Core Progress for Reading
Skills List
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Core Progress for Reading

Core Progress™ for reading is a research-based learning progression that was developed after an extensive literature review, analysis of Common Core and state standards, and the guidance of content-area experts. It was also quantitatively examined through the calibration process used to analyze assessment items. Download a copy of the Core Progress for reading white paper to learn more about its development.
www.renlearn.com/se/whatisstar/cplp.aspx

Using a STAR Early Literacy Enterprise™ or STAR Reading Enterprise™ scaled score, the STAR Enterprise™ Instructional Planning Reports connect students to the skills within the learning progression that they are ready to learn next. Within the software, educators also have access to the Core Progress portal, which provides access to a robust search tool including prerequisite skill mapping, ELL support, sample items and teacher activities.

Organizational Structure

There are five domains, which form the base of the learning progression. Within each domain, skills are organized into sets of closely related skills. The resulting hierarchical structure is domain, skill set, and skill. The skills represent the various skills and understandings that students gain as they progress in their reading development. The charts on pages 4 and 5, outline the 5 reading domains, 15 skill sets, and 63 skill areas that define Core Progress for reading. The chart also includes a column stating which grades have grade-level skill statements available for each of the 63 skill areas.

The grade-level skill statements identify the incremental steps students take as they progress in acquiring specific skills and understandings. These statements begin in the early grades and run through twelfth grade. There are over 716 grade-level skill statements. In the pages to follow, you are presented with two views of the grade-level skill statements, by domain and by grade.

View Options

**Domain**
The domain view shows the progression of grade-level skill statements from grade to grade within the domain. Use this view to understand the progression of skills within the domain.

**Grade**
The grade level view shows all of the grade-level skill statements for a particular grade, organized by domain. Use this view to understand what skills are associated with a particular grade.

Column Definitions

**Domains** – the learning progression includes skills within 5 reading domains: word knowledge and skills, comprehension strategies and constructing meaning, analyzing literary text, understanding author’s craft, and analyzing argument and evaluating text

**Skill Set** – a set of closely related skills within each of the reading domains

**Skill Area** – the various skills and understandings that students gain as they progress in their reading development

**Grade-level skill statement** – the incremental steps students take as they progress in acquiring specific skills and understandings, beginning in the early grades and running through twelfth grade

**Focus skill** – the most critical reading skills for a student to learn at a grade level. They are key building blocks in a student's ability to read and comprehend. Students need to have proficiency with the focus skills to be successful in reading at their grade levels and to progress in the grades that follow.
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<td>Identify organizational structure</td>
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<td>Understand cause and effect</td>
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<td>Understand comparison and contrast</td>
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<td>Analyzing Literary Text</td>
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<td>Identify and understand theme</td>
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<td>Understanding Author's Craft</td>
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<tr>
<td>Pre-Kindergarten</td>
<td>Alphabetic Principle</td>
<td>Recognize the letters of the alphabet (e.g., Which of these is the letter a? Pick the letter a from s, a, o.)</td>
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<td></td>
<td>Concept of Word</td>
<td>Understand that sounds that are paired with letters represent spoken speech in print</td>
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<td></td>
<td>Concept of Word</td>
<td>Understand that words are read from left to right and top to bottom</td>
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<td></td>
<td>Visual Discrimination</td>
<td>Distinguish between the shapes of different letters (e.g., pick the letter that is different in S, S, C; pick the letter that is different in E, f, f )</td>
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<tr>
<td></td>
<td>Phonemic Awareness</td>
<td>Understand and identify rhyming sounds (e.g., The sound is /am/. Look at pictures of a heart, a card, and a barn. Pick the picture that has the /am/ sound.)</td>
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<tr>
<td>Kindergarten</td>
<td>Alphabetic Principle</td>
<td>Know all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., Pick another way to write the letter G from q, g, j.)</td>
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<td>Alphabetic Principle</td>
<td>Recognize that letters are different from numbers (e.g., select 8 from choices J, g, 8)</td>
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<td>Alphabetic Principle</td>
<td>Know the order of the alphabet (e.g., identify letters that come before or after)</td>
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<tr>
<td></td>
<td>Alphabetic Principle</td>
<td>Know that letters are visual symbols that represent phonemes (e.g., recognize the sounds of all letters of the alphabet in lower- and uppercase forms)</td>
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<td>Concept of Word</td>
<td>Know that the length of a written word varies based on how many letters it contains (e.g., sit is longer than it because sit has more letters)</td>
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<td></td>
<td>Concept of Word</td>
<td>Know that a written word carries meaning</td>
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<tr>
<td></td>
<td>Concept of Word</td>
<td>Know that spaces separate words (e.g., recognize the difference between The cats sleeps and The cat sleeps)</td>
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<tr>
<td></td>
<td>Concept of Word</td>
<td>Understand that words are specific sequences of letters that carry meaning (e.g., Identify which is a word, not a letter from choices d, n, and, Identify which is a letter, not a word from choices this, b, fox)</td>
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<tr>
<td></td>
<td>Visual Discrimination</td>
<td>Distinguish between words that have different letters (e.g., pick the word that is different from the others in: an, as, an)</td>
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<td></td>
<td>Phonemic Awareness</td>
<td>Use knowledge of rhyme to distinguish between rhyming and nonrhyming words in spoken language (e.g., The sound is /en/. Pick the picture of the word that has the /en/ sound from pictures of a fan, a pen, and a bun.)</td>
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<td></td>
<td>Phonemic Awareness</td>
<td>Understand that blending phonemes produces words (e.g., blend the sounds sh- and -ip and choose the word’s picture from a ship, a shower, and a lip)</td>
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<td>Phonemic Awareness</td>
<td>Identify 2- and 3-syllable patterns in spoken words by blending, counting, and segmenting syllables (e.g., tar-get makes the word target)</td>
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<td>Phonemic Awareness</td>
<td>Identify VC or CVC words by blending phonemes including consonant blends (e.g., Listen carefully to what I say: sh-oe. Pick the picture whose name I say: /sh/ /oo/)</td>
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<td>Phonemic Awareness</td>
<td>Identify initial and final phonemes in spoken words (e.g., heart has the same beginning sound as head; boot has a different ending sound than bean)</td>
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<td>Phonemic Awareness</td>
<td>Recognize consonant-blend sounds by distinguishing between single-syllable spoken words (e.g., pick the picture whose name begins with /sl/ from the pictures of stairs, soup, swing)</td>
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<td>Phonemic Awareness</td>
<td>Identify short vowel sounds in spoken words (e.g., the middle vowel sound in sit is the same as in did; rat has the same middle vowel sound as cab)</td>
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<td>Phonemic Awareness</td>
<td>Add or substitute initial or final phonemes in order to produce new words in spoken language (e.g., change the /k/ in cat to /h/ to make hat; change the /g/ in bug to /s/ to make bus)</td>
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<td>Identify short vowel sounds in order to distinguish among single-syllable words (e.g., pick the letter that makes the middle sound you hear in had)</td>
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<tr>
<td></td>
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<td>Decode CVC words (e.g., cat, get, mom)</td>
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## Domain: Word Knowledge and Skills

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<td>Initial consonant sounds</td>
<td>Identify initial consonant sounds with the letters that represent them (e.g., pick the word that begins with the sound /g/, get; pick the first letter you hear in mop, m)</td>
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<td>Vocabulary Knowledge</td>
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<td>Identify pictures of commonly used words using aural knowledge (e.g., Which picture shows a door? Pick the picture of a door from pictures of a window, a chimney, and a door.)</td>
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<td>Vocabulary Knowledge</td>
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<td>Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight</td>
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<td>Vocabulary Knowledge</td>
<td>Word facility</td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Understand that high-frequency words and oral vocabulary have categorical relationships (e.g., color, shape, texture, size)</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., illustrations, word placement) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 0.0-1.3)</td>
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<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Understand that different words can describe the same general action (e.g., go, walk)</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Identify and use frequently occurring inflections (e.g., -ing, -ed, -s) to predict the meanings of unfamiliar words in grade-appropriate text (reading level 0.0-1.3)</td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Understand that nouns (e.g., run, work) can also be verbs</td>
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<tr>
<td>Vocabulary Knowledge</td>
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<tr>
<td>Phonemic Awareness</td>
<td>Blending phonemes</td>
<td>Identify single-syllable words by blending and segmenting consonant blends, long vowel digraphs, and other phonemes (e.g., /th/ /r/ /ee/ makes the word three)</td>
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<td>Phonemic Awareness</td>
<td>Medial phoneme discrimination</td>
<td>Identify and distinguish medial long vowel phonemes in spoken words (e.g., plane has the same middle vowel sound as make; phone has a different middle vowel sound than seat)</td>
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<tr>
<td>Phonemic Awareness</td>
<td>Phoneme segmentation</td>
<td>Recognize and distinguish individual phonemes in single-syllable spoken words by segmenting phonemes (e.g., the beginning, middle, and last sounds of cat are /k/ /a/ /t/)</td>
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<tr>
<td>Phonemic Awareness</td>
<td>Phoneme isolation/manipulation</td>
<td>Add or substitute initial, final, or medial vowel phonemes in order to produce new words in spoken language (e.g., change /a/ in pan to /e/ to make pen; change /a/ in race to /i/ to make rice)</td>
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<tr>
<td>Phonics</td>
<td>Short vowel sounds</td>
<td>Read single-syllable words and identify short vowel sounds (e.g., read the words cup, nap, and man; cup has the same middle vowel sound as run)</td>
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<tr>
<td>Phonics</td>
<td>Short vowel sounds</td>
<td>Decode grade-appropriate words (e.g., The word is last. Last means the opposite of first. Pick the word last from last list lost.)</td>
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<tr>
<td>Phonics</td>
<td>Short vowel sounds</td>
<td>Read single-syllable words and distinguish between short vowel sounds (e.g., read the words dip, cat, and nap; dip has a different middle vowel sound than hat)</td>
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<td>Phonics</td>
<td>Short vowel sounds</td>
<td>Distinguish short vowel sounds from long vowel sounds in order to discriminate between those sounds in single-syllable words (e.g., reading the words egg, we, and key, egg has the short vowel sound)</td>
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<tr>
<td>Phonics</td>
<td>Final consonant sounds</td>
<td>Isolate and identify final consonant sounds in single-syllable words (e.g., Match the word to a given final consonant sound. Read the words top, old, and lot and recognize that lot ends with the sound /t/)</td>
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<tr>
<td>Phonics</td>
<td>Final consonant sounds</td>
<td>Identify letters for final consonant sounds to demonstrate basic knowledge of one-to-one letter-sound correspondences in single-syllable words (e.g., pick the letter for the last sound in fan by reading from choices: f, v, and n)</td>
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<tr>
<td>Phonics</td>
<td>Long vowel sounds</td>
<td>Decode single-syllable words with long vowel sounds (e.g., reading the words heat, let, and end, and recognizing that heat has the long vowel sound)</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td><strong>Phonics</strong></td>
<td>Long vowel sounds</td>
<td>Decode single-syllable words and identify long vowel sounds with common spellings (graphemes) in order to decode single-syllable words (e.g., Read the words feel, let, and end. Feel has the same middle vowel sound as meat.)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Long vowel sounds</td>
<td>Use knowledge of long vowel sounds to distinguish among single-syllable words (e.g., Read the words tail, way, and seed. Determine the word with a different middle vowel sound than stage.)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Long vowel sounds</td>
<td>Decode words by identifying the correctly spelled CVCe pattern in a word from a spoken sentence (e.g., Read the words bakee, baik, and bake and recognize that bake is the correct spelling in the following: I like to bake bread.)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Long vowel sounds</td>
<td>Decode words by identifying the correctly spelled CV pattern in a word from a spoken sentence (e.g., Read the words bie, bey, and be and recognize that be is the correct spelling in the sentence, Liz is going to be late.)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Consonant blends (PH)</td>
<td>Isolate and identify initial consonant blends in spoken and written words (e.g., pick the word that starts with /bl/ from choices block, blook, book)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Consonant digraphs</td>
<td>Recognize and identify consonant digraphs in words (e.g., pick the word that has -sh from choices saw, wash, have)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Sound-symbol correspondence: consonants</td>
<td>Use knowledge of initial and final consonants to differentiate between written words (e.g., pick which word sounds like leak but ends with /t/ when reading the words lead, leap, and load)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Word building</td>
<td>Understand that changing or adding a letter changes a word (e.g., pick which word is made from -at when reading the words rat, rap, and run; pick which word is made when adding r to band when reading the words brand, bread, and bring; pick which word is made when adding t to the end of star when reading the words spark, start, and tears)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Sound-symbol correspondence: vowels</td>
<td>Understand that changing the middle vowel sound creates a new word (e.g., pick which word you would have by changing the /a/ sound in mast to /u/ when reading the words mast, most, and must)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Word Families/Rhyming</td>
<td>Use knowledge of sound-symbol correspondences to identify rhyming words in word families (e.g., pick the word that rhymes with sleep from choices keep, cape, ripe)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Word Families/Rhyming</td>
<td>Use knowledge of words with a specified onset (e.g., pick the word that rhymes with lip but starts with /z/ from choices whip, nap, zip)</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Word Families/Rhyming</td>
<td>Use knowledge of word families to match sounds in written words (e.g., pick the word that has the /oy/ sound from the choices day, boy, ripe)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Knowledge</strong></td>
<td>Word facility</td>
<td>Read grade-level sight words (e.g., again, could, every)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Use structural analysis</td>
<td>Identify a compound word is a word whose parts are also words (e.g., everyone)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Knowledge</strong></td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate high-frequency words (e.g., Dolch: road/ street; Fry: look/ see)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Knowledge</strong></td>
<td>Antonyms</td>
<td>Identify and understand antonyms for grade-appropriate words (e.g., before/after)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Use structural analysis</td>
<td>Identify and understand familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Use context clues</td>
<td>Use context clues (e.g., illustrations, rhyming words in poetry) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 0.5-2.5)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Use structural analysis</td>
<td>Recognize and understand grade-appropriate compounds (e.g., bedtime, anything) and contractions (e.g., I’m, isn’t)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Knowledge</strong></td>
<td>Understand analogies</td>
<td>Understand that words have categorical relationships (e.g., opposites, cold/ hot; superordinate/subordinate, living things: cow, dog; classroom objects: desk, pen)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Knowledge</strong></td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Understand and identify homophones (e.g., to/too, ant/aunt, be/bbee) and homographs/multi-meaning words (e.g., bark, bat, fly) in grade-appropriate text (reading level 0.5-2.5) using sentence context</td>
<td></td>
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</tbody>
</table>
# Domain: Word Knowledge and Skills

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
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<tbody>
<tr>
<td>Grade 2</td>
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<tr>
<td>Phonics</td>
<td>Long vowel sounds</td>
<td>Recognize spelling patterns for long vowel digraphs (including y as a vowel), and decode associated words (e.g., The word is tail. The monkey has a long tail. Pick the word tail from the choices tall, tail, tell.)</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Variant vowel sounds</td>
<td>Recognize spelling patterns for variant vowel sounds and decode words with associated patterns (e.g., The sound is /ü/. Which word has the sound /ü/? Pick from choices luck, food, rope.)</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Consonant blends (PH)</td>
<td>Recognize spelling patterns in words with initial consonant blends of 2 or 3 letters (e.g., The word is strap. Pick the letters that make the sound at the beginning of strap. Pick from spl, spr, str.)</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Consonant blends (PH)</td>
<td>Recognize spelling patterns in words with final consonant blends (e.g., The word is bent. Pick the letters that make the sound at the end of bent. Pick from nt, nt, nk.)</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Other vowel sounds</td>
<td>Recognize diphthong vowel sounds in order to read single-syllable words (e.g., read the words prize, poor, and point and recognize that point has the /oi/ sound)</td>
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</tr>
<tr>
<td>Phonics</td>
<td>Other vowel sounds</td>
<td>Decode words by identifying the correctly spelled diphthong in a word from a spoken sentence (e.g., Read the words brown, brown, and brown, and understand that brown is the correct spelling in the following: She has brown hair.)</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Other vowel sounds</td>
<td>Recognize and decode r-controlled vowel sounds in words (e.g., of the word hard, bed, and bird has the /ur/ sound)</td>
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</tr>
<tr>
<td>Phonics</td>
<td>Other vowel sounds</td>
<td>Decode words by identifying the correctly spelled r-controlled vowel pattern in a word from a spoken sentence (e.g., Read the words heard, hard, and hawrd and recognize that hard is the correct spelling in the following: The nut has a hard shell.)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate high-frequency words (e.g., Dolch: big/large, yell/shout, start/begin; Fry: love/like)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Antonyms</td>
<td>Identify and understand antonyms for grade-appropriate words (e.g., many/few)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of familiar grade-appropriate words (grade level 0-2) to form compounds (e.g., paintbrush, backyard) and contractions (e.g., weren’t, couldn’t) and predict their meanings</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., word placement, how the word starts and ends) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 2.2-3.7)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of simple affixes (e.g., un-, re-, over-, -er, -est) and familiar base words to predict the meanings of unfamiliar words</td>
<td></td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of syllable patterns to decode words (e.g., read a word such as animal and pick how many syllables the word has)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Understand that words have different functions (e.g., noun/thing; verb/action) and identify their functions in text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., know/no, hear/here) and homographs/multi-meaning words (e.g., point, safe) in grade-appropriate text (reading level 2.2-3.7) using sentence context</td>
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<tr>
<td>Grade 3</td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Understand the categorical relationships of words (e.g., attributes) in order to comprehend text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Use knowledge of synonyms to help understand the meanings of unfamiliar words in grade-appropriate text (reading level 3.0-4.7)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., embedded word definitions, restatement) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 3.0-4.7)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate (grade level 0-3) and high-frequency words (e.g., ask/question, ill/sick)</td>
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<tr>
<td>Skill Set</td>
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<td>Focus Skill</td>
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<tr>
<td>Grade 3 (continued)</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of syllable patterns to decode increasingly difficult multisyllable words (e.g., transportation)</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-level appropriate affixes (e.g., un-, re-, -ful, -ly, -ness) and familiar base words to predict the meanings of unfamiliar words (e.g., unfairly, cheerful)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Understand the difference between the literal and nonliteral meanings of words and phrases (e.g., take steps, raining cats and dogs)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., hole/whole, weak/week) and homographs/multi-meaning words (e.g., sentence, hard, chest) in grade-appropriate text (reading level 3.0-4.7)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Understand that words with similar denotative meanings (e.g., ask, beg) can carry different connotations</td>
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<tr>
<td>Grade 4</td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of word relationships (e.g., similarities, associations) as a means of comprehending text</td>
<td></td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate words (grade level 3-4: tale/story, tearful/afraid)</td>
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</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., synonyms, antonyms, examples, situation) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 4.0-5.6)</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Recognize and explain the meanings of common idioms (e.g., once in a blue moon) in grade-appropriate text (reading level 4.0-5.6)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Identify grade-appropriate affixes (e.g., dis-, in-, mis-, -ion, -less, -ment), base words (e.g., arm, fear), and root words (e.g., act, graph) in order to predict the meanings of unfamiliar or complex words (e.g., fearless, biography)</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Distinguish between homonyms (e.g., weave/we've) and use context to identify the meanings of multi-meaning words (e.g., sentence, crowd) in grade-appropriate text (reading level 4.0-5.6)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Understand that words with similar denotative meanings (grade-level vocabulary 2-4: plain/natural) carry different connotations depending on context</td>
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<td>Grade 5</td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of word relationships (e.g., antonyms/synonyms) to clarify the meanings of words in text</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate words (grade level 3-5: aid/help, describe/explain)</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Recognize and explain the meanings of idioms (e.g., everything but the kitchen sink) in grade-appropriate text (reading level 5.1-6.4)</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., use knowledge of word relationships to determine how the word is used as well as the overall meaning of the text) to determine or clarify the meanings of unfamiliar words and specialized content-area language in grade-appropriate text (reading level 5.1-6.4)</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-appropriate affixes (e.g., mid-, pre-, -able, -ible, -ant, -ent, -ous, -ion) and Latin and Greek roots to predict the meanings of unfamiliar words and content-area language with the same root (e.g., agri-/ agriculture, agrarian; phon-/microphone, symphony)</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Identify words in English that are adopted from other languages (e.g., kindergarten: German; foyer: French)</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., toed/toad/towed) and use context to determine the meanings of homographs (e.g., separate, bore) and multi-meaning words (e.g., agent) in grade-appropriate text (reading level 5.1-6.4)</td>
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<tr>
<td>Grade 5 (continued)</td>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Identify and analyze differences between words with similar denotative meanings (grade-level vocabulary 3-5: slim/bony) in grade-appropriate text (reading level 5.1-6.4), and understand that these words can carry different connotations</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate words (e.g., acquire/obtain), and identify slight differences in the meanings of synonyms</td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Recognize and explain the meanings of idioms (e.g., save your breath) in grade-appropriate text (reading level 5.8-7.2)</td>
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</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., context and common sense, examples, word relationships, translations) to determine or clarify the meanings of unfamiliar words (e.g., foreign words, technical and scientific words) in grade-appropriate text (reading level 5.8-7.2)</td>
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</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use structural analysis</td>
<td>Understand the origins and meanings of frequently used English words from other languages (e.g., French: essay)</td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-appropriate affixes (e.g., post-, over-, under-, ex-, il-, im-, ir-, ate, -ive, -ship, -ance, -ence, -ant, -ent) and Latin and Greek roots (e.g., gram, polis) to predict the meanings of unfamiliar words with the same roots (e.g., monogram, metropolis)</td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., foot/feet), homographs (e.g., estimate, conflict), and multi-meaning words (e.g., chief) in grade-appropriate text (reading level 5.8-7.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Understand that words with similar meanings (e.g., smile/smirk) can carry different connotations often based on context</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of word relationships, including analogies (e.g., item/category), to comprehend text</td>
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<tr>
<td>Grade 7</td>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Recognize and explain the meanings of common idioms (e.g., sold like hotcakes) in grade-appropriate prose and poetry (reading level 6.5-8.1) and recognize how these expressions are used to describe people, feelings, and objects</td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Identify the origins and meanings of common English words from other languages (e.g., Italian: ballet)</td>
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</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., examples, word relationships, organizational structure, overall meaning) to determine or clarify the meanings of unfamiliar words and technical or scientific terminology in grade-appropriate text (reading level 6.5-8.1)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., bow/beau), and use context clues to determine the meanings of homographs (e.g., initial, quarry, couch) and multi-meaning words (e.g., canteen) in grade-appropriate text (reading level 6.5-8.1)</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate words (grade level 7 and below: initiate/start) and determine the subtle differences in meaning between synonyms</td>
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</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-appropriate affixes (e.g., be-, circu-) and Latin and Greek roots in familiar words (e.g., urbs, phone) to predict the meanings of unfamiliar words with the same root (e.g., urban, cacophonous)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Identify and analyze the differences between words and phrases with similar denotative meanings that carry different connotations (e.g., suil/brood; ally/comrade/best friend) in grade-appropriate text (reading level 6.5-8.1)</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of word relationships, including analogies (e.g., part/whole peta/flower), to comprehend text</td>
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</tr>
</tbody>
</table>
### Domain: Word Knowledge and Skills

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Analyze the meanings of common idioms (e.g., back to square one) in grade-appropriate prose and poetry (reading level 7.3-8.8)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate words (grade level 6-8: reaction/response)</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., choral/coral), homographs, and multi-meaning words (e.g., charter) in grade-appropriate text (reading level 7.3-8.8)</td>
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</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., modifying phrases, overall meaning) to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text (reading level 7.3-8.8)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Identify common English words adopted from other languages (e.g., French: derive) and use the knowledge to predict the meanings of unfamiliar words that share the same language and word origin (e.g., derivation/derivative)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-appropriate affixes (e.g., bene-, bi-, de-) and Latin and Greek roots (e.g., mater-/matr-; ped-) to predict the meanings of unfamiliar words with the same root (e.g., maternal, biped)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Determine through context the correct pronunciations of homographs (the effect of stressed/unstressed syllable such as in present)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Identify and analyze the connotations of words or phrases that have similar denotative meanings (e.g., fancy/gaudy/intricate/elaborate/too/a too/overly complicated)</td>
<td>○</td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., descriptive qualities), to comprehend text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Recognize what items or ideas are being compared in analogies found in grade-appropriate text (reading level 7.3-8.8)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Analyze the meanings of idioms (e.g., lose a train of thought) in grade-appropriate prose and poetry (reading level 7.8-9.4)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use a wide array of contextual clues, including understanding increasingly subtle examples, to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text (reading level 7.8-9.4)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Use knowledge of grade-appropriate affixes (e.g., amphi-, be-, epi-) and familiar words with Latin and Greek roots (e.g., audire) to predict the meanings of unfamiliar words with the same root (e.g., audio, auditory, epicenter)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Analyze and explain the importance of subtle differences in meaning between grade-appropriate synonyms (grade level 7-9: replica/reproduction) for understanding an author’s word choice in a piece of literature</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Understand and distinguish between the denotive and connotative meanings of words and phrases (e.g., difference between homeless, without a fixed address, vagabond) in grade-appropriate text (reading level 7.8-9.4)</td>
<td>○</td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., object function; thermometer: temperature :: barometer: air pressure), to comprehend text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of common English words and phrases adopted from other languages (e.g., banana: of African origin, Wolof; safari: Arabic) to help develop a curiosity about the origins and meanings of words</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Understand analogies found in grade-appropriate text (reading level 7.8-9.4)</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Understand the meanings of idioms (e.g., come out in the wash) in grade-appropriate prose and poetry (reading level 8.4-10.5), and analyze an author’s use of idiomatic expressions</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use a wide range of contextual clues, including understanding word relationships and connectives, to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text (reading level 8.4-10.5)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge and a wide range of affixes and roots (e.g., Greek, Latin, Anglo-Saxon, African, and Arabic sources) and cognates (e.g., Indo-European: night [nuit, nacht, nicht, natt, noc], star [etoile, stella, ster, stern, estrella]) to understand content area and technical vocabulary</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of common foreign words (e.g., glasnost, kamikaze) and phrases (e.g., coup d'état, esprit de corps) in English and understand how they reflect historical events or developments</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Analyze and explain the importance of subtle differences in meaning between grade-appropriate synonyms (e.g., winsome/charming) for understanding word choice in a piece of literature</td>
<td>○</td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Evaluate synonym choices using a variety of resources (e.g., language histories, books of quotations)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Understand and distinguish between the denotative and connotative meanings of words in grade-appropriate text (reading level 8.4-10.5)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of a variety of word relationships (e.g., synonyms, antonyms; superordinate and subordinate) in analogies in order to infer the meanings of unfamiliar words in grade-appropriate texts (reading level 8.4-10.5)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Determine the meanings of words (e.g., siren, cereal) and phrases (e.g., Tower of Babel, Fountain of Youth) derived from ancient literature and mythology</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Determine the correct definitions of homophones (e.g., carat/carrot), homographs (e.g., bisque, buttress), and multi-meaning words within context (reading level 8.4-10.5)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Analyze the cumulative impact of connotative meaning on a passage’s meaning and tone</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Analyze the meanings of analogies found in grade-appropriate prose and poetry (reading level 8.4-10.5)</td>
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<tr>
<td>Grade 10</td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Understand the meanings of idioms (e.g., breaking new ground, of two minds, raise eyebrows) in grade-appropriate prose and poetry (reading level 9.3-11.2) and analyze an author’s use of idiomatic expressions</td>
<td></td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., conjunctive and subordinate clauses) to determine or clarify nuances in word meanings in grade-appropriate text (reading level 9.3-11.2)</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of common English words from other languages (e.g., amateur, guerrilla) and foreign phrases (e.g., c’est la vie, dolce vita) used in English</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-appropriate roots (e.g., surg-, surr-), affixes (e.g., de-,-ability), and cognates (e.g., Latin and Greek, Anglo-Saxon, and Semitic sources) in order to predict the meaning of unfamiliar vocabulary (e.g., insurgent, debility)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Determine the correct definitions of homophones (e.g., fisher/fissure), homographs (e.g., converse, drone, epic), and multi-meaning words (e.g., fabricate) based on context (reading level 9.3-11.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Determine the correct definitions of homophones (e.g., fisher/fissure), homographs (e.g., converse, drone, epic), and multi-meaning words (e.g., fabricate) based on context (reading level 9.3-11.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of a variety of word relationships (e.g., cause/effect) in analogies to infer the meanings of unfamiliar words in a broad array of texts</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Differentiate between the denotative and connotative meanings (e.g., brusque, gruff, bluff, curt, crusty, blunt) of words in grade-appropriate text (reading level 9.3-11.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand alternate synonym choices (e.g., incite/instigate) when evaluating the meanings of synonyms in grade-appropriate text (reading level 9.3-11.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Determine the etymology of significant content-area terms (e.g., partisan, lobbyist; cytoplasm, diffusion) to gain a greater understanding of their meanings</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Analyze the implications of analogies made in grade-appropriate prose and poetry (reading level 9.3-11.2) to deepen understanding of text</td>
<td></td>
</tr>
<tr>
<td>Grade 12</td>
<td>Vocabulary Knowledge</td>
<td>Understand idioms (e.g., clear sailing, dark horse) used in grade-appropriate prose and poetry (reading level 9.8-12.1) and evaluate an author’s use of idiomatic expressions</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and</td>
<td>Determine the correct definitions of homophones (e.g., elicit/illicit; hale/hall), homographs (e.g., garnish), and multi-meaning words (e.g., infectious) based on context (reading level 9.8-12.1)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>multi-meaning words</td>
<td>Use knowledge of common foreign words (e.g., siesta, hors d’oeuvre) and phrases (e.g., faux pas, carte blanche, carpe diem) used in English</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of roots (e.g., herba, vorare), affixes (be-), and cognates (e.g., Latin and Greek, Anglo-Saxon, Semitic, and other Western and non-Western sources) in order to predict the meaning of unfamiliar vocabulary (e.g., benign, herbivore) in a broad array of texts</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Synthesize information from context to determine or clarify nuances in word meanings in grade-appropriate text (reading level 9.8-12.1)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of roots (e.g., herba, vorare), affixes (be-), and cognates (e.g., Latin and Greek, Anglo-Saxon, Semitic, and other Western and non-Western sources) in order to predict the meaning of unfamiliar vocabulary (e.g., benign, herbivore) in a broad array of texts</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Evaluate alternate synonym choices in grade-appropriate text (reading level 9.8-12.1)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Differentiate between the denotative and connotative meanings (anarchy: lawless disorder versus absence of government) of words in grade-appropriate text (reading level 9.8-12.1)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of a variety of word relationships (e.g., connotation/denotation) in analogies to infer the meanings of unfamiliar words in a broad array of texts</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage, and evaluate an author’s use and refinement of a key term’s connotative meaning over the course of a text (e.g., use of “honest” in Othello)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Evaluate the soundness of analogies made in grade-appropriate prose and poetry (reading level 9.8-12.1)</td>
<td></td>
</tr>
</tbody>
</table>
## Domain: Comprehension Strategies and Constructing Meaning

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Use repair strategies</td>
<td>Confirm or correct understanding of text by using illustrations</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Identify and understand text features</td>
<td>Understand how illustrations help tell a story</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Make predictions</td>
<td>Make predictions based on the cover, title, and illustrations</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Identify and understand text features</td>
<td>Identify a book’s front and back covers; recognize where to find the names of the author and illustrator</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 0.0-1.3)</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Identify and understand main ideas</td>
<td>Identify the topic of a text</td>
<td></td>
</tr>
</tbody>
</table>
| **Constructing Meaning** | Identify details | Ask and answer questions about a text’s key details (e.g., what is the cow doing in “Good Night Moon”?) | ☐
| **Organizational Structure** | Identify and understand sequence | Recognize temporal sequence (e.g., first, next, last) | |
| **Reading Process Skills** | Identify and understand text features | Recognize that a sentence begins with a capital letter and ends with a period | |
| **Reading Process Skills** | Make predictions | Predict recurring wording (e.g., “Sam I am” from “Green Eggs and Ham”) | ☐
| **Constructing Meaning** | Extend meaning or form generalizations | Make connections between text and personal experiences | |
| **Grade 1** | | | |
| **Reading Process Skills** | Identify and understand text features | Identify the parts of a book (e.g., covers, title page, table of contents, chapters, illustrations) and the information they provide | |
| **Constructing Meaning** | Identify details | Answer who, what, where, when, why, and how questions | ☐
| **Organizational Structure** | Identify and understand sequence | Understand that text can convey steps in a process (e.g., single-step written directions or multiple-step directions with visual cues) | |
| **Constructing Meaning** | Understand vocabulary in context | Understand vocabulary in context (reading level 0.5-2.5) | |
| **Organizational Structure** | Identify and understand sequence | Sequence events from a story | |
| **Reading Process Skills** | Identify and understand text features | Understand the function of common signs and symbols (e.g., computer icons, map features) | |
| **Reading Process Skills** | Identify and understand text features | Understand that sentences can end with a question mark or an exclamation point, and recognize that quotation marks indicate dialogue | |
| **Constructing Meaning** | Draw conclusions | Answer leading questions to draw conclusions about text (e.g., why do you think Max was sent to his room in “Where the Wild Things Are?”) | |
| **Reading Process Skills** | Make predictions | Make predictions about what will happen next and confirm predictions by using key words (e.g., next, then) | |
| **Constructing Meaning** | Identify and understand main ideas | Identify directly stated main ideas and important details | |
| **Constructing Meaning** | Extend meaning or form generalizations | Connect themes to personal experiences or prior knowledge (e.g., compare a character’s experience to one’s own) | |
| **Organizational Structure** | Understand comparison and contrast | Determine how things are alike and different in texts (e.g., illustrations, objects, characters) | |
| **Reading Process Skills** | Use repair strategies | Confirm or correct understanding of text by slowing reading pace, asking questions, and checking predictions | |
| **Constructing Meaning** | Identify details | Understand that details support the main idea in an informational passage | |
| **Grade 2** | | | |
| **Constructing Meaning** | Identify details | Locate key details in text and determine what they describe or explain | |
| **Organizational Structure** | Understand comparison and contrast | Recognize direct comparisons in texts indicated by comparative adjectives (e.g., cold, colder) | |
| **Constructing Meaning** | Identify details | Identify supporting details in informational text | |
| **Organizational Structure** | Understand cause and effect | Understand that some events lead to other events and that actions have consequences/reactions | |
| **Constructing Meaning** | Understand vocabulary in context | Understand vocabulary in context (reading level 2.2-3.7) | |
| **Reading Process Skills** | Identify author’s purpose | Understand that authors write texts for different purposes | |
## Domain: Comprehension Strategies and Constructing Meaning

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Grade 2 (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make predictions about text by using story repetition, transition words, and text features such as tables of contents, and explain whether the predictions were correct.</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Understand the features of sentences and paragraphs (e.g., capitalization, indentation, punctuation)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Identify and understand the purpose of simple text features (e.g., illustrations, diagrams, table of contents, menus, icons)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Recognize chronological or sequential order in a text.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Identify and explain the order of events or ideas from a text (e.g., story events, steps in a two- or three-step process)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Draw simple conclusions about a text using evidence and details from text and illustrations.</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Confirm or correct understanding of text by adjusting reading speed, and rereading text portions aloud.</td>
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</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Identify main ideas that are directly stated or strongly implied.</td>
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<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Distinguish main idea from topic.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Compare and contrast two versions of the same story or between two works by the same author.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Make generalizations about information in the text (e.g., the character is like someone I know; many people would make the same choice).</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Extend understanding of text by considering alternate endings to stories.</td>
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<tr>
<td>Grade 3</td>
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<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make predictions about text based on chapter titles, headings, tables of contents, and story patterns, and explain whether these predictions are correct.</td>
<td></td>
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<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Recognize the parts of books, plays, and poems (e.g., chapters, scenes, stanzas) to aid understanding of the organization of the text.</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Determine order of events in a text and recognize words that show sequence (e.g., first, next, then).</td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Understand that a shorter version of a text that includes only the main idea and the key details is a summary.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 3.0-4.7)</td>
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<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Recognize words and phrases that suggest the organizational structure (e.g., first, more, because) and the relationships they reveal (e.g., sequence, comparison, cause and effect)</td>
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<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use text features to help determine the order of steps in a procedure (e.g., arrows, numbered steps)</td>
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<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand simple processes described in informational text (e.g., craft project)</td>
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</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Identify cause-and-effect relationships by recognizing words and clauses that signal those relationships (e.g., because, so)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Identify the author’s purpose (e.g., to inform, describe, entertain, explain, share feelings)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Determine author’s message.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Identify and explain the main idea and distinguish it from supporting details in informational text.</td>
<td></td>
</tr>
</tbody>
</table>
## Domain: Comprehension Strategies and Constructing Meaning

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 3 (continued)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish opinions by analyzing text for words that can signal opinions such as comparative and superlative adjectives (e.g., better, best)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by using background knowledge, creating sensory images, and generating questions</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Identify comparisons indicated by clauses beginning with words such as but and however</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Explain how details support the main idea</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Use prior knowledge and textual details to draw conclusions about information or events in text</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Analyze the most important points and key details presented in texts on the same topic to determine similarities or differences</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make generalizations about literary elements (e.g., setting; the events in the story could have happened anywhere)</td>
<td></td>
</tr>
<tr>
<td><strong>Grade 4</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Understand that a summary contains lexical changes but preserves the meaning of the original text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Locate information in simple graphical text features (e.g., illustrations, maps, timelines, tables, charts)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use text features of functional text (e.g., memos, menus, schedules, pamphlets, instructions, forms) to locate specific information</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Expand recognition of words and phrases (e.g., likewise, although) that indicate a comparison</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by previewing, applying knowledge of words and sentence structure, and looking for clues to confirm inferences</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 4.0-5.6)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Compare and contrast information and conclusions in texts on the same topic</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Recognize cause-and-effect relationships by comprehending the meaning of a whole passage rather than by identifying individual cue words</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Describe sequential relationships in a text (e.g., ideas, procedures, historical events) using time and sequence words (e.g., first/last, earlier/later)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use headings, table of contents, and illustrations to gain an overview of text content (e.g., as a skimming and scanning strategy)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make and check predictions by using prior knowledge, ideas from the text, text features, and obvious foreshadowing clues</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Identify the author’s purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the reader can determine the purpose</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Use main and supporting ideas and details to understand text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Identify and explain the main idea and explain how details support it</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand basic multiple-step processes described in informational or functional text (e.g., how to play a computer game)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Understand that information can be summarized in different ways (e.g., grouping, charting, mapping, paraphrasing) to show understanding of main ideas and key details</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Identify main ideas and implied messages</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Recognize facts as things that can be proven and opinions as beliefs</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Determine the organizational structure (e.g., comparison/contrast, cause/effect, sequence) of a nonfiction text or passage</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Draw multiple conclusions about information, events, or characters in text, and cite textual details that support the conclusions</td>
<td></td>
</tr>
</tbody>
</table>
## Domain: Comprehension Strategies and Constructing Meaning

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 4 (continued)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make inferences and generalizations about text and connect these to life experiences and prior knowledge</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make generalizations about literary elements found in similar stories from different cultures (e.g., deduce why trickster tales are found in multiple cultures)</td>
<td></td>
</tr>
<tr>
<td><strong>Grade 5</strong></td>
<td></td>
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</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Categorize information on a topic to understand similarities and differences</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use common text features (e.g., subheadings, glossary, index, appendix) to preview or locate information</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Identify terminology for the parts of a story, play, or poem (e.g., chapters, scenes/acts, stanzas)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Track the sequence of important events in order to understand the text</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Analyze a text with a chronological or sequential order to determine relationships between events and ideas</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Use answers to questions to form new understanding of text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Explain how different forms of media present information in different ways (e.g., web, newspapers, documentaries)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Identify and recognize the arrangement of main ideas, supporting ideas, and details in text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Recognize whether predictions are reasonable by weighing information against prior experience and known facts from the text</td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Confirm or refute predictions and make adjustments</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by previewing and setting a purpose for reading and reading ahead</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 5.1-6.4)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Understand that an accurate summary, while containing the main idea and important details, does not contain personal opinions or judgments</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Compare and contrast the organization structures of texts to determine differences</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Identify and analyze common organizational structures to determine the connections between ideas (e.g., cause/ effect, main idea/support)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Interpret the meaning of information in common graphical text features (e.g., illustrations, maps, timelines, tables, charts)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Identify author’s purpose and adjust reading strategy accordingly (e.g., take notes for informational text; weigh evidence in persuasive text)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Analyze text to identify when an author has more than one purpose</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Determine the main ideas of a text and whether the details add support for the main idea</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish facts from opinions, and recognize that opinions and inferences can be supported by facts</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Evaluate the appropriateness of the form chosen by the author in light of the author’s purpose</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand sequence of multiple-step processes from informational or functional text (e.g., science experiment; description of the steps in the water cycle)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Recognize similarities and differences in text elements and ideas not explicitly compared in the text</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Infer implied causes and effects</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Recognize and distinguish between valid and invalid conclusions drawn in and from texts</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make and support generalizations about text with reasons and evidence</td>
<td></td>
</tr>
</tbody>
</table>
# Domain: Comprehension Strategies and Constructing Meaning

<table>
<thead>
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<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use common text features (e.g., headlines, hyperlinks, illustrations, captions, sidebars) to navigate, search, and preview information in magazines, in newspapers, and on websites.</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use a variety of text features (e.g., glossaries, indexes, headings, bold type, sidebars, captions) to preview and locate information.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Identify sequence and apply knowledge of sequence to comprehend text (e.g., recognize transitions and signal words).</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make predictions and locate evidence in the text to support the predictions.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 5.8-7.2).</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Understand the relationship between the author’s purpose (e.g., to inform, to entertain) and the organizational structure.</td>
<td>○</td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Compare authors’ purposes in informational text on similar topics.</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Identify the author’s purpose and explain how the purpose is conveyed.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Distinguish more important from less important details.</td>
<td>○</td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by visualizing unfamiliar situations and diagramming complex relationships.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Summarize ideas from a text, preserving the overall meaning, in order to help understand and recall important information from the text.</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Infer the main idea when it is not explicitly stated and explain how it is conveyed with details.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Connect main ideas in one text to those in another text.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Explain an author’s opinion.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish facts from opinions and recognize when opinions and inferences are not supported by facts or reasons.</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Interpret and apply information from graphical text features of nonfiction and functional text (e.g., illustrations, maps, timelines, tables, charts, cartoons), and understand how those text features support the text.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Analyze paragraph structure (e.g., purpose of a specific sentence, organization of supporting details).</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make connections between texts, life experience, and prior knowledge in order to clarify ideas or to form generalizations.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Identify cause-and-effect relationships with multiple causes and/or effects and recognize chain reactions of events.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Explain similarities and differences (e.g., purpose, organization, main ideas) between texts on the same topic.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Draw conclusions based on similarities and differences in a text (e.g., assess a character based on his/her similarities to another character).</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Explain the basis for conclusions drawn about texts and revise conclusions based on new information.</td>
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</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Identify and use a wide range of text features (e.g., glossaries and indices, footnotes and bibliographies) to locate information and to aid in skimming and scanning text for specific information.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Describe an author’s use of transitional devices (e.g., conjunctive adverbs -- in addition, however, second) and other organizational language (e.g., connectives if-then, and, not).</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Understand that a summary may be of an entire text (e.g., to be used to determine whether a text might be useful) or just a portion of that text (e.g., to be used by a reader to check understanding) and distinguish between these.</td>
<td></td>
</tr>
</tbody>
</table>
### Domain: Comprehension Strategies and Constructing Meaning

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<tbody>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Draw conclusions</td>
<td>Draw conclusions based on analysis of textual details (e.g., draw conclusions about character traits based on actions)</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing and reviewing previous points, and making connections to other texts and prior knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 6.5-8.1)</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Identify author’s purpose</td>
<td>Identify how authors use characteristics of different genres (e.g., fiction, poetry, nonfiction, drama) to accomplish different purposes</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Identify details</td>
<td>Identify and analyze an author’s use of supporting details in informational text</td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Structure</strong></td>
<td>Understand cause and effect</td>
<td>Apply knowledge from the text and from prior experience to predict likely effects of a cause or to infer the cause of effects</td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Structure</strong></td>
<td>Identify and understand sequence</td>
<td>Analyze sequence and chronological organizational patterns to determine how they support the purpose of the text</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Recognize an accurate summary of text</td>
<td>Analyze a summary for main ideas, supporting details, and overall meaning</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Make predictions</td>
<td>Make predictions based on evidence in the text, and predict different outcomes if variables were to be changed (e.g., if the setting were different)</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Identify author’s purpose</td>
<td>Analyze how the author’s purpose or opinion is conveyed</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Identify author’s purpose</td>
<td>Determine author’s purpose and how the author fulfills that purpose (e.g., language use, evidence)</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Identify and understand main ideas</td>
<td>Infer and analyze the main idea or essential message</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish facts from opinions and assertions, understanding that facts can be verified and opinions disputed</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Identify details</td>
<td>Determine if critical information is missing in text</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Identify and understand text features</td>
<td>Analyze features of functional text to detect extraneous or missing information</td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Structure</strong></td>
<td>Identify organizational structure</td>
<td>Analyze how the text is organized and explain how important sections of the text contribute to the development of its larger message</td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Structure</strong></td>
<td>Identify and understand sequence</td>
<td>Understand technical processes in informational or functional text (e.g., directions for operating a simple mechanical device such as a triple-beam balance)</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Extend meaning or form generalizations</td>
<td>Make generalizations from text, recognizing the difference between valid generalizations and stereotypes</td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Structure</strong></td>
<td>Understand comparison and contrast</td>
<td>Analyze similarities and differences in purpose, cultural perspective, or biases between or within texts (e.g., Huck Finn and efforts to &quot;civilize&quot; him)</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Extend meaning or form generalizations</td>
<td>Make and explain the connections between the literary elements of works from the same time period in order to understand their commonality</td>
<td></td>
</tr>
<tr>
<td><strong>Grade 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Identify and understand text features</td>
<td>Use text features to aid in skimming and scanning text for information or to determine the main topics of the text</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Identify details</td>
<td>Analyze details and evaluate whether they sufficiently support main ideas or add clarity to the text</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Identify and understand main ideas</td>
<td>Synthesize information to determine the main idea</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Process Skills</strong></td>
<td>Identify and understand text features</td>
<td>Analyze the use of various types of text features of printed and electronic text (e.g., links on websites, indexes in textbooks) to determine their function and usefulness in organizing or providing information</td>
<td></td>
</tr>
<tr>
<td><strong>Constructing Meaning</strong></td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 7.3-8.8)</td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Structure</strong></td>
<td>Identify organizational structure</td>
<td>Analyze the arrangement of paragraphs and sections and evaluate how the arrangement contributes to the text’s development</td>
<td></td>
</tr>
</tbody>
</table>
## Domain: Comprehension Strategies and Constructing Meaning

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<tr>
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<tbody>
<tr>
<td>Grade 8 (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing, paraphrasing, and reviewing previous points, making connections to other texts and prior knowledge, and determining word- and sentence-level meaning of confusing passages</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Evaluate how well a summary captures the meaning of the original text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Understand the elements of a critique (e.g., a summary that takes a position and expresses an opinion)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make and adjust detailed predictions about content (e.g., development of ideas, topics, events, themes), author's purpose, and text organization by using prior knowledge, text features, and structure, and by previewing and questioning the text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Connect universal themes to personal experience, prior knowledge, or works of literature</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Draw conclusions based on analysis of textual details and patterns (e.g., draw a conclusion about an author's purpose by analyzing tone, word choice, and connotation)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Analyze implied or subtly stated cause-and-effect relationships in a text and understand that a preceding event does not necessarily mean it is the cause of the next event</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Explain how organization can be used to further the author's purpose</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author's purpose</td>
<td>Explain how word choice, syntax, and organization are used to further the author's purpose</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish facts from opinions, and evaluate the logic or validity of opinions and assertions in text such as editorials, essays, articles, and reviews</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author's purpose</td>
<td>Evaluate how the author's purpose is conveyed</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand technical or scientific processes described in a wide range of informational or functional text (e.g., directions to operate a scientific calculator)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand how sequential structure influences text meaning (e.g., predictable sequence may lead to an uninteresting plot; unusual sequence may be confusing)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Analyze subtle similarities and differences in information, ideas, wording, and other elements of texts in order to support conclusions</td>
<td></td>
</tr>
<tr>
<td>Grade 9</td>
<td></td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make and adjust predictions based on evidence in the text (e.g., author's tone, character traits) and on prior knowledge, and explain why a prediction makes sense</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Recognize the differences between an accurate summary and a critique</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Analyze sequential structure and determine its impact on text meaning</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 7.8-9.4)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Explain the relationships between parts of a text (e.g., sentence, paragraph, selection) to determine how the parts are arranged to contribute to the text’s purpose</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Determine how text features are used to support the author’s purpose, and analyze and evaluate the information they provide</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Verify and use accurate details to support conclusions about text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Analyze the development of the main idea or thesis and how it relates to supporting ideas and details</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author's purpose</td>
<td>Understand and evaluate how the author's purpose is reflected in tone and word choice</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Analyze text for use of facts, opinions, and unsupported and supported inferences</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by recognizing when comprehension of texts becomes unclear and applying corrective strategies including rereading, summarizing, paraphrasing, and reviewing previous points, making connections to other texts and prior knowledge, determining word- and sentence-level meaning of confusing passages, and connecting the passage to the overall meaning of the text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Analyze significant ideas and supporting details in a text to draw larger conclusions about the text meaning and/or significance</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Analyze events and trace them back to their causes through a series of events, and recognize faulty cause-and-effect relationships</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Comprehend complex text that is nonsequential (e.g., text and diagrams in separate sections) and adjust reading strategies accordingly (e.g., check index, reread previous section, flip between sections)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Evaluate how effectively ideas are organized</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Analyze the criteria used to compare two texts (e.g., explain the criteria used in a review of two books)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand complex technical or scientific processes described in informational or functional text (e.g., software; mitosis and meiosis)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Apply a generalization to a specific situation or generalize from a specific situation (e.g., does the statement Shakespeare makes in one sonnet, &quot;Love is not love that alters when it alteration finds&quot; hold true in specific situations such as that of Romeo and Rosaline?)</td>
<td></td>
</tr>
</tbody>
</table>

**Grade 10**

| Constructing Meaning | Identify details | Analyze how details contribute to the text (e.g., strengthen ideas, add interest) | |
| Constructing Meaning | Understand vocabulary in context | Understand vocabulary in context (reading level 8.4-10.5) | |
| Organizational Structure | Identify and understand sequence | Evaluate sequential structure and its contribution to the text | |
| Reading Process Skills | Use repair strategies | Monitor and adjust understanding of text recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing, paraphrasing, and reviewing previous points, making connections beyond the text, determining word- and sentence-level meaning, connecting the passage to the overall meaning of the text, and compartmentalizing questions/confusion while continuing to move forward in the text | |
| Reading Process Skills | Recognize an accurate summary of text | Evaluate a complex summary (e.g., include multiple ideas/themes, supporting details) for accuracy | |
| Reading Process Skills | Make predictions | Analyze why a predicted outcome is or is not plausible by using evidence from text content and organization | |
| Reading Process Skills | Identify author’s purpose | Analyze how an author’s choices (e.g., text organization, style, use of language, literary devices, rhetorical devices) further the purpose | |
| Constructing Meaning | Identify and understand main ideas | Analyze the development of the thesis or main idea, how it is revealed, and how it is shaped by supporting details | |
| Reading Process Skills | Identify and understand text features | Evaluate how the text features of informational and functional documents support the author’s purpose and text meaning | |
| Organizational Structure | Identify organizational structure | Analyze complex text that is nonsequential or organized in unfamiliar ways (e.g., stream of consciousness) | |
| Constructing Meaning | Extend meaning or form generalizations | Elaborate on ideas in text in order to clarify them and understand their impact | |
| Organizational Structure | Identify organizational structure | Evaluate the clarity and logic of the organizational structure of functional text (e.g., directions that will cause misunderstanding) | |
| Organizational Structure | Identify and understand sequence | Understand increasingly complex processes described in informational or functional text | |
| Constructing Meaning | Extend meaning or form generalizations | Connect literary works to historical documents or other works to show their influence on one another | |
## Domain: Comprehension Strategies and Constructing Meaning

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<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
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<tbody>
<tr>
<td>Grade 10 (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Understand that fact is not subjective but that both facts and opinions can be misinterpreted or manipulated to lead to false conclusions</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Compare and contrast the treatment of similar themes or topics across genres or media in order to explain how the medium shapes the theme or topic</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Evaluate whether a summary is missing critical details or misrepresents the meaning of a text</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Analyze contributing factors and degrees of influence in cause-and-effect relationships in texts</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Evaluate and weigh complex and/or conflicting information and textual details in order to arrive at conclusions about the meaning and/or significance of text(s)</td>
<td></td>
</tr>
<tr>
<td>Grade 11</td>
<td></td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Analyze summaries of grade-level or higher texts to determine the main ideas and identify relevant details (e.g., analyze an abstract to determine if an article will be useful)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Analyze the development of multiple central ideas in a text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 9.3-11.2)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by recognizing when comprehension becomes unclear; apply corrective strategies including rereading, reviewing previous points, making connections beyond the text, determining word- and sentence-level meaning, connecting the passage to the overall meaning of the text, compartmentalizing questions/confusion while moving forward in the text, and recognizing previous misreadings</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Verify and clarify factual details presented in several types of informational texts by using a variety of consumer, workplace, and public documents</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Locate and interpret minor or subtly stated details in text and discern which ideas or arguments they support</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Evaluate how text organization affects clarity</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Critique text features’ clarity, completeness, and aesthetic appeal</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Explain and interpret the thesis or main idea of complex informational or technical text and how it is supported and developed</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Analyze how the author’s style, tone, and diction and rhetorical devices further or detract from the author’s purpose</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make complex predictions based on evidence in the text; connect the ideas to other texts or situations (e.g., like Hamlet, this character hesitates to act)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Interpret and analyze complex or subtle information from text features (e.g., scientific diagrams, political cartoons)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Analyze subtle or implied sequences (e.g., sequence revealed by outcome)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Analyze the similarities and differences in style (e.g., formal, informal, conversational, scholarly, journalistic, poetic) and purpose (e.g., to convince, to rebut, to entertain, to critique, to inform) of different genres of texts</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Evaluate the author’s purpose for consistency and clarity</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Analyze complex text with an unconventional organizational structure (e.g., reverse chronology)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Analyze and evaluate supported and unsupported opinions, assertions, and inferences in a text, understanding that assertions or claims are not considered facts even if based on evidence</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Synthesize information from multiple informational or functional texts about complex technical or scientific processes to draw broader conclusions or solve problems</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Understand and use a critical lens (e.g., philosophical, biographical) or secondary sources to interpret text and draw conclusions about text meaning and/or significance</td>
<td></td>
</tr>
</tbody>
</table>
### Domain: Comprehension Strategies and Constructing Meaning

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<tbody>
<tr>
<td><strong>Grade 11 (continued)</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Analyze complex cause-and-effect relationships in texts, recognizing contributing factors, degrees of influence, and alternative possibilities</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make generalizations to show subtle connections between ideas in a text</td>
<td></td>
</tr>
<tr>
<td><strong>Grade 12</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Draw automatically on strategies as needed in order to fully comprehend a variety of complex and challenging texts and to apply the understanding to analyze and critique text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Analyze supporting information for main points in challenging text regardless of where the support is presented in the text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 9.8-12.1)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Accurately and objectively summarize how two or more central ideas of a text interact, and build on one another in order to arrive at a complex analysis of text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Evaluate generalizations to determine their validity</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Evaluate and critique how the thesis of complex informational text is supported</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by recognizing when comprehension becomes unclear or contentious with the text arise; apply corrective strategies including rereading, reviewing previous points, making connections beyond the text, determining word- and sentence-level meaning, connecting the passage to the overall meaning of the text, compartmentalizing questions/confusion while moving forward in the text, and recognizing previous misreadings</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Evaluate and critique how multiple central ideas or themes develop in a text and how these ideas or themes work together</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Recognize traditional and classical organization in documents such as treatises, essays, and speeches (e.g., introduction, first and second transitions, body, and conclusion) to better comprehend and critique content</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Analyze and evaluate text features for effectiveness, organization, clarity, and coherence (e.g., evaluate a magazine for effective use of multiple techniques such as layout, typeface, and graphics)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Connect literary works to other works and to events or ideas of their time (e.g., in “Siddhartha,” Herman Hesse is writing about an influential figure from 500 BCE, but his work is more influenced by the existential ideas of his own time)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Analyze complex cause-and-effect relationships and alternative possibilities in texts; critically evaluate the logic and plausibility of cause-and-effect relationships in texts</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Analyze a complex sequence of events or ideas in order to explain how they interact and develop and to determine the impact on the meaning of the text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Analyze and critique how the author’s use of language, organizational structures, techniques, and rhetorical devices further or detract from the author’s purpose</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Evaluate the logic, focus, consistency, coherence, potential appeal for the audience, and effectiveness of organizational structure</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Evaluate the use of supported and unsupported opinions, assertions, and inferences in a text and their impact on the reader</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Synthesize ideas from close reading of texts and secondary sources to draw complex conclusions about text meaning and/or significance</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Critique the similarities and differences in style, purpose, and organization of different genres of texts</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Grade 12 (continued)</td>
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</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Evaluate descriptions of complex technical or scientific processes in informational or functional text for clarity and completeness</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Analyze information given in the text to make a prediction about a related situation (e.g., apply political model to related historical event, predict character behavior based on archetypal character)</td>
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</tbody>
</table>
## Domain: Analyzing Literary Text

<table>
<thead>
<tr>
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<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Identify where a story takes place</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Identify the characters in a story</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify the beginning, middle, and end of a story, and retell events from a story</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify familiar print material such as newspapers and familiar forms of literature such as fairy tales and nursery rhymes, and recognize common phrases and devices of these forms (e.g., once upon a time, happily ever after)</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Understand that some stories are about make-believe things and others are about real life</td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Identify where and when a story takes place</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Identify and describe main characters</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Understand the general differences among various print materials (e.g., storybooks, fairy tales, informational books, newspapers)</td>
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</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Identify whether a story is realistic fiction or a fantasy</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify the basic elements of a story's plot (e.g., problem, important events)</td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Describe the setting of a story by finding and using story details and illustrations</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Identify and describe major and minor characters and their traits</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify elements of plot including problem and solution and the relationships (e.g., order, causes) between events in a story</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Determine whether a text is realistic fiction or a fantasy and explain how to determine the difference</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Distinguish between fiction and nonfiction</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Distinguish among genres including poetry, plays, fiction (stories, folktales), and nonfiction (social studies, technical)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Understand that a story is told by a narrator</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Determine the message, or moral lesson, of a story or poem, and connect themes to life experiences</td>
<td></td>
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<tr>
<td>Grade 3</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Describe setting and determine why setting is important to a story</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Describe plot elements and trace how plot events lead to the resolution of a problem</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Identify and describe main characters' traits, motives, and feelings, and recognize how characters change</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Use understanding of genre characteristics (e.g., structure) to distinguish among common forms of literature (e.g., plays, fiction, nonfiction, rhyming and nonrhyming poetry)</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Compare and contrast traditional tales (e.g., trickster tales from different cultures)</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize that fictional texts can contain factual information</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Identify whether story elements are realistic, fantastical, or factual</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Identify the lesson/moral of a story and recognize details that help communicate it</td>
<td></td>
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### Domain: Analyzing Literary Text

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<tr>
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<tbody>
<tr>
<td><strong>Grade 3 (continued)</strong></td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Identify the narrator in a story or poem told from the first person point of view</td>
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<tr>
<td><strong>Grade 4</strong></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze the elements of plot, including exposition, conflict, and resolution, and understand how events in the plot build on one another</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Describe the setting and analyze how it contributes to the story</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Understand the relationship between a character’s actions, traits, and motives, and describe the main character’s interactions with other characters</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify how a story’s plot is influenced by characters’ actions</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify the phenomena explained by origin myths, and continue to broaden knowledge of mythology and traditional literature</td>
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</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Identify and distinguish between realistic fiction and genres that involve fantastical elements</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Use details from a story to determine its theme</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Understand both first- and third-person narration (e.g., recognize whether or not the narrator is a character in the story)</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Describe characteristics of poetry (e.g., rhyme patterns, line breaks), plays (e.g., dialogue, number of acts), fiction (e.g., three wishes in fairy tales, moral in fables), and nonfiction (e.g., point of view in autobiography vs. biography)</td>
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<tr>
<td><strong>Grade 5</strong></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Understand the influence of the setting and the characters on the plot</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Recognize themes in a story that are stated directly or indirectly</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Compare how stories from the same genre deal with similar themes</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize themes and situations in fantasy texts that are applicable to real life</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify plot elements and structure (e.g., exposition, rising and falling action, conflict and resolution, climax), and explain how certain events advance the plot and can foreshadow later events</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Evaluate whether the plot of a story is believable</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Describe character relationships and understand their importance to the plot of a story</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze how and why characters change and respond as the plot develops</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze the setting to determine the degree to which it influences the plot or the characters</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Identify first- and third-person point of view, and understand that the point of view of a story affects the information revealed about characters and events</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify and analyze characteristics of different genres (e.g., short stories, nonfiction, poetry, drama) including the narrative structure of biographies and autobiographies, and structural elements of imaginative fiction (e.g., phenomena explained in origin myths), and plays (e.g., cast of characters, acts/scenes)</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize the degree of realism in a story (e.g., stories about things that are likely to happen vs. things that could possibly happen)</td>
<td></td>
</tr>
<tr>
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<tr>
<td><strong>Grade 6</strong></td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze characters and their interactions with other characters and with other literary elements (e.g., how character relationships advance the plot or reveal the theme)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify and analyze plot elements and structure (e.g., exposition and character development, rising action and falling action, turning point and climax, conflict and resolution) to better comprehend plot</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how setting and characters’ actions influence the plot and how events advance the plot</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Compare how texts in different genres deal with similar themes</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify setting</td>
<td>Describe and analyze aspects of setting including situation (e.g., Revolutionary War) as well as the time and place to better comprehend how setting affects the plot and characters</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze characteristics of different forms of fiction and literary nonfiction (e.g., short stories, novels, novellas, traditional tales, essays, speeches, autobiographies, biographies) recognizing structural differences</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze common elements of traditional stories to understand their function and meaning</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize that fiction may blend fact and fiction (e.g., historical fiction)</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Infer the theme of a work and explain how it is conveyed</td>
<td>✓</td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Compare and contrast the narrator’s point of view (including first- and third-person), recognizing how the point of view influences the description of events, and what the descriptions reveal about the narrator</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Evaluate the credibility of the characters and plot in a work of fiction by comparing them to prior experience</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize that texts that claim to be true may be fictional or greatly distorted (e.g., &quot;Robinson Crusoe,&quot; texts “based on a true story”)</td>
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<tr>
<td><strong>Grade 7</strong></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how setting influences the plot and how character actions, thoughts, and motivations advance the plot</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze plot structure and development (e.g., conflict and resolution, rising and falling action, subplots) and determine how events advance the plot, explain previous events, and foreshadow later events</td>
<td>✓</td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Evaluate the credibility of the characters and plot in a work of fiction by providing specific details from the text as evidence</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Recognize how characters are revealed through their thoughts and actions, through the thoughts of other characters, through dialogue, and through the author’s descriptions</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify and analyze the characteristics of genres of fiction (e.g., historical fiction, mystery, science fiction, fantasy, myth), nonfiction (e.g., essay, biography), and different forms of poetry (e.g., sonnet, haiku, free verse) and drama</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Identify recurring and universal themes</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Identify the point of view (e.g., first/third person, limited/omniscient, subjective/objective)</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize common plots, settings, and character types in historical fiction, fantasy, and science fiction</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Infer the theme or themes in a text and analyze how theme is developed</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze common elements used in epic tales and mythology such as the extended simile and the quest, and compare such stories from various cultures</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze different aspects of setting including time of day, historical period, place/culture, and situation to determine each aspect’s contribution to the text</td>
<td></td>
</tr>
</tbody>
</table>
## Domain: Analyzing Literary Text

<table>
<thead>
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<tbody>
<tr>
<td><strong>Grade 7 (continued)</strong></td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Analyze how the author develops and contrasts different narrators within the text</td>
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<tr>
<td><strong>Grade 8</strong></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Determine the type of conflict present in a story (e.g., person vs. person/self/nature)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze characters’ traits, responses, and motives and how the central character influences the plot</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze how authors reveal character (e.g., thoughts, dialogue, dialect)</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Connect a story’s setting to historical locations and cultural artifacts (e.g., artwork)</td>
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</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize aspects that are unrealistic or fantastical in otherwise realistic fictions</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Analyze the development of the theme in a work and understand how theme relates to other literary elements (e.g., how theme is revealed through the plot)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Identify and analyze recurring and universal themes in different works</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Evaluate plot structure and development and how conflicts are resolved (e.g., how dialogue, events, and narrative description advance or influence the plot)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Evaluate the credibility and consistency of the characters and plot and whether this affects the quality of the text</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze the importance and influence of setting on characters, plot, theme, mood, tone, and meaning (e.g., how does the setting influence a character’s outlook or prospects?)</td>
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</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify and analyze characteristics of different genres, and understand the relationship between form or genre and purpose</td>
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</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze characteristics of epic tales and myths and recognize how and when these stories influence modern literary texts</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Discern and compare the effects of different points of view (e.g., first/third person, limited/omniscient, subjective/objective) on the plot or on the reader’s perception</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Analyze how the use of multiple narrators affects a text</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Analyze how the narrator’s characterization affects the telling of the narrative (e.g., a biased, unreliable, or impaired first-person narrator)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how character relationships and interactions influence the plot</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Evaluate the extent to which the setting plays a role in the text</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze how complex characters and character relationships develop and change in a text and how this advances the plot or theme of the work</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze character depth and understand the difference between flat and round characters</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify and analyze characteristics of different genres including literary nonfiction (e.g., literary essays) and different forms of poetry (e.g., ballad, sonnet) to help establish an interpretive framework for understanding different works</td>
<td></td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Analyze how aspects that are unrealistic or fantastical in otherwise realistic fiction contribute to the text</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify and analyze different forms of drama (e.g., comedy, tragedy), describing their characteristics and purposes, and understand the use of dialogue, soliloquies, asides, stage directions, and character foils in plays</td>
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## Domain: Analyzing Literary Text

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<td>Grade 9 (continued)</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Analyze fantasy/science-fiction literature for commentary on real-world issues</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Analyze historical fiction, distinguishing between the fictional and factual elements of the text and recognizing the contribution of fictional speculation to understanding historical situations</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze the setting of a literary work by comparing it to the major issues of its historical period and to the cultural artifacts (e.g., art, music) from the same time period</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how authors draw on or are influenced by other works</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Understand nonchronological narration (e.g., a novel or play in which the outcome is told at the beginning) and analyze how it affects the plot</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze how a text provides insight and commentary on settings and places</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Analyze the controlling idea of a poem and how it is elaborated</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Explain how a narrator’s voice and persona affect characterization, plot, and tone</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Analyze how subtle themes are revealed (e.g., how characters affect its development)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Evaluate how first- or third-person narration and/or multiple narrators affect text meaning</td>
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<td>Grade 10</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Evaluate the impact of setting on the meaning of the text (e.g., how does the political or social context of the setting affect the plot?)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Recognize how the theme of a work may reflect those of its historical period</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze a particular scene or section of a story and how it affects the whole</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Identify archetypal traits in characters (e.g., the hero on a quest)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze characters within their cultural and historical contexts, and evaluate their credibility</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze the development of characters over the course of the narrative and recognize the difference between and roles of static and dynamic characters</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Evaluate the author’s use of nonlinear devices such as foreshadowing, flashback, and parallel plots, and analyze their effects on the plot</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze archetypes and motifs in stories and plays and how authors may draw on themes from classical works</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Interpret works in light of their genre characteristics including different forms of drama (e.g., comedy, tragedy), poetry (e.g., ballad, sonnet, elegy), and fiction (e.g., allegory, parody, satire), and describe how generic conventions affect the text</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze archetypes found in classical literature and how classical literature has affected modern literature and film</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Evaluate how the controlling idea of a poem is elaborated</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize fictional techniques employed in nonfictional genres (e.g., histories and journalistic accounts with a fictional narrator, biographies with a plot structure)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Inter the theme of a work and analyze how it is revealed, including how characters and word choice affect its development</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Evaluate the contribution of unrealistic, fantastical, or absurdist elements to fiction grounded in reality (e.g., the setting of “No Exit” by Sartre)</td>
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<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td><strong>Grade 10 (continued)</strong></td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Explain how the author develops the narrator’s point of view, and evaluate the effect of point of view on text meaning (e.g., first- vs. third-person narration, multiple narrators)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Evaluate how a work of fiction is affected by voice, persona, and narrator</td>
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<tr>
<td><strong>Grade 11</strong></td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze development of characters as revealed through different means such as the use of narration, dialogue, archetypes, and character foils</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Evaluate characters’ depth and contribution to the narrative and evaluate whether the characters’ portrayal affects the quality of a literary work</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Analyze what a theme expresses about the human condition</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Analyze how themes develop and how multiple themes develop and interact</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Interpret works in light of their genre characteristics such as a play’s dramatic conventions (e.g., chorus, monologue, dramatic irony) or a poem’s meter</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Evaluate the author’s choices about setting (e.g., how does the setting enable, focus, enhance, or restrict the possibilities of the narrative?)</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Compare the ideas or themes in a literary text to the cultural, political, intellectual, and social influences of its time, and analyze how social factors of the historical period affect a work of fiction</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Recognize and analyze a wider range of archetypal plot structures (e.g., generational conflicts, coming-of-age)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how structural choices made for parts of the text (e.g., in medias res, cliffhanger ending) affect the work as a whole</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Analyze how nonfiction employs elements of fiction (e.g., history with a fictional narrator; biography with a plot structure)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Analyze how the author develops the point of view and how it shapes a work (e.g., use of multiple narrators or a shifting point of view)</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze how satire conveys its message</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Evaluate the difference between the author’s and the narrator’s points of view (e.g., unreliable narrator)</td>
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</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Evaluate the contribution of unrealistic, fantastical, or absurdist elements to fictions grounded in reality, and recognize genres of realism such as surrealism and magical realism that blur fantasy and reality</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how particular plot choices compare to unrealized possibilities (i.e., if the author had made a different choice, how would that choice have affected the plot?) and how the author’s plot choices give insight to the meaning of the text</td>
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<tr>
<td><strong>Grade 12</strong></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze the underlying archetypal forces and motivations behind the plot (e.g., the storm in “King Lear”)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Evaluate the cultural, political, intellectual, and social influences of the setting on a work of literature (e.g., analyze a novel such as Jane Austen’s “Pride and Prejudice” from the context of social expectations for young women to marry in nineteenth-century England)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Evaluate how a text comments on and/or provides insight into settings and places</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze the influence of classical literature (e.g., Greek drama) on modern literature, and recognize and analyze dramatic conventions (e.g., chorus, monologue, dramatic irony), and compare a classic work to its modern adaptation</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Analyze how complex works develop multiple levels of themes</td>
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<tr>
<td>Skill Set</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Evaluate the influence of point of view, and analyze the effect of multiple narrators or a shifting point of view</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Evaluate a work’s commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Analyze and evaluate the intended degree of realism in a text (e.g., is the purpose of the work to provide psychological realism?)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Critique literary works; analyze and evaluate how structural choices and plot devices advance the plot and affect the meaning and impact of a work of fiction</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze and evaluate how shifts in setting influence a literary work</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Interpret and evaluate works (e.g., literary nonfiction, poetry, and subgenres such as satire, allegory, and parody) in light of their characteristics</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Critique multiple interpretations of a work</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Evaluate nonfiction that employs elements of fiction (e.g., history with a fictional narrator; biography with a plot structure; nonfictional novels) to critique how these elements increase interest in the text or affect its integrity</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze and evaluate the author’s development of characters in light of genre and the author’s intent (e.g., does the character’s psychological depth and complexity reflect the level of realism in a novel? Is a relatively simple characterization appropriate in a comedy?)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Analyze the difference between the narrator’s point of view and the author’s implied point of view (e.g., in a novel where there is ironic distance between the author and narrator)</td>
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<td>Kindergarten</td>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<td></td>
<td>Author's Choices</td>
<td>Identify the senses to which specific words or descriptions appeal</td>
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<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<td>Grade 1</td>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<td>Grade 2</td>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<td>Identify sensory detail</td>
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<td>Grade 3</td>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<tr>
<td>Grade 4</td>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<td>Grade 5</td>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<tr>
<td>Grade 6</td>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
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<td>Author's Choices</td>
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### Domain: Understanding Author's Craft

<table>
<thead>
<tr>
<th>Skill Set</th>
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<tbody>
<tr>
<td><strong>Grade 6 (continued)</strong></td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Recognize common archetypal patterns (e.g., tricksters, the hero’s quest) and symbols (e.g., the heart symbolizing love) in myths and traditional stories</td>
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</tr>
<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Identify how authors use language (e.g., figurative and literal, word choice, text structures) to achieve particular effects (e.g., to establish mood or tone, to create imagery)</td>
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<tr>
<td><strong>Grade 7</strong></td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Interpret the tone and mood of a text, and analyze how the author’s word choice creates tone and mood</td>
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<tr>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
<td>Understand and analyze how sensory language creates imagery</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Explain the purpose of common allusions (e.g., Trojan Horse, labyrinth, a Scrooge), common archetypal patterns, symbols, and stylistic elements</td>
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<tr>
<td>Author's Choices</td>
<td>Understand figurative language</td>
<td>Analyze how figurative language (e.g., analogies, idioms, metaphors, similes, personification, puns, hyperbole) affects the meaning and mood of a text</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze how literary devices affect the meaning of a text</td>
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<tr>
<td><strong>Grade 8</strong></td>
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<tr>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
<td>Analyze an author’s choice of words and use of language to determine how these choices appeal to the senses, create imagery, and establish mood and tone</td>
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<tr>
<td>Author's Choices</td>
<td>Understand figurative language</td>
<td>Analyze an author’s use of figurative language, including analogies, idioms, metaphors, similes, personification, verbal irony, puns, and hyperbole in text, and recognize its contribution to the text</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze how the words, sentence patterns, and techniques an author uses convey meaning and establish style and voice</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze the effects of structure, figurative language, and sound devices (e.g., meter, onomatopoeia, internal rhyme, rhyme scheme, alliteration) on poetry</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Recognize and interpret literary devices such as allusion, irony, dialect, and symbolism, and understand their contributions to the text</td>
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<td><strong>Grade 9</strong></td>
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<tr>
<td>Author's Choices</td>
<td>Understand figurative language</td>
<td>Analyze the cumulative impact of figurative language on the text as a whole</td>
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<tr>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
<td>Analyze how the author’s choice of words and use of language appeal to the senses and impact mood, tone, theme, and aesthetic quality</td>
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</tr>
<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Understand the impact of literary devices such as allegory, allusions, symbolism, and sound devices on the meaning of a text</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Recognize the meaning of patterns of imagery and symbolism in literary text</td>
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<tr>
<td><strong>Grade 10</strong></td>
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<tr>
<td>Author's Choices</td>
<td>Understand figurative language</td>
<td>Analyze the cumulative impact of figurative language on wider themes and meanings of the text</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze patterns of imagery or symbolism in literary text and determine what these patterns contribute to the meaning of the text</td>
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<tr>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
<td>Analyze and evaluate how an author’s use of language appeals to the senses, creates imagery, establishes mood and tone, and advances the author’s theme or purpose</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze how authors create and enhance effects such as suspense and irony</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze literary devices such as allegory, allusion, symbolism, and sound devices to discover their impact on meaning and how they may appeal to or affect the reader</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Identify stylistic elements unique to or reminiscent of particular authors</td>
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<tr>
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<tr>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
<td>Analyze and evaluate the author’s word choice and use of imagery, analyze patterns of imagery or symbolism, and analyze how these patterns affect the theme, mood, and tone</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze how the author uses devices and techniques (e.g., style, irony, tone, voice, mood, sound devices, allusions) to achieve aesthetic and rhetorical effects</td>
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<tr>
<td>Author's Choices</td>
<td>Understand figurative language</td>
<td>Evaluate the impact of specific words and phrases on the meaning and tone of a work</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze elements of style unique to or reminiscent of particular authors, and recognize stylistic influences on authors</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze how imagery, figurative language, and other devices are used in poetry and fiction to create a response (e.g., emotional, intellectual) in the reader</td>
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<td>Grade 12</td>
<td>Author's Choices</td>
<td>Understand literary devices</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Evaluate how word choice, controlling images, hyperbole, irony, paradox, allusion, apostrophe, oxymoron, pun, synecdoche, and metonymy convey meaning, and critique their effectiveness</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze and critique elements of style unique to or reminiscent of particular authors, and evaluate influences on authors</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Evaluate and critique how an author uses devices and techniques (e.g., style, irony, tone, voice, mood, sound devices) to achieve aesthetic and rhetorical effects</td>
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<tr>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
<td>Evaluate and critique how an author employs imagery, figurative language, and other devices to elicit a response as well as to convey meaning</td>
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<tr>
<td>Author's Choices</td>
<td>Understand figurative language</td>
<td>Evaluate and critique an author’s use of figurative language</td>
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<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Critique how patterns of imagery, symbolism, allusions, and conceits are connected to theme, mood, tone, and the meaning of the text</td>
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<tr>
<td>Skill Set</td>
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<td><strong>Grade 1</strong></td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Recognize simple strategies used in persuasive material, such as pictures in advertisements (e.g., the picture of cereal on a cereal box looks like it tastes good)</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify persuasive material in context (e.g., distinguish between advertising and other content in media such as newspapers and magazines)</td>
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<td><strong>Grade 2</strong></td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify the subject of a persuasive text</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Understand what the author of a persuasive text is trying to influence the reader to think, feel, or do</td>
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<tr>
<td><strong>Grade 3</strong></td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Identify the author’s main claim and identify reasons used to support the claim</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify misleading statements or images by comparing them to facts (e.g., compare the information or images in an advertisement to the actual product)</td>
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<tr>
<td><strong>Grade 4</strong></td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Determine whether information is relevant to a topic</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify stated opinions or beliefs that the author wants the reader to accept</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Explain how an author uses reasons and evidence to support a claim</td>
<td>○</td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify misleading statements and explain why they are misleading</td>
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<tr>
<td><strong>Grade 5</strong></td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Explain how an author supports an argument, and evaluate reasons and evidence given to support particular points and the main claim</td>
<td>○</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the degree of relevance and importance of information to a specific topic</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify misleading statements and contradictions used to persuade the reader, and explain why they are misleading or contradictory</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Recognize when an author is attempting to respond to readers’ possible questions or is anticipating that readers will have a different opinion (e.g., counterarguments)</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify persuasive techniques and rhetorical devices in texts, including emotional appeals, exaggeration, stereotyping, and loaded words</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Understand that an author’s opinions may not be explicitly stated in the text</td>
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<tr>
<td><strong>Grade 6</strong></td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Evaluate whether an argument is convincing based on its use of sound reasoning and credible evidence</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Analyze the evidence given to support an argument, recognizing when claims or inferences are not supported by evidence, and identifying false or misleading information presented as evidence</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify persuasive techniques and propaganda in text including promises, dares, flattery, glittering generalities, peer pressure, emotional appeals, exaggeration, stereotyping, loaded words, and repetition</td>
<td>○</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the relevance and accuracy of information</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify an author’s perspective and explain how it influences the argument</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Recognize possible flaws in an author’s argument, and determine counterarguments to the claim by using prior knowledge</td>
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<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Grade 7</td>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Trace the development of an author’s argument, and identify and evaluate supporting evidence for adequacy, accuracy, and appropriateness</td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify the intended audience, and analyze the methods the author uses to persuade the reader</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify weaknesses and logical fallacies in persuasive text (e.g., personal attack, exaggeration, stereotyping, categorical claims)</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify instances in which an author’s opinions, beliefs, or attitude bias the argument</td>
<td></td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Identify how an author acknowledges and responds to counterarguments</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Understand that a source’s credibility is affected if it contains misleading information, outdated information, fallacious reasoning, unsupported inferences, or bias</td>
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</tr>
<tr>
<td>Grade 8</td>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Recognize and evaluate propaganda and slanted text</td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze persuasive messages to determine the purpose and effect of rhetorical devices (e.g., repetition, anecdotes)</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Evaluate the consistency and logic of an argument and the strength and quality of the evidence</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify a wider range of logical fallacies in persuasive text (e.g., loaded words, caricatures, leading questions, and false assumptions and premises)</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Analyze how an author acknowledges or responds to opposing evidence or opinions</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze the author’s attitude toward the audience</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Understand that all authors bring biases to their arguments, but that bias may or may not affect the credibility or viability of the argument</td>
<td></td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Recognize problems in a text that affect its credibility (e.g., bias, unsupported inferences, outdated information)</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Understand how authors of persuasive texts can reach different conclusions about the same topic</td>
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<tr>
<td>Grade 9</td>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Compare how different media (magazine, documentary, Internet, TV news) handle the same story</td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Recognize an increasing array of logical fallacies such as appeals to pity, personal attack, all-or-nothing thinking, and overgeneralization</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Analyze the logic and reasoning in an argument, and evaluate evidence given for or against a claim for relevance, quality, credibility, and appropriateness for audience</td>
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</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Evaluate the author’s acknowledgement and response to counterarguments (e.g., does the author respond to the expected counterarguments? Are the responses convincing?)</td>
<td></td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze how the author’s purpose and the intended audience affect the tone of a persuasive text</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze rhetorical devices such as parallelism (e.g., “by the people, for the people”), hyperbole, and humor to determine their effects on an argument</td>
<td></td>
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<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify implicit values and beliefs revealed by an author’s argument</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze how media informs, persuades, interprets events, and influences culture</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate credibility of a text based on analysis of bias and quality of information, reasoning, and support</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Distinguish supported and unsupported inferences to discover assumptions or missing evidence</td>
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<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<td><strong>Grade 10</strong></td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Evaluate how media messages present views in ways that differ from those of other texts</td>
<td></td>
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<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Analyze the effects of an increasingly subtle range of logical fallacies such as appeals to pity or common opinion, ad hominem attacks, red herrings, and false dilemma in arguments, persuasive texts, and political debates</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Analyze the logic and reasoning in an argument, identifying its strengths, weaknesses, and acknowledgement of counterarguments; evaluate evidence for relevance, quality, credibility, and completeness</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Evaluate the adequacy of support for an argument’s inferences and conclusions, and understand how these factors relate to credibility</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze and compare arguments of various genres (e.g., speeches, editorials, essays) for their use of rhetorical devices such as irony and metaphor</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze how tone and rhetorical devices (e.g., repetition, understatement, overstatement, irony, sarcasm) affect the impact of persuasive texts for different audiences and purposes</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify persuasive strategies used by media and analyze the possible effects on readers or viewers</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the credibility of an author’s argument and of sources cited</td>
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<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify unstated assumptions on which an author’s argument may be based</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Analyze the method of argument used in a text (e.g., argument by causation, analogy, authority, emotion, logic) and evaluate the appropriateness of the choice</td>
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<tr>
<td><strong>Grade 11</strong></td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze the use of persuasive techniques and rhetorical devices in arguments, evaluate how they might affect the reader, and recognize when techniques are misused; identify the uses, misuses, and effects of ambiguity, contradiction, incongruity, paradox, irony, and hyperbole in text</td>
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<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify logical fallacies (e.g., appeals to pity or common opinion, personal attack/ad hominem, doublespeak, false dichotomy, false causality, red herring, straw man, false assumption, caricature, loaded terms, leading questions, overgeneralization, bandwagon effect, non sequitur, circular logic, hasty generalization) in arguments, persuasive material, and formal and informal debates; analyze their effects on the text and reader; and understand why fallacies are not valid forms of reasoning</td>
<td></td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Evaluate an argument’s validity, impact, logic, evidence, response to counterarguments, completeness, and general appeal citing evidence from the text</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Discern different kinds of supporting evidence such as empirical or anecdotal evidence, and distinguish and analyze different forms of argument such as argument by analogy, causation, authority, emotion, and logic</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the credibility of an author’s argument and the quality, credibility, and currency of sources</td>
<td></td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze how media influences public perception and opinion</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Evaluate how the author has assessed the intended audience (e.g., what values has the author assumed are shared by the reader?)</td>
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<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Analyze an author’s values, beliefs, and assumptions (e.g., philosophical, political), which may be directly stated or implied</td>
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<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Grade 12</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Evaluate rhetorical devices used in an argument for their effectiveness in persuading or affecting the reader or in giving power to an argument or its meaning</td>
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</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Evaluate the intentional use of logical fallacies in arguments, and explain why fallacies do not prove the point being argued</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze what effects media may have on elections and public attitudes, and evaluate effectiveness of media messages</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Understand and follow the logic of arguments that employ analogies and syllogisms</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the quality of cited sources and their credibility, reliability, origin, currency, consistency, logic, and coherence, noting strengths and weaknesses</td>
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</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Critique arguments and persuasive text and defend interpretations; evaluate the argument's validity, impact, logic, evidence, response to counterarguments, completeness, and general appeal, providing solid reasoning</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the overall credibility of an author's argument, and determine to what degree the argument is ultimately convincing</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Recognize how an argument may speak to multiple audiences (e.g., the explicit audience, the wider public)</td>
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<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Analyze the author's values, beliefs, and assumptions (e.g., political, philosophical) as implied by the text; evaluate the extent to which the author recognizes the presence and role of these values in the argument; and recognize if the argument is viable</td>
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<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Word Knowledge and Skills</td>
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<tr>
<td>Alphabetic Principle</td>
<td>Alphabetic knowledge</td>
<td>Recognize the letters of the alphabet (e.g., Which of these is the letter a? Pick the letter a from s, a, o.)</td>
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<tr>
<td>Concept of Word</td>
<td>Print concepts</td>
<td>Understand that sounds that are paired with letters represent spoken speech in print</td>
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<tr>
<td>Concept of Word</td>
<td>Print concepts</td>
<td>Understand that words are read from left to right and top to bottom</td>
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<tr>
<td>Visual Discrimination</td>
<td>Visual discrimination of letters and words</td>
<td>Distinguish between the shapes of different letters (e.g., pick the letter that is different in S, S, C; pick the letter that is different in E, f, f)</td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>Rhyming and word families</td>
<td>Understand and identify rhyming sounds (e.g., The sound is /arn/. Look at pictures of a heart, a card, and a barn. Pick the picture that has the /arn/ sound.)</td>
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<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Word Knowledge and Skills</td>
<td>Alphabetic Principle</td>
<td>Alphabetic knowledge</td>
<td>Know all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., Pick another way to write the letter G from q, g, j.)</td>
</tr>
<tr>
<td></td>
<td>Alphabetic Principle</td>
<td>Alphabetic knowledge</td>
<td>Recognize that letters are different from numbers (e.g., select 8 from choices J, g, 8)</td>
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<td></td>
<td>Alphabetic Principle</td>
<td>Alphabetic sequence</td>
<td>Know the order of the alphabet (e.g., identify letters that come before or after)</td>
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<td></td>
<td>Alphabetic Principle</td>
<td>Letter sounds</td>
<td>Know that letters are visual symbols that represent phonemes (e.g., recognize the sounds of all letters of the alphabet in lower- and uppercase forms)</td>
</tr>
<tr>
<td></td>
<td>Concept of Word</td>
<td>Print concepts</td>
<td>Know that the length of a written word varies based on how many letters it contains (e.g., sit is longer than it because sit has more letters)</td>
</tr>
<tr>
<td></td>
<td>Concept of Word</td>
<td>Print concepts</td>
<td>Know that a written word carries meaning</td>
</tr>
<tr>
<td></td>
<td>Visual Discrimination</td>
<td>Visual discrimination of letters and words</td>
<td>Distinguish between words that have different letters (e.g., pick the word that is different from the others in: an, as, an)</td>
</tr>
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<td></td>
<td>Phonemic Awareness</td>
<td>Rhyming and word families</td>
<td>Use knowledge of rhyme to distinguish between rhyming and nonrhyming words in spoken language (e.g., The sound is /en/. Pick the picture of the word that has the /en/ sound from pictures of a fan, a pen, and a bun.)</td>
</tr>
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<td></td>
<td>Phonemic Awareness</td>
<td>Blending word parts</td>
<td>Understand that blending phonemes produces words (e.g., blend the sounds sh- and -ip and choose the word’s picture from a ship, a shower, and a lip) and that the sounds in words can be segmented</td>
</tr>
<tr>
<td></td>
<td>Phonemic Awareness</td>
<td>Blending word parts</td>
<td>Identify 2- and 3-syllable patterns in spoken words by blending, counting, and segmenting syllables (e.g., tar-get makes the word target)</td>
</tr>
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<td></td>
<td>Phonemic Awareness</td>
<td>Blending phonemes</td>
<td>Identify VC or CVC words by blending phonemes including consonant blends (e.g., Listen carefully to what I say: sh-oe. Pick the picture whose name I say: /sh/ /oo/.)</td>
</tr>
<tr>
<td></td>
<td>Phonemic Awareness</td>
<td>Initial and final phonemes</td>
<td>Identify initial and final phonemes in spoken words (e.g., heart has the same beginning sound as head; boot has a different ending sound than bean)</td>
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<td></td>
<td>Phonemic Awareness</td>
<td>Consonant blends (PA)</td>
<td>Recognize consonant-blend sounds by distinguishing between single-syllable spoken words (e.g., pick the picture whose name begins with /sl/ from the pictures of stairs, soup, swing)</td>
</tr>
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<td></td>
<td>Phonemic Awareness</td>
<td>Medial phoneme discrimination</td>
<td>Identify short vowel sounds in spoken words (e.g., the middle vowel sound in sit is the same as in did; rat has the same middle vowel sound as cab)</td>
</tr>
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<td></td>
<td>Phonemic Awareness</td>
<td>Phoneme isolation/manipulation</td>
<td>Add or substitute initial or final phonemes in order to produce new words in spoken language (e.g., change the /k/ in cat to /h/ to make hat; change the /g/ in bug to /s/ to make bus)</td>
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<td></td>
<td>Phonics</td>
<td>Short vowel sounds</td>
<td>Identify short vowel sounds in order to distinguish among single-syllable words (e.g., pick the letter that makes the middle sound you hear in had)</td>
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<td></td>
<td>Phonics</td>
<td>Short vowel sounds</td>
<td>Decode CVC words (e.g., cat, get, mom)</td>
</tr>
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<td></td>
<td>Phonics</td>
<td>Initial consonant sounds</td>
<td>Identify initial consonant sounds with the letters that represent them (e.g., pick the word that begins with the sound /g/, get; pick the first letter you hear in mop, m)</td>
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<td></td>
<td>Vocabulary Knowledge</td>
<td>Word facility</td>
<td>Identify pictures of commonly used words using aural knowledge (e.g., Which picture shows a door? Pick the picture of a door from pictures of a window, a chimney, and a door.)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Word facility</td>
<td>Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Word facility</td>
<td>Understand position words such as beside, under, and behind (e.g., from pictures, pick the cat that is beside the chair)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Understand that high-frequency words and oral vocabulary have categorical relationships (e.g., color, shape, texture, size)</td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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</tr>
<tr>
<td>Word Knowledge and Skills</td>
<td>Use context clues</td>
<td>Use context clues (e.g., illustrations, word placement) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 0.0-1.3)</td>
<td>○</td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Recognize and understand synonyms</td>
<td>Understand that different words can describe the same general action (e.g., go, walk)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Identify and use frequently occurring inflections (e.g., -ing, -ed, -s) to predict the meanings of unfamiliar words in grade-appropriate text (reading level 0.0-1.3)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Understand that nouns (e.g., run, work) can also be verbs</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify the meaning of a homophone or multi-meaning word (e.g., blue, orange, play) using its context</td>
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</tr>
<tr>
<td>Comprehension Strategies</td>
<td>Use repair strategies</td>
<td>Confirm or correct understanding of text by using illustrations</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Understand how illustrations help tell a story</td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make predictions based on the cover, title, and illustrations</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Identify a book’s front and back covers; recognize where to find the names of the author and illustrator</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 0.0-1.3)</td>
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<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Identify the topic of a text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Ask and answer questions about a text’s key details (e.g., what is the cow doing in “Good Night Moon”?)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Recognize temporal sequence (e.g., first, next, last)</td>
<td></td>
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<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Recognize that a sentence begins with a capital letter and ends with a period</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Predict recurring wording (e.g., “Sam I am” from “Green Eggs and Ham”)</td>
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</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make connections between text and personal experiences</td>
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<tr>
<td>Analyzing Literary Text</td>
<td>Identify and understand setting</td>
<td>Identify where a story takes place</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Identify the characters in a story</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify the beginning, middle, and end of a story, and retell events from a story</td>
<td>○</td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify familiar print material such as newspapers and familiar forms of literature such as fairy tales and nursery rhymes, and recognize common phrases and devices of these forms (e.g., once upon a time, happily ever after)</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Understand that some stories are about make-believe things and others are about real life</td>
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<tr>
<td>Understanding Author’s Craft</td>
<td>Identify sensory detail</td>
<td>Identify the senses to which specific words or descriptions appeal</td>
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<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Identify rhyming words, alliteration, and rhythm in oral language</td>
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<tr>
<td>Skill Set</td>
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<td>Grade-Level Skill Statement</td>
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<tr>
<td><strong>Word Knowledge and Skills</strong></td>
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<tr>
<td>Phonemic Awareness</td>
<td>Blending phonemes</td>
<td>Identify single-syllable words by blending and segmenting consonant blends, long vowel digraphs, and other phonemes (e.g., /bl/ /l/ /e/ makes the word three)</td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>Medial phoneme discrimination</td>
<td>Identify and distinguish medial long vowel phonemes in spoken words (e.g., plane has the same middle vowel sound as make; phone has a different middle vowel sound than seal)</td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>Phoneme segmentation</td>
<td>Recognize and distinguish individual phonemes in single-syllable spoken words by segmenting phonemes (e.g., the beginning, middle, and last sounds of cat are /k/ /a/ /t/)</td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>Phoneme isolation/manipulation</td>
<td>Add or substitute initial, final, or medial vowel phonemes in order to produce new words in spoken language (e.g., change /a/ in pan to /e/ to make pen; change /a/ in race to /i/ to make rice)</td>
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<tr>
<td>Phonics</td>
<td>Short vowel sounds</td>
<td>Read single-syllable words and identify short vowel sounds (e.g., read the words cup, nap, and man; cup has the same middle vowel sound as run)</td>
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<tr>
<td>Phonics</td>
<td>Short vowel sounds</td>
<td>Decode grade-appropriate words (e.g., The word is last. Last means the opposite of first. Pick the word last from last list lost.)</td>
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<tr>
<td>Phonics</td>
<td>Short vowel sounds</td>
<td>Read single-syllable words and distinguish between short vowel sounds (e.g., read the words dip, cat, and nap; dip has a different middle vowel sound than hat)</td>
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<tr>
<td>Phonics</td>
<td>Short vowel sounds</td>
<td>Distinguish short vowel sounds from long vowel sounds in order to discriminate between those sounds in single-syllable words (e.g., reading the words egg, we, and key; egg has the short vowel sound)</td>
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<tr>
<td>Phonics</td>
<td>Final consonant sounds</td>
<td>Isolate and identify final consonant sounds in single-syllable words (e.g., Match the word to a given final consonant sound. Read the words top, old, and lot and recognize that lot ends with the sound /t/)</td>
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<tr>
<td>Phonics</td>
<td>Final consonant sounds</td>
<td>Identify letters for final consonant sounds to demonstrate basic knowledge of one-to-one letter-sound correspondences in single-syllable words (e.g., pick the letter for the last sound in fan by reading from choices: f, v, and n)</td>
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<tr>
<td>Phonics</td>
<td>Long vowel sounds</td>
<td>Decode single-syllable words with long vowel sounds (e.g., reading the words heat, let, and end, and recognizing that heat has the long vowel sound)</td>
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<tr>
<td>Phonics</td>
<td>Long vowel sounds</td>
<td>Decode single-syllable words and identify long vowel sounds with common spellings (graphemes) in order to decode single-syllable words (e.g., Read the words feel, let, and end. Feel has the same middle vowel sound as meat.)</td>
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<tr>
<td>Phonics</td>
<td>Long vowel sounds</td>
<td>Use knowledge of long vowel sounds to distinguish among single-syllable words (e.g., Read the words tail, way, and seed. Determine the word with a different middle vowel sound than stage.)</td>
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<tr>
<td>Phonics</td>
<td>Long vowel sounds</td>
<td>Decode words by identifying the correctly spelled CVCE pattern in a word from a spoken sentence (e.g., Read the words bakee, baie, and bake and recognize that baie is the correct spelling in the following: I like to bake bread.)</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Long vowel sounds</td>
<td>Decode words by identifying the correctly spelled CV pattern in a word from a spoken sentence (e.g., Read the words bie, bey, and be and recognize that be is the correct spelling in the sentence, Liz is going to be late.)</td>
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<tr>
<td>Phonics</td>
<td>Consonant blends (PH)</td>
<td>Isolate and identify initial consonant blends in spoken and written words (e.g., pick the word that starts with /bl/ from choices block, brew, book)</td>
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<tr>
<td>Phonics</td>
<td>Consonant digraphs</td>
<td>Recognize and identify consonant digraphs in words (e.g., pick the word that has -sh from choices saw, wash, have)</td>
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<tr>
<td>Phonics</td>
<td>Sound-symbol correspondence: consonants</td>
<td>Use knowledge of initial and final consonants to differentiate between written words (e.g., pick which word sounds like leak but ends with /t/ when reading the words lead, leap, and load)</td>
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<tr>
<td>Phonics</td>
<td>Word building</td>
<td>Understand that changing or adding a letter changes a word (e.g., pick which word is made from -at when reading the words rat, rap, and run; pick which word is made when adding r to band when reading the words brand, bread, and bring; pick which word is made when adding t to the end of star when reading the words spark, start, and tears)</td>
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<tr>
<td>Skill Set</td>
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<tr>
<td><strong>Word Knowledge and Skills (continued)</strong></td>
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<tr>
<td>Phonics</td>
<td>Sound-symbol correspondence: vowels</td>
<td>Understand that changing the middle vowel sound creates a new word (e.g., pick which word you would have by changing the /a/ sound in mast to /u/ when reading the words mast, mist, mist).</td>
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<tr>
<td>Phonics</td>
<td>Word Families/Rhyming</td>
<td>Use knowledge of sound-symbol correspondences to identify rhyming words in word families (e.g., pick the word that rhymes with sleep from choices keep, cape, rip).</td>
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<tr>
<td>Phonics</td>
<td>Word Families/Rhyming</td>
<td>Use knowledge of words with a specified onset (e.g., pick the word that rhymes with lip but starts with /z/ from choices whip, nap, zip).</td>
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<tr>
<td>Phonics</td>
<td>Word Families/Rhyming</td>
<td>Use knowledge of word families to match sounds in written words (e.g., pick the word that has the /oy/ sound from the choices day, buy, boy).</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Word facility</td>
<td>Read grade-level sight words (e.g., again, could, every).</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Understand that a compound word is a word whose parts are also words (e.g., everyone).</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate high-frequency words (e.g., Dolch: road/street; Fry: look/see).</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Antonyms</td>
<td>Identify and understand antonyms for grade-appropriate words (e.g., before/after).</td>
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</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Identify and understand familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es).</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., illustrations, rhyming words in poetry) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 0.5-2.5).</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Use structural analysis</td>
<td>Recognize and understand grade-appropriate compounds (e.g., bedtime, anything) and contractions (e.g., I’m, isn’t).</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Understand that words have categorical relationships (e.g., opposites, cold/hot; superordinate/subordinate, living things: cow, dog; classroom objects: desk, pen).</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Understand and identify homophones (e.g., to/two, ant/aunt, be/bee) and homographs/multi-meaning words (e.g., bark, bat, fly) in grade-appropriate text (reading level 0.5-2.5) using sentence context</td>
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<tr>
<td><strong>Comprehension Strategies and Constructing Meaning</strong></td>
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<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Identify the parts of a book (e.g., covers, title page, table of contents, chapters, illustrations) and the information they provide.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Answer who, what, where, when, why, and how questions.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand that text can convey steps in a process (e.g., single-step written directions or multiple-step directions with visual cues).</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 0.5-2.5).</td>
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<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Sequence events from a story.</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Understand the function of common signs and symbols (e.g., computer icons, map features).</td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Understand that sentences can end with a question mark or an exclamation point, and recognize that quotation marks indicate dialogue.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Answer leading questions to draw conclusions about text (e.g., why do you think Max was sent to his room in “Where the Wild Things Are?”).</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make predictions about what will happen next and confirm predictions by using key words (e.g., next, then).</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Identify directly stated main ideas and important details.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Connect themes to personal experiences or prior knowledge (e.g., compare a character’s experience to one’s own).</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Determine how things are alike and different in texts (e.g., illustrations, objects, characters).</td>
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<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Confirm or correct understanding of text by slowing reading pace, asking questions, and checking predictions</td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning</td>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Understand that details support the main idea in an informational passage</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Identify where and when a story takes place</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Identify and describe main characters</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Understand the general differences among various print materials (e.g., storybooks, fairy tales, informational books, newspapers)</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Identify whether a story is realistic fiction or a fantasy</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify the basic elements of a story’s plot (e.g., problem, important events)</td>
</tr>
<tr>
<td>Understanding Author’s Craft</td>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Recognize playful uses of language such as riddles and tongue twisters</td>
</tr>
<tr>
<td>Understanding Author’s Craft</td>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Identify rhythm, rhyme, and alliteration in text</td>
</tr>
<tr>
<td>Understanding Author’s Craft</td>
<td>Author’s Choices</td>
<td>Understand figurative language</td>
<td>Distinguish between words that represent tangible and intangible things in texts</td>
</tr>
<tr>
<td>Understanding Author’s Craft</td>
<td>Author’s Choices</td>
<td>Identify sensory detail</td>
<td>Identify how words or phrases in literary text appeal to the senses</td>
</tr>
<tr>
<td>Analyzing Argument and Evaluating Text</td>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Recognize simple strategies used in persuasive material, such as pictures in advertisements (e.g., the picture of cereal on a cereal box looks like it tastes good)</td>
</tr>
<tr>
<td>Analyzing Argument and Evaluating Text</td>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify persuasive material in context (e.g., distinguish between advertising and other content in media such as newspapers and magazines)</td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
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<tr>
<td>Word Knowledge and Skills</td>
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<tr>
<td>Phonics</td>
<td>Long vowel sounds</td>
<td>Recognize spelling patterns for long vowel digraphs (including y as a vowel), and decode associated words (e.g., The word is tail. The monkey has a long tail. Pick the word tail from the choices tail, tall, tell.)</td>
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</tr>
<tr>
<td>Phonics</td>
<td>Variant vowel</td>
<td>Recognize spelling patterns for variant vowel sounds and decode words with associated patterns (e.g., The sound is /ü/. Which word has the sound /ü/? Pick from choices luck, food, rope.)</td>
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</tr>
<tr>
<td>Phonics</td>
<td>Consonant blends (PH)</td>
<td>Recognize spelling patterns in words with initial consonant blends of 2 or 3 letters (e.g., The word is strap. Pick the letters that make the sound at the beginning of strap. Pick from spl, spr, str.)</td>
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</tr>
<tr>
<td>Phonics</td>
<td>Consonant blends (PH)</td>
<td>Recognize spelling patterns in words with final consonant blends (e.g., The word is bent. Pick the letters that make the sound at the end of bent. Pick from nt, rt, nk.)</td>
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<tr>
<td>Phonics</td>
<td>Other vowel sounds</td>
<td>Recognize diphthong vowel sounds in order to read single-syllable words (e.g., read the words prize, poor, and point and recognize that point has the /oi/ sound)</td>
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<tr>
<td>Phonics</td>
<td>Other vowel sounds</td>
<td>Decode words by identifying the correctly spelled diphthong in a word from a spoken sentence (e.g., Read the words brown, broun, and brawn, and understand that brown is the correct spelling in the following: She has brown hair.)</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Other vowel sounds</td>
<td>Recognize and decode r-controlled vowel sounds in words (e.g., of the word hard, bed, and bird, bird has the /ur/ sound)</td>
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</tr>
<tr>
<td>Phonics</td>
<td>Other vowel sounds</td>
<td>Decode words by identifying the correctly spelled r-controlled vowel pattern in a word from a spoken sentence (e.g., Read the words haurd, hard, and hawrd and recognize that hard is the correct spelling in the following: The nut has a hard shell.)</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate high-frequency words (e.g., Dolch: big/large, yell/shout, start/begin; Fry: love/like)</td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Antonyms</td>
<td>Identify and understand antonyms for grade-appropriate words (e.g., many/few)</td>
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</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of familiar grade-appropriate words (grade level 0-2) to form compounds (e.g., paintbrush, backyard) and contractions (e.g., weren’t, couldn’t) and predict their meanings</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., word placement, how the word starts and ends) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 2.2-3.7)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of simple affixes (e.g., un-, re-, over-, -er, -est) and familiar base words to predict the meanings of unfamiliar words</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of syllable patterns to decode words (e.g., read a word such as animal and pick how many syllables the word has)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Understand that words have different functions (e.g., noun/thing; verb/action) and identify their functions in text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., know/no, hear/here) and homographs/multi-meaning words (e.g., point, safe) in grade-appropriate text (reading level 2.2-3.7) using sentence context</td>
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<tr>
<td>Comprehension Strategies and Constructing Meaning</td>
<td></td>
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<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Locate key details in text and determine what they describe or explain</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Recognize direct comparisons in texts indicated by comparative adjectives (e.g., cold, colder)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Identify supporting details in informational text</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Understand that some events lead to other events and that actions have consequences/reactions</td>
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<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 2.2-3.7)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Understand that authors write texts for different purposes</td>
<td></td>
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<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make predictions about text by using story repetition, transition words, and text features such as tables of contents, and explain whether the predictions were correct.</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Understand the features of sentences and paragraphs (e.g., capitalization, indentation, punctuation).</td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Identify and understand the purpose of simple text features (e.g., illustrations, diagrams, table of contents, menus, icons).</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Recognize chronological or sequential order in a text.</td>
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</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Identify and explain the order of events or ideas from a text (e.g., story events, steps in a two- or three-step process).</td>
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</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Draw simple conclusions about a text using evidence and details from text and illustrations.</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Confirm or correct understanding of text by adjusting reading speed, and rereading text portions aloud.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Identify main ideas that are directly stated or strongly implied.</td>
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<tr>
<td>Organizational Structure</td>
<td>Identify and understand main ideas</td>
<td>Distinguish main idea from topic.</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Compare and contrast two versions of the same story or between two works by the same author.</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish opinion from fact by recognizing words that signal opinions (e.g., think, feel, believe).</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make generalizations about information in the text (e.g., the character is like someone I know; many people would make the same choice).</td>
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<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Extend understanding of text by considering alternate endings to stories.</td>
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<tr>
<td>Analyzing Literary Text</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Describe the setting of a story by finding and using story details and illustrations.</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Identify and describe major and minor characters and their traits.</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify elements of plot including problem and solution and the relationships (e.g., order, causes) between events in a story.</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Determine whether a text is realistic fiction or a fantasy and explain how to determine the difference.</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Distinguish between fiction and nonfiction.</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Distinguish among genres including poetry, plays, fiction (stories, folktales), and nonfiction (social studies, technical).</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Understand that a story is told by a narrator.</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Determine the message, or moral lesson, of a story or poem, and connect themes to life experiences.</td>
<td></td>
</tr>
<tr>
<td>Understanding Author's Craft</td>
<td>Understand figurative language</td>
<td>Understand that language can be both literal and figurative.</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Identify sensory detail</td>
<td>Recognize how authors create strong images by describing how things look, taste, smell, feel, or sound.</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Identify playful uses of language including riddles, puns, jokes, and tongue twisters.</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Recognize patterns of rhythm, rhyme, and alliteration, and describe its effect on the reader.</td>
<td></td>
</tr>
<tr>
<td>Analyzing Argument and Evaluating Text</td>
<td>Identify and understand persuasion</td>
<td>Identify the subject of a persuasive text.</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Understand what the author of a persuasive text is trying to influence the reader to think, feel, or do.</td>
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</tr>
<tr>
<td>Grade Level</td>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
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<tr>
<td>Grade 3</td>
<td>Word Knowledge and Skills</td>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Use knowledge of synonyms to help understand the meanings of unfamiliar words in grade-appropriate text (reading level 3.0-4.7)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., embedded word definitions, restatement) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 3.0-4.7)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate (grade level 0-3) and high-frequency words (e.g., ask/question, ill/sick)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of syllable patterns to decode increasingly difficult multisyllable words (e.g., transportation)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-level appropriate affixes (e.g., un-, re-, -ful, -ly, -ness) and familiar base words to predict the meanings of unfamiliar words (e.g., unfairly, cheerful)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Understand the difference between the literal and nonliteral meanings of words and phrases (e.g., take steps, raining cats and dogs)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., hole/whole, weak/week) and homographs/multi-meaning words (e.g., sentence, hard, chest) in grade-appropriate text (reading level 3.0-4.7)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Understand that words with similar denotative meanings (e.g., ask, beg) can carry different connotations</td>
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<tr>
<td></td>
<td>Comprehension Strategies and Constructing Meaning</td>
<td>Reading Process Skills</td>
<td>Make predictions</td>
</tr>
<tr>
<td></td>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Recognize the parts of books, plays, and poems (e.g., chapters, scenes, stanzas) to aid understanding of the organization of the text</td>
</tr>
<tr>
<td></td>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information</td>
</tr>
<tr>
<td></td>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Determine order of events in a text and recognize words that show sequence (e.g., first, next, then)</td>
</tr>
<tr>
<td></td>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Understand that a shorter version of a text that includes only the main idea and the key details is a summary</td>
</tr>
<tr>
<td></td>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 3.0-4.7)</td>
</tr>
<tr>
<td></td>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Recognize words and phrases that suggest the organizational structure (e.g., first, more, because) and the relationships they reveal (e.g., sequence, comparison, cause and effect)</td>
</tr>
<tr>
<td></td>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use text features to help determine the order of steps in a procedure (e.g., arrows, numbered steps)</td>
</tr>
<tr>
<td></td>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand simple processes described in informational text (e.g., craft project)</td>
</tr>
<tr>
<td></td>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Identify cause-and-effect relationships by recognizing words and clauses that signal those relationships (e.g., because, so)</td>
</tr>
<tr>
<td></td>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Identify the author’s purpose (e.g., to inform, describe, entertain, explain, share feelings)</td>
</tr>
<tr>
<td></td>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Determine author’s message</td>
</tr>
<tr>
<td></td>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Identify and explain the main idea and distinguish it from supporting details in informational text</td>
</tr>
<tr>
<td></td>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish opinions by analyzing text for words that can signal opinions such as comparative and superlative adjectives (e.g., better, best)</td>
</tr>
<tr>
<td></td>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by using background knowledge, creating sensory images, and generating questions</td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
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<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Identify comparisons indicated by clauses beginning with words such as but and however</td>
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<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Explain how details support the main idea</td>
<td></td>
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<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Use prior knowledge and textual details to draw conclusions about information or events in text</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Analyze the most important points and key details presented in texts on the same topic to determine similarities or differences</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make generalizations about literary elements (e.g., setting: the events in the story could have happened anywhere)</td>
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<tr>
<td>Analyzing Literary Text</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Describe setting and determine why setting is important to a story</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Describe plot elements and trace how plot events lead to the resolution of a problem</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand</td>
<td>Identify and describe main characters’ traits, motives, and feelings, and recognize how characters change</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>characterization</td>
<td>Use understanding of genre characteristics (e.g., structure) to distinguish among common forms of literature (e.g., plays, fiction, nonfiction, rhyming and nonrhyming poetry)</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics</td>
<td>Compare and contrast traditional tales (e.g., trickster tales from different cultures)</td>
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<tr>
<td>Genre Characteristics</td>
<td>of genres</td>
<td>Recognize that fictional texts can contain factual information</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Identify whether story elements are realistic, fantastical, or factual</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify theme</td>
<td>Identify the lesson/moral of a story and recognize details that help communicate it</td>
<td></td>
</tr>
<tr>
<td>Understanding Author’s Craft</td>
<td>Identify the narrator and point of view</td>
<td>Identify the narrator in a story or poem told from the first person point of view</td>
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<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Understand that text can communicate a feeling or mood</td>
<td></td>
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<tr>
<td>Author’s Choices</td>
<td>Identify sensory detail</td>
<td>Understand how words and phrases that appeal to the senses create images</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand figurative language</td>
<td>Understand simple similes, metaphors, and uses of exaggeration (e.g., quiet as a mouse)</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Identify simple sound devices (e.g., rhyme, rhythm, repetition, onomatopoeia, alliteration) and understand how these affect the reader</td>
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<tr>
<td>Analyzing Argument and Evaluating Text</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Identify the author’s main claim and identify reasons used to support the claim</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify misleading statements or images by comparing them to facts (e.g., compare the information or images in an advertisement to the actual product)</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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</tr>
<tr>
<td>Word Knowledge and Skills</td>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
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<tr>
<td></td>
<td>Use knowledge of word relationships (e.g., similarities, associations) as a means of comprehending text</td>
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<tr>
<td></td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate words (grade level 3-4: tale/story, fearful/afraid)</td>
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<tr>
<td></td>
<td>Use context clues</td>
<td>Use context clues (e.g., synonyms, antonyms, examples, situation) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 4.0-5.6)</td>
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<tr>
<td></td>
<td>Understand idioms</td>
<td>Recognize and explain the meanings of common idioms (e.g., once in a blue moon) in grade-appropriate text (reading level 4.0-5.6)</td>
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<tr>
<td></td>
<td>Use structural analysis</td>
<td>Identify grade-appropriate affixes (e.g., dis-, in-, mis-, -ion, -less, -ment), base words (e.g., arm, fear), and root words (e.g., act, graph) in order to predict the meanings of unfamiliar or complex words (e.g., fearless, biography)</td>
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<td></td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Distinguish between homonyms (e.g., weave/we've) and use context to identify the meanings of multi-meaning words (e.g., sentence, crowd) in grade-appropriate text (reading level 4.0-5.6)</td>
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<td></td>
<td>Recognize connotation and denotation</td>
<td>Understand that words with similar denotative meanings (grade-level vocabulary 2-4: plain/natural) carry different connotations depending on context</td>
<td></td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning</td>
<td>Recognize an accurate summary of text</td>
<td>Understand that a summary contains lexical changes but preserves the meaning of the original text</td>
<td></td>
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<tr>
<td></td>
<td>Identify and understand text features</td>
<td>Locate information in simple graphical text features (e.g., illustrations, maps, timelines, tables, charts)</td>
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<tr>
<td></td>
<td>Identify and understand text features</td>
<td>Use text features of functional text (e.g., memos, menus, schedules, pamphlets, instructions, forms) to locate specific information</td>
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<tr>
<td></td>
<td>Understand comparison and contrast</td>
<td>Expand recognition of words and phrases (e.g., likewise, although) that indicate a comparison</td>
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<td></td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by previewing, applying knowledge of words and sentence structure, and looking for clues to confirm inferences</td>
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<td></td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 4.0-5.6)</td>
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<tr>
<td></td>
<td>Understand comparison and contrast</td>
<td>Compare and contrast information and conclusions in texts on the same topic</td>
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<tr>
<td></td>
<td>Understand cause and effect</td>
<td>Recognize cause-and-effect relationships by comprehending the meaning of a whole passage rather than by identifying individual cue words</td>
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<tr>
<td></td>
<td>Identify and understand sequence</td>
<td>Describe sequential relationships in a text (e.g., ideas, procedures, historical events) using time and sequence words (e.g., first/last, earlier/later)</td>
<td></td>
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<tr>
<td></td>
<td>Identify and understand text features</td>
<td>Use headings, table of contents, and illustrations to gain an overview of text content (e.g., as a skimming and scanning strategy)</td>
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<tr>
<td></td>
<td>Make predictions</td>
<td>Make and check predictions by using prior knowledge, ideas from the text, text features, and obvious foreshadowing clues</td>
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<tr>
<td></td>
<td>Identify author’s purpose</td>
<td>Identify the author’s purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the reader can determine the purpose</td>
<td></td>
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<tr>
<td></td>
<td>Identify details</td>
<td>Use main and supporting ideas and details to understand text</td>
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<tr>
<td></td>
<td>Identify and understand main ideas</td>
<td>Identify and explain the main idea and explain how details support it</td>
<td></td>
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<tr>
<td></td>
<td>Identify and understand sequence</td>
<td>Understand basic multiple-step processes described in informational or functional text (e.g., how to play a computer game)</td>
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<tr>
<td></td>
<td>Recognize an accurate summary of text</td>
<td>Understand that information can be summarized in different ways (e.g., grouping, charting, mapping, paraphrasing) to show understanding of main ideas and key details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify and understand main ideas</td>
<td>Identify main ideas and implied messages</td>
<td></td>
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<tr>
<td></td>
<td>Identify and differentiate fact and opinion</td>
<td>Recognize facts as things that can be proven and opinions as beliefs</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td></td>
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</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Determine the organizational structure (e.g., comparison/contrast, cause/effect, sequence) of a nonfiction text or passage</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Draw multiple conclusions about information, events, or characters in text, and cite textual details that support the conclusions</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make inferences and generalizations about text and connect these to life experiences and prior knowledge</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make generalizations about literary elements found in similar stories from different cultures (e.g., deduce why trickster tales are found in multiple cultures)</td>
<td></td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify and understand setting</td>
<td>Describe the setting and analyze how it contributes to the story</td>
<td>○</td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Understand the relationship between a character’s actions, traits, and motives, and describe the main character’s interactions with other characters</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify how a story’s plot is influenced by characters’ actions</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify and distinguish between realistic fiction and genres that involve fantastical elements</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Use details from a story to determine its theme</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Understand both first- and third-person narration (e.g., recognize whether or not the narrator is a character in the story)</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Describe characteristics of poetry (e.g., rhyme patterns, line breaks), plays (e.g., dialogue, number of acts), fiction (e.g., three wishes in fairy tales, moral in fables), and nonfiction (e.g., point of view in autobiography vs. biography)</td>
<td></td>
</tr>
<tr>
<td>Understanding Author’s Craft</td>
<td>Author’s Choices</td>
<td>Identify sensory detail</td>
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<tr>
<td></td>
<td>Understand literary devices</td>
<td>Understand how word choice affects the feeling or mood of a text</td>
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<tr>
<td></td>
<td>Understand figurative language</td>
<td>Understand the meaning of words and phrases used figuratively</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Understand literary devices</td>
<td>Identify sound devices (e.g., alliteration, rhyme, onomatopoeia) and rhythm and how these devices connect to the author’s intent (e.g., humor, description)</td>
<td></td>
</tr>
<tr>
<td>Analyzing Argument and Evaluating Text</td>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify and understand persuasion</td>
<td>Determine whether information is relevant to a topic</td>
<td></td>
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<tr>
<td></td>
<td>Analysis</td>
<td>Identify stated opinions or beliefs that the author wants the reader to accept</td>
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<tr>
<td></td>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>Explain how an author uses reasons and evidence to support a claim</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Identify and understand persuasion</td>
<td>Identify misleading statements and explain why they are misleading</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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</tr>
<tr>
<td>Word Knowledge and Skills</td>
<td>Understand analogies</td>
<td>Use knowledge of word relationships (e.g., antonyms/synonyms) to clarify the meanings of words in text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate words (grade level 3-5: aid/help, describe/explain)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Recognize and explain the meanings of idioms (e.g., everything but the kitchen sink) in grade-appropriate text (reading level 5.1-6.4)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., use knowledge of word relationships to determine how the word is used as well as the overall meaning of the text) to determine or clarify the meanings of unfamiliar words and specialized content-area language in grade-appropriate text (reading level 5.1-6.4)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-appropriate affixes (e.g., mid-, pre-, -able, -ible, -ant, -ent, -ous, -ation) and Latin and Greek roots to predict the meanings of unfamiliar words and content-area language with the same root (e.g., agri-/ agriculture, agrarian; phon-/microphone, symphony)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Identify words in English that are adopted from other languages (e.g., kindergarten: German; foyer: French)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., toed/toad/towed) and use context to determine the meanings of homographs (e.g., separate, bore) and multi-meaning words (e.g., agent) in grade-appropriate text (reading level 5.1-6.4)</td>
<td></td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Identify and analyze differences between words with similar denotative meanings (grade-level vocabulary 3-5: slim/bony) in grade-appropriate text (reading level 5.1-6.4), and understand that these words can carry different connotations</td>
<td></td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning</td>
<td>Understand comparison and contrast</td>
<td>Categorize information on a topic to understand similarities and differences</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand text features</td>
<td>Use common text features (e.g., subheadings, glossary, index, appendix) to preview or locate information</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify organizational structure</td>
<td>Identify terminology for the parts of a story, play, or poem (e.g., chapters, scenes/acts, stanzas)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Track the sequence of important events in order to understand the text</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Analyze a text with a chronological or sequential order to determine relationships between events and ideas</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Use answers to questions to form new understanding of text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Explain how different forms of media present information in different ways (e.g., web, newspapers, documentaries)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Identify and recognize the arrangement of main ideas, supporting ideas, and details in text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Recognize whether predictions are reasonable by weighing information against prior experience and known facts from the text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Confirm or refute predictions and make adjustments</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by previewing and setting a purpose for reading and reading ahead</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 5.1-6.4)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Understand that an accurate summary, while containing the main idea and important details, does not contain personal opinions or judgments</td>
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<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Compare and contrast the organization structures of texts to determine differences</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Identify and analyze common organizational structures to determine the connections between ideas (e.g., cause/effect, main idea/support)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Interpret the meaning of information in common graphical text features (e.g., illustrations, maps, timelines, tables, charts)</td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Identify author’s purpose and adjust reading strategy accordingly (e.g., take notes for informational text; weigh evidence in persuasive text)</td>
<td></td>
</tr>
</tbody>
</table>
# Grade 5

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
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</thead>
<tbody>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Analyze text to identify when an author has more than one purpose</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Determine the main ideas of a text and whether the details add support for the main idea</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish facts from opinions, and recognize that opinions and inferences can be supported by facts</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Evaluate the appropriateness of the form chosen by the author in light of the author’s purpose</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand sequence of multiple-step processes from informational or functional text (e.g., science experiment; description of the steps in the water cycle)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Recognize similarities and differences in text elements and ideas not explicitly compared in the text</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Infer implied causes and effects</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Recognize and distinguish between valid and invalid conclusions drawn in and from texts</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make and support generalizations about text with reasons and evidence</td>
<td></td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td></td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Understand the influence of the setting and the characters on the plot</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Recognize themes in a story that are stated directly or indirectly</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Compare how stories from the same genre deal with similar themes</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize themes and situations in fantasy texts that are applicable to real life</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify plot elements and structure (e.g., exposition, rising and falling action, conflict and resolution, climax), and explain how certain events advance the plot and can foreshadow later events</td>
<td></td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Evaluate whether the plot of a story is believable</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Describe character relationships and understand their importance to the plot of a story</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze how and why characters change and respond as the plot develops</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze the setting to determine the degree to which it influences the plot or the characters</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Identify first- and third-person point of view, and understand that the point of view of a story affects the information revealed about characters and events</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify and analyze characteristics of different genres (e.g., short stories, nonfiction, poetry, drama) including the narrative structure of biographies and autobiographies, and structural elements of imaginative fiction (e.g., phenomena explained in origin myths), and plays (e.g., cast of characters, acts/scenes)</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize the degree of realism in a story (e.g., stories about things that are likely to happen vs. things that could possibly happen)</td>
<td></td>
</tr>
<tr>
<td>Understanding Author’s Craft</td>
<td></td>
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</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand figurative language</td>
<td>Understand figurative language (e.g., metaphor, simile, exaggeration) used in text</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Identify sensory detail</td>
<td>Identify and analyze how sensory detail contributes to literary description</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Understand how word choice creates tone</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Understand the role of common literary devices (e.g., imagery, symbols, sound devices, flashbacks) and recognize their effect on the text such as the establishment of mood</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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</tr>
<tr>
<td>Analyzing Argument and Evaluating Text</td>
<td>Evaluate reasoning and support</td>
<td>Explain how an author supports an argument, and evaluate reasons and evidence given to support particular points and the main claim</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the degree of relevance and importance of information to a specific topic</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify misleading statements and contradictions used to persuade the reader, and explain why they are misleading or contradictory</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Recognize when an author is attempting to respond to readers’ possible questions or is anticipating that readers will have a different opinion (e.g., counterarguments)</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify persuasive techniques and rhetorical devices in texts, including emotional appeals, exaggeration, stereotyping, and loaded words</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Understand that an author’s opinions may not be explicitly stated in the text</td>
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</tbody>
</table>
### Grade 6

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Knowledge and Skills</strong></td>
<td></td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate words (e.g., acquire/obtain), and identify slight differences in the meanings of synonyms</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Recognize and explain the meanings of idioms (e.g., save your breath) in grade-appropriate text (reading level 5.8-7.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., context and common sense, examples, word relationships, translations) to determine or clarify the meanings of unfamiliar words (e.g., foreign words, technical and scientific words) in grade-appropriate text (reading level 5.8-7.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Understand the origins and meanings of frequently used English words from other languages (e.g., French: essay)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-appropriate affixes (e.g., post-, over-, under-, ex-, il-, im-, ir-, -ate, -ive, -ship, -ance, -ence, -ant, -ent) and Latin and Greek roots (e.g., gram, polis) to predict the meanings of unfamiliar words with the same roots (e.g., monogram, metropolis)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., feat/feet), homographs (e.g., estimate, conflict), and multi-meaning words (e.g., chief) in grade-appropriate text (reading level 5.8-7.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Understand that words with similar meanings (e.g., smile/smirk) can carry different connotations often based on context</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of word relationships, including analogies (e.g., item/category), to comprehend text</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension Strategies and Constructing Meaning</strong></td>
<td></td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use common text features (e.g., headlines, hyperlinks, illustrations, captions, sidebars) to navigate, search, and preview information in magazines, in newspapers, and on websites</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use a variety of text features (e.g., glossaries, indexes, headings, bold type, sidebars, captions) to preview and locate information</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Identify sequence and apply knowledge of sequence to comprehend text (e.g., recognize transitions and signal words)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make predictions and locate evidence in the text to support the predictions</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 5.8-7.2)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Understand the relationship between the author’s purpose (e.g., to inform, to entertain) and the organizational structure</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Compare authors’ purposes in informational text on similar topics</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Identify the author’s purpose and explain how the purpose is conveyed</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Distinguish more important from less important details</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by visualizing unfamiliar situations and diagramming complex relationships</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand multiple-step processes described in informational or functional text (e.g., directions for filling out an application form)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Summarize ideas from a text, preserving the overall meaning, in order to help understand and recall important information from the text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Infer the main idea when it is not explicitly stated and explain how it is conveyed with details</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Connect main ideas in one text to those in another text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Explain an author’s opinion</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish facts from opinions and recognize when opinions and inferences are not supported by facts or reasons</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Interpret and apply information from graphical text features of nonfiction and functional text (e.g., illustrations, maps, timelines, tables, charts, cartoons), and understand how those text features support the text</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Identify organizational structure</td>
<td>Analyze paragraph structure (e.g., purpose of a specific sentence, organization of supporting details)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Extend meaning or form generalizations</td>
<td>Make connections between texts, life experience, and prior knowledge in order to clarify ideas or to form generalizations</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand cause and effect</td>
<td>Identify cause-and-effect relationships with multiple causes and/or effects and recognize chain reactions of events</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Explain similarities and differences (e.g., purpose, organization, main ideas) between texts on the same topic</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Analyze characters and their interactions with other characters and with other literary elements (e.g., how character relationships advance the plot or reveal the theme)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand elements of plot</td>
<td>Identify and analyze plot elements and structure (e.g., exposition and character development, rising action and falling action, turning point and climax, conflict and resolution) to better comprehend plot</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Explain the basis for conclusions drawn about texts and revise conclusions based on new information</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze characters and their interactions with other characters and with other literary elements (e.g., how character relationships advance the plot or reveal the theme)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Identify and analyze plot elements and structure (e.g., exposition and character development, rising action and falling action, turning point and climax, conflict and resolution) to better comprehend plot</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Describe and analyze aspects of setting including situation (e.g., Revolutionary War) as well as the time and place to better comprehend how setting affects the plot and characters</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze characteristics of different forms of fiction and literary nonfiction (e.g., short stories, novels, novellas, traditional tales, essays, speeches, autobiographies, biographies) recognizing structural differences</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze common elements of traditional stories to understand their function and meaning</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize that fiction may blend fact and fiction (e.g., historical fiction)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Infer the theme of a work and explain how it is conveyed</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Compare and contrast the narrator’s point of view (including first- and third-person), recognizing how the point of view influences the description of events, and what the descriptions reveal about the narrator</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Evaluate the credibility of the characters and plot in a work of fiction by comparing them to prior experience</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize that texts that claim to be true may be fictional or greatly distorted (e.g., “Robinson Crusoe,” texts &quot;based on a true story&quot;)</td>
<td></td>
</tr>
<tr>
<td>Understanding Author’s Craft</td>
<td>Identify sensory detail</td>
<td>Determine the effects of sensory details and imagery on the text or reader</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Analyze and explain how common literary devices (e.g., sound devices) affect text</td>
<td></td>
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<tr>
<td>Author’s Choices</td>
<td>Understand figurative language</td>
<td>Interpret figurative language (e.g., metaphor, simile, hyperbole, personification) in context in order to understand its impact on text meaning</td>
<td></td>
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<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Recognize common archetypal patterns (e.g., tricksters, the hero’s quest) and symbols (e.g., the heart symbolizing love) in myths and traditional stories</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Identify how authors use language (e.g., figurative and literal, word choice, text structures) to achieve particular effects (e.g., to establish mood or tone, to create imagery)</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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</tr>
<tr>
<td>Analyzing Argument and Evaluating Text</td>
<td>Evaluation</td>
<td>Evaluate whether an argument is convincing based on its use of sound reasoning and credible evidence</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>An argument is convincing based on its use of sound reasoning and credible evidence</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Recognize possible flaws in an author’s argument, and determine counterarguments to the claim by using prior knowledge</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the relevance and accuracy of information</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and analyze text for logical fallacies</td>
<td>Identify an author’s perspective and explain how it influences the argument</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
<td>Skill Area</td>
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</tr>
<tr>
<td><strong>Word Knowledge and Skills</strong></td>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Recognize and explain the meanings of common idioms (e.g., sold like hotcakes) in grade-appropriate prose and poetry (reading level 6.5-8.1) and recognize how these expressions are used to describe people, feelings, and objects</td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Identify the origins and meanings of common English words from other languages (e.g., Italian: ballot)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., examples, word relationships, organizational structure, overall meaning) to determine or clarify the meanings of unfamiliar words and technical or scientific terminology in grade-appropriate text (reading level 6.5-8.1)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., bow/beau), and use context clues to determine the meanings of homographs (e.g., initial, quarry, couch) and multi-meaning words (e.g., canteen) in grade-appropriate text (reading level 6.5-8.1)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate words (grade level 7 and below: initiate/start) and determine the subtle differences in meaning between synonyms</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-appropriate affixes (e.g., be-, circu-) and Latin and Greek roots in familiar words (e.g., urbs, phone) to predict the meanings of unfamiliar words with the same root (e.g., urban, cacophonous)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Identify and analyze the differences between words and phrases with similar denotative meanings that carry different connotations (e.g., sulk/brood; ally/comrade/best friend) in grade-appropriate text (reading level 6.5-8.1)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of word relationships, including analogies (e.g., part/whole petal/flower), to comprehend text</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension Strategies and Constructing Meaning</strong></td>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Identify and use a wide range of text features (e.g., glossaries and indices, footnotes and bibliographies) to locate information and to aid in skimming and scanning text for specific information</td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Describe an author’s use of transitional devices (e.g., conjunctive adverbs -- in addition, however, secondly) and other organizational language (e.g., connectives if-then, and, not)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Understand that a summary may be of an entire text (e.g., to be used to determine whether a text might be useful) or just a portion of that text (e.g., to be used by a reader to check understanding) and distinguish between these</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Draw conclusions based on analysis of textual details (e.g., draw conclusions about character traits based on actions)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing and reviewing previous points, and making connections to other texts and prior knowledge</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 6.5-8.1)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Identify how authors use characteristics of different genres (e.g., fiction, poetry, nonfiction, drama) to accomplish different purposes</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Identify and analyze an author’s use of supporting details in informational text</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Apply knowledge from the text and from prior experience to predict likely effects of a cause or to infer the cause of effects</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Analyze sequence and chronological organizational patterns to determine how they support the purpose of the text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Analyze a summary for main ideas, supporting details, and overall meaning</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make predictions based on evidence in the text, and predict different outcomes if variables were to be changed (e.g., if the setting were different)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Analyze how the author’s purpose or opinion is conveyed</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
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<td>Focus Skill</td>
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</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Reading Process Skills</td>
<td>Identify author's purpose</td>
<td>Determine author's purpose and how the author fulfills that purpose (e.g., language use, evidence)</td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Infer and analyze the main idea or essential message</td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish facts from opinions and assertions, understanding that facts can be verified and opinions disputed</td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Determine if critical information is missing in text</td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Analyze features of functional text to detect extraneous or missing information</td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Analyze how the text is organized and explain how important sections of the text contribute to the development of its larger message</td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Understand technical processes in informational or functional text (e.g., directions for operating a simple mechanical device such as a triple-beam balance)</td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make generalizations from text, recognizing the difference between valid generalizations and stereotypes</td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Analyze similarities and differences in purpose, cultural perspective, or biases between or within texts (e.g., Huck Finn and efforts to &quot;civilize&quot; him)</td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make and explain the connections between the literary elements of works from the same time period in order to understand their commonality</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how setting influences the plot and how character actions, thoughts, and motivations advance the plot</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze plot structure and development (e.g., conflict and resolution, rising and falling action, subplots) and determine how events advance the plot, explain previous events, and foreshadow later events</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Evaluate the credibility of the characters and plot in a work of fiction by providing specific details from the text as evidence</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Recognize how characters are revealed through their thoughts and actions, through the thoughts of other characters, through dialogue, and through the author's descriptions</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify and analyze the characteristics of genres of fiction (e.g., historical fiction, mystery, science fiction, fantasy, myth), nonfiction (e.g., essay, biography), and different forms of poetry (e.g., sonnet, haiku, free verse) and drama</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Identify recurring and universal themes</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Identify the point of view (e.g., first/third person, limited/omniscient, subjective/objective)</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize common plots, settings, and character types in historical fiction, fantasy, and science fiction</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Infer the theme or themes in a text and analyze how theme is developed</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze common elements used in epic tales and mythology such as the extended simile and the quest, and compare such stories from various cultures</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze different aspects of setting including time of day, historical period, place/culture, and situation to determine each aspect's contribution to the text</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Analyze how the author develops and contrasts different narrators within the text</td>
</tr>
<tr>
<td>Skill Set</td>
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</tr>
<tr>
<td>Understanding Author's Craft</td>
<td>Author's Choices</td>
<td>Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood</td>
<td>☒</td>
</tr>
<tr>
<td></td>
<td>Author's Choices</td>
<td>Understand and analyze how sensory language creates imagery</td>
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<tr>
<td></td>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Author's Choices</td>
<td>Explain the purpose of common allusions (e.g., Trojan Horse, labyrinth, a Scrooge), common archetypal patterns, symbols, and stylistic elements</td>
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<tr>
<td></td>
<td>Author's Choices</td>
<td>Understand figurative language</td>
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</tr>
<tr>
<td></td>
<td>Author's Choices</td>
<td>Analyze how figurative language (e.g., analogies, idioms, metaphors, similes, personification, puns, hyperbole) affects the meaning and mood of a text</td>
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<tr>
<td></td>
<td>Author's Choices</td>
<td>Understand literary devices</td>
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</tr>
<tr>
<td></td>
<td>Author's Choices</td>
<td>Analyze how literary devices affect the meaning of a text</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Trace the development of an author’s argument, and identify and evaluate supporting evidence for adequacy, accuracy, and appropriateness</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify the intended audience, and analyze the methods the author uses to persuade the reader</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify weaknesses and logical fallacies in persuasive text (e.g., personal attack, exaggeration, stereotyping, categorical claims)</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify instances in which an author’s opinions, beliefs, or attitude bias the argument</td>
<td>☒</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Identify how an author acknowledges and responds to counterarguments</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Understand that a source’s credibility is affected if it contains misleading information, outdated information, fallacious reasoning, unsupported inferences, or bias</td>
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</tr>
</tbody>
</table>
### Grade 8

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
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</thead>
<tbody>
<tr>
<td><strong>Word Knowledge and Skills</strong></td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Analyze the meanings of common idioms (e.g., back to square one) in grade-appropriate prose and poetry (reading level 7.3-8.8)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand synonyms for grade-appropriate words (grade level 6-8: reaction/response)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Identify and understand homophones (e.g., choral/coral), homographs, and multi-meaning words (e.g., charter) in grade-appropriate text (reading level 7.3-8.8)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., modifying phrases, overall meaning) to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text (reading level 7.3-8.8)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Identify common English words adopted from other languages (e.g., French: derive) and use the knowledge to predict the meanings of unfamiliar words that share the same language and word origin (e.g., derivation/derivative)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-appropriate affixes (e.g., bene-, bi-, de-) and Latin and Greek roots (e.g., mater-/matr-; ped-) to predict the meanings of unfamiliar words with the same root (e.g., maternal, biped)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Determine through context the correct pronunciations of homographs (the effect of stressed/unstressed syllable such as in present)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Identify and analyze the connotations of words or phrases that have similar denotative meanings (e.g., fancy/gaudy/intricate/elaborate/overly complicated)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., descriptive qualities), to comprehend text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Recognize what items or ideas are being compared in analogies found in grade-appropriate text (reading level 7.3-8.8)</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension Strategies and Constructing Meaning</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Use text features to aid in skimming and scanning text for information or to determine the main topics of the text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Analyze details and evaluate whether they sufficiently support main ideas or add clarity to the text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Synthesize information to determine the main idea</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Analyze the use of various types of text features of printed and electronic text (e.g., links on websites, indexes in textbooks) to determine their function and usefulness in organizing or providing information</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Analyze the arrangement of paragraphs and sections and evaluate how the arrangement contributes to the text's development</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing, paraphrasing, and reviewing previous points, making connections to other texts and prior knowledge, and determining word- and sentence-level meaning of confusing passages</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Evaluate how well a summary captures the meaning of the original text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Understand the elements of a critique (e.g., a summary that takes a position and expresses an opinion)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make and adjust detailed predictions about content (e.g., development of ideas, topics, events, themes), author's purpose, and text organization by using prior knowledge, text features, and structure, and by previewing and questioning the text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Connect universal themes to personal experience, prior knowledge, or works of literature</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 8

#### Comprehension Strategies and Constructing Meaning (continued)

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Draw conclusions based on analysis of textual details and patterns (e.g., draw a conclusion about an author’s purpose by analyzing tone, word choice, and connotation)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Analyze implied or subtly stated cause-and-effect relationships in a text and understand that a preceding event does not necessarily mean it is the cause of the next event</td>
<td>✓</td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Explain how organization can be used to further the author’s purpose</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Explain how word choice, syntax, and organization are used to further the author’s purpose</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Distinguish facts from opinions, and evaluate the logic or validity of opinions and assertions in text such as editorials, essays, articles, and reviews</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Evaluate how the author’s purpose is conveyed</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand technical or scientific processes described in a wide range of informational or functional text (e.g., directions to operate a scientific calculator)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand how sequential structure influences text meaning (e.g., predictable sequence may lead to an uninteresting plot; unusual sequence may be confusing)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Analyze subtle similarities and differences in information, ideas, wording, and other elements of texts in order to support conclusions</td>
<td></td>
</tr>
</tbody>
</table>

#### Analyzing Literary Text

| Literary Elements                | Identify and understand elements of plot | Determine the type of conflict present in a story (e.g., person vs. person/self/nature) |             |
| Literary Elements                | Identify characters and understand characterization | Analyze characters’ traits, responses, and motives and how the central character influences the plot | ✓           |
| Literary Elements                | Identify characters and understand characterization | Analyze how authors reveal character (e.g., thoughts, dialogue, dialect) |             |
| Literary Elements                | Identify and understand setting         | Connect a story’s setting to historical locations and cultural artifacts (e.g., artwork) |             |
| Genre Characteristics            | Identify fiction and nonfiction, reality and fantasy | Recognize aspects that are unrealistic or fantastical in otherwise realistic fictions |             |
| Literary Elements                | Identify and understand theme           | Analyze the development of the theme in a work and understand how theme relates to other literary elements (e.g., how theme is revealed through the plot) |             |
| Literary Elements                | Identify and understand theme           | Identify and analyze recurring and universal themes in different works |             |
| Literary Elements                | Identify and understand elements of plot | Evaluate plot structure and development and how conflicts are resolved (e.g., how dialogue, events, and narrative description advance or influence the plot) |             |
| Literary Elements                | Identify and understand elements of plot | Evaluate the credibility and consistency of the characters and plot and whether this affects the quality of the text |             |
| Literary Elements                | Identify and understand setting         | Analyze the importance and influence of setting on characters, plot, theme, mood, tone, and meaning (e.g., how does the setting influence a character’s outlook or prospects?) |             |
| Genre Characteristics            | Identify and understand characteristics of genres | Identify and analyze characteristics of different genres, and understand the relationship between form or genre and purpose |             |
| Genre Characteristics            | Identify and understand characteristics of genres | Analyze characteristics of epic tales and myths and recognize how and when these stories influence modern literary texts |             |
| Literary Elements                | Identify the narrator and point of view | Discern and compare the effects of different points of view (e.g., first/third person, limited/omniscient, subjective/objective) on the plot or on the reader’s perception |             |
| Literary Elements                | Identify the narrator and point of view | Analyze how the use of multiple narrators affects a text |             |
| Literary Elements                | Identify the narrator and point of view | Analyze how the narrator’s characterization affects the telling of the narrative (e.g., a biased, unreliable, or impaired first-person narrator) |             |
### Grade 8

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Author's Craft</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Author's Choices</td>
<td>Identify sensory detail</td>
<td>Analyze an author’s choice of words and use of language to determine how these choices appeal</td>
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<td></td>
<td></td>
<td>to the senses, create imagery, and establish mood and tone</td>
<td></td>
</tr>
<tr>
<td>Author's Choices</td>
<td>Understand figurative language</td>
<td>Analyze an author’s use of figurative language, including analogies, idioms, metaphors,</td>
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<td></td>
<td></td>
<td>similes, personification, verbal irony, puns, and hyperbole in text, and recognize its</td>
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<tr>
<td></td>
<td></td>
<td>contribution to the text</td>
<td></td>
</tr>
<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze how the words, sentence patterns, and techniques an author uses convey meaning</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>and establish style and voice</td>
<td></td>
</tr>
<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Analyze the effects of structure, figurative language, and sound devices (e.g., meter,</td>
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<tr>
<td></td>
<td></td>
<td>onomatopoeia, internal rhyme, rhyme scheme, alliteration) on poetry</td>
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</tr>
<tr>
<td>Author's Choices</td>
<td>Understand literary devices</td>
<td>Recognize and interpret literary devices such as allusion, irony, dialect, and symbolism,</td>
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<td></td>
<td></td>
<td>and understand their contributions to the text</td>
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<tr>
<td>Analyzing Argument and Evaluating Text</td>
<td></td>
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<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical</td>
<td>Recognize and evaluate propaganda and slanted text</td>
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<tr>
<td></td>
<td>fallacies</td>
<td></td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze persuasive messages to determine the purpose and effect of rhetorical devices</td>
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<td></td>
<td></td>
<td>(e.g., repetition, anecdotes)</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Evaluate the consistency and logic of an argument and the strength and quality of the</td>
<td>○</td>
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<tr>
<td></td>
<td></td>
<td>evidence</td>
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<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical</td>
<td>Identify a wider range of logical fallacies in persuasive text (e.g., loaded words,</td>
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<tr>
<td></td>
<td>fallacies</td>
<td>caricatures, leading questions, and false assumptions and premises</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Analyze how an author acknowledges or responds to opposing evidence or opinions</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze the author’s attitude toward the audience</td>
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</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical</td>
<td>Understand that all authors bring biases to their arguments, but that bias may or may</td>
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<tr>
<td></td>
<td>fallacies</td>
<td>not affect the credibility or viability of the argument</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Recognize problems in a text that affect its credibility (e.g., bias, unsupported</td>
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<tr>
<td></td>
<td></td>
<td>inferences, outdated information</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Understand how authors of persuasive texts can reach different conclusions about the same</td>
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<td></td>
<td></td>
<td>topic</td>
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<tr>
<td>Skill Set</td>
<td>Skill Area</td>
<td>Grade-Level Skill Statement</td>
<td>Focus Skill</td>
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<tr>
<td>Word Knowledge and Skills</td>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
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<tr>
<td></td>
<td></td>
<td>Analyze the meanings of idioms (e.g., lose a train of thought) in grade-appropriate prose and poetry (reading level 7.8-9.4)</td>
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<tr>
<td></td>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Use a wide array of contextual clues, including understanding increasingly subtle examples, to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text (reading level 7.8-9.4)</td>
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</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
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<tr>
<td></td>
<td></td>
<td>Determine the correct meanings of homophones (e.g., ascent/assent; gild/guild), homographs (e.g., articulate, attribute), and multi-meaning words within context (reading level 7.8-9.4)</td>
<td></td>
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<tr>
<td></td>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Use knowledge of grade-appropriate affixes (e.g., amphi-, be-, epi-) and familiar words with Latin and Greek roots (e.g., audire) to predict the meanings of unfamiliar words with the same root (e.g., audio, auditory, epicenter)</td>
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<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Analyze and explain the importance of subtle differences in meaning between grade-appropriate synonyms (grade level 7-9: replica/reproduction) for understanding an author’s word choice in a piece of literature</td>
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</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Understand and distinguish between the denotative and connotative meanings of words and phrases (e.g., difference between homeless, without a fixed address, vagabond) in grade-appropriate text (reading level 7.8-9.4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td></td>
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<td></td>
<td></td>
<td>Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., object function; thermometer: temperature :: barometer: air pressure), to comprehend text</td>
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<td></td>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Use knowledge of common English words and phrases adopted from other languages (e.g., banana: of African origin, Wolof; safari: Arabic) to help develop a curiosity about the origins and meanings of words</td>
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</tr>
<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Understand connotation and denotation</td>
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<td></td>
<td></td>
<td>Understand analogies found in grade-appropriate text (reading level 7.8-9.4)</td>
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<tr>
<td></td>
<td>Vocabulary Knowledge</td>
<td>Recognize synonyms</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determine the correct meanings of homophones (e.g., ascent/assent; gild/guild), homographs (e.g., articulate, attribute), and multi-meaning words within context (reading level 7.8-9.4)</td>
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<td>Vocabulary Knowledge</td>
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<td>Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., object function; thermometer: temperature :: barometer: air pressure), to comprehend text</td>
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<td>Use structural analysis</td>
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<td>Use knowledge of common English words and phrases adopted from other languages (e.g., banana: of African origin, Wolof; safari: Arabic) to help develop a curiosity about the origins and meanings of words</td>
<td></td>
</tr>
</tbody>
</table>

Comprehension Strategies and Constructing Meaning

<p>| Reading Process Skills       | Make predictions                                                                 | Make and adjust predictions based on evidence in the text (e.g., author's tone, character traits) and on prior knowledge, and explain why a prediction makes sense |             |
| Reading Process Skills       | Recognize an accurate summary of text                                           | Recognize the differences between an accurate summary and a critique                                            |             |
| Organizational Structure     | Identify and understand sequence                                                | Analyze sequential structure and determine its impact on text meaning                                            |             |
| Constructing Meaning         | Understand vocabulary in context                                                 | Understand vocabulary in context (reading level 7.8-9.4)                                                        |             |
| Organizational Structure     | Identify organizational structure                                                | Explain the relationships between parts of a text (e.g., sentence, paragraph, selection) to determine how the parts are arranged to contribute to the text's purpose |             |
| Reading Process Skills       | Identify and understand text features                                            | Determine how text features are used to support the author's purpose, and analyze and evaluate the information they provide |             |
| Constructing Meaning         | Identify details                                                                 | Verify and use accurate details to support conclusions about text                                                |             |
| Constructing Meaning         | Identify and understand main ideas                                              | Analyze the development of the main idea or thesis and how it relates to supporting ideas and details               |             |
| Reading Process Skills       | Identify author's purpose                                                        | Understand and evaluate how the author's purpose is reflected in tone and word choice                             |             |
| Constructing Meaning         | Identify and differentiate fact and opinion                                      | Analyze text for use of facts, opinions, and unsupported and supported inferences                                |             |
| Reading Process Skills       | Use repair strategies                                                            | Monitor and adjust understanding of text by recognizing when comprehension of texts becomes unclear and applying corrective strategies including rereading, summarizing, paraphrasing, and reviewing previous points, making connections to other texts and prior knowledge, determining word- and sentence-level meaning of confusing passages, and connecting the passage to the overall meaning of the text |             |
| Constructing Meaning         | Draw conclusions                                                                 | Analyze significant ideas and supporting details in a text to draw larger conclusions about the text meaning and/or significance |             |</p>
<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
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<th>Focus Skill</th>
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</thead>
<tbody>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Analyze events and trace them back to their causes through a series of events, and recognize faulty cause-and-effect relationships</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Comprehend complex text that is nonsequential (e.g., text and diagrams in separate sections) and adjust reading strategies accordingly (e.g., check index, reread previous section, flip between sections)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Evaluate how effectively ideas are organized</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Analyze the criteria used to compare two texts (e.g., explain the criteria used in a review of two books)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify comparison and contrast</td>
<td>Understand complex technical or scientific processes described in informational or functional text (e.g., software, mitosis and meiosis)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Apply a generalization to a specific situation or generalize from a specific situation (e.g., does the statement Shakespeare makes in one sonnet, “Love is not love that alters when it alteration finds” hold true in specific situations such as that of Romeo and Rosaline?)</td>
<td></td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how character relationships and interactions influence the plot</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Evaluate the extent to which the setting plays a role in the text</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze how complex characters and character relationships develop and change in a text and how this advances the plot or theme of the work</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze character depth and understand the difference between flat and round characters</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify and analyze characteristics of different genres including literary nonfiction (e.g., literary essays) and different forms of poetry (e.g., ballad, sonnet) to help establish an interpretive framework for understanding different works</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Analyze how aspects that are unrealistic or fantastical in otherwise realistic fiction contribute to the text</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify and analyze different forms of drama (e.g., comedy, tragedy), describing their characteristics and purposes, and understand the use of dialogue, soliloquies, asides, stage directions, and character foils in plays</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Analyze fantasy/science-fiction literature for commentary on real-world issues</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Analyze historical fiction, distinguishing between the fictional and factual elements of the text and recognizing the contribution of fictional speculation to understanding historical situations</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze the setting of a literary work by comparing it to the major issues of its historical period and to the cultural artifacts (e.g., art, music) from the same time period</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how authors draw on or are influenced by other works</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Understand nonchronological narration (e.g., a novel or play in which the outcome is told at the beginning) and analyze how it affects the plot</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze how a text provides insight and commentary on settings and places</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Analyze the controlling idea of a poem and how it is elaborated</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Explain how a narrator’s voice and persona affect characterization, plot, and tone</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Analyze how subtle themes are revealed (e.g., how characters affect its development)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Evaluate how first- or third-person narration and/or multiple narrators affect text meaning</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 9

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Author's Craft</td>
<td>Author's Choices</td>
<td>Understand figurative language</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Understand figurative language</td>
<td>Analyze the cumulative impact of figurative language on the text as a whole</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Identify sensory detail</td>
<td>Analyze how the author’s choice of words and use of language appeal to the senses and impact mood, tone, theme, and aesthetic quality</td>
<td>☐</td>
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<tr>
<td></td>
<td>Understand literary devices</td>
<td>Understand the impact of literary devices such as allusion, allusions, symbolism, and sound devices on the meaning of a text</td>
<td>☐</td>
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<tr>
<td></td>
<td>Understand literary devices</td>
<td>Recognize the meaning of patterns of imagery and symbolism in literary text</td>
<td>☐</td>
</tr>
<tr>
<td>Analyzing Argument and Evaluating Text</td>
<td>Evaluation</td>
<td>Evaluate reasoning and support for or against a claim for relevance, quality, credibility, and appropriateness for audience</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>Recognize an increasing array of logical fallacies such as appeals to pity, personal attack, all-or-nothing thinking, and overgeneralization</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>Analyze the logic and reasoning in an argument, and evaluate evidence given for or against a claim for relevance, quality, credibility, and appropriateness for audience</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>Evaluate the author’s acknowledgement and response to counterarguments (e.g., does the author respond to the expected counterarguments? Are the responses convincing?)</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>Analyze how the author’s purpose and the intended audience affect the tone of a persuasive text</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>Analyze rhetorical devices such as parallelism (e.g., “by the people, for the people”), hyperbole, and humor to determine their effects on an argument</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>Identify implicit values and beliefs revealed by an author’s argument</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>Analyze how media informs, persuades, interprets events, and influences culture</td>
<td>☐</td>
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<td></td>
<td>Evaluation</td>
<td>Evaluate credibility of a text based on analysis of bias and quality of information, reasoning, and support</td>
<td>☐</td>
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<tr>
<td></td>
<td>Evaluation</td>
<td>Distinguish supported and unsupported inferences to discover assumptions or missing evidence</td>
<td>☐</td>
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<tr>
<td><strong>Word Knowledge and Skills</strong></td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Understand the meanings of idioms (e.g., come out in the wash) in grade-appropriate prose and poetry (reading level 8.4-10.5), and analyze an author's use of idiomatic expressions</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use a wide range of contextual clues, including understanding word relationships and connectives, to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text (reading level 8.4-10.5)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge and a wide range of affixes and roots (e.g., Greek, Latin, Anglo-Saxon, African, and Arabic sources) and cognates (e.g., Indo-European: night [nuit, nacht, nicht, natt, noc], star [etoile, stella, ster, stern, estrella]) to understand content area and technical vocabulary</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of common foreign words (e.g., glasnost, kamikaze) and phrases (e.g., coup d'état, esprit de corps) in English and understand how they reflect historical events or developments</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Analyze and explain the importance of subtle differences in meaning between grade-appropriate synonyms (e.g., winsome/charming) for understanding word choice in a piece of literature</td>
<td>○</td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Evaluate synonym choices using a variety of resources (e.g., language histories, books of quotations)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Understand and distinguish between the denotive and connotative meanings of words in grade-appropriate text (reading level 8.4-10.5)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of a variety of word relationships (e.g., synonyms, antonyms; superordinate and subordinate) in analogies in order to infer the meanings of unfamiliar words in grade-appropriate texts (reading level 8.4-10.5)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Determine the meanings of words (e.g., siren, cereal) and phrases (e.g., Tower of Babel, Fountain of Youth) derived from ancient literature and mythology</td>
<td></td>
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<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Determine the correct definitions of homophones (e.g., carat/carrot), homographs (e.g., bisque, buttress), and multi-meaning words within context (reading level 8.4-10.5)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Analyze the cumulative impact of connotative meaning on a passage's meaning and tone</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Analyze the meanings of analogies found in grade-appropriate prose and poetry (reading level 8.4-10.5)</td>
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</tr>
<tr>
<td><strong>Comprehension Strategies and Constructing Meaning</strong></td>
<td></td>
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</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Analyze how details contribute to the text (e.g., strengthen ideas, add interest)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 8.4-10.5)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Evaluate sequential structure and its contribution to the text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing, paraphrasing, and reviewing previous points, making connections beyond the text, determining word- and sentence-level meaning, connecting the passage to the overall meaning of the text, and compartmentalizing questions/confusion while continuing to move forward in the text</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Evaluate a complex summary (e.g., include multiple ideas/themes, supporting details) for accuracy</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Analyze why a predicted outcome is or is not plausible by using evidence from text content and organization</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author's purpose</td>
<td>Analyze how an author's choices (e.g., text organization, style, use of language, literary devices, rhetorical devices) further the purpose</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Analyze the development of the thesis or main idea, how it is revealed, and how it is shaped by supporting details</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
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<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td></td>
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<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Evaluate how the text features of informational and functional documents support the author’s purpose and text meaning</td>
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<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Analyze complex text that is nonsequential or organized in unfamiliar ways (e.g., stream of consciousness)</td>
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</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Elaborate on ideas in text in order to clarify them and understand their impact</td>
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<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Evaluate the clarity and logic of the organizational structure of functional text (e.g., directions that will cause misunderstanding)</td>
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<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Understand increasingly complex processes described in informational or functional text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Connect literary works to historical documents or other works to show their influence on one another</td>
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</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Understand that fact is not subjective but that both facts and opinions can be misinterpreted or manipulated to lead to false conclusions</td>
<td></td>
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<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Compare and contrast the treatment of similar themes or topics across genres or media in order to explain how the medium shapes the theme or topic</td>
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<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Evaluate whether a summary is missing critical details or misrepresents the meaning of a text</td>
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<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Analyze contributing factors and degrees of influence in cause-and-effect relationships in texts</td>
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</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Evaluate and weigh complex and/or conflicting information and textual details in order to arrive at conclusions about the meaning and/or significance of text(s)</td>
<td></td>
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<tr>
<td>Analyzing Literary Text</td>
<td></td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Evaluate the impact of setting on the meaning of the text (e.g., how does the political or social context of the setting affect the plot?)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Recognize how the theme of a work may reflect those of its historical period</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze a particular scene or section of a story and how it affects the whole</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Identify archetypal traits in characters (e.g., the hero on a quest)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze characters within their cultural and historical contexts, and evaluate their credibility</td>
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<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Analyze the development of characters over the course of the narrative and recognize the difference between and roles of static and dynamic characters</td>
<td></td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Evaluate the author’s use of nonlinear devices such as foreshadowing, flashback, and parallel plots, and analyze their effects on the plot</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze archetypes and motifs in stories and plays and how authors may draw on themes from classical works</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Interpret works in light of their genre characteristics including different forms of drama (e.g., comedy, tragedy), poetry (e.g., ballad, sonnet, elegy), and fiction (e.g., allegory, parody, satire), and describe how generic conventions affect the text</td>
<td></td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze archetypes found in classical literature and how classical literature has affected modern literature and film</td>
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<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Evaluate how the controlling idea of a poem is elaborated</td>
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<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Recognize fictional techniques employed in nonfictional genres (e.g., histories and journalistic accounts with a fictional narrator, biographies with a plot structure)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Infer the theme of a work and analyze how it is revealed, including how characters and word choice affect its development</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Evaluate the contribution of unrealistic, fantastical, or absurdist elements to fiction grounded in reality (e.g., the setting of &quot;No Exit&quot; by Sartre)</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
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<tr>
<td>Analyzing Literary Text (continued)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Explain how the author develops the narrator’s point of view, and evaluate the effect of point of view on text meaning (e.g., first- vs. third-person narration, multiple narrators)</td>
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<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Evaluate how a work of fiction is affected by voice, persona, and narrator</td>
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</table>

**Understanding Author’s Craft**

<table>
<thead>
<tr>
<th>Author’s Choices</th>
<th>Understand figurative language</th>
<th>Analyze the cumulative impact of figurative language on wider themes and meanings of the text</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Analyze patterns of imagery or symbolism in literary text and determine what these patterns contribute to the meaning of the text</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Identify sensory detail</td>
<td>Analyze and evaluate how an author’s use of language appeals to the senses, creates imagery, establishes mood and tone, and advances the author’s theme or purpose</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Analyze how authors create and enhance effects such as suspense and irony</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Analyze literary devices such as allegory, allusion, symbolism, and sound devices to discover their impact on meaning and how they may appeal to or affect the reader</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Identify stylistic elements unique to or reminiscent of particular authors</td>
<td></td>
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</tbody>
</table>

**Analyzing Argument and Evaluating Text**

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Identify and understand persuasion</th>
<th>Evaluate how media messages present views in ways that differ from those of other texts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Analyze the effects of an increasingly subtle range of logical fallacies such as appeals to pity or common opinion, ad hominem attacks, red herring, and false dilemma in arguments, persuasive texts, and political debates</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Analyze the logic and reasoning in an argument, identifying its strengths, weaknesses, and acknowledgement of counterarguments; evaluate evidence for relevance, quality, credibility, and completeness</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Evaluate the adequacy of support for an argument's inferences and conclusions, and understand how these factors relate to credibility</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze and compare arguments of various genres (e.g., speeches, editorials, essays) for their use of rhetorical devices such as irony and metaphor</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze how tone and rhetorical devices (e.g., repetition, understatement, overstatement, irony, sarcasm) affect the impact of persuasive texts for different audiences and purposes</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Identify persuasive strategies used by media and analyze the possible effects on readers or viewers</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the credibility of an author's argument and of sources cited</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify unstated assumptions on which an author’s argument may be based</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Analyze the method of argument used in a text (e.g., argument by causation, analogy, authority, emotion, logic) and evaluate the appropriateness of the choice</td>
<td></td>
</tr>
<tr>
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<tr>
<td><strong>Word Knowledge and Skills</strong></td>
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</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand idioms</td>
<td>Understand the meanings of idioms (e.g., breaking new ground, of two minds, raise eyebrows) in grade-appropriate prose and poetry (reading level 9.3-11.2) and analyze an author’s use of idiomatic expressions</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use context clues</td>
<td>Use context clues (e.g., conjunctive and subordinate clauses) to determine or clarify nuances in word meanings in grade-appropriate text (reading level 9.3-11.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of common English words from other languages (e.g., amateur, guerrilla) and foreign phrases (e.g., c'est la vie, dolce vita) used in English</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Use knowledge of grade-appropriate roots (e.g., surg-, surr-), affixes (e.g., de-, -ability), and cognates (e.g., Latin and Greek, Anglo-Saxon, and Semitic sources) in order to predict the meaning of unfamiliar vocabulary (e.g., insurgent, debility)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Determine the correct definitions of homophones (e.g., fisher/fissure), homographs (e.g., converse, drone, epic), and multi-meaning words (e.g., fabricate) based on context (reading level 9.3-11.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Use knowledge of a variety of word relationships (e.g., cause/effect) in analogies to infer the meanings of unfamiliar words in a broad array of texts</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Differentiate between the denotative and connotative meanings (e.g., brusque, gruff, bluff, curt, crusty, blunt) of words in grade-appropriate text (reading level 9.3-11.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize and understand synonyms</td>
<td>Identify and understand alternate synonym choices (e.g., incite/instigate) when evaluating the meanings of synonyms in grade-appropriate text (reading level 9.3-11.2)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Use structural analysis</td>
<td>Determine the etymology of significant content-area terms (e.g., partisan, lobbyist; cytoplasm, diffusion) to gain a greater understanding of their meanings</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Recognize connotation and denotation</td>
<td>Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>Understand analogies</td>
<td>Analyze the implications of analogies made in grade-appropriate prose and poetry (reading level 9.3-11.2) to deepen understanding of text</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension Strategies and Constructing Meaning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Recognize an accurate summary of text</td>
<td>Analyze summaries of grade-level or higher texts to determine the main ideas and identify relevant details (e.g., analyze an abstract to determine if an article will be useful)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Analyze the development of multiple central ideas in a text</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 9.3-11.2)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by recognizing when comprehension becomes unclear; apply corrective strategies including rereading, reviewing previous points, making connections beyond the text, determining word- and sentence-level meaning, connecting the passage to the overall meaning of the text, compartmentalizing questions/confusion while moving forward in the text, and recognizing previous misreadings</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Verify and clarify factual details presented in several types of informational texts by using a variety of consumer, workplace, and public documents</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Locate and interpret minor or subtly stated details in text and discern which ideas or arguments they support</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Evaluate how text organization affects clarity</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Critique text features’ clarity, completeness, and aesthetic appeal</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and understand main ideas</td>
<td>Explain and interpret the thesis or main idea of complex informational or technical text and how it is supported and developed</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 11

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Analyze how the author’s style, tone, and diction and rhetorical devices further or detract from the author’s purpose</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Make complex predictions based on evidence in the text; connect the ideas to other texts or situations (e.g., like Hamlet, this character hesitates to act)</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Interpret and analyze complex or subtle information from text features (e.g., scientific diagrams, political cartoons)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Analyze subtle or implied sequences (e.g., sequence revealed by outcome)</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Analyze the similarities and differences in style (e.g., formal, informal, conversational, scholarly, journalistic, poetic) and purpose (e.g., to convince, to rebut, to entertain, to critique, to inform) of different genres of texts</td>
<td></td>
</tr>
<tr>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Evaluate the author’s purpose for consistency and clarity</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Analyze complex text with an unconventional organizational structure (e.g., reverse chronology)</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Analyze and evaluate supported and unsupported opinions, assertions, and inferences in a text, understanding that assertions or claims are not considered facts even if based on evidence</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Synthesize information from multiple informational or functional texts about complex technical or scientific processes to draw broader conclusions or solve problems</td>
<td></td>
</tr>
<tr>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Understand and use a critical lens (e.g., philosophical, biographical) or secondary sources to interpret text and draw conclusions about text meaning and/or significance</td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Analyze complex cause-and-effect relationships in texts, recognizing contributing factors, degrees of influence, and alternative possibilities</td>
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</tr>
<tr>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Make generalizations to show subtle connections between ideas in a text</td>
<td></td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Identify characters and understand characterization</td>
<td>Analyze development of characters as revealed through different means such as the use of narration, dialogue, archetypes, and character foils</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Evaluate characters’ depth and contribution to the narrative and evaluate whether the characters’ portrayal affects the quality of a literary work</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Analyze what a theme expresses about the human condition</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Analyze how themes develop and how multiple themes develop and interact</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Interpret works in light of their genre characteristics such as a play’s dramatic conventions (e.g., chorus, monologue, dramatic irony) or a poem’s meter</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Evaluate the author’s choices about setting (e.g., how does the setting enable, focus, enhance, or restrict the possibilities of the narrative?)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Compare the ideas or themes in a literary text to the cultural, political, intellectual, and social influences of its time, and analyze how social factors of the historical period affect a work of fiction</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Recognize and analyze a wider range of archetypal plot structures (e.g., generational conflicts, coming-of-age)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how structural choices made for parts of the text (e.g., in medias res, cliffhanger ending) affect the work as a whole</td>
<td></td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Analyze how nonfiction employs elements of fiction (e.g., history with a fictional narrator; biography with a plot structure)</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Analyze how the author develops the point of view and how it shapes a work (e.g., use of multiple narrators or a shifting point of view)</td>
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</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze how satire conveys its message</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Evaluate how the author develops the narrator’s point of view, and explain the difference between the author’s and the narrator’s points of view (e.g., unreliable narrator)</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 11

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing Literary Text (continued)</td>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate the contribution of unrealistic, fantastical, or absurdist elements to fictions grounded in reality, and recognize genres of realism such as surrealism and magical realism that blur fantasy and reality</td>
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</tr>
<tr>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze how particular plot choices compare to unrealized possibilities (i.e., if the author had made a different choice, how would that choice have affected the plot?) and how the author’s plot choices give insight to the meaning of the text</td>
<td></td>
</tr>
<tr>
<td>Understanding Author’s Craft</td>
<td>Author’s Choices</td>
<td>Identify sensory detail</td>
<td></td>
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<tr>
<td></td>
<td>Analyze and evaluate the author’s word choice and use of imagery, analyze patterns of imagery or symbolism, and analyze how these patterns affect the theme, mood, and tone</td>
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<tr>
<td></td>
<td>Understand literary devices</td>
<td>Analyze how the author uses devices and techniques (e.g., style, irony, tone, voice, mood, sound devices, allusions) to achieve aesthetic and rhetorical effects</td>
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<tr>
<td></td>
<td>Understand figurative language</td>
<td>Evaluate the impact of specific words and phrases on the meaning and tone of a work</td>
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<tr>
<td></td>
<td>Understand literary devices</td>
<td>Analyze elements of style unique to or reminiscent of particular authors, and recognize stylistic influences on authors</td>
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<tr>
<td></td>
<td>Understand literary devices</td>
<td>Analyze how imagery, figurative language, and other devices are used in poetry and fiction to create a response (e.g., emotional, intellectual) in the reader</td>
<td></td>
</tr>
<tr>
<td>Analyzing Argument and Evaluating Text</td>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyze the use of persuasive techniques and rhetorical devices in arguments, evaluate how they might affect the reader, and recognize when techniques are misused; identify the uses, misuses, and effects of ambiguity, contradiction, incongruity, paradox, irony, and hyperbole in text</td>
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<td></td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Identify logical fallacies (e.g., appeals to pity or common opinion, personal attack/ad hominem, doublespeak, false dichotomy, false causality, red herring, straw man, false assumption, caricature, loaded terms, leading questions, overgeneralization, bandwagon effect, non sequitur, circular logic, hasty generalization) in arguments, persuasive material, and formal and informal debates; analyze their effects on the text and reader; and understand why fallacies are not valid forms of reasoning</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Evaluate an argument’s validity, impact, logic, evidence, response to counterarguments, completeness, and general appeal citing evidence from the text</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Discern different kinds of supporting evidence such as empirical or anecdotal evidence, and distinguish and analyze different forms of argument such as argument by analogy, causation, authority, emotion, and logic</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the credibility of an author’s argument and the quality, credibility, and currency of sources</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze how media influences public perception and opinion</td>
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</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Evaluate how the author has assessed the intended audience (e.g., what values has the author assumed are shared by the reader?)</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Analyze an author’s values, beliefs, and assumptions (e.g., philosophical, political), which may be directly stated or implied</td>
<td></td>
</tr>
<tr>
<td>Skill Set</td>
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</tr>
<tr>
<td>Word Knowledge and Skills</td>
<td>Vocabulary Knowledge</td>
<td>Understand the meanings of idioms (e.g., clear sailing, dark horse) used in grade-appropriate prose and poetry (reading level 9.8-12.1) and evaluate an author’s use of idiomatic expressions</td>
<td></td>
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<tr>
<td></td>
<td>Recognize and understand homonyms and multi-meaning words</td>
<td>Determine the correct definitions of homophones (e.g., elicit/illicit; hailed/hail), homographs (e.g., garnish), and multi-meaning words (e.g., infectious) based on context (reading level 9.8-12.1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategies</td>
<td>Use knowledge of common foreign words (e.g., siesta, hors d’oeuvre) and phrases (e.g., faux pas, carte blanche, carpe diem) used in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategies</td>
<td>Analyze and explain the etymology of significant content-area terms (e.g., populist, deficit, conscription; magnetism, nucleus, chromosome)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategies</td>
<td>Synthesize information from context to determine or clarify nuances in word meanings in grade-appropriate text (reading level 9.8-12.1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize and understand synonyms</td>
<td>Evaluate alternate synonym choices in grade-appropriate text (reading level 9.8-12.1)</td>
<td></td>
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<tr>
<td></td>
<td>Recognize connotation and denotation</td>
<td>Differentiate between the denotative and connotative meanings (anarchy: lawless disorder versus absence of government) of words in grade-appropriate text (reading level 9.8-12.1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand analogies</td>
<td>Use knowledge of a variety of word relationships (e.g., connotation/denotation) in analogies to infer the meanings of unfamiliar words in a broad array of texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize connotation and denotation</td>
<td>Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage, and evaluate an author’s use and refinement of a key term’s connotative meaning over the course of a text (e.g., use of “honest” in Othello)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand analogies</td>
<td>Evaluate the soundness of analogies made in grade-appropriate prose and poetry (reading level 9.8-12.1)</td>
<td></td>
</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning</td>
<td>Reading Process Skills</td>
<td>Use repair strategies</td>
<td>Draw automatically on strategies as needed in order to fully comprehend a variety of complex and challenging texts and to apply the understanding to analyze and critique text</td>
</tr>
<tr>
<td></td>
<td>Constructing Meaning</td>
<td>Identify details</td>
<td>Analyze supporting information for main points in challenging text regardless of where the support is presented in the text</td>
</tr>
<tr>
<td></td>
<td>Constructing Meaning</td>
<td>Understand vocabulary in context</td>
<td>Understand vocabulary in context (reading level 9.8-12.1)</td>
</tr>
<tr>
<td></td>
<td>Recognize an accurate summary of text</td>
<td>Accurately and objectively summarize how two or more central ideas of a text interact, and build on one another in order to arrive at a complex analysis of text</td>
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<td></td>
<td>Extend meaning or form generalizations</td>
<td>Evaluate generalizations to determine their validity</td>
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<tr>
<td></td>
<td>Identify and understand main ideas</td>
<td>Evaluate and critique how the thesis of complex informational text is supported</td>
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<tr>
<td></td>
<td>Use repair strategies</td>
<td>Monitor and adjust understanding of text by recognizing when comprehension becomes unclear or contentions with the text arise; apply corrective strategies including rereading, reviewing previous points, making connections beyond the text, determining word- and sentence-level meaning, connecting the passage to the overall meaning of the text, compartmentalizing questions/confusion while moving forward in the text, and recognizing previous misreadings</td>
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</tr>
<tr>
<td></td>
<td>Identify and understand main ideas</td>
<td>Evaluate and critique how multiple central ideas or themes develop in a text and how these ideas or themes work together</td>
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<tr>
<td></td>
<td>Identify organizational structure</td>
<td>Recognize traditional and classical organization in documents such as treatises, essays, and speeches (e.g., introduction, first and second transitions, body, and conclusion) to better comprehend and critique content</td>
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</tr>
<tr>
<td>Skill Set</td>
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</tr>
<tr>
<td>Comprehension Strategies and Constructing Meaning (continued)</td>
<td>Reading Process Skills</td>
<td>Identify and understand text features</td>
<td>Analyze and evaluate text features for effectiveness, organization, clarity, and coherence (e.g., evaluate a magazine for effective use of multiple techniques such as layout, typeface, and graphics)</td>
</tr>
<tr>
<td></td>
<td>Constructing Meaning</td>
<td>Extend meaning or form generalizations</td>
<td>Connect literary works to other works and to events or ideas of their time (e.g., in “Siddhartha,” Herman Hesse is writing about an influential figure from 500 BCE, but his work is more influenced by the existential ideas of his own time)</td>
</tr>
<tr>
<td></td>
<td>Organizational Structure</td>
<td>Understand cause and effect</td>
<td>Analyze complex cause-and-effect relationships and alternative possibilities in texts; critically evaluate the logic and plausibility of cause-and-effect relationships in texts</td>
</tr>
<tr>
<td></td>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Analyze a complex sequence of events or ideas in order to explain how they interact and develop and to determine the impact on the meaning of the text</td>
</tr>
<tr>
<td></td>
<td>Reading Process Skills</td>
<td>Identify author’s purpose</td>
<td>Analyze and critique how the author’s use of language, organizational structures, techniques, and rhetorical devices further or detract from the author’s purpose</td>
</tr>
<tr>
<td></td>
<td>Organizational Structure</td>
<td>Identify organizational structure</td>
<td>Evaluate the logic, focus, consistency, coherence, potential appeal for the audience, and effectiveness of organizational structure</td>
</tr>
<tr>
<td></td>
<td>Constructing Meaning</td>
<td>Identify and differentiate fact and opinion</td>
<td>Evaluate the use of supported and unsupported opinions, assertions, and inferences in a text and their impact on the reader</td>
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<td></td>
<td>Constructing Meaning</td>
<td>Draw conclusions</td>
<td>Synthesize ideas from close reading of texts and secondary sources to draw complex conclusions about text meaning and/or significance</td>
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<tr>
<td></td>
<td>Organizational Structure</td>
<td>Understand comparison and contrast</td>
<td>Critique the similarities and differences in style, purpose, and organization of different genres of texts</td>
</tr>
<tr>
<td></td>
<td>Organizational Structure</td>
<td>Identify and understand sequence</td>
<td>Evaluate descriptions of complex technical or scientific processes in informational or functional text for clarity and completeness</td>
</tr>
<tr>
<td></td>
<td>Reading Process Skills</td>
<td>Make predictions</td>
<td>Analyze information given in the text to make a prediction about a related situation (e.g., apply political model to related historical event, predict character behavior based on archetypal character)</td>
</tr>
<tr>
<td>Analyzing Literary Text</td>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Analyze the underlying archetypal forces and motivations behind the plot (e.g., the storm in “King Lear”)</td>
</tr>
<tr>
<td></td>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Evaluate the cultural, political, intellectual, and social influences of the setting on a work of literature (e.g., analyze a novel such as Jane Austen’s “Pride and Prejudice” from the context of social expectations for young women to marry in nineteenth-century England)</td>
</tr>
<tr>
<td></td>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Evaluate how a text comments on and/or provides insight into settings and places</td>
</tr>
<tr>
<td></td>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Analyze the influence of classical literature (e.g., Greek drama) on modern literature, and recognize and analyze dramatic conventions (e.g., chorus, monologue, dramatic irony), and compare a classic work to its modern adaptation</td>
</tr>
<tr>
<td></td>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Analyze how complex works develop multiple levels of themes</td>
</tr>
<tr>
<td></td>
<td>Literary Elements</td>
<td>Identify the narrator and point of view</td>
<td>Evaluate the influence of point of view, and analyze the effect of multiple narrators or a shifting point of view</td>
</tr>
<tr>
<td></td>
<td>Literary Elements</td>
<td>Identify and understand theme</td>
<td>Evaluate a work’s commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period</td>
</tr>
<tr>
<td></td>
<td>Genre Characteristics</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Analyze and evaluate the intended degree of realism in a text (e.g., is the purpose of the work to provide psychological realism?)</td>
</tr>
<tr>
<td></td>
<td>Literary Elements</td>
<td>Identify and understand elements of plot</td>
<td>Critique literary works; analyze and evaluate how structural choices and plot devices advance the plot and affect the meaning and impact of a work of fiction</td>
</tr>
<tr>
<td></td>
<td>Literary Elements</td>
<td>Identify and understand setting</td>
<td>Analyze and evaluate how shifts in setting influence a literary work</td>
</tr>
<tr>
<td></td>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Interpret and evaluate works (e.g., literary nonfiction, poetry, and subgenres such as satire, allegory, and parody) in light of their characteristics</td>
</tr>
</tbody>
</table>
### Grade 12

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Skill Area</th>
<th>Grade-Level Skill Statement</th>
<th>Focus Skill</th>
</tr>
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<tbody>
<tr>
<td>Analyzing Literary Text (continued)</td>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Critique multiple interpretations of a work</td>
</tr>
<tr>
<td>Genre Characteristics</td>
<td>Identify and understand characteristics of genres</td>
<td>Identify fiction and nonfiction, reality and fantasy</td>
<td>Evaluate nonfiction that employs elements of fiction (e.g., history with a fictional narrator; biography with a plot structure; nonfictional novels) to critique how these elements increase interest in the text or affect its integrity</td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Genre Characteristics</td>
<td>Identify characters and understand characterization</td>
<td>Analyze and evaluate the author’s development of characters in light of genre and the author’s intent (e.g., does the character’s psychological depth and complexity reflect the level of realism in a novel? Is a relatively simple characterization appropriate in a comedy?)</td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Evaluate the quality of a literary work and the characters' portrayal especially when affected by the author’s underlying philosophy</td>
<td></td>
</tr>
<tr>
<td>Literary Elements</td>
<td>Identify characters and understand characterization</td>
<td>Identify the narrator and point of view</td>
<td>Analyze the difference between the narrator’s point of view and the author’s implied point of view (e.g., in a novel where there is ironic distance between the author and narrator)</td>
</tr>
<tr>
<td>Understanding Author’s Craft</td>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Evaluate how word choice, controlling images, hyperbole, irony, paradox, allusion, apostrophe, oxymoron, pun, synecdoche, and metonymy convey meaning, and critique their effectiveness</td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Analyze and critique elements of style unique to or reminiscent of particular authors, and evaluate influences on authors</td>
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</tr>
<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Evaluate and critique how an author uses devices and techniques (e.g., style, irony, tone, voice, mood, sound devices) to achieve aesthetic and rhetorical effects</td>
<td></td>
</tr>
<tr>
<td>Author’s Choices</td>
<td>Identify sensory detail</td>
<td>Evaluate and critique how an author employs imagery, figurative language, and other devices to elicit a response as well as to convey meaning</td>
<td></td>
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<tr>
<td>Author’s Choices</td>
<td>Understand figurative language</td>
<td>Evaluate and critique an author’s use of figurative language</td>
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<tr>
<td>Author’s Choices</td>
<td>Understand literary devices</td>
<td>Critique how patterns of imagery, symbolism, allusions, and conceits are connected to theme, mood, tone, and the meaning of the text</td>
<td></td>
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<tr>
<td>Analyzing Argument and Evaluating Text</td>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Evaluate rhetorical devices used in an argument for their effectiveness in persuading or affecting the reader or in giving power to an argument or its meaning</td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Evaluate the intentional use of logical fallacies in arguments, and explain why fallacies do not prove the point being argued</td>
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<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Analyze what effects media may have on elections and public attitudes, and evaluate effectiveness of media messages</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Understand and follow the logic of arguments that employ analogies and syllogisms</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the quality of cited sources and their credibility, reliability, origin, currency, consistency, logic, and coherence, noting strengths and weaknesses</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate reasoning and support</td>
<td>Critique arguments and persuasive text and defend interpretations; evaluate the argument’s validity, impact, logic, evidence, response to counterarguments, completeness, and general appeal, providing solid reasoning</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate credibility</td>
<td>Evaluate the overall credibility of an author’s argument, and determine to what degree the argument is ultimately convincing</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify and understand persuasion</td>
<td>Recognize how an argument may speak to multiple audiences (e.g., the explicit audience, the wider public)</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Identify bias and analyze text for logical fallacies</td>
<td>Analyze the author’s values, beliefs, and assumptions (e.g., political, philosophical) as implied by the text; evaluate the extent to which the author recognizes the presence and role of these values in the argument; and recognize if the argument is viable</td>
<td></td>
</tr>
</tbody>
</table>
About Renaissance Learning

Renaissance Learning, Inc. is a leading provider of technology-based school improvement and student assessment programs for K12 schools. Adopted by more than 72,000 schools, Renaissance Learning’s tools provide daily formative assessment and periodic progress-monitoring technology to enhance core curriculum, support differentiated instruction, and personalize practice in reading, writing and math. Renaissance Learning™ products help educators make the practice component of their existing curriculum more effective by providing tools to personalize practice and easily manage the daily activities for students of all levels. As a result, teachers using Renaissance Learning products accelerate learning, get more satisfaction from teaching, and help students achieve higher test scores on state and national tests. Renaissance Learning has seven U.S. locations and subsidiaries in Canada and the United Kingdom.