

LANGUAGE ARTS

Reading – Comprehension (Focus on Informational Materials)

| Grade 6 | Grade 7 | Grade 8 |
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| <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. In addition, by grade 8, students read one-million words annually on their own (as measured by the number of books or pages read or minutes of daily reading), including classic and contemporary literature as well as magazines, newspapers and online materials.</p> <p>1. Structural Features of Informational Materials</p> <p>6.1.1 identify and use the structural features of, and differences among, newspapers, magazines and editorials (print and broadcast) to gain meaning from text</p> <p>2. Comprehension & Analysis of Grade Level Appropriate Text</p> <p>6.2.1 connect and clarify main ideas and concepts and identify their relationship to other sources and related topics</p> <p>6.2.2 use strategies to clarify meaning such as notetaking, outlining, summarizing and writing a report</p> <p>6.2.3 make and support warranted and</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. In addition, by grade 8, students read one-million words annually on their own (as measured by the number of books or pages read or minutes of daily reading), including classic and contemporary literature as well as magazines, newspapers and online materials.</p> <p>1. Structural Features of Informational Materials</p> <p>7.1.1 understand and analyze the differences among various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs) in terms of their structure and purpose</p> <p>2. Comprehension & Analysis of Grade Level Appropriate Text</p> <p>7.2.1 identify and trace the development of an author's argument, point of view or perspective in text</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. In addition, by grade 8, students read one-million words annually on their own (as measured by the number of books or pages read or minutes of daily reading), including classic and contemporary literature as well as magazines, newspapers and online materials.</p> <p>1. Structural Features of Informational Materials</p> <p>8.1.1 compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information and instructional manuals) to gain meaning from text</p> <p>2. Comprehension & Analysis of Grade Level Appropriate Text</p> <p>8.2.1 find similarities and differences among texts in the treatment, scope or organization of ideas</p> <p>8.2.2 compare original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original</p> |

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| <p>responsible assertions about text with elaborated and convincing textual evidence</p> <p>3. Expository Critique</p> <p>6.3.1 note instances of unsupported inferences, fallacious reasoning and persuasive and propaganda techniques in text</p> | <p>3. Expository Critique</p> <p>7.3.1 evaluate the coherence, logic, internal consistency and organizational patterns of text</p> | <p>8.2.3 assess the adequacy, accuracy and appropriateness of an author's details to support claims and assertions, noting instances of bias and stereotyping (e.g., facts, illustrations, anecdotes, quotations and imagery)</p> <p>3. Expository Critique</p> <p>8.3.1 assess the adequacy, accuracy and appropriateness of an author's details to support claims and assertions, noting instances of bias and stereotyping (e.g., facts, illustrations, anecdotes, quotations and imagery)</p> |