

GLE / Common Core Band	ATOS	Flesch-Kincaid	The Lexile Framework®	Reading Maturity
2 nd -3 rd (B)	2.75 – 5.14	1.98 – 5.34	420 – 820	3.53 – 6.13

Reading <i>(Apply #1-9 to appropriately complex texts - see # 10.)</i>	Writing	Speaking & Listening	Language
<p>Anchor R1: Close Reading & Evidence</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Anchor R2: Main Ideas, Development, & Summaries</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Anchor R3: Analysis of connections & development over a text</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Anchor R4: Word meaning and choice</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.</p> <p>Anchor R5: Text structure analysis</p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Anchor R6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Distinguish their own point of view from that of the author of a text.</p> <p>Anchor R7: Take in and evaluate information from diverse media and formats</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Anchor R8: Claims, Evidence, Reasoning</p> <p>Describe how reasons support specific points the author makes in a text.</p> <p>Anchor R9: Multiple text analysis</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Anchor W1: Argumentative Writing & Evidence</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. <p>Anchor W2: Informative/Explanatory Writing</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section. <p>Anchor W3: Narrative writing</p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Anchor W4: Clear, coherent, and appropriately styled writing</p> <p>Produce writing in which the development and organization are appropriate to task and purpose.</p> <p>Anchor W5: Writing Process</p> <p>With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1–3 at this level.</i>)</p> <p>Anchor W6: Technology for interaction, collaboration, writing production & publication</p> <p>With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>Anchor W7: Research product</p> <p>Conduct short research projects that build knowledge about a topic.</p> <p>Anchor W8: Research process, anti-plagiarism</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Anchor W9: Evidence for analysis, reflection, and research. (<i>Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.</i>)</p> <p><i>Note: This standard does not begin until grade 4 in the Common Core State Standards.</i></p>	<p>Anchor SL1: Conversations & Collaborations</p> <p>Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. <p>Anchor SL2: Take in and evaluate information from diverse media and formats</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Anchor SL3: Evaluate a speaker</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Anchor SL4: Presentations with clear reasoning and evidence</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Anchor SL5: Visual presentations, multimedia</p> <p><i>Nothing at Level B</i></p> <p>Anchor SL6: Adapt speech / formal English</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (<i>See Language standards 1 and 3.</i>)</p>	<p>Anchor L1: Grammar & usage</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>). Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). <p>Anchor L2: Capitalization, punctuation, and spelling</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Capitalize appropriate words in titles. Use commas in greetings and closings of letters. Use commas in addresses. Use commas and quotation marks in dialogue. Use an apostrophe to form contractions and frequently occurring possessives. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i>). Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>Anchor L3: Language Choices for style, tone, and message</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English. <p>Anchor L4: Vocabulary meaning and process</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>Anchor L5: Figurative language, word relationships, and nuances</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). <p>Anchor L6: Content Vocabulary acquisition & use</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other people are happy that makes me happy</i>).</p> <p>Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<p>Reading Standards: Foundational Skills for Level B</p> <p>The Reading Standards: Foundational Skills are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Identify and know the meaning of the most common prefixes and derivational suffixes. Identify words with inconsistent but common spelling-sound correspondences. Identify words with inconsistent but common spelling-sound correspondences. Decode words with common Latin suffixes. Decode multisyllable words. Recognize and read grade-appropriate irregularly spelled words. 			