

LANGUAGE ARTS

READING – Reading Comprehension

Grade 3	Grade 4	Grade 5
<p>Students read and understand grade level appropriate material. They draw as needed on such strategies as generating and responding to essential questions, making predictions and comparing information from several sources. The quality and complexity of the materials to be read are illustrated in the California Reading List</p> <p>1. Comprehension and Analysis of Grade Level Appropriate Text</p> <p>3.1.1 ask questions and support answers by connecting prior knowledge with literal and inferential information found in text</p> <p>3.1.2 demonstrate comprehension by pinpointing answers in text</p> <p>3.1.3 recall major points in text and make and revise predictions about coming information</p> <p>3.1.4 distinguish between cause and effect, fact and opinion, and main idea and supporting details in expository text</p> <p>3.1.5 extract appropriate and significant information from text, including problems and solutions</p> <p>2. Structural Features of Informational Materials</p>	<p>Students read and understand grade level appropriate material. They draw as needed on such strategies as generating and responding to essential questions, making predictions and comparing information from several sources. The quality and complexity of the materials to be read are illustrated in the California Reading List</p> <p>1. Comprehension and Analysis of Grade Level Appropriate Text</p> <p>4.1.1 know and use different reading strategies (e.g., skimming and scanning; finding information to support particular ideas) and the various functions of language (e.g., to inform, to persuade, to entertain) to comprehend informational text</p> <p>4.1.2 use prior knowledge and ideas presented in texts (illustrations, titles, topic sentences, key words and foreshadowing clues) to make and confirm predictions</p> <p>4.1.3 evaluate new information and hypotheses by testing them against known information and ideas</p> <p>4.1.4 compare and contrast information on the same topic after reading several passages or articles</p> <p>2. Structural Features of Informational Materials</p>	<p>Students read and understand grade level appropriate material. They describe and connect the essential ideas, arguments and perspectives of text and relate text structure, organization and purpose. The quality and complexity of the materials to be read are illustrated in the California Reading List</p> <p>1. Comprehension and Analysis of Grade Level Appropriate Text</p> <p>5.1.1 discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas</p> <p>5.1.2 draw inferences, conclusions or generalizations about text and support them with textual evidence and experience</p> <p>2. Structural Features of Informational Materials</p>

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<p>3.2.1 use titles, table of contents, chapter headings, glossaries and indexes to locate information in text</p>	<p>4.2.1 identify and use common expository organizational structures such as comparison and contrast, cause and effect, and chronological order to gain meaning from text</p>	<p>5.2.1 understand how text features such as format, graphics, sequence, diagrams, illustrations, charts and maps make information accessible and usable</p> <p>3. Expository Critique</p> <p>5.3.1 distinguish among facts, supported inferences and opinions in text</p>