

Maine Reading Grade Level Expectations for Grades 3-8

| Cluster 1: Reading and Viewing | | |
|---|--|---|
| Content Standard A: Process of Reading: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will: | | |
| Grade 3 | Grade 4 | Grade 5 |
| R1A1.3 Determine the meaning of unknown words through these strategies: by reading words in context and by using knowledge of word structures (prefixes, suffixes, base words, or multi-syllabic structures). | R1A1.4 Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources. [Maine GLE Reading Panel Recommendation: Other reference sources may include prior knowledge of context clues, word structures, etc. for grade 4.]] | |
| | | R1A8.5 Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.] |
| | | R1A7.5 Summarize by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 5.] |

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| Content Standard A: Process of Reading: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will: | | |
| Grade 6 | Grade 7 | Grade 8 |
| | | |
| <p>R1A8.6 Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 6.]</p> | <p>R1A8.7 Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]</p> | <p>R1A8.8 Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]</p> |
| <p>R1A7.6 Summarize whole text by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 6.]</p> | <p>R1A7.7 Summarize whole text by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 7.]</p> | <p>R1A7.8 Summarize whole texts by selecting and summarizing important and representative passages. [Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]</p> |

Maine Reading Grade Level Expectations for Grades 3-8

| Cluster 1: Reading and Viewing | | |
|--|---|---|
| Content Standard B: Literature and Culture: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will: | | |
| Grade 3 | Grade 4 | Grade 5 |
| <p>R1B10.3 Apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]</p> | <p>R1B10.4 Apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.</p> <p>[Maine GLE Reading Panel Recommendation: Appropriate literary devices may include similes, rhyme, and alliteration for grade 4.]</p> | <p>R1B8.5 Apply effective strategies for analyzing and describing characters' interactions-citing thoughts, words, or actions, that reveal characters' personalities; making basic inferences about problem, conflict, and solution; determining the author's message or theme; and identifying the literary devices of imagery, simple metaphors, and idioms to the reading and interpretation of fiction. [Text complexity appropriate for grade 5].</p> |
| <p>R1B11.3 Apply effective strategies for recognizing appropriate generalizations about text; drawing conclusions or forming judgments/opinions about central ideas that are relevant to the reading and use of narrative nonfiction. [Text length and complexity appropriate for grade 3.]</p> | <p>R1B11.4 Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.</p> | <p>R1B9.5 Apply effective strategies for synthesizing information within and across text(s); making inferences about text, including the author's message or purpose (e.g., to inform, to entertain, to explain, or to persuade); and supporting opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for grade 5.]</p> |

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| Cluster 1: Reading and Viewing | | |
|--|---|--|
| Content Standard B: Literature and Culture: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will: | | |
| Grade 6 | Grade 7 | Grade 8 |
| <p>R1B8.6 Apply effective strategies for analyzing and describing characters' traits, interactions, and changes over time; making basic inferences about problem, conflict, or solution; of identifying the relationships among elements within the text (plot, character, setting, and types of conflict); determining author's message and point of view-stated or implied; and identifying the literary devices of flashback, foreshadowing, and repetition to the reading and interpretation of fiction. [Text complexity appropriate for grade 6.]</p> | <p>R1B8.7 Apply effective strategies for analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]</p> | <p>R1B8.8 Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately sophisticated in style, point of view, and use of literary devices. [Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]</p> |
| <p>R1B9.6 Apply effective strategies for synthesizing information within and across text (s); making inferences about text, including author's message or purpose (e.g., to inform, to explain, to entertain, to persuade); and forming and supporting opinion/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for grade 6.]</p> | <p>R1B9.7 Apply effective strategies for synthesizing and evaluating information within and across texts; making inferences about text, including author's message or purpose (e.g., to inform, to explain, to entertain, or to persuade); and forming and supporting warranted* opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction. [Text length and complexity appropriate for grade 7.]</p> <p>* defensible, viable</p> | <p>R1B9.8 Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., references sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries), which have an appropriate complexity of content and sophistication of style. [Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]</p> |

Maine Reading Grade Level Expectations for Grades 3-8

| Cluster 1: Reading and Viewing | | |
|--|---|--|
| Content Standard D: Informational Texts: Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will: | | |
| Grade 3 | Grade 4 | Grade 5 |
| <p>R1D2.3 Identify various informational parts of a text (e.g. table of contents, glossary, bolded or italicized text, headings, graphic organizers, charts and graphs, and illustrations). [Text complexity appropriate for grade 3.]</p> | <p>R1D2.4 Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).</p> | <p>R1D4.5 Identify the informational text structures of description, sequence, and question and answer. [Text complexity appropriate for grade 5.]</p> |
| <p>R1D4.3 Organize information to show understanding (e.g., represent key points within text through charting, mapping, etc.).</p> | <p>R1D4.4 Summarize informational texts (e.g., identify the main idea or concept and the supporting details).</p> | <p>R1D5.5 Organize information to show understanding (e.g., representing key points within text through paraphrasing, summarizing, and/or answering questions). [Text complexity appropriate for grade 5.]</p> |

Maine Reading Grade Level Expectations for Grades 3-8

| Cluster 1: Reading and Viewing | | |
|---|---|---|
| Content Standard D: Informational Texts: Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will: | | |
| Grade 6 | Grade 7 | Grade 8 |
| R1D4.6 Identify the informational text structure of compare and contrast. [Text complexity appropriate for grade 6.] | R1D4.7 Identify the informational texts structures of problem/solution and cause/effect. [Text complexity appropriate for grade 7.] | R1D4.8 Identify different ways in which informational texts are organized. [Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.] |
| R1D5.6 Make inferences about text, including the author's purpose and/or message, by forming and supporting opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for grade 6.] | R1D5.7 Make inferences about text, including the author's purpose and/or message, by forming and supporting warranted* opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for grade 7.] *defensible, viable | R1D5.8 Produce and support generalizations acquired from informational text. |

Maine Reading Grade Level Expectations for Grade 3

Cluster 1: Reading and Viewing

Process of Reading

R1A1.3 Determine the meaning of unknown words through these strategies: by reading words in context and by using knowledge of word structures (prefixes, suffixes, base words, or multi-syllabic structures).

B. Literature and Culture

R1B10.3

Apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

R1B11.3

Apply effective strategies for recognizing appropriate generalizations about text; drawing conclusions or forming judgments/opinions about central ideas that are relevant to the reading and use of narrative nonfiction. [Text length and complexity appropriate for grade 3.]

D. Informational Texts

R1D2.3

Identify various informational parts of a text (e.g. table of contents, glossary, bolded or italicized text, headings, graphic organizers, charts and graphs, and illustrations). [Text complexity appropriate for grade 3.]

R1D4.3

Organize information to show understanding (e.g., represent key points within text through charting, mapping, etc.).

Maine Reading Grade Level Expectations for Grades 4

Cluster 1: Reading and Viewing

A. Process of Reading

R1A1.4

Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.

[Maine GLE Reading Panel Recommendation: Other reference sources may include prior knowledge of context clues, word structures, etc. for grade 4.]

B. Literature and Culture

R1B10.4

Apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

[Maine GLE Reading Panel Recommendation: Appropriate literary devices may include similes, rhyme, and alliteration for grade 4.]

R1B11.4

Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.

D. Informational Texts

R1D2.4

Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).

R1D4.4

Summarize informational texts (e.g., identify the main idea or concept and the supporting details).

Maine Reading Grade Level Expectations for Grade 5

Cluster 1: Reading and Viewing

A. Process of Reading

R1A7.5

Summarize by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 5.]

R1A8.5

Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

B. Literature and Culture

R1B8.5

Apply effective strategies for analyzing and describing characters' interactions-citing thoughts, words, or actions, that reveal characters' personalities; making basic inferences about problem, conflict, and solution; determining the author's message or theme; and identifying the literary devices of imagery, simple metaphors, and idioms to the reading and interpretation of fiction. [Text complexity appropriate for grade 5].

R1B9.5

Apply effective strategies for synthesizing information within and across text(s); making inferences about text, including the author's message or purpose (e.g., to inform, to entertain, to explain, or to persuade); and supporting opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for grade 5.]

D. Informational Texts

R1D4.5

Identify the informational text structures of description, sequence, and question and answer. [Text complexity appropriate for grade 5.]

R1D5.5

Organize information to show understanding (e.g., representing key points within text through paraphrasing, summarizing, and/or answering questions). [Text complexity appropriate for grade 5.]

Maine Reading Grade Level Expectations for Grade 6

Cluster 1: Reading and Viewing

A. Process of Reading

R1A7.6

Summarize whole text by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 6.]

R1A8.6

Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 6.]

B. Literature and Culture

R1B8.6

Apply effective strategies for analyzing and describing characters' traits, interactions, and changes over time; making basic inferences about problem, conflict, or solution; of identifying the relationships among elements within the text (plot, character, setting, and types of conflict); determining author's message and point of view-stated or implied; and identifying the literary devices of flashback, foreshadowing, and repetition to the reading and interpretation of fiction. [Text complexity appropriate for grade 6.]

R1B9.6

Apply effective strategies for synthesizing information within and across text (s); making inferences about text, including author's message or purpose (e.g., to inform, to explain, to entertain, to persuade); and forming and supporting opinion/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for grade 6.]

D. Informational Texts

R1D4.6

Identify the informational text structure of compare and contrast. [Text complexity appropriate for grade 6.]

R1D5.6

Make inferences about text, including the author's purpose and/or message, by forming and supporting opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for grade 6.]

Maine Reading Grade Level Expectations for Grade 7

Cluster 1: Reading and Viewing

A. Process of Reading

R1A7.7

Summarize whole text by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre.

[Text complexity appropriate for grade 7.]

R1A8.7

Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

B. Literature and Culture

R1B8.7

Apply effective strategies for analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]

R1B9.7

Apply effective strategies for synthesizing and evaluating information within and across texts; making inferences about text, including author's message or purpose (e.g., to inform, to explain, to entertain, or to persuade); and forming and supporting warranted* opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction. [Text length and complexity appropriate for grade 7.]

* defensible, viable

D. Informational Texts

R1D4.7

Identify the informational texts structures of problem/solution and cause/effect. [Text complexity appropriate for grade 7.]

R1D5.7

Make inferences about text, including the author's purpose and/or message, by forming and supporting warranted* opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for grade 7.]

*defensible, viable

Maine Reading Grade Level Expectations for Grade 8

Cluster 1: Reading and Viewing

A. Process of Reading

R1A7.8

Summarize whole texts by selecting and summarizing important and representative passages.

[Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]

R1A8.8

Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).

[Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]

B. Literature and Culture

R1B8.8

Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately sophisticated in style, point of view, and use of literary devices.

[Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]

R1B9.8

Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., references sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries), which have an appropriate complexity of content and sophistication of style.

[Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]

D. Informational Texts

R1D4.8

Identify different ways in which informational texts are organized.

[Maine GLE Reading Panel assumes the text complexity is appropriate for grade 8.]

R1D5.8

Produce and support generalizations acquired from informational text.