

**STATE OF MAINE**  
**2007 GRADE LEVEL EXPECTATIONS FOR GRADES 3-8**  
 Developed from Maine's *Learning Results*

**READING**

<b>Cluster 1: Reading and Viewing</b>					
<b>Content Standard A: Process of Reading:</b> Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will:					
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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). [Text complexity appropriate for grade 3.]	R1A1.4 Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources. [Text complexity appropriate for grade 4.]  [Maine GLE Reading Panel Recommendation: Other reference sources may include prior knowledge of context clues, word structures, etc. for grade 4.]	R1A4.5 Use specific strategies to clear up confusing parts of text (e.g., knowledge of word structure, including prefixes, suffixes, and base word; knowledge of synonyms, antonyms, homonyms/homophones; shades of meaning; or context clues). [Text complexity appropriate for grade 5.]	R1A4.6 Use specific strategies to clear up confusing parts of text (e.g., knowledge of word structure, including prefixes, suffixes, and base words; knowledge of synonyms, antonyms, homonyms/homophones; shades of meaning; simple analogies; or context clues). [Text complexity appropriate for grade 6.]	R1A4.7 Use specific strategies to clear up confusing parts of text (e.g., knowledge of word structure, including prefixes, suffixes, and base word; knowledge of synonyms, antonyms, homonyms/homophones; shades of meaning; analogies; or context clues). [Text complexity appropriate for grade 7.]	R1A4.8 Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of text. [Text complexity appropriate for grade 8.]  [Maine GLE Reading Panel Recommendation: specific strategies should be directed toward vocabulary development]
R1A3.3 Recognize when a text is primarily intended to persuade. [Text complexity appropriate for grade 3.]	R1A3.4 Recognize when a text is primarily intended to persuade. [Text complexity appropriate for grade 4.]  [Maine GLE Reading Panel Recommendation: In determining when a text is intended to persuade, students will begin to recognize persuasive devices in a text; e.g., fact vs. opinion, supporting evidence, ambiguous words like "best", etc.]	R1A6.5 Identify an author's distinct purpose. (e.g., to persuade, to entertain, to inform, to explain). [Text complexity appropriate for grade 5.]	R1A6.6 Identify how an author establishes a distinct point of view* (e.g., through the use of emotional or descriptive language; through the format of questions, statements, or commands). [Text complexity appropriate for grade 6.]  *Point of View: the author's perspective, attitude, beliefs	R1A6.7 Identify possible bias embedded in the author's point of view.* [Text complexity appropriate for grade 7.]  *Point of View: the author's perspective, attitude, beliefs	R1A6.8 Identify accurately both the author's purpose and the author's point of view. [Text complexity appropriate for grade 8.]
		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.]	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.]	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.]	R1A7.8 Summarize whole texts by selecting and summarizing important and representative passages. [Text complexity appropriate for grade 8.]
		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.]	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.]	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.]	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). [Text complexity appropriate for grade 8.]

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**READING**

<b>Cluster 1: Reading and Viewing</b>					
<b>Content Standard B: Literature and Culture:</b> Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will:					
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>R1B8.3</b> Recognize dialogue and identify who is speaking. [Text complexity appropriate for grade 3.]	<b>R1B8.4</b> Understand how dialogue relates and contributes to a story or a text. [Text complexity appropriate for grade 4.]	<b>R1B5.5</b> Demonstrate an understanding of how lengthy, complex dialogue with multiple speakers (and possibly few or no tags) contributes to a story. [Text complexity appropriate for grade 5.]	<b>R1B5.6</b> Demonstrate an understanding that dialogue does not always match a character's thoughts. [Text complexity appropriate for grade 6.]	<b>R1B5.7</b> Demonstrate an understanding of how lengthy, complex dialogue in a variety of formats (e.g., plays, dialect) contributes to a story. [Text complexity appropriate for grade 7.]	<b>R1B5.8</b> Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story. [Text complexity appropriate for grade 8.]
<b>R1B10.3</b> Apply effective strategies for: <b>analyzing and describing characters' words and actions and their connection to the outcomes of a story</b> ; identifying the author's basic message; and identifying the literary devices of dialogue and description when reading and interpreting fiction. [Text complexity appropriate for grade 3.]	<b>R1B10.4</b> 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. [ <b>Text complexity appropriate for grade 4.</b> ]  [Maine GLE Reading Panel Recommendation: Appropriate literary devices may include similes, rhyme, and alliteration for grade 4.]	<b>R1B8.5</b> 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 when reading and interpreting fiction. [Text complexity appropriate for grade 5].	<b>R1B8.6</b> Apply effective strategies for: analyzing and describing characters' traits, interactions, and changes over time; making basic inferences about problem, conflict, or solution; 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 when reading and interpreting fiction. [Text complexity appropriate for grade 6.]	<b>R1B8.7</b> 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 when reading and interpreting fiction. [Text complexity appropriate for grade 7.]	<b>R1B8.8</b> 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. [ <b>Text complexity appropriate for grade 8.</b> ]
<b>R1B11.3</b> 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.]	<b>R1B11.4</b> 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. [ <b>Text complexity appropriate for grade 4.</b> ]	<b>R1B9.5</b> 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.]	<b>R1B9.6</b> 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.]	<b>R1B9.7</b> 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.]	<b>R1B9.8</b> 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. [ <b>Text complexity appropriate for grade 8.</b> ]

\* defensible, viable

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<b>Cluster 1: Reading and Viewing</b>					
<b>Content Standard D: Informational Texts: Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will:</b>					
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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.]	R1D2.4 Use various informational parts of a text (e.g., index, table of contents, glossary, appendices). [ <b>Text complexity appropriate for grade 4.</b> ]	R1D4.5 Identify the <b>organizational</b> text structures: <b>enumerative, sequential,</b> and question -answer. [Text complexity appropriate for grade 5.]	R1D4.6 Identify the <b>organizational</b> text structures: <b>chronological</b> and compare - contrast. [Text complexity appropriate for grade 6.]	R1D4.7 Identify the <b>organizational</b> text structure: cause/effect. [Text complexity appropriate for grade 7.]	R1D4.8 Identify different ways in which informational texts are organized. [ <b>Text complexity appropriate for grade 8.</b> ]
<b>R1D3.3</b> <b>Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).</b> [Text complexity appropriate for grade 3.]	<b>R1D3.4</b> <b>Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).</b> [Text complexity appropriate for grade 4.]				
R1D4.3 Organize information to show understanding (e.g., represent key points within text through charting, mapping, etc.). [ <b>Text complexity appropriate for grade 3.</b> ]	R1D4.4 Summarize informational texts (e.g., identify the main idea or concept and the supporting details). [ <b>Text complexity appropriate for grade 4.</b> ]	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.]	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 supported by text reference. [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. [ <b>Text complexity appropriate for grade 8.</b> ]

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