Reading Standards & Skill Statements
Specific Comprehension Focus: Predicting/Inferring/Visualizing

3rd Grade	4th Grade	5th Grade
Standard: **3.1.4.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes. **3.1.7.7** 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). **3.2.4.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. **3.2.7.7** 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). **3.8.5.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**Standard:** **4.1.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.1.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. *Herculean*). **4.2.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.2.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **4.2.7.7** Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **4.8.5.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of the main ideas or themes.	**Standard:** **5.1.1.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **5.1.4.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **5.1.7.7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem). **5.2.1.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **5.2.4.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **5.8.5.5** Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Skill Statements: • I create a mental picture of the story or poem I'm reading to show the mood of the text. • I use background knowledge and text clues to infer meaning. • I can use clues from the text to infer answers to unanswered questions. • I can use clues from the text to infer the meaning of unknown words and concepts. • I make and change predictions by inferring and visualizing information from the text. • I think about my background knowledge and the clues in the text to make meaning. •	**Skill Statements:** • I create a mental picture of the story or poem I'm reading to show the mood of the text. • I use background knowledge and text clues to infer meaning. • I can use clues from the text to infer answers to unanswered questions. • I can use clues from the text to infer the meaning of unknown words and concepts. • I make and change predictions by inferring and visualizing information from the text. • I think about my background knowledge and the clues in the text to make meaning. •	**Skill Statements:** • I create a mental picture of the story or poem I'm reading to show the mood of the text. • I use background knowledge and text clues to infer meaning. • I can use clues from the text to infer answers to unanswered questions. • I can use clues from the text to infer the meaning of unknown words and concepts. • I make and change predictions by inferring and visualizing information from the text. • I think about my background knowledge and the clues in the text to make meaning. •