

| Reads and Comprehends Grade Level Text Independently—Grade 6-8 | |
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| RL.06.10 RI.06.10 RL.07.10 RI.07.10 RL.08.10 RI.08.10 | |
| Text Type: Literature or Informational | |
| Level 4.0 | High Complexity <ul style="list-style-type: none"> • Lexile level of at least 1155 or AR level of 10.0 or higher • Comprehends at 85% or above on verbal or written evaluation related to text • Reader is extremely motivated • Choosing reading as a free time activity most of the time |
| Level 3.5 | In addition to 3.0 performance, in depth inferences and applications with partial success. |
| Level 3.0 PROFICIENCY TARGET | Moderate to High Complexity <ul style="list-style-type: none"> • Lexile level of 955-1155 or AR levels within 6.7-10.0 • Comprehends at 85% or above on verbal or written evaluation related to text • Reader is motivated • Chooses a wide variety of genres |
| Level 2.5 | Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content. |
| Level 2.0 | Moderate Complexity <ul style="list-style-type: none"> • Lexile level of 770-980 or AR level of 4.5-7.0 • Comprehends at 75% or above on verbal or written evaluation related to text • Reader is not easily motivated • Reads within 1-2 specific genres |
| Level 1.5 | Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content. |
| Level 1.0 | Low Complexity <ul style="list-style-type: none"> • Lexile level of below 770 or AR level 4.5 or below • Comprehends at 75% or above on verbal or written evaluation related to text • Reader is not motivated • Reader tends to choose 1-2 specific genres |
| Level 0.5 | With help , a partial understanding of some of the 2.0 content and none of the 3.0 content. |

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| RL.06.10 | | |
| RL.07.10 | | |
| RL.08.10 | | |
| RI.06.10 | | |
| RI.07.10 | | |
| RI.08.10 | | |
| Standard | Student action | Content Elements to Teach |
| RL.06.10/ RI.06.10 RL.07.10/ RI.07.10 RL.08.10/ RI.08.10 | Read and comprehend literature or non-fiction text within the specified grade level/range | <ul style="list-style-type: none">• How to choose just-right books• Setting goals that motivate• Independent reading with system in place to monitor comprehension and growth |