a variety of strategies (e.g., organized lists, tables, tree diagrams, or[sc] others); or determines the possible outcomes for a sample space that contains equally likely outcomes.	**M6:26** **Uses counting techniques to solve problems** in context involving combinations or simple permutations using a variety of strategies (e.g., organized lists, tables, tree diagrams, models, Fundamental Counting Principle, or[sc] others). M(DSP)–6–4
M5:27 **For a probability event in which the sample space may or may not contain equally likely outcomes, determines** the experimental or theoretical probability of an event and expresses the result as a fraction. M(DSP)–5–5	**M6:27** **For a probability event in which the sample space may or may not contain equally likely outcomes, determines** the experimental or theoretical probability of an event in a problem-solving situation. M(DSP)–6–5
M5:28 **In response to a teacher- or student-generated question or hypothesis**, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connections to real-world situations. (IMPORTANT: *Analyzes data consistent with concepts and skills in M5:24.*)	**M6:28** **In response to a teacher- or student-generated question, makes a hypothesis**, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connection to real-world situations. (IMPORTANT: *Analyzes data consistent with concepts and skills in M6:24.*)
M5:29 **Uses experimental probability, evaluates the possible outcomes, and describes the likelihood or chance of an event** as a ratio of actual times the event occurred to the number of trials written as either a ratio or as part to whole.	**M6:29** **Uses experimental probability to** make and test conjectures or design fair games. Represent probabilities using fractions, decimals, or percents.

Grade 6

M6:23 **Interprets a given representation** (circle graphs, line graphs, or stem-and-leaf plots) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.

(IMPORTANT: *Analyzes data consistent with concepts and skills in M6:24.*)

M(DSP)–6–1

And (frequency charts, line graphs, Venn diagrams, pictographs, line plots, histograms).

M6:24 **Analyzes patterns, trends or distributions in data in a variety of contexts by determining or using** measures of central tendency (mean, median, or mode) or dispersion (range) to analyze situations, or to solve problems.

M(DSP)–6–2

M6:25 **Organizes and displays data using** bar graphs, tables, frequency tables, line plots, circle graphs, and stem-and-leaf plots to answer question related to the data, to analyze the data to formulate or justify conclusions, or to make predictions.

(IMPORTANT: *Analyzes data consistent with concepts and skills in M6:24.*)

M6:26 **Uses counting techniques to solve problems** in context involving combinations or simple permutations using a variety of strategies (e.g., organized lists, tables, tree diagrams, models, Fundamental Counting Principle, or[sc] others).

M(DSP)–6–4

M6:27 **For a probability event in which the sample space may or may not contain equally likely outcomes, determines** the experimental or theoretical probability of an event in a problem-solving situation.

M(DSP)–6–5

Grade 7

M7:23 **Interprets a given representation** (circle graphs, scatter plots that represent discrete linear relationships, or histograms) to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.

(IMPORTANT: *Analyzes data consistent with concepts and skills in M7:24.*) M(DSP)–7–1

And (Frequency charts, tables, bar graphs, pictographs, Venn diagrams, line plots).

M7:24 **Analyzes patterns, trends, or distributions in data in a variety of contexts by solving problems using** measures of central tendency (mean, median, or mode), dispersion (range or variation), or outliers to analyze situations to determine their effect on mean, median, or mode; and evaluates the sample from which the statistics were developed (bias). M(DSP)–7–2

M7:25 **Identifies or describes representations or elements of representations that best display a given set of data or situation**, consistent with the representations required in M7:23.

M(DSP)–7–3

Organizes and displays data using line graphs or histograms, bar graphs, tables, frequency tables, line plots, and stem-and-leaf plots to answer question related to the data, to analyze the data to formulate or justify conclusions, or to make predictions.

(IMPORTANT: *Analyzes data consistent with concepts and skills in M7:24.*)

M7:26 **Uses counting techniques to solve problems** in context involving combinations using a variety of strategies (e.g., organized lists, tables, tree diagrams, area models, Fundamental Counting Principle, or[sc] others); or determines the possible outcomes for a sample space that may or may not contain equally likely outcomes.

M7:27 **For a probability event in which the sample space may or may not contain equally likely outcomes, determines** the experimental or theoretical probability of a simple event or an event in a problem-solving situation.

M(DSP)–7–5

(continued on page M30)

Grade 8		High School	
M8:23	**Interprets a given representation** (line graphs, scatter plots, histograms, or box-and-whisker plots) to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. (IMPORTANT: *Analyzes data consistent with concepts and skills in M8:24.*)	MHS: 23	**Interprets a given representation(s)** (box-and-whisker or scatter plots, histograms, frequency charts) to make observations, to answer questions or justify conclusions, to make predictions, or to solve problems. State (IMPORTANT: *Analyzes data consistent with concepts and skills in MHS:24.*)
M8:24	**Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using** measures of central tendency (mean, median, or mode), dispersion (range or variation), outliers, quartile values, or estimated line of best fit to analyze situations, or to solve problems; and evaluates the sample from which the statistics were developed (bias, random, or nonrandom).	MHS: 24	**Analyzes patterns, trends, or distributions in single variable and two variable data in a variety of contexts by determining or using** measures of central tendency (mean, median, or mode), dispersion (range or variation), outliers, quartile values, or regression line or correlation (high, low/positive, negative) to analyze situations, or to solve problems; and evaluates the sample from which the statistics were developed (bias, random, or nonrandom). State
M8:25	**Organizes and displays data using** scatter plots to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems; or identifies representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M8: 23. (IMPORTANT: *Analyzes data consistent with concepts and skills in M8:24.*)	MHS: 25	**Organizes and displays data using** scatter plots, histograms, or frequency distributions to answer questions related to the data, to analyze the data to formulate or justify conclusions, make predictions, or to solve problems; or identifies representations or elements of representations that best display a given set of data or situation, consistent with the representations required in MHS: 23. (IMPORTANT: *Analyzes data consistent with concepts and skills in MHS:24.*)
M8:26	**Uses counting techniques to solve problems** in context involving combinations or permutations using a variety of strategies (e.g., organized lists, tables, tree diagrams, models, Fundamental Counting Principle, or[sc] others).	MHS: 26	**Uses combinations, arrangements or permutations** to solve problems or to determine theoretical probability and experimental probability. State
M8:27	**For a probability event in which the sample space may or may not contain equally likely outcomes, determines the possible outcomes by either sample space** (organized list, table, tree model, area model) **or** Fundamental Counting Principle and determines the theoretical probability of that event as a ratio of favorable outcomes to possible outcomes. Expresses the ratio as a fraction, decimal, or percent.	MHS: 27	**For a probability event chooses an appropriate probability model/simulations and uses it to estimate a theoretical probability** for a chance event and uses the concept of a probability distribution to determine whether an event is rare or reasonably likely.

(continued on page M31)

Grade 6 *(continued)*

M6:28 **In response to a teacher- or student-generated question, makes a hypothesis**, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connection to real-world situations.

(IMPORTANT: *Analyzes data consistent with concepts and skills in M6:24.*)

M6:29 **Uses experimental probability to** make and test conjectures or design fair games. Represent probabilities using fractions, decimals, or percents.

Grade 7 *(continued)*

M7:28 **In response to a teacher- or student-generated question, makes a hypothesis**, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connection to real-world situations.

(IMPORTANT: *Analyzes data consistent with concepts and skills in M7:24.*)

M7:29 **Compares and contrasts theoretical and experimental probabilities of events; and uses theoretical or experimental probabilities to** determine the fairness of a game. Represents probabilities using fractions, decimals, or percents.

Grade 8 *(continued)*		High School *(continued)*	
M8:28	**In response to a teacher- or student-generated question, makes a hypothesis**, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate to make predictions, asks new questions, or makes connection to real-world situations. (See also GLEs M24, M25 and M29.)	MHS: 28	**In response to a question, designs investigations,** considers how data-collection methods affect the nature of the data set (i.e., sample size, bias, randomization, control group), collects data using observations, surveys and experiments, purposes and justifies conclusions and predictions based on the data.
M8:29	**Compares and contrasts theoretical and experimental probabilities** of compound events using fractions, decimals, or percents; and uses theoretical or experimental probabilities to determine the fairness of a game.	MHS: 29	**Compares and contrasts theoretical and experimental probabilities** of events; and determines and/or interprets the expected outcome of an event.

Standard 2.5: Mathematical Dimensions,
Standard 7.10: Mathematical Problem Solving and Reasoning—Applications

Kindergarten

MK:30 **Demonstrate understanding of mathematical problem solving[2] and communication through:[3]**

- **Approach & Reasoning**—The reasoning, strategies, and skills used to solve the problem;
- **Connections**—Demonstration of observations, applications, extensions, and generalizations;
- **Solution**—All of the work that was done to solve the problem, including the answer;
- **Mathematical Language**—The use of mathematical language in communicating the solution;
- **Mathematical Representation**—The use of mathematical representation to communicate the solution; and
- **Documentation**—Presentation of the solution.

Grade 1

M1:30 **Demonstrate understanding of mathematical problem solving[2] and communication through:[3]**

- **Approach & Reasoning**—The reasoning, strategies, and skills used to solve the problem;
- **Connections**—Demonstration of observations, applications, extensions, and generalizations;
- **Solution**—All of the work that was done to solve the problem, including the answer;
- **Mathematical Language**—The use of mathematical language in communicating the solution;
- **Mathematical Representation**—The use of mathematical representation to communicate the solution; and
- **Documentation**—Presentation of the solution.

Grade 2

M2:30 **Demonstrate understanding of mathematical problem solving[2] and communication through:[3]**

- **Approach & Reasoning**—The reasoning, strategies, and skills used to solve the problem;
- **Connections**—Demonstration of observations, applications, extensions, and generalizations;
- **Solution**—All of the work that was done to solve the problem, including the answer;
- **Mathematical Language**—The use of mathematical language in communicating the solution;
- **Mathematical Representation**—The use of mathematical representation to communicate the solution; and
- **Documentation**—Presentation of the solution.

Grade 3

M3:30 **Demonstrate understanding of mathematical problem solving[2] and communication through:[3]**

- **Approach & Reasoning**—The reasoning, strategies, and skills used to solve the problem;
- **Connections**—Demonstration of observations, applications, extensions, and generalizations;
- **Solution**—All of the work that was done to solve the problem, including the answer;
- **Mathematical Language**—The use of mathematical language in communicating the solution;
- **Mathematical Representation**—The use of mathematical representation to communicate the solution; and
- **Documentation**—Presentation of the solution.

Grade 4

M4:30 **Demonstrate understanding of mathematical problem solving[2] and communication through:[3]**

- **Approach & Reasoning**—The reasoning, strategies, and skills used to solve the problem;
- **Connections**—Demonstration of observations, applications, extensions, and generalizations;
- **Solution**—All of the work that was done to solve the problem, including the answer;
- **Mathematical Language**—The use of mathematical language in communicating the solution;
- **Mathematical Representation**—The use of mathematical representation to communicate the solution; and
- **Documentation**—Presentation of the solution.

Grade 5

M5:30 **Demonstrate understanding of mathematical problem solving[2] and communication through:[3]**

- **Approach & Reasoning**—The reasoning, strategies, and skills used to solve the problem;
- **Connections**—Demonstration of observations, applications, extensions, and generalizations;
- **Solution**—All of the work that was done to solve the problem, including the answer;
- **Mathematical Language**—The use of mathematical language in communicating the solution;
- **Mathematical Representation**—The use of mathematical representation to communicate the solution; and
- **Documentation**—Presentation of the solution.

Standard 2.5: Mathematical Dimensions,
Standard 7.10: Mathematical Problem Solving and Reasoning—Applications

Grade 6

M6:30 **Demonstrate understanding of mathematical problem solving[2] and communication through:[3]**

- **Approach & Reasoning**—The reasoning, strategies, and skills used to solve the problem;
- **Connections**—Demonstration of observations, applications, extensions, and generalizations;
- **Solution**—All of the work that was done to solve the problem, including the answer;
- **Mathematical Language**—The use of mathematical language in communicating the solution;
- **Mathematical Representation**—The use of mathematical representation to communicate the solution; and
- **Documentation**—Presentation of the solution.

Grade 7

M7:30 **Demonstrate understanding of mathematical problem solving[2] and communication through:[3]**

- **Approach & Reasoning**—The reasoning, strategies, and skills used to solve the problem;
- **Connections**—Demonstration of observations, applications, extensions, and generalizations;
- **Solution**—All of the work that was done to solve the problem, including the answer;
- **Mathematical Language**—The use of mathematical language in communicating the solution;
- **Mathematical Representation**—The use of mathematical representation to communicate the solution; and
- **Documentation**—Presentation of the solution.

Grade 8

M8:30 **Demonstrate understanding of mathematical problem solving[2] and communication through:[3]**

- **Approach & Reasoning**—The reasoning, strategies, and skills used to solve the problem;
- **Connections**—Demonstration of observations, applications, extensions, and generalizations;
- **Solution**—All of the work that was done to solve the problem, including the answer;
- **Mathematical Language**—The use of mathematical language in communicating the solution;
- **Mathematical Representation**—The use of mathematical representation to communicate the solution; and
- **Documentation**—Presentation of the solution.

High School

MHS: 30 **Demonstrate understanding of mathematical problem solving[2] and communication by:[4]**

- **Approach and Reasoning**—The strategies and skills used to solve the problem, and the reasoning that supports the approach;
- **Execution**—The answer and the mathematical work that supports it;
- **Observations and Extensions**—Demonstration of observation, connections, application, extensions, and generalizations;
- **Mathematical Communication**—The use of mathematical vocabulary and representation to communicate the solution; and
- **Presentation**—Effective communication of how the problem was solved, and of the reasoning used.

[2] Problem-solving situations are mathematical problems that reflect the levels of mathematic in the Grade Level Expectations.
[3] See *Vermont Elementary and Middle Level Mathematics Portfolio Scoring Guide* for additional information.
[4] See *Vermont High School Level Mathematics Portfolio Scoring Guide* for additional information.

M2:3 Demonstrates conceptual understanding of mathematical operations involving addition and subtraction of whole numbers by solving problems involving joining actions, separating actions, part-part-whole relationships, and comparison situations. (See Appendix A.)

Classification of word problems: Researchers have identified four basic categories of addition and subtraction problems: problems with joining actions, separating actions, part-part-whole relationships, and comparison situations. Table 1 contains some examples to illustrate the distinctions in the categories identified by the researchers, but there may be additional ways to express the same actions, relationships, or situations. For example, the following are additional ways to ask questions related to the "Join – Start Unknown" category.

Example 1: "I am thinking of a number that when you add 5 to it, the answer is 13. What number am I thinking of?"

Example 2: "John puts a five-pound toy inside an empty wooden box. The box and toy together weigh 7 pounds. How much does the empty box weigh?"

In summary, students should have experiences with problem solving in addition and subtraction across a variety of problem types. It is important to remember that any problem situation that fits the equations given and the category can be asked, not just problems as stated in Table 1.

"Teaching students to add and subtract involves providing students with an opportunity to explore a rich set of problems with different semantic structures and to develop a variety of strategies to quantify, represent, calculate, express, and justify results." (Gutstein, E., Romberg, 1995)

Table 1: Classification of Word Problems[5]

Join	(Result Unknown) Connie had 5 marbles. Juan gave her 8 more marbles. How many marbles does Connie have altogether? 5 + 8 =	(Change unknown) Connie has 5 marbles. How many more marbles does she need to have 13 marbles altogether? 5 + = 13	(Start Unknown) Connie has some marbles. Juan gave her 5 more marbles. Now she has 13 marbles. How many marbles did Connie have to start with? + 5 = 13
Separate	(Result Unknown) Connie had 13 marbles. She gave 5 marbles to Juan. How many marbles does she have left? 13 – 5 =	(Change unknown) Connie has 13 marbles. She gave some to Juan. Now she has 5 marbles left. How many marbles did Connie give Juan? 13 – = 5	(Start Unknown) Connie has some marbles. She gave 5 to Juan. Now she has 8 marbles left. How many marbles did Connie have to start with? – 5 = 8
Part-Part-Whole	(Whole Unknown) Connie has 5 red marbles and 8 blue marbles. How many marbles does Connie have? 5 + 8 =	(Part Unknown) Connie has 13 marbles. All the marbles are either blue or red. Connie has 5 red marbles. How many blue marbles does Connie have? 13 – 5 =	
Compare	(Difference Unknown) Connie has 13 marbles. Juan has 5 marbles. How many more marbles does Connie have than Juan? 13 – 5 =	(Compare Quantity Unknown) Juan has 5 marbles. Connie has 8 more marbles than Juan. How many marbles does Connie have? 5 + 8 =	(Referent Unknown) Connie has 13 marbles. She has 5 more marbles than Juan. How many marbles does Juan have? 13 – 5 =

[5] Carpenter, Fennema, Peterson, Chiang, and Loef (1989) cited in Gutstein, E., Romberg, T., *Teaching Children to Add and Subtract*, Journal of Mathematical Behavior, 14, 283–324 (1995).

Appendix B: Measurement Benchmarks

The following is a list of the measurement benchmarks and equivalencies that ***can be used*** in problems across the content strands at each grade level to address the expectations in MX:15 for the NECAP.[6]

MX:15 **Uses units of measures appropriately and consistently, and makes conversions within systems when solving problems** across the content strands.

The type of measure (e.g., length, time, etc.), the unit (e.g., inches, feet, etc.), the degree of accuracy where appropriate (e.g., ½ inch), and equivalencies (e.g., 12 inches in a foot) are identified for grades 2–8. In addition to measurement benchmarks identified below, students will be expected to use the appropriate units when solving problems involving area, volume, surface area, conversions, and rates (e.g., miles per hour, price per pound, pounds per square inch) on the NECAP.

Measures	Grade 2	Grade 3	Grade 4
Length	**Unit (accuracy):** Inch (to whole inch); Foot (to whole inch); Centimeter (to whole centimeter); Meter (to whole centimeter) **Equivalencies:** 12 inches in 1 foot; 100 centimeters in 1 meter	**Unit (accuracy):** Inch (to 1/2 inch); Foot (to whole inch); Centimeter (to whole centimeter); Meter (to whole centimeter) **Equivalencies:** 12 inches in 1 foot; 100 centimeters in 1 meter	**Unit (accuracy):** Inch (to 1/4 inch); Foot; Centimeter (to 0.5 centimeter); Meter (to 0.5 centimeter); Yard; Mile (use in scale questions); Kilometer (use in scale questions) **Equivalencies:** 12 inches in 1 foot; 100 centimeters in 1 meter; 3 feet in 1 yard; 36 inches in 1 yard
Time	**Unit (accuracy):** Hour (to 15 minute interval) **Equivalencies:** 60 minutes in 1 hour	**Unit (accuracy):** Hour (to 5 minute interval); Day; Year **Equivalencies:** 24 hours in 1 day; 7 days in 1 week; 365 days in 1 year	**Unit (accuracy):** Hour (to 5 minute interval); Day; Year **Equivalencies:** 24 hours in 1 day; 7 days in 1 week; 365 days in 1 year; 60 seconds in 1 minute; 60 minutes in 1 hour
Temperature	**Unit (accuracy):** Degree (to 1 degree)	**Unit (accuracy):** C° and F° (to 1 degree)	**Unit (accuracy):** C° and F° (to 1 degree)
Capacity		**Units (accuracy):** Quart (to whole quart)	**Unit (accuracy):** Quart (to whole quart)
Mass		**Unit (accuracy):** Kilogram (to whole kilogram); Gram (to whole gram)	**Unit (accuracy):** Kilogram (to whole kilogram); Gram (to whole gram)
Weight		**Unit (accuracy):** Pound (to whole pound)	**Unit (accuracy):** Pound (to whole pound)

[6] Contractors will be asked to devise a system to measure the degree to which students use units of measures and make conversions consistently and appropriately when applicable to problems across content strands.

Measures	Grade 5	Grades 6–8
Length	**Units (accuracy):** Inch (to 1/8 inch); Foot; Centimeter (to 0.5 centimeter); Meter (to 0.5 centimeter); Yard; Mile (use in scale questions); Kilometer (use in scale questions) **Equivalencies:** 12 inches in 1 foot; 100 centimeters in 1 meter; 3 feet in 1 yard; 36 inches in 1 yard; 10 millimeters in 1 centimeter	**Units (accuracy):** Inch (to 1/16 inch); Foot; Centimeter (to 1/10 centimeter); Meter (to 1/100 meter); Yard; Mile (use in scale and rate questions); Kilometer (use in scale and rate questions) **Equivalencies:** 12 inches in 1 foot; 100 centimeters in 1 meter; 3 feet in 1 yard; 36 inches in 1 yard; 10 millimeters in 1 centimeter; 1000 millimeters in 1 meter
Time	**Unit (accuracy):** Hour (to 1 minute); Day; Year **Equivalencies:** 24 hours in 1 day; 7 days in 1 week; 365 days in 1 year; 60 seconds in 1 minute; 60 minutes in 1 hour	**Unit (accuracy):** Hour (to 1 minute); Day; Year **Equivalencies:** 24 hours in 1 day; 7 days in 1 week; 365 days in 1 year; 60 seconds in 1 minute; 60 minutes in 1 hour
Temperature	**Unit (accuracy):** C° and F° (to 1 degree)	**Unit (accuracy):** C° and F° (to 1 degree)
Capacity	**Unit (accuracy):** Quart (to 1 ounce); Gallon; Pint **Equivalencies:** 32 ounces in 1 quart; 4 quarts in 1 gallon; 2 pints in 1 quart	**Unit (accuracy):** Quarts (to 1 ounce); Gallon; Pint; Liter **Equivalencies:** 32 ounces in 1 quart; 4 quarts in 1 gallon; 2 pints in 1 quart; 1000 milliliters in 1 liter
Mass	**Unit (accuracy):** Kilogram; Gram (to whole gram)	**Unit (accuracy):** Kilogram; Gram (to 1/10 gram)
Weight	**Unit (accuracy):** Pound (to 1 ounce) **Equivalencies:** 16 ounces in 1 pound	**Unit (accuracy):** Pound (to 1 ounce) **Equivalencies:** 16 ounces in 1 pound
Angles and Rotation	**Unit (accuracy):** Degree (to 2 degrees)	**Unit (accuracy):** Degree (to 2 degrees) **Equivalencies:** 360° in 1 circle; 90° in 1 right angle

Vermont Reading Grade Level Expectations Overview

There are 19 Vermont Reading GLEs as shown below.

Vermont Reading GLEs	GLEs
Early Reading Skills and Strategies (Phonological Awareness and Concepts of Print)	R1, R2
Word Identification Skills and Strategies	R3
Context and Self-Correction Strategies	R4
Vocabulary Strategies and Breadth of Vocabulary	R5, R6
Comprehension Strategies	R7
Monitoring and Adjusting Strategies	R8
Accuracy and Fluency	R9
Initial Understanding of Literary Text	R10, R11
Initial Understanding of Informational Text	R12
Analysis and Interpretation of Literary Text/Citing Evidence	R13, R14, R15
Analysis and Interpretation of Informational Text/Citing Evidence	R16
Reading Extensively	R17
Reading Widely and In Depth	R18
Literate Community	R19

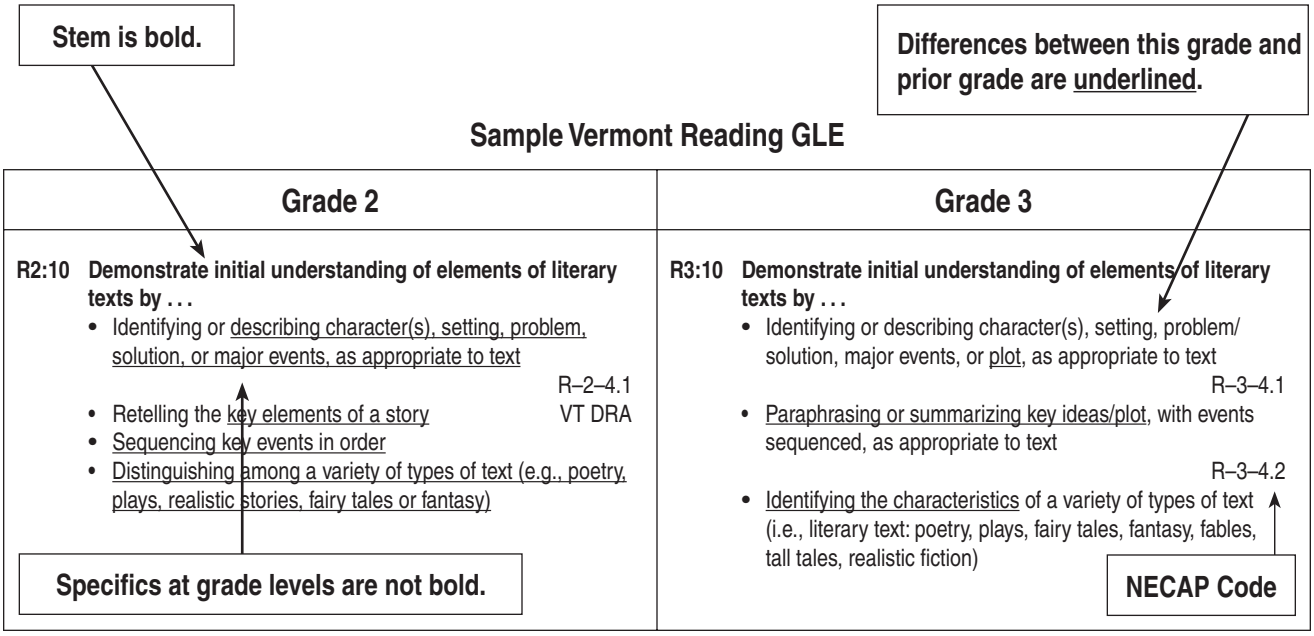
Each GLE includes three parts.

1. A **statement in bold**, called the "stem," is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades.
2. The unbolded text within a GLE indicates how the GLE is specified at a given grade level.
3. Differences between adjacent grades are underlined to indicate new content or skills being introduced for assessment purposes. (Note: Sometimes nothing is underlined within a GLE. In these situations, the difference in adjacent grades "assumes increasing text complexity" and is noted for those GLEs.)

The use of the conjunction "or" means that a student can be assessed on all or just some elements of the GLE in a given year on large-scale assessment. In some situations, "or" is also used when students have choices about how they will cite supporting evidence (e.g., citing thoughts, words, or actions).

Each Vermont GLE is coded (before the stem) to indicate content area, grade level, and GLE stem number (e.g., "R4:8" means R [Reading] – 4 [grade 4] – 8 [GLE "stem" number 8]).

Some GLEs have *additional coding* (to the right of the GLE specific indicator), which means that they are included in the New England Common Assessment Program (NECAP). These codes include the content area, the grade level, the (NECAP) GLE "stem" number, and the specific indicator for that GLE stem (e.g., "R–4–6.2" means R [Reading] – 4 [grade 4] – 6 [6th GLE "stem" number] – 2 [the second specific indicator for that stem]). The NECAP codes, along with "VT DRA" or "State" after a GLE indicator, identify those concepts/skills that will be assessed on a large-scale assessment.



NOTE: Coding at the end of each reading GLE indicates whether that GLE has been identified for large-scale assessment in conjunction with the New England Common Assessment GLEs at grades 3–8. (See grade 2 coding above [R–2–4.1]). This coding indicates that if reading is assessed through large-scale assessment in the fall of grade 3, this GLE will be "sampled" in the assessment.

Kindergarten

Early Reading Skills and Strategies: Phonological Awareness

RK:1 Applies phonological knowledge and skills by…

- Recognizing pairs of rhyming words and producing rhymes
- Blending and segmenting syllables and onset-rimes (e.g., "cup-cake," "s-at")
- Isolating phonemes in single-syllable words (e.g., "tell me the first sound in 'mop'"; "tell me the last sound in 'mop,'" "tell me the middle sound in 'mop'")

Early Reading Skills and Strategies: Concepts of Print

RK:2 Demonstrates understanding of concepts of print during shared or individual reading by…

- Distinguishing between printed letters and words
- Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to-right and top-to-bottom directionality
- Identifying the first and last parts of a word (beginning/end of the word)
- Identifying key parts of a book: front and back, print, illustrations

Word Identification Skills and Strategies

RK:3 Applies word identification and decoding skills and strategies (leading to automaticity) by…

- Reading approximately 20 high-frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences)
- Recognizing and naming all upper- and lowercase letters
- Identifying the primary sounds represented by most letters (sound-symbol correspondence)
- Demonstrating a basic understanding of how the letters of phonetically regular words, going from left to right, represent their sounds

Context and Self-Correction Strategies

RK:4 Applies context and self-correction strategies by...

- Noticing when simple sentences fail to make sense (while listening to a read-aloud or reading a simple text)
- Using pictures, syntax, or repetitive language patterns to help predict upcoming words

Vocabulary Strategies and Breadth of Vocabulary

RK:5 Identifies the meaning of unfamiliar words by…

- Using strategies to unlock meaning (e.g., activating prior knowledge, using context clues, or asking questions during read-alouds)

Grade 1

Early Reading Skills and Strategies: Phonological Awareness

R1:1 Applies phonological knowledge and skills by…

- Counting syllables in one- to four-syllable words
- Blending and segmenting phonemes in one-syllable words (e.g., "f-i-sh," "r-u-n")

Early Reading Skills and Strategies: Concepts of Print

R1:2 Demonstrates understanding of concepts of print during shared or individual reading by…

- Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)
- Identifying key parts of a book: title, author
- Demonstrating one-one matching of words spoken to words in print

Word Identification Skills and Strategies

R1:3 Applies word identification/decoding skills and strategies (leading to automaticity) by…

- Reading grade-appropriate, high-frequency words (including irregularly spelled words, contractions, etc.)
- Identifying sound-symbol correspondences: consonants, two-letter blends (e.g., *bl*, *gr*), basic consonant and vowel digraphs (e.g., *th*, *ee*, *ay*), short vowels and long vowels affected by silent *e*)
- Reading regularly spelled one- and two-syllable words (e.g., "lot," "kitten," "doghouse") by using knowledge of sounds and letter patterns (including common endings *-s*, *-ed*, *-ly*, *-ing*)

Context and Self-Correction Strategies

R1:4 Applies context and self-correction strategies by…

- Monitoring own reading and self-correcting when incorrectly identified or predicted words do not fit with cues provided by the print or the context (e.g., syntax/language structure, semantics/meaning, picture)

Vocabulary Strategies and Breadth of Vocabulary

R1:5 Identifies the meaning of unfamiliar words by…

- Using strategies to unlock meaning (e.g., activating prior knowledge, using context clues, or asking questions during read-alouds or text reading)

(continued on page R6)

Grade 2

Early Reading Skills and Strategies: Phonological Awareness

R2:1 **Applies phonological knowledge and skills by…**
- Blending and segmenting phonemes in more complex one-syllable words (which may include combinations of blends and digraphs, as in "th-i-ck," "t-r-a-sh")
- Deleting phonemes in one-syllable words ("what is 'crust' without the 'c' ?")

Early Reading Skills and Strategies: Concepts of Print

R2:2 **Demonstrates understanding of concepts of print during shared or individual reading by…**
No GLE at this grade level

Word Identification Skills and Strategies

R2:3 **Applies word identification and decoding skills and strategies by…**
- Reading grade-level-appropriate words with automaticity
- Reading grade-appropriate, high-frequency words (including irregularly spelled words)
- Identifying regularly spelled multisyllabic words (e.g., "happiness," "shower," "sunshine"), by using knowledge of sounds, syllable types, or word patterns (including common spellings for consonants and vowel sounds, e.g., "knot," "catch," "float," "fight"; or common suffixes)
  EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., "flower" and "shower")

R–2–1.1

Context and Self-Correction Strategies

R2:4 **Applies context and self-correction strategies by…**
- Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues (e.g., pictures)

Vocabulary Strategies and Breadth of Vocabulary

R2:5 **Identifies the meaning of unfamiliar words by…**
- Using strategies to unlock meaning (e.g., using knowledge of word structure, including common base words and suffixes, such as "thick-est," "hope-ful"; or context clues, including illustrations and diagrams; or prior knowledge)

R–2–2.1

Grade 3

Early Reading Skills and Strategies: Phonological Awareness

R3:1 **Applies phonological knowledge and skills by…**
No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R3:2 **Demonstrates understanding of concepts of print during shared or individual reading by…**
No GLE at this grade level

Word Identification Skills and Strategies

R3:3 **Applies word identification/decoding strategies by…**
- Reading grade-level-appropriate words with automaticity
- Identifying multisyllabic words (e.g., "pretending," "discussion"), by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., "bought")
  EXAMPLES: Students might be asked to match words to words with similar sounds, e.g., "Which word rhymes with the word in the box?" or "Which word has the same vowel sound as the word in the box?"

R–3–1.1

Context and Self-Correction Strategies

R3:4 **Applies context and self-correction strategies by…**
- Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues

Vocabulary Strategies and Breadth of Vocabulary

R3:5 **Identifies the meaning of unfamiliar words by…**
- Using strategies to unlock meaning (e.g., using knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered"; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

R–3–2.1

(continued on page R7)

Kindergarten *(continued)*

Vocabulary Strategies and Breadth of Vocabulary

RK:6 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by…

- Identifying synonyms and antonyms (e.g., "big/large"; "hot/cold") to connect new words to known words
- Organizing words by category (e.g., sorting pictures or objects into groups)
- Demonstrating knowledge of basic concepts (i.e., common words that describe position in space and time, such as "over," "between," "after," "behind")

Comprehension Strategies

RK:7 Uses comprehension strategies (flexibly and as needed) while listening to literary and informational text.

EXAMPLES of reading-comprehension strategies might include:

- using prior knowledge;
- predicting and making simple text-based inferences;
- generating clarifying questions;
- constructing sensory images (e.g., making pictures in one's mind); or
- making connections (text to self, text to text, and text to world)

Monitoring and Adjusting Strategies

RK:8 Demonstrates ability to monitor comprehension and adjust strategy use for different types of text and purposes during read-alouds by…

- Recognizing problems with understanding and asking questions as needed

Grade 1 *(continued)*

Vocabulary Strategies and Breadth of Vocabulary

R1:6 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by…

- Identifying synonyms and antonyms to connect new words to known words
- Describing words in terms of categories (e.g., "A mallard is a kind of duck"), functions (e.g., "Scissors are used for cutting"), or features (e.g., "A rectangle has four sides")

Comprehension Strategies

R1:7 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.

EXAMPLES of reading-comprehension strategies might include:

- using prior knowledge;
- predicting and making simple text-based inferences;
- generating clarifying questions;
- constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world)

Monitoring and Adjusting Strategies

R1:8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading or read-alouds by…

- Recognizing problems with understanding, and rereading or asking questions as needed

Grade 2 *(continued)*

Vocabulary Strategies and Breadth of Vocabulary

R2:6 **Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by…**

- Identifying synonyms, antonyms; or categorizing words
  EXAMPLES (of categorizing): Given a T-chart with two "categories" of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes either shapes or sizes; or in a multiple-choice item, select the best category title for the words listed

  R–2–3.1
- Describing words in terms of categories, functions, or features
- Selecting appropriate words to use in context, including words specific to the content of the text
  EXAMPLE: In a short passage about Native American homes, students might encounter the words "longhouse" and "igloo," and then be asked to show that they know the difference between them.

  R–2–3.2

Comprehension Strategies

R2:7 **Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.**
EXAMPLES of reading-comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., headings, parts of the book)

Monitoring and Adjusting Strategies

R2:8 **Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by…**

- Sampling a page of text for readability and interest
- Recognizing problems with understanding, and rereading or adjusting pace as needed

Grade 3 *(continued)*

Vocabulary Strategies and Breadth of Vocabulary

R3:6 **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by…**

- Identifying synonyms, antonyms, homonyms/homophones; or categorizing words

  R–3–3.1
- Describing words in terms of categories, functions, or features
- Selecting appropriate words to use in context, including content-specific vocabulary (e.g., "predator/prey"), or words with multiple meanings)
  EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text: "The word 'fall' can mean a time of the year or losing your step. What words from the passage help you to know what 'fall' means in this story?"
  EXAMPLE (multiple meanings): "The word 'fall' has many different meanings. Which sentence below uses the word 'fall' to mean a time of the year? OR Which sentence below uses 'fall' with the same meaning as it is used in the poem?"

  R–3–3.2

Comprehension Strategies

R3:7 **Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.**
EXAMPLES of reading-comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book)

Monitoring and Adjusting Strategies

R3:8 **Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by…**

- Sampling a page of text for readability and interest
- Previewing text selections
- Stopping to reread, adjust pace and use other strategies as needed (e.g., making connections, subvocalizing)

Grade 3

Early Reading Skills and Strategies: Phonological Awareness

R3:1 **Applies phonological knowledge and skills by…**
No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R3:2 **Demonstrates understanding of concepts of print during shared or individual reading by…**
No GLE at this grade level

Word Identification Skills and Strategies

R3:3 **Applies word identification/decoding strategies by…**
- Reading grade-level-appropriate words with automaticity
- Identifying multisyllabic words (e.g., "pretending," "discussion"), by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., "bought")
  EXAMPLES: Students might be asked to match words to words with similar sounds, e.g., "Which word rhymes with the word in the box?" or "Which word has the same vowel sound as the word in the box?"

R–3–1.1

Context and Self-Correction Strategies

R3:4 **Applies context and self-correction strategies by…**
- Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues

Vocabulary Strategies and Breadth of Vocabulary

R3:5 **Identifies the meaning of unfamiliar words by…**
- Using strategies to unlock meaning (e.g., using knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered"; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

R–3–2.1

Grade 4

Early Reading Skills and Strategies: Phonological Awareness

R4:1 **Applies phonological knowledge and skills by…**
No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R4:2: **Demonstrates understanding of concepts of print during shared or individual reading by…**
No GLE at this grade level

Word Identification Skills and Strategies

R4:3 **Applies word identification/decoding strategies by…**
- Identifying multisyllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes)
  (*See Appendix for the six syllable types.)

Context and Self-Correction Strategies

R4:4 **Applies context and self-correction strategies by…**
- Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues

Vocabulary Strategies and Breadth of Vocabulary

R4:5 **Identifies the meaning of unfamiliar words by…**
- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

R–4–2.1

(continued on page R10)

Grade 5

Early Reading Skills and Strategies: Phonological Awareness

R5:1 No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R5:2 No GLE at this grade level

Word Identification Skills and Strategies

R5:3 **Applies word identification/decoding strategies by…**

- Identifying multisyllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes and suffixes)
  (*See Appendix for the six syllable types.)

Context and Self-Correction Strategies

R5:4 **Applies context and self-correction strategies by…**

- Predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/language structure, semantics/meaning, or other context cues

Vocabulary Strategies and Breadth of Vocabulary

R5:5 **Identifies the meaning of unfamiliar words by…**

- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

R–5–2.1

Grade 6

Early Reading Skills and Strategies: Phonological Awareness

R6:1 No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R6:2 No GLE at this grade level

Word Identification Skills and Strategies

R6:3 **Applies word identification/decoding strategies by…**

- Identifying multisyllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes and suffixes)
  (*See Appendix for the six syllable types.)

Context and Self-Correction Strategies

R6:4 **Applies context and self-correction strategies by…**

- Demonstrating the use of syntax/language structure, semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read

Vocabulary Strategies and Breadth of Vocabulary

R6:5 **Identifies the meaning of unfamiliar words by…**

- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

R–6–2.1

(continued on page R11)

Grade 3 *(continued)*

Vocabulary Strategies and Breadth of Vocabulary

R3:6 **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by…**

- Identifying synonyms, antonyms, homonyms/homophones; or categorizing words

  R–3–3.1
- Describing words in terms of categories, functions, or features
- Selecting appropriate words to use in context, including content-specific vocabulary (e.g., "predator/prey"), or words with multiple meanings)

  EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text: "The word 'fall' can mean a time of the year or losing your step. What words from the passage help you to know what 'fall' means in this story?"

  EXAMPLE (multiple meanings): "The word 'fall' has many different meanings. Which sentence below uses the word 'fall' to mean a time of the year? OR Which sentence below uses 'fall' with the same meaning as it is used in the poem?"

  R–3–3.2

Comprehension Strategies

R3:7 **Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.**
EXAMPLES of reading-comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book)

Monitoring and Adjusting Strategies

R3:8 **Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by…**

- Sampling a page of text for readability and interest
- Previewing text selections
- Stopping to reread, adjust pace and use other strategies as needed (e.g., making connections, subvocalizing)

Grade 4 *(continued)*

Vocabulary Strategies and Breadth of Vocabulary

R4:6 **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by…**

- Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

  EXAMPLE (of shades of meaning): "cold," "freezing"

  R–4–3.1
- Describing words in terms of categories, functions, or features
- Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary

  EXAMPLE (precise vocabulary): "In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious"

  R–4–3.2

Comprehension Strategies

R4:7 **Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.**
EXAMPLES of reading-comprehension strategies might include using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification)

Monitoring and Adjusting Strategies

R4:8 **Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by…**

- Sampling a page of text for readability and interest
- Previewing text selections
- Stopping to reread, adjust pace, and use other strategies as needed

Grade 5 *(continued)*

Vocabulary Strategies and Breadth of Vocabulary

R5:6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by…

- Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning
  EXAMPLE (of shades of meaning): tired, exhausted
  R–5–3.1
- Describing words in terms of categories, functions, or features
- Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary
  EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text—"Based on the way 'spring' is used in this passage, would having a 'spring' be necessary for survival? Explain how you know."
  R–5–3.2

Comprehension Strategies

R5:7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.
EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)

Monitoring and Adjusting Strategies

R5:8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by…

- Sampling a page of text for readability and interest
- Previewing text selections
- Stopping to reread, adjust pace, and use other strategies as needed

Grade 6 *(continued)*

Vocabulary Strategies and Breadth of Vocabulary

R6:6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by…

- Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or simple analogies
  EXAMPLE (simple analogy): "parent is to child as cat is to kitten—parent:child as cat:kitten"
  R–6–3.1
- Describing words in terms of categories, functions, or features
- Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary
  R–6–3.2

Comprehension Strategies

R6:7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.
EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)

Monitoring and Adjusting Strategies

R6:8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by…

- Sampling a page of text for readability and interest
- Previewing, skimming, and scanning text selections
- Stopping to reread, adjust pace, and use other strategies as needed

Grade 6

Early Reading Skills and Strategies: Phonological Awareness

R6:1 No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R6:2 No GLE at this grade level

Word Identification Skills and Strategies

R6:3 **Applies word identification/decoding strategies by…**

- Identifying multisyllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes and suffixes)
  (*See Appendix for the six syllable types.)

Context and Self-Correction Strategies

R6:4 **Applies context and self-correction strategies by…**

- Demonstrating the use of syntax/language structure, semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read

Vocabulary Strategies and Breadth of Vocabulary

R6:5 **Identifies the meaning of unfamiliar words by…**

- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

R–6–2.1

R6:6 **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by…**

- Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or simple analogies
  EXAMPLE (simple analogy): "parent is to child as cat is to kitten—parent:child as cat:kitten"

R–6–3.1

- Describing words in terms of categories, functions, or features
- Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary

R–6–3.2

Grade 7

Early Reading Skills and Strategies: Phonological Awareness

R7:1 No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R7:2 No GLE at this grade level

Word Identification Skills and Strategies

R7:3 **Applies word identification/decoding strategies by…**

- Identifying multisyllabic words by using knowledge of sounds, syllables, and derivational roots (Greek, Latin, Anglo-Saxon)
  EXAMPLES of roots: "dictatorial," "perspective"

Context and Self-Correction Strategies

R7:4 **Applies context and self-correction strategies by…**

- Demonstrating the use of syntax/language structure, semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read

Vocabulary Strategies and Breadth of Vocabulary

R7:5 **Identifies the meaning of unfamiliar words by…**

- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)
  EXAMPLE (of common root): inspection (in - spec - tion)

R–7–2.1

R7:6 **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by…**

- Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies
  EXAMPLE (analogy): "map:locate as recipe:cook"

R–7–3.1

- Describing words in terms of categories, functions, or features
- Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary

R–7–3.2

Grade 8

Early Reading Skills and Strategies: Phonological Awareness

R8:1 No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R8:2 No GLE at this grade level

Word Identification Skills and Strategies

R8:3 **Applies word identification/decoding strategies by…**

- Identifying multisyllabic words by using knowledge of sounds, syllables, and derivational roots (Greek, Latin, Anglo-Saxon)
  EXAMPLES of roots: "symphony," "inscription"

Context and Self-Correction Strategies

R8:4 **Applies context and self-correction strategies by…**

- Demonstrating the use of syntax/language structure (e.g., passive voice, pronoun referents), semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read

Vocabulary Strategies and Breadth of Vocabulary

R8:5 **Identifies the meaning of unfamiliar words by…**

- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; context clues; other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

R8:6 **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by…**

- Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, or word origins, including words from other languages that have been adopted into our language)
  EXAMPLE (of word origin from other language): "déjà vu"
- Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary

High School

Early Reading Skills and Strategies: Phonological Awareness

RHS: 1 No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

RHS: 2 No GLE at this grade level

Word Identification Skills and Strategies

RHS: 3 **Applies word identification/decoding strategies by…**

- Identifying multisyllabic words by using knowledge of sounds, syllables, derivational roots and affixes, including foreign language derivations
  EXAMPLE of a root: "phototropism"
  EXAMPLE of a foreign language derivation: "bourgeois"

Context and Self-Correction Strategies

RHS: 4 **Applies context and self-correction strategies by…**

- Demonstrating the use of syntax/language structure (e.g., passive voice, pronoun referents), semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read

Vocabulary Strategies and Breadth of Vocabulary

RHS: 5 **Identifies the meaning of unfamiliar words by…**

- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, common roots, or word origins; context clues; other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)
  State

RHS: 6 **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by…**

- Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, literary allusions, or word origins, including words from dialects and other languages that have been adopted into English
  EXAMPLES (of analogies): "knife:sharp as ravine: dangerous" (item:word that describes it); "wash:clean as fertilize:grow" (cause:effect)
  State
- Selecting appropriate words or explaining the use of words in context, including connotation and denotation; or use of precise or technical vocabulary, including content-specific vocabulary; or use of words with multiple meanings
  State

Grade 6

Comprehension Strategies

R6:7 **Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.**

EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)

Monitoring and Adjusting Strategies

R6:8 **Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by…**

- Sampling a page of text for readability and interest
- Previewing, skimming, and scanning text selections
- Stopping to reread, adjust pace, and use other strategies as needed

Grade 7

Comprehension Strategies

R7:7 **Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.**

EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text- based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)

Monitoring and Adjusting Strategies

R7:8 **Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by…**

- Using a range of self-monitoring and self-correction approaches (e.g., previewing, rereading, adjusting rate, subvocalizing, consulting resources, questioning, flexible note taking/mapping systems, skimming, scanning, etc.)

Grade 8

Comprehension Strategies

R8:7 **Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.**
EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support)

Monitoring and Adjusting Strategies

R8:8 **Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by…**

- Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, subvocalizing, consulting resources, questioning, flexible note taking/ mapping systems, skimming, scanning, etc.)

High School

Comprehension Strategies

RHS: 7 **Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.**
EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g., vocabulary, structure, evidence, expository structure, format, use of language, arguments used); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support)

Monitoring and Adjusting Strategies

RHS: 8 **Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by…**

- Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, subvocalizing, consulting resources, questioning, flexible note taking/ mapping systems, skimming, scanning, etc.)

Kindergarten

Accuracy and Fluency

RK:9 No GLE at this grade level

Grade 1

Accuracy and Fluency

R1:9 **Reads grade-level-appropriate material with:**

- **Accuracy:** reading material appropriate for the end of grade 1 with at least 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading previously introduced or previously read grade-appropriate text with oral fluency rates of at least 50–80 words correct per minute
- **Fluency:** reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation

Grade 2

Accuracy and Fluency

R2:9 **Reads grade-level-appropriate material with:**

- **Accuracy:** reading material appropriate for the end of grade 2 with at least 90–94% accuracy (See Appendix for sample titles.)

VT DRA

- **Fluency:** reading grade-appropriate text with oral fluency rates of at least 80–100 words correct per minute
- **Fluency:** reading grade-appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to punctuation (including commas and quotation marks)

Grade 3

Accuracy and Fluency

R3:9 **Reads grade-level-appropriate material with:**

- **Accuracy:** reading material appropriate for grade 3 with at least 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with oral fluency rates of at least 90–120 words correct per minute
- **Fluency:** reading with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue

Grade 4

Accuracy and Fluency

R4:9 **Reads grade-level-appropriate material with:**

- **Accuracy:** reading material appropriate for grade 4 with 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with oral fluency rates of at least 115–140 words correct per minute (Students' rates of reading will and should vary in response to text difficulty, purpose of reading, and other factors.) (See Appendix for suggested rates.)
- **Fluency:** reading with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue

Grade 5

Accuracy and Fluency

R5:9 **Reads grade-level-appropriate material with:**

- **Accuracy:** reading material appropriate for grade 5 with 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (See Appendix for for suggested rates.)
- **Fluency:** reading with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue

Grade 6

Accuracy and Fluency

R6:9 **Reads grade-level-appropriate material with:**

- **Accuracy:** reading material appropriate for grade 6 with 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix for suggested rates.)
- **Fluency:** reading with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue

Grade 7

Accuracy and Fluency

R7:9 **Reads grade-level-appropriate material with:**

- **Accuracy:** reading material appropriate for grade 7 with at least 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix for suggested rates.)
- **Fluency:** reading with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue

Grade 8

Accuracy and Fluency

R8:9 **Reads grade-level-appropriate material with:**

- **Accuracy:** reading material appropriate for grade 8 with at least 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix for suggested rates.)
- **Fluency:** reading with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue

High School

Accuracy and Fluency

RHS: 9 **Reads material appropriate to high school with:**

- **Accuracy:** reading material appropriate for high school with at least 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading.
- **Fluency:** reading with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue

Standard 1.3: Reading Comprehension
Standard 5.13: Responding to Text

Kindergarten

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

RK:10 **Demonstrate initial understanding of elements of literary texts read aloud by…**
- Identifying characters in a story
- Responding to simple questions about a book's content (e.g., "What did that hungry caterpillar eat?")

RK:11 No GLE at this grade level

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

RK:12 **Demonstrate initial understanding of informational texts read-aloud (expository and practical texts) by…**
- Obtaining information, using text features such as title and illustrations (e.g., "From the picture on the cover, what do we think this book will tell us?")
- Using explicitly stated information to answer questions EXAMPLE: "So, what did we learn about what owls eat?"

Grade 1

Initial Understanding of Literary Text

R1:10 **Demonstrate initial understanding of elements of literary texts (including text read aloud, reading independently or in a guided manner) by…**
- Identifying characters in a story
- Retelling the beginning, middle, and end of a story
- Responding to simple questions about a book's content (e.g., "Where did Sylvester go?")

R1:11 **Demonstrate initial understanding of author's craft used in literary texts by…**
- Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., "teeny-tiny")

Initial Understanding of Informational Text

R1:12 **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
- Obtaining information, using text features such as title and illustration (e.g., "From the title, what do we think this book will tell us?")
- Using explicitly stated information to answer questions EXAMPLE: "Where do penguins live?"
- Distinguishing among a variety of types of text (e.g., **informational texts:** children's magazines, children's newspapers, lists, simple directions)

Grade 2

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R2:10 Demonstrate initial understanding of elements of literary texts by…

- Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text
  R–2–4.1
- Retelling the key elements of a story
  VT DRA
- Sequencing key events in order
- Distinguishing among a variety of types of text (e.g., **literary texts:** poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)

R2:11 Demonstrate initial understanding of author's craft used in literary texts by…

- Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., "When I was young in the mountains…"), or dialogue

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R2:12 Demonstrate initial understanding of informational texts (expository and practical texts) by…

- Obtaining information from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations)
  EXAMPLE: "On what page would you find information about snakes?"
  R–2–7.1
- Using explicitly stated information to answer questions
  EXAMPLE: "According to this report, what do dolphins eat?"
  R–2–7.2
- Locating and recording information to show understanding when given an organizational format (e.g., a T-chart or Venn diagram)
- Distinguishing among a variety of types of text (e.g., **reference:** beginning dictionaries, glossaries, children's magazines, children's newspapers; and **practical/functional/texts:** instructions, book orders, invitations)

Grade 3

Initial Understanding of Literary Text

R3:10 Demonstrate initial understanding of elements of literary texts by…

- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text
  R–3–4.1
- Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text
  R–3–4.2
- Identifying the characteristics of a variety of types of text (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, tall tales, or realistic fiction)

R3:11 Demonstrate initial understanding of author's craft used in literary texts by…

- Identifying literary devices as appropriate to genre: rhyme, alliteration, dialogue, or description

Initial Understanding of Informational Text

R3:12 Demonstrate initial understanding of informational texts (expository and practical texts) by…

- Obtaining information from text features (e.g., table of contents, glossary, basic transition words, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations)
  EXAMPLES: "What words does the author want you to notice on this page? What is the last step of the directions?"
  R–3–7.1
- Using information from the text to answer questions related to explicitly stated central/main ideas or details
  R–3–7.2
- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)
  EXAMPLE: Given a chart (with headings filled in), students are asked to provide examples from the text to show physical characteristics of two different places or things
  R–3–7.3
- Identifying the characteristics of a variety of types of text (e.g., **reference:** dictionaries, glossaries, children's magazines, content trade books, textbooks, children's newspapers; and **practical/functional texts:** book orders, procedures, instructions, announcements, invitations)

Grade 3

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R3:10 Demonstrate initial understanding of elements of literary texts by…

- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text R–3–4.1
- Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text R–3–4.2
- Identifying the characteristics of a variety of types of text (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, tall tales, or realistic fiction)

R3:11 Demonstrate initial understanding of author's craft used in literary texts by…

- Identifying literary devices as appropriate to genre: rhyme, alliteration, dialogue, or description

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R3:12 Demonstrate initial understanding of informational texts (expository and practical texts) by…

- Obtaining information from text features (e.g., table of contents, glossary, basic transition words, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations)
  EXAMPLES: "What words does the author want you to notice on this page? What is the last step of the directions?" R–3–7.1
- Using information from the text to answer questions related to explicitly stated central/main ideas or details R–3–7.2
- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)
  EXAMPLE: Given a chart (with headings filled in), students are asked to provide examples from the text to show physical characteristics of two different places or things R–3–7.3
- Identifying the characteristics of a variety of types of text (e.g., **reference:** dictionaries, glossaries, children's magazines, content trade books, textbooks, children's newspapers; and **practical/functional texts:** book orders, procedures, instructions, announcements, invitations)

Grade 4

Initial Understanding of Literary Text

R4:10 Demonstrate initial understanding of key elements of literary text by…

- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time R–4–4.1
- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text R–4–4.2
- Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction)

R4:11 Demonstrate initial understanding of author's craft used in literary texts by…

- Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, description, or dialogue

Initial Understanding of Informational Text

R4:12 Demonstrate initial understanding of informational texts (expository and practical texts) by…

- Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) R–4–7.1
- Using information from the text to answer questions related to explicitly stated main/central ideas or key details R–4–7.2
- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing) R–4–7.3
- Identifying the characteristics of a variety of types of text (e.g., **reference:** encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and **practical/functional texts:** procedures, instructions, book orders, announcements, invitations)

Grade 5

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R5:10 Demonstrate initial understanding of elements of literary text by...

- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time

  R–5–4.1
- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

  R–5–4.2
- Identifying the characteristics of a variety of types of text (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries)

R5:11 Demonstrate initial understanding of author's craft used in literary texts by…

- Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, or simple metaphors

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R5:12 Demonstrate initial understanding of informational texts (expository and practical texts) by…

- Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

  R–5–7.1
- Using information from the text to answer questions related to main/central ideas or key details

  R–5–7.2
- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

  R–5–7.3
- Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet Web sites, biographies; and **practical/functional texts:** procedures, instructions, book orders, announcements, invitations, recipes, menus)

Grade 6

Initial Understanding of Literary Text

R6:10 Demonstrate initial understanding of elements of literary text by...

- Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time
  EXAMPLE (of setting changing): "In this poem, how does the farm's appearance change over the years?"

  R–6–4.1
- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

  R–6–4.2
- Identifying the characteristics of a variety of types of text (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths)

R6:11 Demonstrate initial understanding of author's craft used in literary texts by…

- Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, flashback, onomatopoeia, or repetition

Initial Understanding of Informational Text

R6:12 Demonstrate initial understanding of informational texts (expository and practical texts) by…

- Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

  R–6–7.1
- Using information from the text to answer questions related to main/central ideas or key details

  R–6–7.2
- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

  R–6–7.3
- Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, content trade books, textbooks, newspapers, public documents and discourse, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and **practical/functional texts:** procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets)

Grade 6

Initial Understanding of Literary Text

R6:10 Demonstrate initial understanding of elements of literary text by...

- Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time
  EXAMPLE (of setting changing): "In this poem, how does the farm's appearance change over the years?"
  R–6–4.1
- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
  R–6–4.2
- Identifying the characteristics of a variety of types of text (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths)

R6:11 Demonstrate initial understanding of author's craft used in literary texts by…

- Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, flashback, onomatopoeia, or repetition

Grade 7

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R7:10 Demonstrate initial understanding of elements of literary text by...

- Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action
  R–7–4.1
- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
  R–7–4.2
- Identifying the characteristics of a variety of types of text (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories)

R7:11 Demonstrate initial understanding of author's craft used in literary texts by…

- Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition, or personification

Grade 8

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R8:10 **Demonstrate initial understanding of elements of literary text by...**

- Identifying, describing, or making logical predictions about character, setting, problem/solution, or plots/subplots, as appropriate to text; identifying any significant changes in character or setting over time; identifying rising action, climax, or falling action
- Paraphrasing or summarizing, with major events sequenced, as appropriate to text
- Identifying the characteristics of a variety of types of text (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics [poems, novels, dramas])

R8:11 **Demonstrate initial understanding of author's craft used in literary texts by…**

- Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, repetition, personification, or hyperbole

High School

Initial Understanding of Literary Text

RHS: 10 **Demonstrate initial understanding of elements of literary text by...**

- Identifying, describing, or making logical predictions about character, setting, problem/solution, or plot/subplots; identifying any significant changes in character over time; identifying where action rises and falls; identifying protagonist or antagonist

  State
- Paraphrasing or summarizing, with major events sequenced, as appropriate to text

  State
- Identifying the characteristics of a variety of types of text (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics [poems, novels, dramas], adventure myths, comedies, tragedies, satires, parodies)

RHS: 11 **Demonstrate initial understanding of author's craft used in literary text by…**

- Identifying literary devices as appropriate to genre: rhyme schemes, dialogue, imagery, metaphors, personification, hyperbole, symbolism, foreshadowing, or soliloquy

Grade 6

Initial Understanding of Informational Text

R6:12 Demonstrate initial understanding of informational texts (expository and practical texts) by…

- Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

  R–6–7.1
- Using information from the text to answer questions related to main/central ideas or key details

  R–6–7.2
- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

  R–6–7.3
- Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, content trade books, textbooks, newspapers, public documents and discourse, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and **practical/functional texts:** procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets)

Grade 7

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R7:12 Demonstrate initial understanding of informational texts (expository and practical texts) by…

- Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

  R–7–7.1
- Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details

  R–7–7.2
- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

  R–7–7.3
- Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, textbooks, newspapers, public documents and discourse, technical manuals, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and **practical/functional texts:** procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets)

Grade 8

Initial Understanding of Informational Text

R8:12 **Demonstrate initial understanding of informational texts (expository and practical texts) by…**

- Obtaining information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings)
- Using information from the text to answer questions or to state the central idea or provide supporting details
- Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing/ contrasting, or outlining)
- Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, textbooks, newspapers, public documents and discourse, technical manuals, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and **practical/functional texts:** procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets, schedules)

High School

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

RHS: 12 **Demonstrate initial understanding of informational texts (expository and practical texts) by…**

- Obtaining information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings)

  State
- Using information from the text to answer questions or to state the central idea or provide supporting key details

  State
- Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing/ contrasting, or outlining)

  State
- Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, textbooks, newspapers, public documents /discourse, technical manuals, biographies, autobiographies, essays, articles, editorials, primary source historical documents, periodicals, job-related materials, speeches, online reading; and **practical/functional:** schedules, procedures, instructions, announcements, invitations, advertisements, pamphlets, schedules, memos)

Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text, Standard 5.11: Literary Elements and Devices

Kindergarten

Analysis and Interpretation of Literary Text/Citing Evidence

RK:13 **Analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate by…**
- Making predictions about what might happen next
- Identifying physical characteristics or personality traits of main characters

RK:14 **Analyze and interpret author's craft (citing evidence where appropriate) by…**
No GLE at this grade level

RK:15 **Generates a personal response to what is read aloud through a variety of means by…**
- Comparing stories or other texts to personal experience, prior knowledge, or other books

Grade 1

Analysis and Interpretation of Literary Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R1:13 **Analyze and interpret elements of literary texts read aloud or read independently, citing evidence where appropriate by…**
- Making predictions about what might happen next, and telling why the prediction was made
- Identifying possible motives of characters
- Identifying relevant physical characteristics or personality traits of main characters

R1:14 **Analyze and interpret author's craft (citing evidence where appropriate) by…**
No GLE at this grade level

R1:15 **Generates a personal response to what is read aloud or read independently through a variety of means by…**
- Comparing stories or other texts to personal experience, prior knowledge, or other books

Grade 2

Analysis and Interpretation of Literary Text/Citing Evidence

R2:13 **Analyze and interpret elements of literary texts, citing evidence where appropriate by…**

- Making logical predictions
  EXAMPLE: "What might happen next?"
  R–2–5.1
- Identifying relevant physical characteristics or personality traits of main characters
  R–2–5.2
- Making basic inferences about problem or solution
  EXAMPLES: "What helped Luke to solve his problem in the story? What was Jane's problem?"
  R–2–5.3
- Identifying possible motives of characters
- Recognizing explicitly stated causes or effects

R2:14 **Analyze and interpret author's craft (citing evidence where appropriate) by…**
No GLE at this grade level

R2:15 **Generates a personal response to what is read through a variety of means by…**

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

Grade 3

Analysis and Interpretation of Literary Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R3:13 **Analyze and interpret elements of literary texts, citing evidence where appropriate by. . .**

- Making logical predictions
  R–3–5.1
- Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits
  R–3–5.2
- Making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships)
  EXAMPLE: "How might the story have been different if…?"
  R–3–5.3
- Identifying the author's basic message
  EXAMPLE: "In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn?"
  R–3–5.5
- Identifying possible motives of characters
- Recognizing explicitly stated causes or effects

R3:14 **Analyze and interpret author's craft (citing evidence where appropriate) by…**
No GLE at this grade level

R3:15 **Generates a personal response to what is read through a variety of means by…**

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

Grade 3

Analysis and Interpretation of Literary Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R3:13 Analyze and interpret elements of literary texts, citing evidence where appropriate by. . .

- Making logical predictions
  R–3–5.1
- Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits
  R–3–5.2
- Making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships)
  EXAMPLE: "How might the story have been different if…?"
  R–3–5.3
- Identifying the author's basic message
  EXAMPLE: "In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn?"
  R–3–5.5
- Identifying possible motives of characters
- Recognizing explicitly stated causes or effects

R3:14 Analyze and interpret author's craft (citing evidence where appropriate) by…

No GLE at this grade level

R3:15 Generates a personal response to what is read through a variety of means by…

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

Grade 4

Analysis and Interpretation of Literary Text/Citing Evidence

R4:13 Analyze and interpret elements of literary texts, citing evidence where appropriate by…

- Making logical predictions
  R–4–5.1
- Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits
  R–4–5.2
- Making inferences about problem, conflict, or solution
  EXAMPLE: "What influenced the father's decision to let his son try the climb?"
  R–4–5.3
- Identifying who is telling the story
  R–4–5.4
- Identifying author's message or theme
  EXAMPLE: "What was the author trying to say about friendship in this story? (e.g., friendship begins with accepting differences)"
  R–4–5.5
- Identifying causes or effects, including possible motives of characters

R4:14 Analyze and interpret author's craft (citing evidence where appropriate) by…

No GLE at this grade level

R4:15 Generates a personal response to what is read through a variety of means and through…

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

Grade 5

Analysis and Interpretation of Literary Text/Citing Evidence

R5:13 **Analyze and interpret elements of literary texts, citing evidence where appropriate by…**

- Making logical predictions
  EXAMPLE: "Which event is most likely to happen next?"
  R–5–5.1
- Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time
  R–5–5.2
- Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development)
  R–5–5.3
- Identifying the narrator
  R–5–5.4
- Identifying author's message or theme (implied or stated, as in a fable)
  R–5–5.5
- Identifying causes or effects, including possible motives of characters

R5:14 **Analyze and interpret author's craft (citing evidence where appropriate) by…**

- Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works
  R–5–6.1

R5:15 **Generates a well-developed and grounded personal response to what is read through a variety of means and through…**

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

Grade 6

Analysis and Interpretation of Literary Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R6:13 **Analyze and interpret elements of literary texts, citing evidence where appropriate by…**

- Explaining or supporting logical predictions (e.g., providing evidence from text to explain why something is likely to happen next)
  R–6–5.1
- Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time
  R–6–5.2
- Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)
  R–6–5.3
- Explaining how the narrator's point of view affects the reader's interpretation
  EXAMPLE: "This story is told from Ted's point of view. What do you know about how Ted feels because he tells the story?"
  R–6–5.4
- Identifying author's message or theme
  R–6–5.5

R6:14 **Analyze and interpret author's craft (citing evidence where appropriate) by…**

- Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary works
  R–6–6.1

R6:15 **Generates a well-developed and grounded personal response to what is read through a variety of means and through…**

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

Grade 6

Analysis and Interpretation of Literary Text/Citing Evidence

R6:13 Analyze and interpret elements of literary texts, citing evidence where appropriate by…

- Explaining or supporting logical predictions (e.g., providing evidence from text to explain why something is likely to happen next)
  R–6–5.1
- Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time
  R–6–5.2
- Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)
  R–6–5.3
- Explaining how the narrator's point of view affects the reader's interpretation
  EXAMPLE: "This story is told from Ted's point of view. What do you know about how Ted feels because he tells the story?"
  R–6–5.4
- Identifying author's message or theme
  R–6–5.5

R6:14 Analyze and interpret author's craft (citing evidence where appropriate) by…

- Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary works
  R–6–6.1

R6:15 Generates a well-developed and grounded personal response to what is read through a variety of means and through…

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

Grade 7

Analysis and Interpretation of Literary Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R7:13 Analyze and interpret elements of literary texts, citing evidence where appropriate by…

- Explaining or supporting logical predictions
  R–7–5.1
- Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time
  R–7–5.2
- Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text
  R–7–5.3
- Explaining how the narrator's point of view affects the reader's interpretation
  R–7–5.4
- Explaining how the author's message or theme is supported within the text
  R–7–5.5

R7:14 Analyze and interpret author's craft (citing evidence where appropriate) by…

- Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, repetition, flashback, foreshadowing, or personification) to analyze literary works
  EXAMPLE: "Why did the author choose to use flashback in this story?"
  R–7–6.1

R7:15 Generates a well-developed and grounded personal response to what is read through a variety of means and through…

- Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas

Grade 8

Analysis and Interpretation of Literary Text/Citing Evidence

R8:13 Analyze and interpret elements of literary texts, citing evidence where appropriate by…

- Explaining or supporting logical predictions
- Describing characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters' personalities or their changes over time
- Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among subplots)
- Explaining how the narrator's point of view affects the reader's interpretation
- Explaining how the author's message or theme (which may include universal themes) is supported within the text

R8:14 Analyze and interpret author's craft (citing evidence where appropriate) by…

- Demonstrating knowledge of use of author's style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, or use of punctuation) to analyze literary works

R8:15 Generates a well-developed and grounded personal response to what is read through a variety of means and through…

- Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas

High School

Analysis and Interpretation of Literary Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

RHS: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by…

- Explaining and supporting logical predictions

State

- Analyzing characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters' personalities or their changes over time

State

- Making inferences about cause/effect, internal and/or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction between characters and evolving plots)

State

- Explaining how the narrator's point of view or style affects the reader's interpretation

State

- Determining how the author's purpose (e.g., to entertain, inform, persuade), message/theme, or underlying beliefs are supported within the text

State

RHS: 14 Analyze and interpret author's craft (citing evidence where appropriate) by…

- Demonstrating knowledge of use of author's style or use of literary elements and devices (i.e., imagery, repetition, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, rhyme scheme, soliloquy, dialogue, or use of punctuation) to analyze literary works

State

RHS: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through…

- Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas
- Making thematic connections between literary or other texts and the broader world of ideas

Standard 1.3: Reading Comprehension
Standard 5.13: Responding to Text

Kindergarten

Analysis and Interpretation of Informational Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

RK:16 **Analyze and interpret informational text read-aloud, citing evidence as appropriate by…**

- Telling what was learned
- Making basic inferences or drawing basic conclusions
  EXAMPLE: "From what we just read, do you think it is important to eat vegetables? Why?"

Grade 1

Analysis and Interpretation of Informational Text/Citing Evidence

R1:16 **Analyze and interpret informational text read aloud <u>or independently</u>, citing evidence as appropriate by…**

- <u>Identifying the topic</u>
- Telling what was learned
- Making basic inferences or drawing basic conclusions
  EXAMPLE: "From what we just read, why do you think firefighters wear special uniforms? Explain why."

Grade 2

Analysis and Interpretation of Informational Text/Citing Evidence

R2:16 **Analyze and interpret informational text, citing evidence as appropriate by…**

- Connecting information *within* a text
  EXAMPLE: Combining or comparing facts and details presented— "What food is eaten by both kinds of fish?"
  R–2–8.1
- Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)
  R–2–8.2
- Making basic inferences or drawing basic conclusions
  EXAMPLE: "Based on this report, do turtles make good pets?"
  R–2–8.3
- Making inferences about causes or effects, when signal words are present
  EXAMPLE: "The sun came out. *Then* the puddle dried up. What made the puddle dry up?"
  R–2–8.5

Grade 3

Analysis and Interpretation of Informational Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R3:16 **Analyze and interpret informational text, citing evidence as appropriate by…**

- Connecting information *within* a text
  EXAMPLE: Combining, comparing, or using information found in both the written text and in a caption in a text
  R–3–8.1
- Recognizing generalizations about text (e.g., identifying appropriate titles, assertions, or controlling ideas)
  R–3–8.2
- Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
  R–3–8.3
- Distinguishing fact from opinion
  R–3–8.4
- Making inferences about causes or effects
  EXAMPLE: "What probably caused the fire to start in the garage?"
  R–3–8.5

Grade 4

Analysis and Interpretation of Informational Text/Citing Evidence

R4:16 **Analyze and interpret informational text, citing evidence as appropriate by…**

- Connecting information *within* a text or *across* texts
  R–4–8.1
- Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
  R–4–8.2
- Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant
  R–4–8.3
- Distinguishing fact from opinion
  R–4–8.4
- Making inferences about causes or effects
  R–4–8.5

Grade 5

Analysis and Interpretation of Informational Text/Citing Evidence

R5:16 **Analyze and interpret informational text, citing evidence as appropriate by…**

- Connecting information *within* a text or *across* texts
  R–5–8.1
- Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
  R–5–8.2
- Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant
  R–5–8.3
- Distinguishing fact from opinion
  R–5–8.4
- Making inferences about causes or effects
  R–5–8.5

Grade 6

Analysis and Interpretation of Informational Text/Citing Evidence

R6:16 **Analyze and interpret informational text, citing evidence as appropriate by…**

- Connecting information *within* a text or *across* texts
  R–6–8.1
- Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
  R–6–8.2
- Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant
  R–6–8.3
- Distinguishing fact from opinion, and identifying possible bias/propaganda
  R–6–8.4
- Making inferences about causes or effects
  R–6–8.5

Grade 7

Analysis and Interpretation of Informational Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R7:16 **Analyze and interpret informational text, citing evidence as appropriate by…**

- Explaining connections about information *within* a text, *across* texts, or to related ideas
  R–7–8.1
- Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
  R–7–8.2
- Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant
  EXAMPLE (of evaluating): Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece.
  R–7–8.3
- Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts
  R–7–8.4
- Making inferences about causes or effects
  R–7–8.5

Grade 8

Analysis and Interpretation of Informational Text/Citing Evidence

R8:16 **Analyze and interpret informational text, citing evidence as appropriate by…**

- Explaining connections about information *within* a text, *across* texts, or to related ideas
- Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
- Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message, explaining how purpose may affect the interpretation of the text; or forming and supporting warranted opinions/ judgments and assertions about the text that are relevant
- Distinguishing fact from opinion, identifying possible bias/ propaganda or conflicting information within or across texts
- Evaluating the accuracy of information presented in text
- Making inferences about causes or effects

High School

Analysis and Interpretation of Informational Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

RHS: 16 **Analyze and interpret informational text, citing evidence as appropriate by…**

- Explaining connections about information *within* a text, *across* texts, or to related ideas

  State
- Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

  State
- Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; explaining how purpose may affect the interpretation of the text; or forming and supporting warranted opinions/ judgments and assertions about the text that are relevant

  State
- Evaluating the clarity and accuracy of information (e.g., author's bias, use of persuasive strategies, consistency, effectiveness of organizational pattern, logic of arguments, expertise of author, propaganda techniques, authenticity, appeal to friendly or hostile audience, or faulty modes of persuasion)

  State
- Making inferences about causes or effects

  State

Kindergarten

Reading Extensively

RK:17 **Demonstrates the habit of reading extensively* by…**
- Listening to at least one or two books read aloud every day
- "Rereading" or "reading-along"—alone, with a partner or an adult—two familiar books, charts, or poems every day

**Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.*

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

RK:18 **Demonstrates the habit of reading widely and in depth by…**
- Reading from or listening to at least three different genres/kinds of text and a variety of authors (e.g., **literary texts:** poetry/nursery rhymes, fairy tales, fantasy, realistic fiction; **informational:** content trade books, children's magazines; and **practical/functional texts:** lists, signs, labels)

Grade 1

Reading Extensively

R1:17 **Demonstrates the habit of reading extensively* by…**
- Reading four or more short books or the equivalent every day

Reading Widely and In Depth

R1:18 **Demonstrates the habit of reading widely and in depth by…**
- Reading from or listening to at least three different genres/kinds of text and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, realistic fiction; informational: content trade books, children's magazines; and practical/functional texts: classroom schedules, simple directions, lists, labels, invitations)

Grade 2

Reading Extensively

R2:17 **Demonstrates the habit of reading extensively* by…**

- Reading one or two books, medium-long chapters, or the equivalent every day

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

R2:18 **Demonstrates the habit of reading widely and in depth by…**

- Reading from at least three different genres/kinds of text and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction; **informational:** beginning dictionaries, glossaries, children's magazines, content trade books, children's newspapers; and **practical /functional texts:** procedures, instructions, simple menus, labels, announcements, invitations, book orders)

Grade 3

Reading Extensively

R3:17 **Demonstrates the habit of reading extensively* by…**

- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

**Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.*

Reading Widely and In Depth

R3:18 **Demonstrates the habit of reading widely and in depth by…**

- Reading from at least three different genres/kinds of text and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, tall tales, realistic fiction; **informational:** dictionaries, glossaries, textbooks, children's magazines, children's newspapers, content trade books; and **practical/functional texts:** procedures, instructions, simple menus, labels, announcements, invitations, book orders)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

Grade 3

Reading Extensively

R3:17 Demonstrates the habit of reading extensively* by…

- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

R3:18 Demonstrates the habit of reading widely and in depth by…

- Reading from at least three different genres/kinds of text and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, tall tales, realistic fiction; **informational:** dictionaries, glossaries, textbooks, children's magazines, children's newspapers, content trade books; and **practical/functional texts:** procedures, instructions, simple menus, labels, announcements, invitations, book orders)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

Grade 4

Reading Extensively

R4:17 Demonstrates the habit of reading extensively* by…

- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

**Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.*

Reading Widely and In Depth

R4:18 Demonstrates the habit of reading widely and in depth by…

- Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction; **informational:** dictionaries, glossaries, encyclopedias, children's magazines, student newspapers, content trade books, textbooks; and **practical/functional texts:** procedures, instructions, book orders, announcements, invitations)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

Grade 5

Reading Extensively

R5:17 **Demonstrates the habit of reading extensively* by…**
- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

R5:18 **Demonstrates the habit of reading widely and in depth by…**
- Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries; **informational:** biography, reports, encyclopedias, children's magazines, student newspapers, content trade books, Internet Web sites; and **practical/ functional texts:** procedures, instructions, menus, recipes, announcements, invitations)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

Grade 6

Reading Extensively

R6:17 **Demonstrates the habit of reading extensively* by…**
- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

**Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.*

Reading Widely and In Depth

R6:18 **Demonstrates the habit of reading widely and in depth by…**
- Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, science fiction, mysteries, legends, myths; **informational:** thesaurus, biography, autobiography, reports, magazines, newspapers, Internet Web sites, public documents and discourse, essays, articles, textbooks; and **practical/ functional texts:** procedures, instructions, menus, recipes, announcements, invitations, advertisements, pamphlets)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

Grade 6

Reading Extensively

R6:17 **Demonstrates the habit of reading extensively* by…**
- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

**Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.*

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

R6:18 **Demonstrates the habit of reading widely and in depth by…**
- Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, science fiction, mysteries, legends, myths; **informational:** thesaurus, biography, autobiography, reports, magazines, newspapers, Internet Web sites, public documents and discourse, essays, articles, textbooks; and **practical/functional texts:** procedures, instructions, menus, recipes, announcements, invitations, advertisements, pamphlets)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

Grade 7

Reading Extensively

R7:17 **Demonstrates the habit of reading extensively* by…**
- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

Reading Widely and In Depth

R7:18 **Demonstrates the habit of reading widely and in depth by…**
- Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, science fiction, mysteries, legends, myths, short stories; **informational:** thesaurus, biography, autobiography, reports, magazines, newspapers, Internet Web sites, public documents and discourse, essays, articles, textbooks, technical manuals; and **practical/functional texts:** procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

Grade 8

Reading Extensively

R8:17 **Demonstrates the habit of reading extensively* by…**
- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

R8:18 **Demonstrates the habit of reading widely and in depth by…**
- Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, science fiction, mysteries, short stories, legends, myths, epics (poems, novels, dramas); **informational:** biography, autobiography, reports, magazines, newspapers, Internet Web sites, public documents and discourse, essays, articles, textbooks, technical manuals; and **practical/functional texts:** procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets, schedules)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

High School

Reading Extensively

RHS:17 **Demonstrates the habit of reading extensively* by…**
- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

**Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.*

Reading Widely and In Depth

RHS:18 **Demonstrates the habit of reading widely and in depth by…**
- Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., **literary texts:** poetry, plays, fantasy, fables, realistic fiction, folktales, myths, historical fiction, science fiction, mysteries, short stories, legends, adventure myths, epics, comedy, tragedy, satires, parodies; **informational:** biography, autobiography, reports, newspapers, Internet Web sites, public documents and discourse, essays, articles, editorials, political cartoons, textbooks, technical manuals, primary source historical documents, periodicals, job-related materials, speeches, online reading; and **practical/functional texts:** schedules, procedures, pamphlets, announcements, memos, invitations)
- Reading at least the equivalent of four books by an author, about a subject, on one theme, or in one genre

Kindergarten

Literate Community

RK:19 Demonstrates participation in a literate community by…
- Self-selecting reading materials in line with personal interests
- Participating in appropriate discussions about text by offering comments related to the text or topic

Grade 1

Literate Community

R1:19 Demonstrates participation in a literate community by…
- Self-selecting reading materials in line with reading ability and personal interests
- Participating in appropriate discussions about text by offering comments related to the text, and referring explicitly to the text

Grade 2

Literate Community

R2:19 Demonstrates participation in a literate community by…
- Self-selecting reading materials in line with reading ability and personal interests
- Participating in appropriate discussions about text by offering comments and supporting evidence, and recommending books and other materials

Grade 3

Literate Community

R3:19 Demonstrates participation in a literate community by…
- Self-selecting reading materials in line with reading ability and personal interests
- Participating in appropriate discussions about text by offering comments and supporting evidence, and recommending books and other materials

Grade 4

Literate Community

R4:19 Demonstrates participation in a literate community by…
- Self-selecting reading materials in line with reading ability and personal interests
- Participating in appropriate and focused discussions about text by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

Grade 5

Literate Community

R5:19 Demonstrates participation in a literate community by…
- Self-selecting reading materials in line with reading ability and personal interests
- Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

Grade 6

Literate Community

R6:19 **Demonstrates participation in a literate community by…**

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

Grade 7

Literate Community

R7:19 **Demonstrates participation in a literate community by…**

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

Grade 8

Literate Community

R8:19 **Demonstrates participation in a literate community by…**

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

High School

Literate Community

RHS: 19 **Demonstrates participation in a literate community by…**

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

APPENDIX A:
The Six Syllable Types
1. closed—not (closed in by a consonant—vowel makes its **short** sound)
2. open—no (ends in a vowel—vowel makes its **long** sound)
3. silent *e*—note (ends in vowel consonant *e*—vowel makes its **long** sound)
4. vowel combination—nail (the two vowels together make a sound)
5. *r* controlled—bird (contains a vowel plus *r*—vowel sound is changed)
6. consonant *-le*—table (at the end of a word)

APPENDIX B:
Resource for Understanding Language Structure:
The Reading Teacher's Book of Lists, Fourth Edition (Fry, Kress, and Fountoukidis, 2000)

APPENDIX C: Fluency Rates

Recommended Fluency Rates* (words read correctly per minute)	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**
Oral:	**N/A**	**50–80 words correct per minute**	**80–100 words correct per minute**	**90–120 words correct per minute**
Silent:	**N/A**	**N/A**	**N/A**	**115–140**

Recommended Fluency Rates* (words read correctly per minute)	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
Oral:	**115–140 words correct per minute**	**125–150 words correct per minute**	**135–160 words correct per minute**	**140–175 words correct per minute**	**150–180 words correct per minute**
Silent:	**130–175**	**160–200**	**190–220**	**215–245**	**235–270**

***The following sources were referenced for fluency rates:**

- Caldwell, *Reading Assessment*, Guilford Press, 2002
- Fountas and Pinnell, *Guiding Readers and Writers Grades 3–6*, Heinemann, 2001
- *Put Reading First*, National Institute for Literacy, 2001
- Lipson and Wixson, *Assessment and Instruction of Reading and Writing Difficulty*, Pearson Education, 2003
- *NAEP's Scale for Assessing Oral Reading Fluency*, 2001

Appendix D: A Discussion of "Increasing Text Complexity"

A Discussion of "Increasing Text Complexity"
(K. Hess and S. Biggam, 2004)

The instruction and assessment of reading comprehension presents unique challenges to classroom teachers and test developers alike; and the criteria used in selecting a variety and range of appropriate texts are essential to meeting those purposes. In the classroom, students learn to apply and practice a variety of reading strategies, for different purposes and with different text types. Over time, students who are exposed to a variety of text types with increasing complexity also learn how text features differ by genre, and they gain confidence in peeling back the layers of complexity for a deeper understanding of what is read. In test development, the overall number of test items is driven by the length and type of reading passages and the number of items possible accompanying each passage. Passages for reading assessment, drawn from "authentic" text whenever possible, should include both literary and informational texts. A series of questions accompanying each reading passage may require initial understanding of text, analysis and interpretation of text, or a combination of both types of questions, especially for longer text passages.

We have learned from NAEP research (1985) that difficulty of text passages was one of the three most important factors in reading-comprehension performance of fourth-, eighth-, and twelfth-grade students. The other two factors were familiarity with subject matter presented in text and the type (literal, inferential, etc.) of question asked (Chall and Conard, 1991). Other research suggests that at grades 2 and 3, word difficulty may influence text complexity more than other factors (Anderson, 1992). Lipson and Wixson (2003) summarize the challenges of understanding text complexity this way:

> In the past, one of the few text features that was given much attention was its difficulty or readability, as measured by factors such as the number of syllables in the words and the number of words in the sentences. Current research has demonstrated that a number of other factors have a significant impact on both how much and what students understand and learn from a text. The presence or absence of these factors determines the extent to which a given text can be considered 'considerate' (to enable readers with minimal effort) or 'inconsiderate' (text requiring much greater effort) (Armbruster, 1984).

So, a variety of factors influence text complexity. The degree of challenge of a particular text is the result of specific combinations and interactions of these factors. For example, a text that has short simple sentences may, nevertheless, be challenging to read/comprehend when it contains ideas or concepts that are unfamiliar or requires a greater level of interpretation to unlock intended meaning. Pinnell and Fountas's text leveling system (2002), an extension of the system used by Reading Recovery developed for classroom use at grades 3–6, includes the following factors for determining complexity: understanding the nature of print, repeated text, natural language versus book text, supportive text, and high-frequency vocabulary. Their system also calls attention to differences between fiction and nonfiction texts in book leveling, and includes descriptors that "overlap" to the next level of difficulty.

Chall, Bissex, Conard, and Harris-Sharples (*Qualitative Assessment of Text Difficulty*, 1996) suggest that linguistic characteristics (vocabulary and sentence structure and variety) as well as concepts presented, text organization, and background knowledge required of readers all need to be considered in determining appropriateness of text for a given grade level. "Merely breaking up longer sentences and simplifying vocabulary does not guarantee that reading materials will be completely appropriate for lower reading levels." They also point out differences between popular fiction, literature, and informational texts with regard to text difficulty. For example, popular fiction tends to (a) use less figurative language than literature, (b) be more repetition of information, and (c) have more conventional language use; therefore demands on the reader of popular fiction are more about basic understanding of explicit messages than on interpretation of the message.

Criteria for increasing text complexity include factors that interact to affect the relative difficulty of reading particular material. The table on the following pages describes ways in which text materials generally increase in difficulty over the grade span of grades 1–8. The descriptors in the table build from one grade or grade cluster to the next. It is expected that students would have experience reading text described for their grades, as well as those of earlier grade clusters.

Factors that Influence Increasing Text Complexity:

- **Word Difficulty and Language Structure,** including vocabulary and sentence type and complexity (often determined through the use of multiple readability formulas)
- **Text Structure and Discourse Style** (e.g., narrative, compare/contrast; satire, humor)
- **Genre and the Characteristic Features of each genre/type of text**
- **Background Knowledge and/or Degree of Familiarity with Content needed by the reader**
- **Level of Reasoning required** (e.g., sophistication of themes and ideas presented)
- **Format and Layout,** including how text is organized/layout, size and location of print, graphics, and other book/print features
- **Length of Text**

Text Complexity Descriptors (K. Hess and S. Biggam, 2004)
Note: Sample grade-appropriate text titles are included at the end of the descriptors for each grade span as examples of text that would illustrate many of the characteristics described in the table. In many cases, particular teachers and schools will choose to introduce these specific texts at grade levels below or above the grade level indicated. While every descriptor might not be evident in a sample text or text passage, it is expected that the sample texts reflect the intent of the descriptors, and many of the indicators.

Text Complexity Descriptors End of Grade 1	**Text Complexity Descriptors End of Grade 2**
• Includes a variety of literary texts (such as fantasy, realistic fiction, poetry), with some complexity in story structure (e.g., multiple episodes) and literary language • Simple informational books/text • Illustrations provide moderate support for the reader • Texts have several sentences per page, with sentences of moderate length and generally simple sentence structure • Very straightforward text structures • Familiar content • In narrative text, details related to story elements (setting, characterization, events, resolution) provide strong support for both literal and interpretive meanings (e.g., for drawing basic inferences or basic conclusions) • Informational texts use clear and consistent formats (e.g., print location on page), illustrations, and simple graphics to support understanding of content • Simple punctuation is used: period, question mark, exclamation point, quotation marks, commas	• Includes a variety of literary texts (such as realistic fiction, fairy tales, fantasy, humorous stories, poetry) with elaborated episodes and events, and some extended descriptions • Stories usually have well-developed characters and episodes • Informational books/text • Some use of unfamiliar vocabulary, supported by other text features (e.g., such as headings and chapter titles) • Illustrations may or may not be present on each page, but usually provide low to moderate support for the reader • Sentence structure becomes more complex, including causal phrases • Straightforward text structures in informational text • Content usually familiar • In narrative text, details related to story elements (setting, characterization, goals, attempts, consequences, and resolutions) provide moderate support for both literal and interpretive meanings (e.g., for predicting logical outcomes or drawing inferences about problem/solution) • Informational texts use clear formats (e.g., use of simple headings to organize information into categories), illustrations that extend meaning, and simple graphics to support understanding of content • Full range of punctuation used, except dashes, colons, and semicolons
SAMPLE TEXTS AT THE END OF GRADE 1: *There's a Nightmare in My Closet;, The Very Busy Spider; Nobody Listens to Andrew; Ants (Sunshine Science Series)*	***SAMPLE TEXTS AT THE END OF GRADE 2:*** *George and Martha; Cam Jansen and the Mystery of the Dinosaur Bones; The Stories Julian Tells; Happy Birthday Martin Luther King (Scholastic)*

Text Complexity Descriptors Grades 3–4	Text Complexity Descriptors Grades 5–6
• Includes a range of longer literary selections, including realistic fiction, historical fiction, tall tales, folktales, and fantasies; Narratives usually include familiar characters or settings • Informational/functional text including short expository pieces, e.g., descriptive, compare/contrast, directions, simple recipes, etc. • Varied vocabulary, but generally familiar; some figurative language (e.g., similes); Increased use of challenging vocabulary (e.g., multisyllabic words, words with multiple meanings); Technical words are defined or explained in context • Sentence structure becoming more elaborated and complex, including some use of passive voice, abstract, or descriptive language • Relatively straightforward text structures; Texts include more information, more complex ideas and relationships (e.g., examples, comparisons) • Content usually builds from shared/somewhat familiar experiences • In narrative text, the story elements (plot, setting, characterization) provide support for both literal and interpretive meanings • Informational texts use clear formats, illustrations, and graphics to support understanding of content • Text features might include timelines, captions, and maps • Full range of punctuation used	• Includes a range of literary selections, such as full-length novels, well-crafted short stories (with increasingly diverse characters and settings), historical fiction, science fiction, legends, and myths • Includes more complex informational/functional texts, such as persuasive essays, procedural "how to" guides, scientific and historical summaries (e.g., textbooks) • More varied and challenging vocabulary, including use of figurative language (idioms, metaphors) and analogies; Some technical terms • Language in narrative text includes dialect and other linguistic variants to enhance characterization and setting • 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 • Content requires general background knowledge; Underlying themes become more complex and more universal • Interrelationships among story elements become more complex and require more interpretation; Literary elements include imagery, flashback, humor, suspense, personification, and exaggeration • Informational and functional texts use a variety of formats, illustrations, and graphics to support understanding • Text features may include chapter headings, glossaries, punctuation guides • Full range of punctuation used

SAMPLE TEXTS AT GRADE 3:	***SAMPLE TEXTS AT GRADE 4:***	***SAMPLE TEXTS AT GRADE 5:***	***SAMPLE TEXTS AT GRADE 6:***
The Mouse and the Motorcycle; Sideways Stories; What's the Big Idea; Ben Franklin; Time for Kids	*Cricket in Times Square; Castle in the Attic; Wow (National Wildlife Federation)*	*Tuck Everlasting; Shh! We're Writing the Constitution; Cricket magazine*	*True Confessions of Charlotte Doyle; Holes; The Grey King; Cobblestone magazine*

Text Complexity Descriptors Grades 7–8 and High School
• Includes a full range of literary genres, including realistic and historical fiction, science fiction, fantasy, and folk literature • Informational/functional texts include primary sources, personal narratives and autobiographies, schedules, and manuals, as well as synthesized information found in textbooks • Increasing number of uncommon words, including words with nonliteral meanings and more abstract vocabulary; Word choice can reflect diverse historical and cultural context; Text often includes technical words with specialized meaning(s) • Language in narrative text is more elaborated and complex, and includes a wide range of dialogue, use of dialects, and varied sentence structure to convey specific meanings • Prose style matches text purpose (informational, recreational, provocative, etc.) • Relationships between ideas become less explicit and require more inference or interpretation • Understanding content requires increasing cultural and historical breadth of knowledge • More sophisticated themes • Texts used often call for literary analysis • Informational texts use format, illustrations, and graphics to support understanding of meaning • Text features often include advance organizers, inset text, technology support

SAMPLE TEXTS AT GRADE 7: *Roll of Thunder, Hear My Cry; Diary of a Young Girl; Muse magazine*	***SAMPLE TEXTS AT GRADE 8:*** *The Upstairs Room; Narrative of the Life of Frederick Douglass; The Giver; Science magazine*	***SAMPLE TEXTS AT HIGH SCHOOL:*** *To Kill a Mockingbird; Night; Into Thin Air; Newsweek magazine*

The following sources were referenced to develop text complexity descriptors:

- Caldwell. *Reading Assessment*. Guilford Press, 2002.
- Crafton. *Standards in Practice: Grades K–2*. Urbana, IL: National Council of Teachers of English, 1996.
- Chall, Bissex, & others. *Qualitative Assessment of Text Difficulty: A Practical Guide for Teachers and Writers*. Brookline Books, Inc., 1996.
- Fountas and Pinnell. *Guiding Readers and Writers Grades 3–6*. Heinemann, 2001.
- *Put Reading First*. National Institute for Literacy, 2001.
- Lipson and Wixson. *Assessment and Instruction of Reading and Writing Difficulty*. Pearson Education, 2003.
- National Assessment Governing Board and NAEP Reading Consensus Project. *Draft NAEP Reading Framework*. U.S. Government Printing Office, April 2002.
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- New Standards Primary Literacy Committee. *Reading & Writing Grade by Grade: Primary Literacy Standards for Kindergarten through Third Grade*. National Center on Education and the Economy and the University of Pittsburgh, 1999.
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- Sierra-Perry. *Standards in Practice: Grades 3–5*. Urbana, IL: National Council of Teachers of English, 1996.
- US Department of Education. *Reading: Knowing What Works, K–3*. National Institute for Literacy, 2000.
- Weaver, Brenda. *Leveling Books K–6: Matching Readers to Text*. International Reading Association, Inc., 2000.
- Wilhelm. *Standards in Practice: Grades 6–8*. Urbana, IL: National Council of Teachers of English, 1996.

Suggested Informational and Literary Texts
(Source: Adapted from New England Common Assessment Program (NECAP) Reading GLEs, Grades 2–8)

Suggested **Informational and Literary Texts for Instruction and Assessment**
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY and INFORMATIONAL texts. Recognizing a variety of texts and their characteristics will help students in meeting grade level expectations described in the Vermont and NECAP GLEs. Suggested Texts listed below are not meant to be exhaustive for any given grade level.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Suggested **Informational Texts include, but are not limited to** **Reference materials:** Read-alouds of children's magazines, content trade books **Practical texts:** lists, signs, labels	***Suggested*** **Informational Texts include, but are not limited to** **Reference materials:** Read-alouds and guided/shared reading of children's magazines, content trade books **Practical texts:** lists, labels, simple directions, invitations	***Suggested*** **Informational Texts include, but are not limited to** **Reference materials:** Beginning dictionaries, glossaries, children's magazines, content trade books, children's newspapers, etc. **Practical texts:** Procedures/ instructions, announcements, invitations, book orders, etc.	***Suggested*** **Informational Texts include, but are not limited to** **Reference materials:** Dictionaries, glossaries, children's magazines, content trade books, children's newspapers, textbooks, etc. **Practical texts:** Procedures/ instructions, announcements, invitations, book orders, etc.	***Suggested*** **Informational Texts include, but are not limited to** **Reference materials:** Dictionaries, glossaries, encyclopedias, children's magazines, content trade books, student newspapers, textbooks, etc. **Practical texts:** Procedures/ instructions, announcements, invitations, book orders, etc.	***Suggested*** **Informational Texts include, but are not limited to** **Reference materials:** Dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, student newspapers, textbooks, biographies, Internet Web sites, etc. **Practical texts:** Procedures/ instructions, announcements, invitations, book orders, recipes, menus, etc.
Suggested **Literary Texts include, but are not limited to** Nursery rhymes, poetry, fairy tales, fantasy, realistic fiction, etc.	***Suggested*** **Literary Texts include, but are not limited to** Poetry, fairy tales, fantasy, realistic fiction, etc.	***Suggested*** **Literary Texts include, but are not limited to** Poetry, plays, fairy tales, fantasy, fables, tall tales, realistic fiction, etc.	***Suggested*** **Literary Texts include, but are not limited to** Poetry, plays, fairy tales, fantasy, fables, tall tales, realistic fiction, etc.	***Suggested*** **Literary Texts include, but are not limited to** Poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, etc.	***Suggested*** **Literary Texts include, but are not limited to** Poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, etc.

(Assumes increasing text complexity across grade levels. See Appendix for descriptions of increasing text complexity.)

Suggested **Informational and Literary Texts for Instruction and Assessment**
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY and INFORMATIONAL texts. Recognizing a variety of texts and their characteristics will help students in meeting grade level expectations described in the Vermont and NECAP GLEs. Suggested Texts listed below are not meant to be exhaustive for any given grade level.

Grade 5	Grade 6	Grade 7	Grade 8	High School
Suggested **Informational Texts include, but are not limited to** **Reference materials:** Dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, student newspapers, textbooks, biographies, Internet Web sites, etc. **Practical texts:** Procedures/instructions, announcements, invitations, book orders, recipes, menus, etc.	***Suggested*** **Informational Texts include, but are not limited to** **Reference materials:** Dictionaries, thesauruses, reports, encyclopedias, magazines, newspapers, textbooks, biographies, autobiographies, Internet Web sites, public documents and discourse, essays, articles, etc. **Practical texts:** Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, etc.	***Suggested*** **Informational Texts include, but are not limited to** **Reference materials:** Thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet Web sites, public documents and discourse, essays, articles, technical manuals, etc. **Practical texts:** Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, etc.	***Suggested*** **Informational Texts include, but are not limited to** **Reference materials:** Reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet Web sites, public documents and discourse, essays, articles, technical manuals, etc. **Practical texts:** Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules, etc.	***Suggested*** **Informational Texts include, but are not limited to** **Reference materials:** Reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet Web sites, public documents and discourse, essays, articles, technical manuals, editorials, primary source historical documents, periodicals, job-related materials, speeches, online reading, etc. **Practical texts:** Procedures/instructions, announcements, invitations, advertisements, pamphlets, schedules, memos, etc.
Suggested **Literary Texts include, but are not limited to** Poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, etc.	***Suggested*** **Literary Texts include, but are not limited to** Poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, etc.	***Suggested*** **Literary Texts include, but are not limited to** Poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, etc.	***Suggested*** **Literary Texts include, but are not limited to** Poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, epics, etc.	***Suggested*** **Literary Texts include, but are not limited to** Poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, epics, novels, dramas, adventure myths, comedies, tragedies, satires, parodies, etc.
(Assumes increasing text complexity across grade levels. See Appendix for descriptions of increasing text complexity.)				

(Source: Adapted from New England Common Assessment Program (NECAP) Reading GLEs, Grades 2–8)

Glossary of Reading Terms

Affix—A meaningful part of a word that is attached before (prefix) or after (suffix) a root or base word to modify its meaning.

Alliteration—The repetition of initial consonant sounds in neighboring words. (For example: "The slithering, slimy snake")

Allusion—A reference to a familiar person, place, or thing.

Analogy—A comparison of two or more similar objects, suggesting that if they are alike in certain respects, they will probably be like in other ways, too.

Analysis—A separating of a whole into its parts with an examination of these parts to find out their nature and function.

Antagonist—A person or thing working against the main character.

Antonym—A word that is opposite in meaning to another word. (For example: "love/hate," "hot/cold")

Author's craft—The techniques the author chooses to enhance writing (examples of author's craft: style, bias, point of view, flashback, foreshadowing, symbolism, figurative language, sensory details, soliloquy, stream of consciousness, etc.).

Autobiography—An account of the life of an individual written by the subject, classified as nonfiction.

Base word—A free morpheme (can stand alone), to which affixes can be added. (For example: "worry")

Bias—A highly personal judgment.

Biography—An account of the life of an individual, classified as nonfiction or informational text.

Cause/Effect—A text or response to reading text that provides explanations or reasons for phenomena.

Character—A person, animal, or object that takes part in the action of a literary work. The main or major character is the most important and central to the action. A minor or supporting character is one who takes part in the action, but is not the focus of the attention.

Characterization—The method an author uses to reveal the characters and their various personalities. Authors use two major methods of characterization: direct and indirect. When using direct characterization, a writer states the characters' traits, actions, motives, or feelings. When describing a character indirectly, a writer depends on the reader to draw conclusions about the character's traits or uses other participants in the story to reveal a character's traits and motives.

Cite—To quote as an example.

Citation—A direct quote from the text, as opposed to a generalized summary or statement; an acknowledgment and documentation of sources of information.

Comparison/Contrast—A text or response to reading text that identifies how information presented has similar or different characteristics or qualities.

Conflict—The problem or struggle in a story that triggers the action. Conflicts may be internal (struggles from within a character) or external.

Context—The set of facts or circumstances surrounding an event or a situation, explanation of characters, or definition of important terms in text; the background information the reader needs to know in order to fully understand the message of the text.

Context clues—Information in the reading passage that helps the reader determine the meaning of unfamiliar words or phrases, such as illustrations or the meaning of other words in the text.

Controlling idea—This is the main idea/focus that runs throughout the paper or text.

Conventions—Features of standard written English that usually include sentence formation, grammar, spelling, usage, punctuation, and capitalization.

Decode—The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondence.

Dialogue—A conversation between two characters. In poems, novels, and short stories, dialogue is usually set off by quotation marks to indicate a speaker's exact words; in a play, dialogue follows the names of the characters, and no quotation marks are used.

Diction—An author's choice of words based on their accuracy, clarity, and effectiveness.

Drama—A story written to be performed by actors. Dramas are often divided into parts called acts, which are often divided into smaller parts called scenes.

Evaluate—Examine and judge carefully, based on evidence found in the text.

Figurative language—Language used in writing or speech that is not meant to be interpreted literally, as the intent of the language is to create a special effect, idea, image, or feeling.

Fluency—The clear, easy, written or spoken expression of ideas, or freedom from word-identification problems that may hinder comprehension during silent reading or the expression of ideas during oral reading; The ability to read text accurately, quickly, and with proper expression, phrasing, and intonation between word recognition and comprehension; Rapidly and automatically recognizing and decoding words, with evidence that the reader is accessing the deeper meaning of the text; Assessment of fluency is associated with rate, accuracy, and scores on comprehension tests.

Focus—The concentration of a specific idea(s) within the topic the writer is addressing; the main/central idea that runs through a text. (For example: If the topic is "horses," the focus might be: Horses are very expensive to own.)

Genre—A category used to classify literary works, usually by form, technique, or content. For example, literature is commonly divided into three major genres: poetry, prose, and drama. Each genre is, in turn, divided into subgenres.

Graphic organizer—A diagram or pictorial device used to record and show relationships among ideas or information.

Historical fiction—Fiction drawn from the writer's imagination, but true to life in some period of the past.

Homonym—One of two words that have the same sound and often the same spelling but differ in meaning. (For example, *bear* [to carry,] *bear* [the animal], and *bare* [naked].)

Homophone—One of two or more words that are pronounced the same but differ in meaning, origin, and sometimes spelling. (For example, "hair/hare," "knight/night," and "[fish] scale /[musical] scale.")

Hyperbole—A figure of speech in which exaggeration is used for emphasis or effect.

Inference—A deduction or conclusion made from facts that are suggested or implied rather than overly stated. (For example: "Mom said that I should study more and watch television less. I inferred that I should get better grades or the television would be taken out of my room.")

Informational text—A text that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as nonfiction text.

Literary conflict—The tension that grows out of the interplay of the two opposing forces in a plot.

Literary devices—Tools used by the author to enliven and provide voice to the writing, such as dialogue, alliteration, foreshadowing, personification, metaphors, etc.

Literary elements—The essential techniques used in literature, such as characterization, setting, plot, and theme.

Metaphor—A figure of speech in which one thing is described in terms of another to make an implicit comparison—that is, a comparison that does not use words such as "like" or "as." (For example: "The sky's lamp was bright.")

Morpheme—The smallest meaningful unit of language; may be a word or part of a word. (For example: "less" or "child")

Narrative—A story, actual or fictional, expressed orally or in writing; a text that tells about a sequence of events.

Narrative passage—Text in any form that recounts or tells a story.

Narrator—The person (or animal or object) telling a story, who may be a character within the story or someone outside of the story.

Onomatopoeia—A figure of speech in which the sound of the word imitates the sounds associated with the objects or actions to which they refer. (For example: "crackle," "moo," "pop," "zoom.")

Opinion—A belief or conclusion held with confidence, but not sustained with proof.

Paraphrase—Restate text or passage mostly in other (or in own) words.

Personification—The attribution of human qualities to inanimate objects. (For example: "The clouds played and danced in the sky.")

Phoneme—The smallest unit of sound in a spoken word; a speech sound that combines with other sounds in a language to make words.

Phonemic awareness—The ability to hear, identify, and manipulate individual sounds in spoken words. Involves blending, segmenting, deleting sounds, etc.

Phonics—Relationships between the letters of written language and the individual sounds of spoken language.

Plot—The plan, design, story line, or pattern of events in a play, poem, or works of fiction.

Poem—A composition characterized by use of condensed language, chosen for its sound and suggestive power and the use of literary techniques such as rhyme, blank verse, rhythm, meter, and metaphor.

Point of view—The way in which an author reveals characters, events, and ideas when telling a story; the perspective or vantage point from which a story is told.

Problem—The conflict or struggle (internal or external) that causes the action in a story or play. An internal conflict takes place within the mind of a character, such as a struggle to make a decision, take an action, or overcome a feeling. An external conflict is one in which a character struggles against some outside force, such as another person or something in nature.

Prose—Writing that is not restricted in rhythm, measure, or rhyme; most writing that is not drama, poetry, or song is considered prose.

Protagonist—The main character or hero of a text.

Reading critically—Reading in which a questioning attitude, logical analysis, and inference are used to judge the worth of the text; evaluating relevancy and adequacy of what is read; the judgment of validity of worth of what is read, based on sound criteria and evidence.

Reading rate—The speed at which a person reads; generally measured as words per minute or words correct per minute.

Realistic fiction—Fiction drawn from the writer's imagination, but is true to life; often focuses on universal human problems.

Resolution—The portion of the play or story in which the problem is resolved. It comes after the climax and falling action and is intended to bring the story to a satisfying end.

Rhyme—A metrical device in which sounds at the ends of words or lines or verse correspond. Another common device is the use of internal rhymes, or rhyming words within lines.

Rhyme scheme—A regular pattern of rhyming words in a poem, usually indicated by assigning a different letter to each rhyme in a stanza, such as a-b-a-b.

Rhythm—In verse or prose, the movement or sense of movement communicated by the arrangement of long and short or stressed and unstressed syllables.

Root—A bound morpheme, usually of Latin origin, that cannot stand alone, but is used to form a family of words with related meanings. (For example: "spec")

Self-monitor—Metacognitive awareness and processes whereby the reader realizes that what is being read is or is not making sense, and adjusts reading strategies to improve comprehension.

Semantics—The study of meaning in language, particularly the meaning of words and changes in the meanings.

Setting—The time and place of the action in a literary work. The setting includes all the details of a place and time. In most stories, the setting serves as a backdrop or context in which the characters interact and the plot progresses.

Simile—A figure of speech in which one thing is likened to another using an explicit comparison (that is, using the words "like" or "as") to clarify or enhance an image. (For example: "It was as cold as an ice cube.")

Soliloquy—A speech delivered by a character when he/she is alone on the stage; monologue.

Stereotype—A pattern or form that does not change. A character is "stereotyped" if she or he has no individuality and fits the mold of that particular type of person or character, such as a villain.

Style—The characteristic manner used by an author to express ideas and create intended effects, including the writer's use of language, choice of words, and use of literary devices.

Summary—Writing that presents the main/central points of a larger work in condensed form.

Synonym—Two or more words that have highly similar meanings. (For example: "happy," "glad," and "cheerful.")

Syntax—The pattern or structure of word order in sentences, clauses, and phrases.

Temporal sequence—Ideas or events presented in the order in which they happen.

Text structure—The way information is organized and presented. (For example: Fiction texts and biographies generally use a narrative structure and are meant to be read from beginning to end; nonfiction or informational texts are organized by topics or into sections, using text features such as headings, bold print, transitional words/phrases, etc.)

Theme—The central idea, message, concern, or purpose in a literary work, which may be stated directly or indirectly. (For example: "In the book *The Pancake*, by Anita Lobel, 'People should work together' or 'Don't be too cocky' are themes.")

Thesis—The basic proposition put forward by a speaker or writer, which then is proved through fact, argument, or support from a text; the subject or argument of a composition. It is the controlling idea about a topic that the writer is attempting to prove; a sentence that announced the writer's main, unifying controlling idea about a topic. A thesis statement usually contains two main elements: a limited subject (Internet), a strong verb, and the reason for it—the "why" ("The Internet provides information of varying depth and quality").

Tone—The overall feeling or effect created by a writer's use of words, sentence structure, and attitude toward the audience, characters, or topic. This feeling, which pervades the work, may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc.

Traditional literature—Stories passed down orally throughout history. (Examples include: folk tales, fairy tales, myths, legends, and epics.)

Turning point—The moment in a story or a play when there is a definite change in direction and one becomes aware that it is now about to move toward the end.

Voice—The style and quality of the writing which includes word choice, a variety of sentence structures, and evidence of investment. Voice portrays the author's personality or the personality of the chosen persona. It is the fluency, rhythm, and liveliness in writing that makes it unique to the writer. A distinctive voice establishes personal expression and enhances the writing.

The following sources were referenced:

- Fountas and Pinnell (2001) *Guiding Readers and Writers Grades 3–6: Teaching Comprehension, Genre, and Literacy.* Heinemann
- Kemper, Sebranek & Meyer (2001) *The Write Source.* Wilmington, MA: Houghton Mifflin
- Moats (2003) *LETRS: Language Essentials for Teachers of Reading and Spelling.* Sopris West
- (2003) *Reading Assessment Glossary.* Pennsylvania Department of Education
- (2001) *Put Reading First.* National Institute for Literacy, US Department of Education
- (2004) *New England Common Assessment Program (NECAP) Grade Level Expectations* for *Writing* - Appendix A: Writing Glossary

Vermont Writing Grade Level Expectations Overview

There are nineteen Vermont Writing GLEs, organized into five writing clusters. The GLEs are presented by cluster in the chart below.

Purpose, Organization, Details, Voice/Tone. Writing dimensions are addressed throughout the set of Vermont Writing GLEs, using descriptions appropriate to the related writing genre. (GLEs #W5–#W19 assess writing dimensions as they are applied to different types of writing.) Writing dimensions are not addressed, nor are they intended to be assessed, with a single GLE.

Writing Clusters	Vermont Writing GLEs	GLEs
The Writing Process	**The Writing Process**	**W1**
Conventions and Structures	**Writing Conventions**—Applying Rules of Grammar, Usage, and Mechanics—Conventions are assessed within all genres of writing	**W2, W3**
	Structures of Language—Applying Understanding of Sentences, Paragraphs, and Text Structures—Structures of Language are assessed within all genres of writing	**W4**
Reading/Writing Connections	**Writing in Response to Literary or Informational Text**	**W5, W6, and W7**
Informational Writing	**Informational Writing—Reports**	**W8, W9, and W10**
	Informational Writing—Procedures	**W13, W14**
	Informational Writing—Persuasive Writing	**W15, W16**
Expressive Writing	**Expressive Writing—Narratives**	**W11, W12**
	Expressive Writing—Reflective Essay	**W17**
	Expressive Writing—Poetry	**W18, W19**

How to Read Vermont Writing GLEs

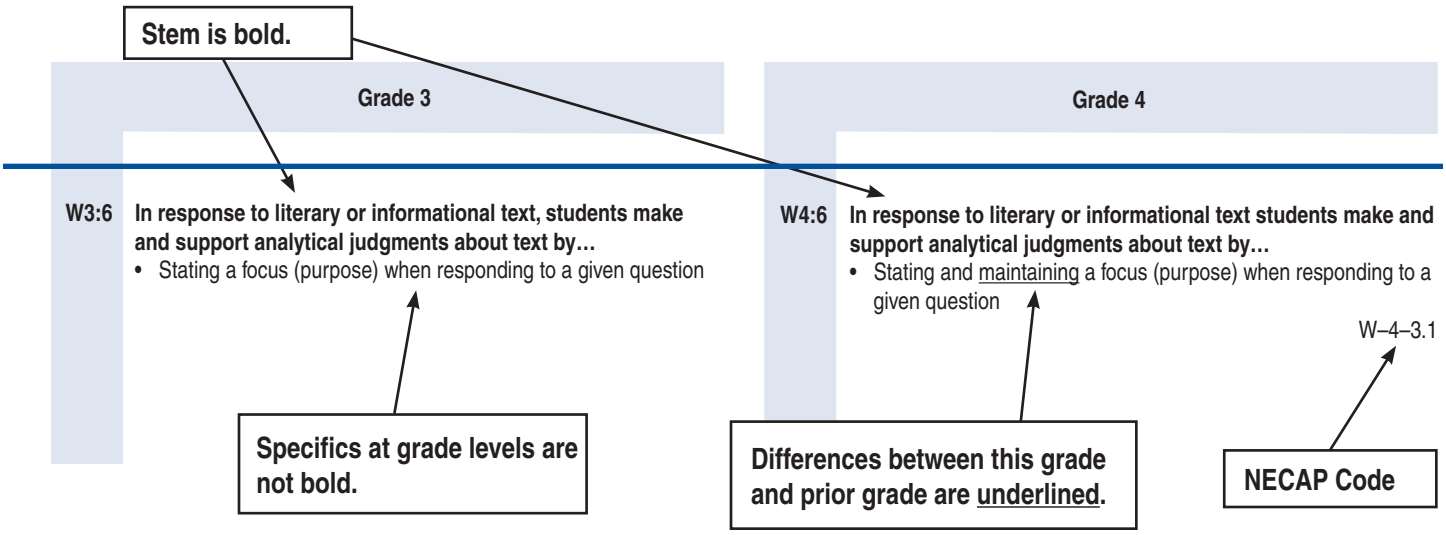
- **Each GLE includes three parts.**
  1. A statement in bold, called the "stem," is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades.
  2. The *unbolded* text within a GLE indicates how the GLE is specified at a given grade level.
  3. Differences between adjacent grades are underlined to indicate new content or skills being introduced for assessment. (Note: Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assume an increasing level of writing skills applications," as indicated with writing benchmarks for that grade level.)

- **Vermont Writing GLEs are coded before each stem**. They represent the content area, the grade level, and the GLE "stem" number. (For example, "W7: 6" means W [Writing] 7 [grade 7]: 6 [6th GLE stem].)

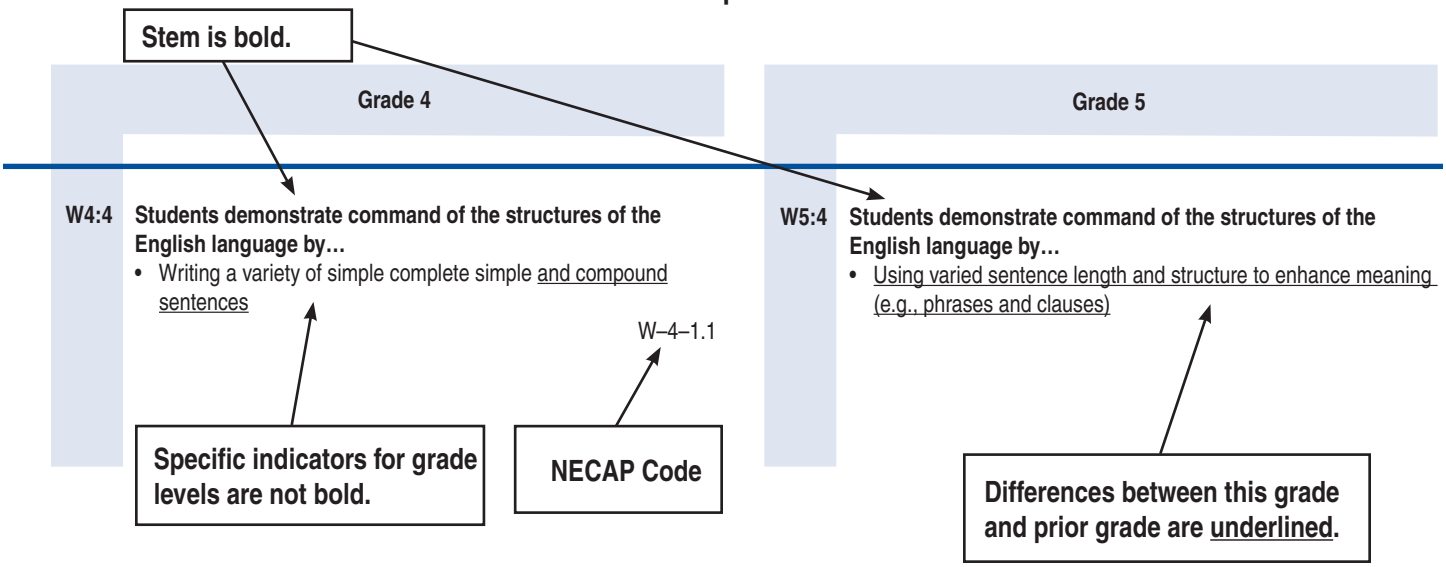
- **New England Common Assessment Program (NECAP) Writing GLEs are coded at grades 4 and 7 only. NECAP codes are found at the end of some specific indicators.** NECAP codes indicate the content area, the grade level, the GLE "stem" number, and the specific indicator for that GLE stem. (For example, "W–4–3.1" means W [Writing] – 4 [grade 4] – 3 [3rd GLE "stem"] – 1 [the first specific indicator for the 3rd GLE stem].) The number of specific indicators for each NECAP writing GLE stem will vary from grade to grade.

- **The use of the conjunction "or"** means that a student can be assessed in all or just some elements of the GLE in a given year on large-scale assessment. In some situations, "or" is also used when students have choices about how to cite supporting evidence (e.g., citing evidence when writing in response to text).

Sample Vermont Writing GLE
Example 1



Sample Vermont Writing GLE
Example 2



NOTE: Coding at the end of a VT Writing GLE indicates whether that GLE has been identified for large-scale assessment in conjunction with the New England Common Assessment Program GLEs. In the grade 4 example above, "W–4–1.1" indicates that if writing is assessed through large-scale assessment in the fall of grade 5, this GLE will be "sampled" in the assessment.

Kindergarten

Writing Process

WK:1 **Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**
Note: Students at this level will only be prewriting and drafting.

Grade 1

Writing Process

W1:1 **Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**
Note: Students at this level will only be prewriting and drafting.

Grade 2

Writing Process

W2:1 **Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**

Grade 3

Writing Process

W3:1 **Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**

Grade 4

Writing Process

W4:1 **Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**

Grade 5

Writing Process

W5:1 **Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**

Grade 6

Writing Process

W6:1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Grade 7

Writing Process

W7:1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Grade 8

Writing Process

W8:1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

High School

Writing Process

WHS: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Kindergarten

Writing Conventions

WK:2 **In independent writing, students demonstrate command of appropriate English conventions by…**
No GLE at this grade level

WK:3 **In independent writing, students demonstrate command of conventional English spelling by…**
- Using phonemic awareness and letter knowledge to spell independently (phonetic or temporary spelling) and logically represent initial and final consonant sounds

Grade 1

Writing Conventions

W1:2 **In independent writing, students demonstrate command of appropriate English conventions by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W1:3 **In independent writing, students demonstrate command of conventional English spelling by…**
- Correctly spelling own first name
- Correctly spelling grade-appropriate, high-frequency words that include phonetically regular words (e.g., "had," "can")
- Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed)

Grade 2

Writing Conventions

W2:2 **In independent writing, students demonstrate command of appropriate English conventions by…**
- Using capital letters for the beginning of sentences and names
- Using correct ***end*** punctuation in simple sentences (e.g., period)

W2:3 **In independent writing, students demonstrate command of conventional English spelling by…**
- Correctly spelling grade-appropriate, high-frequency words
- Correctly spelling past tense (three sounds for *-ed*) and plural endings (*-s* and *-es*), with no alterations required, on common vocabulary
- Giving a readable and accurate phonetic spelling for words that have not been taught
- Representing each sound heard in a word with a feature of print
- Correctly spelling phonetically regular words with short vowels, consonant digraphs and blends, silent *e* words

Grade 3

Writing Conventions

W3:2 **In independent writing, students demonstrate command of appropriate English conventions by…**
- Using capital letters for the beginning of sentences and names
- Writing contractions with an apostrophe and common abbreviations with a period
- Using ***end*** punctuation correctly in simple sentences (e.g., period, question mark, exclamation point)

W3:3 **In independent writing, students demonstrate command of conventional English spelling by…**
- Identifying words that ***might be*** misspelled
- Correctly spelling grade-appropriate, high-frequency words and using within-word patterns to correct spelling
  EXAMPLES: single-syllable words, short, long, or *r*-influenced vowel patterns, including frequently occurring vowel teams—*ea*, *oy*, *ai*
- Representing common syllable patterns and affixes within multisyllabic words
- Correctly spelling common homophones (e.g., "be/bee"; "there/their/they're"; "sail/sale")

Grade 3

Writing Conventions

W3:2 **In independent writing, students demonstrate command of appropriate English conventions by…**

- Using capital letters for the beginning of sentences and names
- Writing contractions with an apostrophe and common abbreviations with a period
- Using ***end*** punctuation correctly in simple sentences (e.g., period, question mark, exclamation point)

W3:3 **In independent writing, students demonstrate command of conventional English spelling by…**

- Identifying words that ***might be*** misspelled
- Correctly spelling grade-appropriate, high-frequency words and using within-word patterns to correct spelling
  EXAMPLES: single-syllable words, short, long, or *r*-influenced vowel patterns, including frequently occurring vowel teams—*ea*, *oy*, *ai*
- Representing common syllable patterns and affixes within multisyllabic words
- Correctly spelling common homophones (e.g., "be/bee"; "there/their/they're"; "sail/sale")

Grade 4

Writing Conventions

W4:2 **In independent writing, students demonstrate command of appropriate English conventions by…**

- Identifying grammatical errors, when given examples
  EXAMPLES: "he don't"; "Him and me went"
  W–4–9.1
- Applying basic capitalization rules
  EXAMPLES: names, proper nouns, titles
  W–4–9.2
- Using commas correctly in dates and in a series (Note: Either form is correct—*x, y, and z* or *x, y and z*)
  W–4–9.3
- Using ***end*** punctuation correctly in a variety of sentence structures
  W–4–9.4

W4:3 **In independent writing, students demonstrate command of conventional English spelling by…**

- Applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system
  EXAMPLES: consonant doubling, change *y* to *i*, drop silent *e*, spelling rules for affixes
  W–4–9.5
- Using within-word patterns and common syllable patterns to correct spelling (e.g., common and less frequent vowel teams (e.g., *eigh, au, aw, ea* for short *e*, *r*-controlled syllables, consonant-*le* syllables, vowel-consonant-silent *e*, and open syllables with multisyllabic words)

Grade 5

Writing Conventions

W5:2 **In independent writing, students demonstrate command of appropriate English conventions by…**

- Identifying or correcting grammatical errors
  EXAMPLES: subject-verb agreement, nonstandard usage (ain't), double negatives
- Applying basic capitalization rules
- Using punctuation to clarify meaning
  EXAMPLES: commas, apostrophes, quotation marks

W5:3 **In independent writing, students demonstrate command of conventional English spelling by…**

- Applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllable division, morpheme, and affix spelling patterns/rules to new situations
  EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes, morpheme patterns (such as adding prefixes and suffixes to base words with spelling changes—"fury" to "furious"; or phonological changes—"electric" to "electricity")

Grade 6

Writing Conventions

W6:2 **In independent writing, students demonstrate command of appropriate English conventions by…**

- Applying rules of standard English usage to correct grammatical errors
  EXAMPLES: subject-verb agreement, nonstandard usage, irregular plurals, sentence fragments and run-ons
- Applying basic capitalization rules
- Using punctuation to clarify meaning

W6:3 **In independent writing, students demonstrate command of conventional English spelling by…**

- Independently applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllable division, morpheme, and affix spelling patterns/rules to new situations
  EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes, morpheme patterns (such as adding prefixes and suffixes to base words with spelling or phonological changes)
- Correctly spelling grade-appropriate word groups that share a common root (e.g., "report," "imported," "transportation," "portable")

Grade 6

Writing Conventions

W6:2 **In independent writing, students demonstrate command of appropriate English conventions by…**

- Applying rules of standard English usage to correct grammatical errors
  EXAMPLES: subject-verb agreement, nonstandard usage, irregular plurals, sentence fragments and run-ons
- Applying basic capitalization rules
- Using punctuation to clarify meaning

W6:3 **In independent writing, students demonstrate command of conventional English spelling by…**

- Independently applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllable division, morpheme, and affix spelling patterns/rules to new situations
  EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes, morpheme patterns (such as adding prefixes and suffixes to base words with spelling or phonological changes)
- Correctly spelling grade-appropriate word groups that share a common root (e.g., "report," "imported," "transportation," "portable")

Grade 7

Writing Conventions

W7:2 **In independent writing, students demonstrate command of appropriate English conventions by…**

- Applying rules of standard English usage to correct grammatical errors
  EXAMPLES: clear pronoun referent, subject-verb agreement, consistency of verb tense, irregular forms of verbs and nouns
  W–7–9.1
- Applying capitalization rules
  W–7–9.2
- Applying appropriate punctuation to various sentence patterns to enhance meaning
  EXAMPLES: colons, semicolons
  W–7–9.4

W7:3 **In independent writing, students demonstrate command of conventional English spelling by…**

- Independently applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules
  EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes
  W–7–9.5
- Correctly spelling grade-appropriate word groups that share a common root (e.g., "structure," "construction," "instruct," "destruction")
- Recognizing spelling-meaning connections
  EXAMPLES: "sign/signal," "define/definition," "critic/criticize"
- Applying conventional spelling patterns/rules to new situations
  EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes
- Using resources to correct spelling

Grade 8

Writing Conventions

W8:2 **In independent writing, students demonstrate command of appropriate English conventions by…**

- Applying rules of standard English usage to correct grammatical errors
  EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns
- Applying capitalization rules
- Applying appropriate punctuation rules to various sentence patterns to enhance meaning (e.g., hyphens, dashes, brackets)

W8:3 **In independent writing, students demonstrate command of conventional English spelling by…**

- Independently applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words, including homonyms, homophones, and homographs
- Correctly spelling grade-appropriate word groups that share a common root (e.g., "inspire," "respiration," "conspire," "perspire")
- Recognizing spelling-meaning connections
  EXAMPLES: "sign/signal," "define/definition," "critic/criticize"
- Applying conventional and word-derivative spelling patterns/ rules, including syllable division, stressed/unstressed syllable (schwa) vowel patterns
  EXAMPLES: silent and sounded consonants, identifying relationships among roots, base words, pre/suffixes, including foreign derivations
- Using resources to correct spelling

High School

Writing Conventions

WHS: 2 **In independent writing, students demonstrate command of appropriate English conventions by…**

- Applying rules of standard English usage to correct grammatical errors
  EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns
  State
- Applying capitalization rules
  State
- Applying appropriate punctuation rules to various sentence patterns
  State

WHS: 3 **In independent writing, students demonstrate command of conventional English spelling by…**

- Independently applying spelling knowledge in proofreading and editing of writing
- Applying conventional and word-derivative spelling patterns/ rules, to new situations, including syllable division, stressed/ unstressed syllables, and correct spelling of content-area vocabulary
  State
  EXAMPLES: doubling with polysyllabic base words, consonant or vowel changes within words, assimilated prefixes, Greek and Latin roots, syllable division
- Correctly spelling grade-appropriate word groups that share a common root (e.g., "hydroplane," "hydrometer," "dehydrated"; or "transfer," "inference," "conference," "deferred," "refer")
- Using a variety of resources to correct spelling

Kindergarten

Structures of Language

WK:4 **Students demonstrate command of the structures of the English language by…**
No GLE at this grade level

Grade 1

Structures of Language

W1:4 **Students demonstrate command of the structures of the English language by…**
- Distinguishing between letters, words, and sentences

Grade 2

Structures of Language

W2:4 **Students demonstrate command of the structures of the English language by…**
- Distinguishing between letters, words, and sentences

Grade 3

Structures of Language

W3:4 **Students demonstrate command of the structures of the English language by…**
- Writing a variety of complete simple sentences
  EXAMPLES: declarative, exclamatory, interrogative
- Recognizing complete sentences
  EXAMPLES: simple and compound sentences
- Recognizing indentations for new paragraphs

Grade 4

Structures of Language

W4:4 **Students demonstrate command of the structures of the English language by…**
- Writing a variety of simple complete simple and compound sentences

  W–4–1.1
- Using the paragraph form: indenting, main idea, supporting details

  W–4–1.2

Grade 5

Structures of Language

W5:4 **Students demonstrate command of the structures of the English language by…**
- Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)
- Using the paragraph form: indenting, main idea, supporting details
- Recognizing organizational text structures ***within*** paragraphs
  EXAMPLES: description, chronology, proposition/support, compare/contrast

Grade 6

Structures of Language

W6:4 **Students demonstrate command of the structures of the English language by…**

- Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)
- Using the paragraph form: indenting, main idea, supporting details
- Recognizing organizational text structures ***within*** paragraphs
  EXAMPLES: description, chronology, proposition/support, compare/contrast
- Using a format and text structure appropriate to the purpose of the writing

Grade 7

Structures of Language

W7:4 **Students demonstrate command of the structures of the English language by…**

- Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)
  W–7–1.1
- Using the paragraph form: indenting, main idea, supporting details
  W–7–1.2
- Recognizing organizational structures ***within*** paragraphs or ***within*** texts
  EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast, problem/solution
  EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes
  W–7–1.3
- Using a format and text structure appropriate to the purpose of the writing
  W–7–1.4

Grade 8

Structures of Language

W8:4 **Students demonstrate command of the structures of the English language by…**

- Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)
- Using the paragraph form: indenting, main idea, supporting details
- Identifying organizational structures ***within*** paragraphs or ***within*** texts
  EXAMPLES: description, chronology, proposition/support, compare/contrast, problem/solution, cause/effect
- Using a format and text structure appropriate to the purpose of the writing

High School

Structures of Language

WHS: 4 **Students demonstrate command of the structures of the English language by…**

- Writing a variety of correct sentences, using embedded phrases and clauses
  State
- Using the paragraph form: indenting, main idea, supporting details
- Identifying organizational structures ***within*** paragraphs or ***within*** texts
  State
  EXAMPLES: description, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, deductive/inductive
- Using a format and text structure appropriate to the purpose of the writing
  State

Kindergarten

Writing in Response to Literary or Informational Text

WK:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

WK:6 **In response to literary or informational text, students make and support analytical judgments about text by…**
- Using prior knowledge or reference to text to support a given focus, using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds)

WK:7 **In response to literary or informational text, students engage readers by…**
No GLE at this grade level

Grade 1

Writing in Response to Literary or Informational Text

W1:5 **In response to literary or informational text, students show understanding of plot /ideas/concepts by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W1:6 **In response to literary or informational text, students make and support analytical judgments about text by…**
- Using prior knowledge or references to text to support a given focus (evidence may take the form of pictures, words, sentences, or some combination)

W1:7 **In response to literary or informational text, students engage readers by…**
No GLE at this grade level

Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text

Grade 2

Writing in Response to Literary or Informational Text

W2:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W2:6 **In response to literary or informational text, students make and support analytical judgments about text by…**
- Using references to text to support a given focus

W2:7 **In response to literary or informational text, students engage readers by…**
- Organizing ideas by using a beginning, middle, and concluding statement/sentence, given a structure
  EXAMPLES: template, frame, graphic organizer

Grade 3

Writing in Response to Literary or Informational Text

W3:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**
- Setting context using author, title, and one reference to what text is about
- Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts

W3:6 **In response to literary or informational text, students make and support analytical judgments about text by…**
- Stating a focus (purpose), when responding to a given question
- Using prior knowledge, details, or references to text to support focus
- Making inferences about content, events, characters, or setting

W3:7 **In response to literary or informational text, students engage readers by…**
- Organizing ideas, using basic transition words, and having a concluding statement/sentence (organization)

Grade 3

Writing in Response to Literary or Informational Text

W3:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**

- Setting context using author, title, and one reference to what text is about
- Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts

W3:6 **In response to literary or informational text, students make and support analytical judgments about text by…**

- Stating a focus (purpose), when responding to a given question
- Using prior knowledge, details, or references to text to support focus
- Making inferences about content, events, characters, or setting

W3:7 **In response to literary or informational text, students engage readers by…**

- Organizing ideas, using basic transition words, and having a concluding statement/sentence (organization)

Grade 4

Writing in Response to Literary or Informational Text

W4:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**

- Selecting appropriate information to set background/context
  EXAMPLE (of providing context): When introducing a character, making sure the reader understands who the character is
  W–4–2.1
- Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts
  W–4–2.3

W4:6 **In response to literary or informational text students make and support analytical judgments about text by…**

- Stating and maintaining a focus (purpose) when responding to a given question
  W–4–3.1
- Using specific details and references to text to support focus
  W–4–3.3
- Making inferences about content, events, characters, setting, or common themes
  EXAMPLE (of theme): "Honesty isn't always easy."
  W–4–3.2

W4:7 **In response to literary or informational text, students engage readers by…**

- Organizing ideas, using transition words/phrases, and writing a conclusion
  W–4–3.4

Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text

Grade 5

Writing in Response to Literary or Informational Text

W5:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**

- Selecting appropriate information to set context/background
  EXAMPLE (of context): When introducing a character, making sure the reader understands who the character is
- Summarizing key ideas
- Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts

W5:6 **In response to literary or informational text, students make and support analytical judgments about text by…**

- Stating and maintaining a focus (purpose) when responding to a given question
- Using specific details and references to text or citations to support focus
- Making inferences about the content, events, characters, setting, or common themes

W5:7 **In response to literary or informational text, students engage readers by…**

- Organizing ideas using transition words/phrases and writing a conclusion that provides closure
- Addressing the reader's possible questions
  EXAMPLE: When introducing new information, making sure the reader understands how it relates to the text
- Using appropriate voice and tone (word choice, sentences with embedded phrases and clauses)

Grade 6

Writing in Response to Literary or Informational Text

W6:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**

- Selecting appropriate information to set context/background
- Summarizing key ideas
- Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts

W6:6 **In response to literary or informational text, students make and support analytical judgments about text by…**

- Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question
- Using specific details and references to text or relevant citations to support focus or judgment
- Making inferences about the relationship(s) among content, events, characters, setting, or common themes

W6:7 **In response to literary or informational text, students engage readers by…**

- Organizing ideas using transition words/phrases and writing a conclusion that provides closure
- Addressing the reader's possible questions
  EXAMPLE: Clarifying the context when using a citation
- Using effective voice and tone (word choice, sentences with embedded phrases and clauses)

Grade 6

Writing in Response to Literary or Informational Text

W6:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**

- Selecting appropriate information to set context/background
- Summarizing key ideas
- Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts

W6:6 **In response to literary or informational text, students make and support analytical judgments about text by…**

- Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question
- Using specific details and references to text or relevant citations to support focus or judgment
- Making inferences about the relationship(s) among content, events, characters, setting, or common themes

W6:7 **In response to literary or informational text, students engage readers by…**

- Organizing ideas using transition words/phrases and writing a conclusion that provides closure
- Addressing the reader's possible questions
  EXAMPLE: Clarifying the context when using a citation
- Using effective voice and tone (word choice, sentences with embedded phrases and clauses)

Grade 7

Writing in Response to Literary or Informational Text

W7:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**

- Selecting and summarizing key ideas to set context
  W–7–2.1
- Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas
  W–7–2.3

W7:6 **In response to literary or informational text, students make and support analytical judgments about text by…**

- Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question
  W–7–3.1
- Using specific details and references to text or relevant citations to support focus or judgment
  W–7–3.3
- Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft
  EXAMPLES: Making links between characterization and author's choice of words; making links to characteristics of literary forms or genres
  W–7–3.2

W7:7 **In response to literary or informational text, students engage readers by…**

- Organizing ideas using transition words/phrases and writing a conclusion that provides closure
  W–7–3.4
- Addressing the reader's possible questions
- Using effective voice and tone (word choice and sentence patterns) for desired effect on reader, if appropriate

Grade 8

Writing in Response to Literary or Informational Text

W8:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**
- Selecting and summarizing key ideas to set context
- Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas

W8:6 **In response to literary or informational text, students make and support analytical judgments about text by…**
- Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question
- Using specific details and references to text or relevant citations to support focus or judgment
- Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft
  EXAMPLES: Style, bias, literary techniques, point of view, or characteristics of literary forms and genres

W8:7 **In response to literary or informational text, students engage readers by…**
- Organizing ideas using transition words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrating a connection to the broader world of ideas)
- Addressing the reader's possible questions
- Using effective voice and tone (word choice and sentence patterns) for desired effect on reader, if appropriate
- Excluding loosely related or extraneous information

High School

Writing in Response to Literary or Informational Text

WHS:5 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…**
- Selecting key ideas to set context appropriate to audience
  State
- Making thematic connections between texts, prior knowledge, or the broader world of ideas
  State

WHS:6 **In response to literary or informational text, students make and support analytical judgments about text by…**
- Establishing an interpretative claim in the form of a focus/thesis statement when given a prompt
  State
- Using specific details and references to text or specific citations to support interpretative claims
  State
- Supporting interpretative claims with references to critical sources about text
- Interpreting the author's decisions regarding elements of the text
  EXAMPLES: ambiguities, subtleties, contradictions, ironies, symbols, and nuances

WHS:7 **In response to literary or informational text, students engage readers by…**
- Organizing ideas so that the reader can easily follow the writer's line of thinking, using effective transitions, and drawing a conclusion by synthesizing information
  State
- Addressing readers' possible questions
  State
- Using effective voice and tone (word choice and sentence patterns) for desired effect on reader
  State
- Excluding loosely related or extraneous information

Kindergarten

Informational Writing: Reports

WK:8 **In reports, students organize information by…**
No GLE at this grade level

WK:9 **In reports, students effectively convey a perspective on a subject by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

WK:10 **In reports, students demonstrate use of a range of elaboration strategies by…**

- Identifying details/information related to topic or to a given focus (pictures may include labels)

Grade 1

Informational Writing: Reports

W1:8 **In reports, students organize information by…**
No GLE at this grade level

W1:9 **In reports, students effectively convey a perspective on a subject by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W1:10 **In reports, students demonstrate use of a range of elaboration strategies by …**

- Identifying details/information relevant to topic and/or given focus (details/information may take the form of pictures with captions, words, sentences, or some combination)

Grade 2

Informational Writing: Reports

W2:8 **In reports, students organize information by…**
- Using a given organizational structure (e.g., template, frame, graphic organizer)

W2:9 **In reports, students effectively convey a perspective on a subject by…**
- Restating a given focus/controlling idea on a topic (purpose)

W2:10 **In reports, students demonstrate use of a range of elaboration strategies by…**
- Including details/information relevant to topic and/or given focus

Grade 3

Informational Writing: Reports

W3:8 **In reports, students organize information by…**
- Grouping ideas into a beginning, middle, and end
- Using basic transition words
  EXAMPLES: "first," "then," "next," "finally"

W3:9 **In reports, students effectively convey a perspective on a subject by…**
- Establishing a topic (purpose)
- Stating a focus/controlling idea (purpose) on a topic
  EXAMPLE: "Dogs" = topic; "Dogs make good pets." = focus

W3:10 **In reports, students demonstrate use of a range of elaboration strategies by…**
- Including details/information relating to topic
- Including details/information relevant to focus
- Including details for appropriate depth of information: naming, describing, explaining, comparing, or use of visual images

Grade 3

Informational Writing: Reports

W3:8 **In reports, students organize information by…**
- Grouping ideas into a beginning, middle, and end
- Using basic transition words
  EXAMPLES: "first," "then," "next," "finally"

W3:9 **In reports, students effectively convey a perspective on a subject by…**
- Establishing a topic (purpose)
- Stating a focus/controlling idea (purpose) on a topic
  EXAMPLE: "Dogs" = topic; "Dogs make good pets." = focus

W3:10 **In reports, students demonstrate use of a range of elaboration strategies by…**
- Including details/information relating to topic
- Including details/information relevant to focus
- Including details for appropriate depth of information: naming, describing, explaining, comparing, or use of visual images

Grade 4

Informational Writing: Reports

W4:8 **In reports, students organize information by…**
- Grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments)
  W–4–6.1
- Writing an introduction that sets the context (including materials list in procedures)
  W–4–6.2
- Using transition words or phrases
  W–4–6.3
- Writing a conclusion
  W–4–6.4
- Listing sources at end of a report, if appropriate

W4:9 **In reports, students effectively convey a perspective on a subject by…**
- Establishing a topic (purpose)
- Stating and maintaining a focus/controlling idea on a topic
  W–4–7.2

W4:10 **In reports, students demonstrate use of a range of elaboration strategies by…**
- Including facts and details relevant to focus/controlling idea
  W–4–8.2
- Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, or use of visual images
  W–4–8.3

Grade 5

Informational Writing: Reports

W5:8 **In reports, students organize information/concepts by…**
- Using an organizational text structure appropriate to focus/controlling idea
  EXAMPLES: description, chronology, proposition/support, compare/contrast
- Selecting appropriate information to set the context
- Using transition words or phrases appropriate to organizing text structure
  EXAMPLE: for compare/contrast, using "on the other hand"
- Writing a conclusion that provides closure
- Obtaining information from more than one source, when appropriate
- Listing sources at end of a report, if appropriate

W5:9 **In reports, students effectively convey a perspective on a subject by…**
- Stating and maintaining a focus/controlling idea (purpose) on a topic

W5:10 **In reports, students demonstrate use of a range of elaboration strategies by…**
- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images

Grade 6

Informational Writing: Reports

W6:8 **In reports, students organize information/concepts by…**
- Using an organizational text structure appropriate to focus/controlling idea
  EXAMPLES: description, chronology, proposition/support, compare/contrast
- Selecting appropriate information to set context, which may include a lead/hook
  EXAMPLES: startling statistic, anecdote/scenario, general to specific, quotation
- Using transition words or phrases appropriate to organizational text structure
- Writing a conclusion that provides closure
- Obtaining information from multiple locations or sources when appropriate
  EXAMPLES: Locations—library, Internet, electronic media; Sources—almanacs, magazine/news articles, books, encyclopedia, interviews, surveys, video/TV, sidebars, charts
- Listing sources at end of a report, if appropriate

W6:9 **In reports, students effectively convey a perspective on a subject by…**
- Stating and maintaining a focus/controlling idea (purpose) on a topic

W6:10 **In reports, students demonstrate use of a range of elaboration strategies by…**
- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images
- Addressing readers' concerns (e.g., providing context)

Grade 6

Informational Writing: Reports

W6:8 **In reports, students organize information/concepts by…**

- Using an organizational text structure appropriate to focus/controlling idea
  EXAMPLES: description, chronology, proposition/support, compare/contrast
- Selecting appropriate information to set context, which may include a lead/hook
  EXAMPLES: startling statistic, anecdote/scenario, general to specific, quotation
- Using transition words or phrases appropriate to organizational text structure
- Writing a conclusion that provides closure
- Obtaining information from multiple locations or sources when appropriate
  EXAMPLES: Locations—library, Internet, electronic media; Sources—almanacs, magazine/news articles, books, encyclopedia, interviews, surveys, video/TV, sidebars, charts
- Listing sources at end of a report, if appropriate

W6:9 **In reports, students effectively convey a perspective on a subject by…**

- Stating and maintaining a focus/controlling idea (purpose) on a topic

W6:10 **In reports, students demonstrate use of a range of elaboration strategies by…**

- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images
- Addressing readers' concerns (e.g., providing context)

Grade 7

Informational Writing: Reports

W7:8 **In reports, students organize information/concepts by…**

- Using an organizational text structure appropriate to focus/controlling idea
  EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast, problem/solution

  W–7–6.1
- Selecting appropriate information to set context, which may include a lead/hook

  W–7–6.2
- Using transition words or phrases appropriate to organizational text structure

  W–7–6.3
- Writing a conclusion that provides closure

  W–7–6.4
- Obtaining information from multiple locations or sources when appropriate
- Listing and citing sources, using accepted form, if appropriate

W7:9 **In reports, students effectively convey a perspective on a subject by…**

- Stating and maintaining a focus/controlling idea

  W–7–7.2
- Writing with a sense of audience, when appropriate

  W–7–7.3

W7:10 **In reports, students demonstrate use of a range of elaboration strategies by…**

- Including facts and details relevant to focus/controlling idea, and excluding extraneous information

  W–7–8.2
- Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images

  W–7–8.3
- Addressing readers' concerns (including providing context)

  W–7–8.4
- Commenting on the significance of the information, when appropriate

  W–7–8.5

Grade 8

Informational Writing: Reports

W8:8 **In reports, students organize information/concepts by…**
- Using an organizational text structure appropriate to focus/controlling idea
  EXAMPLES: chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
- Selecting appropriate information to set context, which may include a lead/hook
- Using transition words or phrases appropriate to organizational text structure
- Drawing a conclusion by synthesizing information from the report (i.e., "aha!" "so what?")
- Obtaining information from multiple locations or sources when appropriate
- Listing and citing sources, using accepted format, if appropriate

W8:9 **In reports, students effectively convey a perspective on a subject by…**
- Stating and maintaining a focus/controlling idea/thesis (purpose)
- Writing with a sense of audience, if appropriate
- Establishing an authoritative stance, when appropriate

W8:10 **In reports, students demonstrate use of a range of elaboration strategies by…**
- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images
- Addressing readers' concerns
- Commenting on the significance of the information, when appropriate

High School

Informational Writing: Reports

WHS: 8 **In reports, students organize information/concepts by…**
- Using an organizational text structure appropriate to focus/controlling idea
  State
  EXAMPLES: chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive
- Selecting appropriate information to set context throughout the report; may include a lead/hook
  State
- Using transition words or phrases appropriate to organizational text structure
  State
- Drawing a conclusion by synthesizing information from report and relating it to broader ideas/concepts
  State
- Obtaining information from multiple locations or sources when appropriate
- Listing and citing sources, using accepted format, if appropriate

WHS: 9 **In reports, students effectively convey a perspective on a subject by…**
- Stating and maintaining a focus/controlling idea/thesis (purpose)
  State
- Writing with a sense of audience, if appropriate
  State
- Establishing an authoritative stance, when appropriate
  State

WHS: 10 **In reports, students demonstrate use of a range of elaboration strategies by…**
- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
  State
- Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images
  State
- Addressing readers' concerns
  State
- Commenting on the significance of the information throughout the report

Kindergarten

Expressive Writing: Narratives

WK: 11 **In written narratives, students organize and relate a story line plot/series of events by…**
- Using pictures to create an understandable story line, when given a structure (pictures may include labels)

WK: 12 **Students demonstrate use of narrative strategies by…**
- Identifying/naming character(s)

Grade 1

Expressive Writing: Narratives

W1: 11 **In written narratives, students organize and relate a story line plot/series of events by…**
- Creating a clear understandable story line, when given a structure (may take form of words or pictures or some combination)

W1: 12 **Students demonstrate use of narrative strategies by…**
- Using details (may be in form of words or pictures)
- Identifying character(s)

Grade 2

Expressive Writing: Narratives

W2: 11 **In written narratives, students organize and relate a story line plot/series of events by…**
- Creating a clear understandable story line, with a beginning, middle, and end, when given a structure

W2: 12 **Students demonstrate use of narrative strategies by…**
- Using details
- Identifying character(s)

Grade 3

Expressive Writing: Narratives

W3: 11 **In written narratives, students organize and relate a story line plot/series of events by…**
- Creating a clear, understandable story line with a beginning, middle, and end

W3: 12 **Students demonstrate use of narrative strategies by…**
- Using details
- Identifying characters

Grade 4

Expressive Writing: Narratives

W4: 11 **In written narratives, students organize and relate a story line plot/series of events by…**
- Creating a clear, understandable story line with a beginning, middle, and end

W–4–4.1
- Establishing a problem and solution

W–4–4.2

W4: 12 **Students demonstrate use of narrative strategies by…**
- Using relevant and descriptive details

W–4–5.1
- Identifying characters

W–4–5.3

Grade 5

Expressive Writing: Narratives

W5: 11 **In written narratives, students organize and relate a story line plot/series of events by…**
- Creating a clear and coherent (logically consistent) story line
- Using transition words/phrases to establish clear chronology and enhance meaning
- Establishing context (setting or background information), problem/conflict/challenge, and resolution

W5: 12 **Students demonstrate use of narrative strategies by…**
- Using relevant and descriptive details to advance the story line
- Using dialogue to advance action
- Developing characters through description

Grade 6

Expressive Writing: Narratives

W6: 11 **In written narratives, students organize and relate a story line plot/series of events by…**
- Creating a clear and coherent (logically consistent) story line
- Using transition words/phrases to establish clear chronology and enhance meaning
- Establishing context, problem/conflict/challenge, and resolution, and maintaining point of view (1st person, 3rd person, or omniscient)

W6: 12 **Students demonstrate use of narrative strategies by…**
- Using relevant and descriptive details and sensory language to advance the story line
  EXAMPLE: "I could hear bells ringing. It sent shivers down my spine."
- Using dialogue to advance action
- Developing characters through description, speech and actions
- Using voice appropriate to purpose
- Maintaining focus

Grade 7

Expressive Writing: Narratives

W7: 11 **In written narratives, students organize and relate a story line plot/series of events by…**
- Creating a clear and coherent (logically consistent) story line W–7–4.1
- Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning W–7–4.3
- Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view W–7–4.2

W7: 12 **Students demonstrate use of narrative strategies by…**
- Using relevant and descriptive details and sensory language to advance the story line W–7–5.1
- Using dialogue to advance action W–7–5.2
- Developing characters through description, speech and actions W–7–5.3
- Using voice appropriate to purpose W–7–5.4
- Maintaining focus W–7–5.5

Grade 8

Expressive Writing: Narratives

W8: 11 **In written narratives, students organize and relate a story line plot/series of events by…**
- Creating a clear and coherent (logically consistent) story line
- Using a variety of effective transitional devices to enhance meaning
- Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view

W8: 12 **Students demonstrate use of narrative strategies by…**
- Creating images, using relevant and descriptive details and sensory language to advance the story line (purpose)
- Using dialogue to advance action
- Developing characters through description, speech and actions, and relationships with other characters, when appropriate
- Using voice appropriate to purpose
- Maintaining focus
- Controlling the pace of the story

High School

Expressive Writing: Narratives

WHS: 11 **In written narratives, students organize and relate a story line plot/series of events by…**
- Engaging readers by creating context relevant to central idea and/or tension
- Creating a clear and coherent (logically consistent) story line
- Using a variety of techniques to dramatize events
  EXAMPLES: flashbacks, foreshadowing, paragraphing
- Establishing character motivation, problem/conflict/challenge, and resolution, and maintaining point of view

WHS: 12 **Students demonstrate use of narrative strategies by…**
- Creating images, using relevant and descriptive details and sensory language to advance the story line (purpose)
- Using dialogue to advance action
- Developing characters through description, speech and actions, and relationships with other characters, when appropriate
- Using voice appropriate to purpose
- Maintaining focus or theme
- Controlling the pace of the story

Kindergarten

Informational Writing: Procedures

WK: 13 **In written procedures, students organize steps of procedures by…**
No GLE at this grade level

WK: 14 **In written procedures, students anticipate the readers' needs by…**
No GLE at this grade level

Grade 1

Informational Writing: Procedures

W1: 13 **In written procedures, students organize steps of procedures by…**
No GLE at this grade level

W1: 14 **In written procedures, students anticipate the readers' needs by…**
No GLE at this grade level

Grade 2

Informational Writing: Procedures

W2: 13 **In written procedures, students organize steps of procedures by…**
- Listing steps in a logical order
- Providing a list of materials to be used, if appropriate

W2: 14 **In written procedures, students anticipate the readers' needs by…**
No GLE at this grade level

Grade 3

Informational Writing: Procedures

W3: 13 **In written procedures, students organize steps of procedures by…**
- Providing a purpose for the procedure with clear directions
- Using numbering or words to arrange the steps in a logical manner
  EXAMPLES: "first," "next"
- Using relevant vocabulary
- Providing a list of materials to be used, if appropriate
- Providing a concluding statement

W3: 14 **In written procedures, students anticipate the readers' needs by…**
No GLE at this grade level

Grade 4

Informational Writing: Procedures

W4: 13 **In written procedures, students organize steps of procedures by…**
- Providing a purpose for the procedure with clear directions and explanations
  W–4–7.2
- Using numbering, words, or phrases to arrange the steps in a logical manner W–4–6-3
  EXAMPLES: "and then I would," "after that," "later on"
- Using details that help the reader understand the process
  W–4–8.2 and W–4–8.3
- Providing a list of materials to be used, if appropriate
  W–4–6.2
- Providing a conclusion
  W–4–6.4

W4: 14 **In written procedures, students anticipate the readers' needs by…**
No GLE at this grade level

Grade 5

Informational Writing: Procedures

W5: 13 **In written procedures, students organize steps of procedures by…**
- Providing a purpose by giving context to let the reader know when the procedure is appropriate
- Using transition words or phrases (e.g., numbering, ordering) to arrange the steps in a logical manner
- Using details and examples that help the reader understand the process and excluding extraneous information
- Providing a list of materials, if appropriate
- Providing a conclusion

W5: 14 **In written procedures, students anticipate the readers' needs by…**
- Using a format that is easy to follow
  EXAMPLES: paragraphing, white space, blocking

Grade 6

Informational Writing: Procedures

W6: 13 **In written procedures, students organize steps of procedures by…**
- Providing a purpose by giving context to let the reader know when the procedure is appropriate
- Using a variety of transitions to arrange the steps in a logical manner
- Using details and examples to help the reader understand and visualize the process
  EXAMPLES: imagery, analogies
- Providing a list of specific materials, if appropriate
- Providing a conclusion that advances the reader's understanding or appreciation of the process

W6: 14 **In written procedures, students anticipate the readers' needs by…**
- Addressing problems that might arise for the reader (e.g., potential problems, safety)
- Creating a format that is easy to follow
  EXAMPLES: graphics, bullets, diagrams

Grade 7

Informational Writing: Procedures

W7: 13 **In written procedures, students organize steps of procedures by…**
- Providing a purpose by giving context to let the reader know when the procedure is appropriate
  W–7–6.2 and W–7–8.4
- Using a variety of transitions to arrange the steps in a logical manner
  W–7–6.3
- Using details and examples to help the reader understand and visualize the process
  W–7–8.3
- Providing a list of specific materials, if appropriate
  W–7–6.2
- Providing a conclusion that advances the reader's understanding or appreciation of the process
  W–7–6.4

W7: 14 **In written procedures, students anticipate the readers' needs by…**
- Addressing problems that might arise for the reader
  W–7–8.4
- Creating a format that is easy to follow

Grade 8

Informational Writing: Procedures

W8: 13 **In written procedures, students organize steps of procedures by…**
- Providing a purpose by giving context to let the reader know when the procedure is appropriate
- Using a variety of transitions to arrange the steps in a logical manner
- Using details and examples to help the reader understand and visualize the process
- Providing a list of specific materials, if appropriate
- Providing a conclusion that advances the reader's understanding or appreciation of the process

W8: 14 **In written procedures, students anticipate the readers' needs by…**
- Addressing problems that might arise for the reader
- Creating a format that is easy to follow

High School

Informational Writing: Procedures

WHS: 13 **In written procedures, students organize steps of procedures by…**
- Providing a purpose by giving context to let the reader know when the procedure is appropriate
- Using and defining specific technical vocabulary, appropriate to audience and purpose
- Using a variety of transitions to arrange the steps in a logical manner
- Using details and examples to help the reader understand and visualize the process
- Providing a list of specific materials/equipment, if appropriate
- Providing a conclusion that advances the reader's understanding or appreciation of the process

WHS: 14 **In written procedures, students anticipate the readers' needs by…**
- Addressing problems that might arise for the reader
- Creating a format that is easy to follow
- Using a variety of strategies and technology to ensure the procedure is user-friendly
  EXAMPLES: imagery, analogies, and appropriate graphics

Kindergarten

Informational Writing: Persuasive Writing

WK: 15 **In persuasive writing, students define a significant problem, issue, topic, or concern by…**
No GLE at this grade level

WK: 16 **In persuasive writing, students present and coherently support judgments or solution(s) by…**
No GLE at this grade level

Grade 1

Informational Writing: Persuasive Writing

W1: 15 **In persuasive writing, students define a significant problem, issue, topic, or concern by…**
No GLE at this grade level

W1: 16 **In persuasive writing, students present and coherently support judgments or solution(s) by…**
No GLE at this grade level

Grade 2

Informational Writing: Persuasive Writing

W2: 15 **In persuasive writing, students define a significant problem, issue, topic, or concern by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W2: 16 **In persuasive writing, students present and coherently support judgments or solution(s) by…**
No GLE at this grade level

Grade 3

Informational Writing: Persuasive Writing

W3: 15 **In persuasive writing, students define a significant problem, issue, topic, or concern by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W3: 16 **In persuasive writing, students present and coherently support judgments or solution(s) by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

Grade 4

Informational Writing: Persuasive Writing

W4: 15 **In persuasive writing, students define a significant problem, issue, topic, or concern by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W4: 16 **In persuasive writing, students present and coherently support judgments or solution(s) by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

Grade 5

Informational Writing: Persuasive Writing

W5: 15 **In persuasive writing, students define a significant problem, issue, topic, or concern by…**
- Restating the issue or problem and stating a clear position (purpose)

W5: 16 **In persuasive writing, students present and coherently support judgments or solution(s) by…**
- Providing appropriate facts and details
- Addressing the reader's potential concerns or counterarguments

Grade 6

Informational Writing: Persuasive Writing

W6: 15 **In persuasive writing, students define a significant problem, issue, topic, or concern by…**
- Restating the issue or problem and stating a clear position (purpose)

W6: 16 **In persuasive writing, students present and coherently support judgments or solution(s) by…**
- Providing and elaborating on with appropriate facts and details
- Addressing the reader's potential concerns or counterarguments

Grade 7

Informational Writing: Persuasive Writing

W7: 15 **In persuasive writing, students define a significant problem, issue, topic, or concern by…**
- Setting the context and restating the problem, taking audience into account, as needed
  W–7–6.2 and W–7–7.3
- Stating a clear position on the problem or issue (purpose)
  W–7–7.2

W7: 16 **In persuasive writing, students present and coherently support judgments or solution(s) by…**
- Arranging supporting evidence persuasively
  W–7–6.1
- Providing and elaborating on with convincing and appropriate facts and details
  W–7–8.3
  EXAMPLES: definitions, descriptions, illustrations, anecdotes, arguments, reasons, precise language
- Addressing the reader's potential concerns or counterarguments
  W–7–8.4
- Writing a conclusion that provides closure
  W–7–6.4

Grade 8

Informational Writing: Persuasive Writing

W8: 15 **In persuasive writing, students define a significant problem, issue, topic, or concern by…**
- Establishing necessary context, taking audience into account, as needed
- Stating and maintaining a clear position on the problem or issue (purpose)

W8: 16 **In persuasive writing, students present and coherently support judgments or solution(s) by…**
- Arranging supporting evidence persuasively
- Providing and elaborating on with convincing and appropriate facts and details
- Addressing the reader's potential concerns or counterarguments
- Drawing a conclusion by synthesizing the persuasive argument

High School

Informational Writing: Persuasive Writing

WHS: 15 **In persuasive writing, students define a significant problem, issue, topic, or concern by…**
- Establishing necessary context, taking audience into account, as needed
  State
- Stating and maintaining a clear position on the problem or issue (purpose)
  State
- Taking an authoritative stance

WHS: 16 **In persuasive writing, students present and coherently support judgments or solution(s) by…**
- Providing a hook
- Arranging supporting evidence persuasively with effective use of transitional words and phrases
  State
- Providing convincing and relevant arguments and/or reasons
  State
- Using a range of strategies to elaborate and persuade
  EXAMPLES: statistics, appeals to logic, appeals to emotion, experience, case studies, expert opinion.
  State
- Addressing the reader's potential concerns or counterarguments
  State
- Writing an effective conclusion
  State

Kindergarten

Expressive Writing: Reflective Essay

WK: 17 **In reflective writing, students make connections between personal experiences and ideas by…**
No GLE at this grade level

Grade 1

Expressive Writing: Reflective Essay

W1: 17 **In reflective writing, students make connections between personal experiences and ideas by…**
No GLE at this grade level

Grade 2

Expressive Writing: Reflective Essay

W2: 17 **In reflective writing, students make connections between personal experiences and ideas by…**
No GLE at this grade level

Grade 3

Expressive Writing: Reflective Essay

W3: 17 **In reflective writing, students make connections between personal experiences and ideas by…**

- Using details to establish place, time, and situation (purpose)
- Establishing focus, when responding to a given question or idea
- Showing evidence of individual voice and exhibiting techniques for reflecting on thoughts or feelings: questioning or comparing

Grade 4

Expressive Writing: Reflective Essay

W4: 17 **In reflective writing, students make connections between personal experiences and ideas by…**

- Using details to establish place, time, and situation (purpose)
- Establishing focus, when responding to a given question or idea
- Showing evidence of individual voice and exhibiting techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting
- Having coherent organization

Grade 5

Expressive Writing: Reflective Essay

W5: 17 **In reflective writing, students make connections between personal experiences and ideas by…**

- Using concrete details to establish context (purpose)
- Establishing or evolving focus
- Showing evidence of individual voice and exhibiting a variety of techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting
- Having coherent organization

Grade 6

Expressive Writing: Reflective Essay

W6: 17 **In reflective writing, students make connections between personal experiences and ideas by…**

- Using concrete details and sensory language to establish context (purpose)
- Establishing or evolving focus
- Showing evidence of individual voice and exhibiting a variety of techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting
- Having coherent organization

Grade 7

Expressive Writing: Reflective Essay

W7: 17 **In reflective writing, students make connections between personal experiences and ideas by…**

- Using concrete details and sensory language to establish context (purpose)
- Establishing or evolving focus
- Establishing individual voice and using a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, or interpreting the experience
- Having coherent organization through a natural progression of ideas

Grade 8

Expressive Writing: Reflective Essay

W8: 17 **In reflective writing, students make connections between personal experiences and ideas by…**

- Using concrete details and sensory language to establish context (purpose)
- Establishing or evolving focus
- Establishing individual voice
- Using a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, interpreting the experience, analyzing, or using figurative language
- Having coherent organization through a natural progression of ideas
- Leaving reader with something to think about

High School

Expressive Writing: Reflective Essay

WHS: 17 **In reflective writing, students make connections between personal experiences and ideas by…**

- Using concrete details and sensory language to establish context/occasion (purpose)

  State
- Establishing or evolving focus/purpose

  State
- Establishing individual, thoughtful voice and style
- Using a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, interpreting the experience, analyzing, or using figurative language

  State
- Having coherent organization through a natural progression of ideas
- Leaving reader with something to think about

Standard 1.23: Poetry
Standard 5.11: Literary Elements and Devices

Kindergarten

Expressive Writing: Poetry

WK: 18 **In writing poetry, demonstrate awareness of purpose by…**
No GLE at this grade level

WK: 19 **In writing poetry, use language effectively by…**
No GLE at this grade level

Grade 1

Expressive Writing: Poetry

W1: 18 **In writing poetry, demonstrate awareness of purpose by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W1: 19 **In writing poetry, use language effectively by…**
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

Grade 2

Expressive Writing: Poetry

W2: 18 **In writing poetry, demonstrate awareness of purpose by…**
- Establishing a clear topic

W2: 19 **In writing poetry, use language effectively by…**
- Using simple images and forms to describe
  EXAMPLES: concrete poems, shape poems, rhymes

Grade 3

Expressive Writing: Poetry

W3: 18 **In writing poetry, demonstrate awareness of purpose by…**
- Establishing a clear topic or focus (purpose)

W3: 19 **In writing poetry, use language effectively by…**
- Using simple visual images to describe
- Using simple poetic forms
  EXAMPLES: haiku, rhyming couplets, shape/concrete poems

Grade 4

Expressive Writing: Poetry

W4: 18 **In writing poetry, demonstrate awareness of purpose by…**
- Establishing a clear topic or focus (purpose)
- Writing poems that express feeling

W4: 19 **In writing poetry, use language effectively by…**
- Using sensory details and multisensory images
- Using simple poetic forms
  EXAMPLES: limericks, formula poems, acrostics

Grade 5

Expressive Writing: Poetry

W5: 18 **In writing poetry, demonstrate awareness of purpose by…**
- Establishing a clear topic or focus (purpose) and voice for audience
- Writing poems that express feeling

W5: 19 **In writing poetry, use language effectively by…**
- Selecting vocabulary according to purpose or for effect on audience
- Using rhyme or repetition
- Using a variety of poetic forms
  EXAMPLES: haiku, rhyming couplets, limericks, formula poems, free verse

Standard 1.23: Poetry
Standard 5.11: Literary Elements and Devices

Grade 6

Expressive Writing: Poetry

W6: 18 **In writing poetry, demonstrate awareness of purpose by…**
- Writing poems in a variety of voices for a variety of audiences (purpose)
- Writing poems that express feeling or thought

W6: 19 **In writing poetry, use language effectively by…**
- Selecting vocabulary according to purpose or for effect on audience
- Using rhyme, rhythm, repetition, or figurative language
  EXAMPLES: simile, personification
- Using a variety of poetic forms

Grade 7

Expressive Writing: Poetry

W7: 18 **In writing poetry, demonstrate awareness of purpose by…**
- Writing poems in a variety of voices for a variety of audiences (purpose)
- Writing poems that express mood, thought, or feeling

W7: 19 **In writing poetry, use language effectively by…**
- Selecting vocabulary according to purpose or for effect on audience
- Using rhyme, rhythm, or figurative language
  EXAMPLES: simile, personification, alliteration, onomatopoeia
- Using a variety of poetic forms

Grade 8

Expressive Writing: Poetry

W8: 18 **In writing poetry, demonstrate awareness of purpose by…**
- Writing poems in a variety of voices for a variety of audiences (purpose)
- Writing poems that express mood, thought, or feeling
- Choosing conventional or alternative text structures to achieve impact

W8: 19 **In writing poetry, use language effectively by…**
- Selecting vocabulary according to purpose or for effect on audience
- Using rhyme, rhythm, or figurative language
  EXAMPLES: simile, personification, alliteration, onomatopoeia, metaphor
- Selecting and manipulating words, phrases, or clauses, for their shades of meaning and impact
- Using a variety of poetic forms

High School

Expressive Writing: Poetry

WHS: 18 **In writing poetry, demonstrate awareness of purpose by…**
- Writing poems in a variety of voices for a variety of audiences (purpose)
- Writing poems that express mood, thought, or feeling
- Choosing conventional or alternative text structures to achieve impact

WHS: 19 **In writing poetry, use language effectively by…**
- Selecting vocabulary according to purpose or for effect on audience
- Using rhyme, rhythm, literary elements, or figurative language
  EXAMPLES: simile, personification, alliteration, onomatopoeia, metaphor
- Selecting and manipulating words, phrases, or clauses, for their shades of meaning and impact
- Using a variety of poetic forms

Appendix A: Writing Clusters, Genres Defined

Writing GLE Clusters and Vermont's Writing Standards

- Informational Writing (1.8 Reports, 1.11 Persuasive Writing, and 1.10 Procedures);
- Expressive Writing (1.9 Narratives, 1.12 Reflective Essay, and 1.23 Poetry);
- Reading/Writing Connection (1.7 Response to Literature, 5.11 Literary Elements and Devices, and 5.13 Responding to Text);
- Conventions and Structures (1.6 Conventions, 5.18 Structures of Language); and
- The Writing Process (1.5 Dimensions of Writing)

Writing Genres Defined

RESPONSE TO TEXT—Writing in which the author analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.

REPORT—Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.

NARRATIVE—Writing that tells a story or recounts an event.

PROCEDURE—Writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps and materials; and defines any terms the audience may not know.

PERSUASIVE—Writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.

REFLECTIVE ESSAY— Writing in which an author explores and shares the meaning of a personal experience, belief, or idea.

Appendix B: Glossary of Writing Terms

Analysis—A separating of a whole into its parts with an examination of these parts to find out their nature and function.

Analytical judgment—In responses to text, a critical opinion that can be supported with specific evidence from the text.

Antithesis—A contrast or opposition of thought; the opposite. In persuasive writing, it is the idea that every argument generates a counterargument. In effective persuasive writing, opposing arguments should be addressed and rebutted.

Audience—Those who read or hear what is written. Many qualities of writing must be appropriate to the audience: voice and tone, language, etc.

Author's craft—The techniques the author chooses to enhance writing. (Examples of author's craft include style, bias, point of view, flashback, foreshadowing, symbolism, figurative language, sensory details, soliloquy, stream of consciousness, etc.)

Citation—A direct quote from the text; acknowledgment and documentation of sources of information.

Coherence—The quality achieved when all the ideas are clearly arranged and connected. The arrangement of ideas, within and among paragraphs, should be organized in such a way that the reader can easily move from one point to another. When all ideas are arranged and connected, a piece of writing has coherence.

Context—The background information a reader needs to know. It may be a set of facts or circumstances surrounding an event or a situation, explanation of characters, or definition of important terms.

Concrete (specific) details—Details are concrete when they can be seen, heard, smelled, tasted, or touched; the use of factual details to create a mental picture. (Example: "Ten antique, light brown wooden desks, each with a built-in ink well, were lined in two straight rows.")

Controlling idea—This is the main or central idea/focus that runs throughout the paper.

Counterargument—See Antithesis.

Diction—The writer's choice of words based on their accuracy, clarity, and effectiveness.

Elaboration—Words used to explain and in some way support the central idea; the development and expansion of ideas and arguments. Elaboration varies with the type of writing. (For example, a report may have statistics, examples, anecdotes, and facts, while a narrative would have description, dialogue, show-not-tell, etc.)

Embedded phrases and clauses—Grammatical structures that are placed in simple sentences to enhance sentence variety (e.g., "The bird sat on the fence, chirping loudly in the early morning mist; the bird with the colorful feathers sat on the fence that divided the pasture from the yard, while the cat looked longingly from the window").

Figurative language—Techniques used in writing (particularly expressive writing) to create images (e.g., similes, metaphors, alliteration, assonance, personification, onomatopoeia). Language not meant to be interpreted literally, as the intent of the language is to create a special effect, idea, image, or feeling.

Focus—The concentration of a specific idea(s) within the topic that the writer is addressing. (For example, if the topic is "horses," the focus might be: "Horses are very expensive to own.")

Hook/Lead—An interesting or "catchy" way to begin a piece of writing, intended to motivate the reader to continue. Typically a hook/lead includes such things as: startling statistic, anecdote/scenario, moving from generalization to specific, or quotation/dialogue.

Independent writing—Written work that students complete independently—without discussion or feedback from teacher or peers, often in response to a given prompt.

Inference—A deduction or conclusion made from facts that are suggested or implied rather than overtly stated. (Example: "Mom said that I should study more and watch television less. I inferred that I should get better grades or the television would be taken out of my room.")

Lead—See Hook.

Occasion—The happening or event that makes the response possible.

Organization—The clear evidence of a plan or foundation on which writing is built; includes intentional introduction, body, conclusion, and internal/external transitions to connect ideas.

Pacing—The rate of movement and action of a narrative. (Examples of a problem with pacing: The story may take a long time to build to the climax, it may have only one or two sentences about the climax, or it may end abruptly.)

Pedestrian—Commonplace, usual; when applied to vocabulary, over-used ("good things," "nice stuff").

Purpose—The specific reason for writing; the goal of the writing (to entertain, express, inform, explain, persuade, etc.). Purpose has to do with the topic and the focus the writer is addressing, its central idea, theme, or message.

Reference to text—Mentioning or alluding to something in the text without directly quoting the text. (For example: "Pip was frightened when he met the convict in the graveyard.")

Resolution—The portion of a play or story in which the problem is resolved. It comes after the climax and falling action and is intended to bring the story to a satisfying end.

Retelling—A restatement of the events in the story, usually in response to direct questions.

Sensory description—Elaboration on a key part or character of the story that includes the five senses: sight, smell, touch, taste, and sound. All five senses do not have to be used, just the ones that naturally fit into the description. Feelings and thoughts, as well as dialogue, may be embedded.

Stereotype—A pattern or form that does not change. A character is "stereotyped" if she or he has no individuality and fits a mold of that particular type of person.

Stance—The attitude or position the author has adopted; literally, how an author stands on the topic.

Summary—Writing that presents the main points of a larger work in condensed form.

Thesis—The basic proposition put forward by a speaker or writer, which is then proved through fact, argument, or support from a text; the subject or argument of a composition. It is the controlling idea about a topic that the writer is attempting to prove; a sentence that announces the writer's main, unifying, controlling idea about a topic. A thesis statement usually contains two main elements: a limited subject (Internet), a strong verb, and the reason for it—the "why" ("The Internet provides information of varying depth and quality").

Theme—The central idea, message, concern, or purpose in a literary work, which may be stated directly or indirectly. (For example, a topic might be "friendship;" a theme might be: "Friendship sometimes means you have to make sacrifices.")

Tone—The overall feeling or effect created by a writer's use of words, sentence structure, and attitude toward the audience, characters, or topic. This feeling, which pervades the work, may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc.

Topic—The general subject matter covered in a piece of writing.

Transitions—Words, phrases, or devices that help tie ideas together (e.g., "however," "on the other hand," "since," "first," etc.).

Voice—The style and quality of the writing, which includes word choice, a variety of sentence structures, and evidence of investment. Voice portrays the author's personality or the personality of a chosen persona. Voice is the fluency, rhythm, and liveliness in writing that makes it unique to the writer. A distinctive voice establishes personal expression and enhances the writing.

Source: Adapted from New England Compact GLE Development, Stimson, Hyman, Bourassa 2003	
Aspects of the Writing Process	**Strategies** Successful student writers learn through their own experiences with writing, that writing is a recursive rather than a linear process, and that not all pieces of writing will be published. Classroom time for writing instruction should provide ample opportunities for prewriting activities, drafting multiple versions, revising, teacher and peer conferencing, self-assessment, and sharing of writing.
Prewriting	• Establish a purpose and central/controlling idea or focus • Generate ideas—mapping, webbing, note taking, interviewing, researching, etc. • Organize ideas—consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.
Drafting	• Written draft(s) for an intended audience • Develop topic, elaborate, explore sentence variety and language use
Revising (Content/Ideas)	• Reflect, add, delete, define/redefine content by self, teacher, peer • Consider voice, tone, style, intended audience, coherence, transitions, pacing • Compare with rubric criteria and benchmark papers/models
Editing (Conventions and Mechanics)	• Check for correctness with self, teacher, peer(s) • Compare with rubric criteria and benchmark papers/models • Use resources to support editing • Read aloud with self, teacher, peer(s)
Publishing	• Share final draft with intended audience—orally, in print, electronically, etc.

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