**Grade K: Reading Number of Items: 7**

**Demonstrate comprehension on nonfiction text**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **K.10** |
| 1. make ongoing predictions based on graphics and text. |
| 1. relate pictures and illustrations to the text in which they appear. |
| 1. link knowledge from their own experiences to make sense of and talk about a text. |
| 1. identify the topic of a nonfiction selection. |
| 1. ask and respond to simple questions about the content of a book. |
| 1. discuss simple facts and information relevant to the topic. |
| 1. identify text features including titles, headings, and pictures in text. |
| 1. identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |

**Grade 1: Reading Number of Items: 7**

**Demonstrate comprehension on nonfiction text**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **1.10** |
| 1. read with purpose and understanding. |
| 1. Preview reading material by looking at the book’s cover and illustrations and other graphics and by reading titles and headings. |
| 1. Set a purpose for reading by looking at illustrations and other graphics, activating prior knowledge, and predicting the outcome of the selection. |
| 1. identify text features (e.g., illustrations, photographs, headings, charts, and captions.) |
| 1. Use text features to locate facts and information in the text (e.g., headings, table of contents, glossaries.) |
| 1. Distinguish between information provided by pictures or illustrations and information provided by words in the text. |
| 1. Make and confirm predictions before, during, and after reading. |
| 1. Ask and answer simple questions (e.g., who, what, where, when, why, and how) about a selection. |
| 1. Read a wide variety of self-selected and teacher-selected informational texts aloud. |
| 1. Read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines. |
| 1. Identify the main idea and key details of a short nonfiction selection. |
| 1. Identify the reasons an author gives to support points in a text. |
| 1. Practice reading and rereading texts on their independent reading level to develop accuracy, fluency, and meaningful expression. |

**Grade 2: Reading Number of Items: 7**

**Demonstrate comprehension on nonfiction text**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **2.10** |
| 1. read with purpose and understanding. |
| 1. Preview reading material by looking at the book’s cover and illustrations and other graphics and by reading titles and headings. |
| 1. Set a purpose for reading by looking at illustrations and other graphics, activating prior knowledge, and predicting the outcome of the selection. |
| 1. identify text features (e.g., illustrations, photographs, headings, charts, and captions.) |
| 1. Use text features to locate facts and information in the text (e.g., headings, table of contents, glossaries.) |
| 1. Distinguish between information provided by pictures or illustrations and information provided by words in the text. |
| 1. Make and confirm predictions before, during, and after reading. |
| 1. Ask and answer simple questions (e.g., who, what, where, when, why, and how) about a selection. |
| 1. Read a wide variety of self-selected and teacher-selected informational texts aloud. |
| 1. Read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines. |
| 1. Identify the main idea and key details of a short nonfiction selection. |
| 1. Identify the reasons an author gives to support points in a text. |
| 1. Practice reading and rereading texts on their independent reading level to develop accuracy, fluency, and meaningful expression. |

**Grade 3: Reading Number of Items: 7**

**Use word analysis strategies and word reference materials**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **2.5c** |
| 1. decode regular multisyllabic words. |
| 1. use phonetic strategies and context to self-correct for comprehension. |
| 1. decode words with common prefixes and suffixes. |

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| **2.6 a – c** |
| 1. use meaning clues to support decoding. |
| 1. use surrounding words in a sentence to determine the meaning of a word. |
| 1. determine which of the multiple meanings of a word in context makes sense by using semantic clues. |
| 1. use knowledge of word order, including subject, verb, and adjectives, to check for meaning. |
| 1. use story structure, titles, pictures, and diagrams to check for meaning. |

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| **2.7 a – c, d** |
| 1. use knowledge of homophones (e.g., such as *pair* and *pear*). |
| 1. identify and recognize meanings of common prefixes and suffixes (e.g., un- *re-*, *mis-*, *dis-*, *-y*, *-ly*, *-er*, *-ed*, *-ing*, *-est*, *-ful*, *-less*, *-able*). |
| 1. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *sign*, *signal*). |
| 1. use common prefixes and suffixes to decode words. |
| 1. determine the meaning of words when a known prefix is added to a known word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall). |
| 1. supply synonyms and antonyms for a given word. |
| 1. use knowledge of antonyms when reading (e.g., *hot/cold*, *fast/slow*, *first/last*). |
| 1. demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., *Maria’s*). |
| 1. demonstrate an understanding of the meaning of contractions (e.g., *don’t- do not*). |
| 1. use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook). |
| 1. use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, through generating and answering questions). |

**Grade 3: reading**

**Use word analysis strategies and word reference materials**

***continued***

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| **2.10 a – d** |
| 1. locate titles and page numbers, using a table of contents. |
| 1. use a table of contents to locate information in content-area books. |
| 1. interpret pictures, captions, diagrams, and tables. |
| 1. interpret information presented in bar graphs, charts, and pictographs. |
| 1. use dictionaries, glossaries, and indices to locate key facts or information. |
| 1. consult reference materials as needed to spell, check spelling, and understand grade-appropriate words. |
| 1. alphabetize words to the second and third letter. |
| 1. locate words in reference materials, using first, second, and third letter. |
| 1. locate guide words, entry words, and definitions in dictionaries and indices. |
| 1. use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials). |

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| **3.3b** |
| 1. apply knowledge of the change in tense (*-ed*), number (*-s*), and degree (*-er* and *-est*) signified by inflected endings to decode words. |
| 1. decode regular multisyllabic words in order to read fluently. |

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| **3.4 a – d, f – g** |
| 1. use knowledge of homophones (e.g., *be/bee*, *hear/here*, and *sea/see*) to understand unfamiliar words. |
| 1. apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*). |
| 1. c. apply knowledge of affixes, (e.g., prefixes such as *ex-, dis-, un-, re-, mis-, non-, pre-*; suffixes such as *-ly, -ful, -less, -able, -tion, -ness,* and *–ment*) to decode words. |
| 1. determine the meaning of new words formed when a known affix is added to the known word (e.g., *care/careless, heat/reheat*). |
| 1. use knowledge of synonyms (e.g., *big/large, mad/angry, ache/pain*). |
| 1. use knowledge of antonyms, (e.g., *asleep/awake, smile/frown, start/finish*). |
| 1. use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage. |
| 1. using context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words. |
| 1. apply understanding of language structure to make meaning from text by    1. using transition words of time sequence (e.g., *first, second, next, later, after,* and *finally*);    2. using transition words of compare-contrast (e.g., *like, unlike, different, and same*); and    3. using transition words of cause-effect (e.g., *because, if…then, when…then*).    4. using vocabulary from history and social science, mathematics, and science; and    5. using the glossary, dictionary, and thesaurus as reference resources to learn word meanings. |

**Grade 3: Reading**

**Use word analysis strategies and word reference materials**

***Continued***

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| **3.7 a – b** |
| 1. make decisions about which resource is best for locating a given type of information. |
| 1. locate selected information in encyclopedias, atlases, and other print and online reference materials. |
| 1. retrieve information from electronic sources. |
| 1. use the Internet to find information on a given topic. |

**Grade 3: reading Number of Items: 17**

**Demonstrate knowledge of fictional text**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **2.8 a, c – I** |
| 1. describe how characters in a story or poem respond to key events. |
| 1. describe the setting and important events of a story. |
| 1. identify the problems and solutions in stories. |
| 1. use information from illustrations and words to demonstrate comprehension of characters, settings, and plots. |
| 1. compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories). |
| 1. determine the main idea or theme of paragraphs or stories. |
| 1. begin to use knowledge of transition words (e.g., *first*, *next*, and *soon*), to understand how information is organized in sequence. |
| 1. organize information, using graphic organizers (e.g., story map, sequence of events). |
| 1. use the framework of beginning, middle, and end to summarize and retell story events. |
| 1. describe the structure of a story (e.g., beginning introduces the story, ending concludes the action). |
| 1. write responses to what they read (e.g., response logs, write the story with a new ending). |

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| **3.5 c –j, l** |
| 1. use specific details to make, justify, and modify predictions by:    1. identifying details from their own experiences and knowledge that supports their predictions;    2. identifying information from the text that supports or contradicts a prediction; and    3. revising predictions based on new understandings. |
| 1. gain meaning before, during, and after reading by:    1. asking and answering questions about what is read to clarify meaning;    2. asking and answering questions to predict what will happen next;    3. understanding that sometimes two or more pieces of information need to be put together to answer a question;    4. understanding that some questions are answered directly in the text;    5. understanding that the answers to some questions must be inferred from the reader’s background experiences and knowledge; and    6. understanding the basic lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures. |
| 1. apply knowledge of characterization by    1. describing a character’s attributes (traits, motivations or feelings);    2. using evidence from the text to support generalizations about the character;    3. comparing and contrasting characters within a selection or between/among two or more selections; and    4. explaining how the actions of characters contribute to the sequence of events. |
| 1. make generalizations about a character based on that character’s response to a problem, the character’s goal, and what the character says or thinks. |
| 1. apply knowledge of setting by:    1. identifying the time and place of a story, using supporting details from the text; and    2. identifying the details that make two settings similar or different. |
| 1. compare and contrast settings, characters, and events. |
| 1. identify the author’s purpose (e.g., entertain, inform, persuade). |
| 1. ask and answer questions about the text to demonstrate understanding. |
| 1. draw conclusions about text to make meaning. |
| 1. identify the problem (conflict) and solution, main idea or theme, and supporting details. |

**Grade 3:Reading Number of Items: 16**

**Demonstrate comprehension of nonfiction texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **2.9 a – b,e – g** |
| 1. interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text. |
| 1. explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text. |
| 1. use titles and headings to generate ideas about the text. |
| 1. skim text for section headings, bold type, and picture captions to help set a purpose for reading. |
| 1. use print clues, such as bold type, italics, and underlining, to assist in reading. |
| 1. use information from the text to make and revise predictions. |
| 1. use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables). |
| 1. use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions). |
| 1. use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., *first*, *second*, *next*). |
| 1. begin to skim text for information to answer specific questions. |
| 1. determine the main idea. |
| 1. identify the sequence of steps in functional text such as recipes or other sets of directions. |
| 1. follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments). |
| 1. ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how). |
| 1. locate information in texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents). |
| 1. begin to use knowledge of transition words (signal words) (e.g., *first*, *next*, and *soon*), to understand how information is organized. |
| 1. organize information, using graphic organizers. |

**Grade 3: reading Number of Items: 16**

**Demonstrate comprehension of nonfiction texts**

***continued***

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| **3.6a, c – I** |
| 1. identify the author’s purpose (e.g., entertain, inform, persuade). |
| 1. use text formats such as the following to preview, set a purpose for reading, and locate information relevant to a given topic efficiently:    1. content text features, such as headings and chapter layout by topic;    2. functional formats, such as advertisements, flyers, and directions;    3. specialized type, such as bold face and italics; and    4. visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. |
| 1. apply understanding of text structure to guide reading by:    1. making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional;    2. making predictions based on knowledge of literary forms, such as biography and autobiography; and    3. identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions. |
| 1. gain meaning before, during, and after reading by:    1. asking and answering questions to clarify meaning;    2. understanding that sometimes two or more pieces of information need to be put together to answer a question; and    3. understanding that some questions are answered directly in the text. |
| 1. draw conclusions about what they have read. |
| 1. summarize major points in a selection. |
| 1. identify details that support the main idea of a nonfiction selection. |
| 1. state in their own words the main idea of a nonfiction selection. |
| 1. compare and contrast the characteristics of biographies and autobiographies. |
| 1. monitor their comprehension throughout the reading process by:    1. becoming aware of when they do not understand;    2. identifying exactly what is causing them difficulty; and    3. generating their own questions to help integrate units of meaning. |
| 1. use text features to make meaning by:    1. applying phonetic strategies;    2. using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession;    3. applying knowledge of simple and compound sentence structures;    4. knowing when meaning breaks down and then rereading to self-correct; and    5. using illustrations to gain information (e.g., maps, photographs). |

**Grade 4: reading Number of items 7**

**Use word analysis strategies and word reference materials**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **4.4 a – c, e** |
| 1. use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text). |
| 1. use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition. |
| 1. use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words. |
| 1. use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words. |
| 1. derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), such as *read/red*, *no/know*, *hear/here.* |
| 1. use context to select the applicable definition of a word from a glossary or dictionary. |
| 1. identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning. |
| 1. determine the meaning of general academic and content-specific words or phrases in a text. |
| 1. study word meanings across content areas. |

**Grade 4: Reading Number of Items: 17**

**Demonstrate comprehension of fictional texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **4.5 a – e, g – j** |
| 1. explain the author’s purpose (e.g., to entertain, inform, or persuade). |
| 1. describe how the choice of language, setting, characters, details, and other information contribute to the author’s purpose. |
| 1. describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character’s thoughts). |
| 1. understand that narrative nonfiction is a story based on facts. |
| 1. identify the facts contained in a piece of narrative nonfiction. |
| 1. identify the main idea or theme of a text and summarize using supporting details. |
| 1. identify the problem (conflict) and solution. |
| 1. identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel. |
| 1. refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text. |
| 1. identify cause and effect relationships. |
| 1. make, confirm, or revise predictions. |
| 1. read familiar text with fluency, accuracy, and prosody. |
| 1. read with sufficient accuracy and fluency to support comprehension. |
| 1. become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty). |

**Grade 4: reading Number of Items: 16**

**Demonstrate comprehension of nonfiction texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **4.6d** |
| 1. use text features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts. |
| 1. understand how written text and accompanying illustrations connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations). |
| 1. generate questions to guide reading of text. |
| 1. explain author’s purpose (e.g., to entertain, persuade, inform). |
| 1. identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes. |
| 1. combine information from various places in the text to draw a conclusion. |
| 1. make simple inferences, using information from the text. |
| 1. identify cause and effect relationships. |
| 1. distinguish between fact and opinion. |

**Grade 5**

**Use word analysis strategies and word reference materials**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **5.4 a – e, g** |
| 1. use context as a clue to infer the correct meanings of unfamiliar words and phrases. |
| 1. use context and sentence structure to determine meanings and differentiate among multiple meanings of words. |
| 1. apply knowledge of roots, affixes (prefixes and suffixes), synonyms, antonyms, and homophones. |
| 1. begin to learn about Greek and Latin affixes. |
| 1. understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation. |
| 1. understand how a prefix changes the meaning of a root word. |
| 1. identify when an author uses language figuratively. |
| 1. use word references and context clues to determine which meaning is appropriate in a given situation. |
| 1. identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed. |
| 1. study cross-curricular vocabulary. |

**Grade 5: Reading Number of Items: 15**

**Demonstrate comprehension of fictional texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **5.5 b – c, e – k** |
| 1. understand that characters are developed by:    1. what is directly stated in the text;    2. their speech and actions; and    3. what other characters in the story say or think about them. |
| 1. understand that some characters change during the story or poem and some characters stay the same. |
| 1. understand that the main character has a conflict that usually gets resolved. |
| 1. identify the conflict or problem of the plot. |
| 1. understand that plot is developed through a series of events. |
| 1. identify the events in sequence that lead to resolution of the conflict. |
| 1. discuss why an author might have used particular words and phrases. |
| 1. describe how an author’s choice of vocabulary contributes to the author’s style. |
| 1. identify and ask questions that clarify various points of view. |
| 1. identify main idea or theme. |
| 1. summarize supporting details from text. |
| 1. draw conclusions/make inferences from text. |
| 1. identify cause and effect relationships. |
| 1. make, confirm, or revise predictions. |

**Grade 5: reading Number of Items: 17**

**Demonstrate comprehension of nonfiction texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **5.6 a, c – j** |
| 1. use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts. |
| 1. skim material from print and digital texts to develop a general overview or to locate specific information. |
| 1. determine the main idea of a text and summarize supporting key details. |
| 1. identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order. |
| 1. identify specific information in text that supports predictions. |
| 1. form opinions and draw conclusions from the selection. |
| 1. locate details to support opinions, predictions, and conclusions. |
| 1. identify cause and effect relationships following transition words signaling the pattern. |
| 1. distinguish between fact and opinion. |
| 1. identify, compare, and contrast relationships between characters, events, and facts. |
| 1. compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |

**Grade 6: reading Items of Items: 8**

**Use word analysis strategies and word reference materials**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **6.4 a – e** |
| 1. use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience, auditory, audible.* . |
| 1. identify Latin and Greek roots of common English words as clues to the meaning. |
| 1. separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*. |
| 1. recognize common antonyms and synonyms. |
| 1. notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*. |
| 1. use context (e.g., the overall meaning of a sentence or paragraph; a word’s function in a sentence) as a clue to the meaning. |
| 1. recognize word relationships, such as:    1. synonyms – small: little;    2. antonyms – up: down;    3. object/action – ear: hear;    4. source/product – tree: lumber;    5. part/whole – paw: dog; and    6. animal/habitat – bee: hive. |
| 1. use context clues to determine meanings of unfamiliar words in text, such as: 2. examples; 3. restatements; and 4. contrast. |
| 1. identify figurative language in text, including:    1. **simile** – figures of speech that use the words *like* or *as* to make    2. comparisons;    3. **hyperbole** – intentionally exaggerated figures of speech; and    4. **metaphor** – a comparison equating two or more unlike things    5. without using “like” or “as.” |
| 1. consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning. |

**Grade 6: reading Number of Items: 17**

**demonstrate comprehension of fictional texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **6.5 a – d, f – k** |
| 1. understand setting as time and place. |
| 1. understand plot as:    1. the development of the central conflict and resolution;    2. the sequence of events in the story; and    3. the writer’s map for what happens, how it happens, to whom it    4. happens, and when it happens. |
| 1. , understand that character traits are revealed by:    1. what a character says;    2. what a character thinks;    3. what a character does; and    4. how other characters respond to the character. |
| 1. determine a central idea or theme of a fictional text and how it is developed through specific details. |
| 1. understand internal and external conflicts in stories, including:    1. internal conflicts within characters;    2. external conflicts between characters; and    3. changes in characters as a result of conflicts and resolutions in the plot. |
| 1. describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. |
| 1. notice an author’s craft, including use of :    1. language patterns;    2. sentence variety;    3. vocabulary;    4. imagery; and    5. figurative language. |
| 1. recognize an author’s use of:    1. **simile** – figures of speech that use the words *like* or *as* to make comparisons;    2. **hyperbole** – intentionally exaggerated figures of speech; and    3. **metaphor** – a figure of speech that makes a comparison equating two or more unlike things without using “like” or “as.” |
| 1. recognize poetic forms, including:    1. **haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;    2. **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous;    3. **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm,    4. and refrain; and    5. **free verse –** poetry with neither regular meter nor rhyme scheme. |
| 1. recognize poetic elements in prose and poetry, including:    1. **rhyme** – recurring identical or similar final word sounds within or at       1. the ends of lines of verse, e.g., *farm/harm*;    2. **rhythm** – the recurring pattern of strong and weak syllabic stresses;    3. **repetition** – repeated use of sounds, words, or ideas for effect and       1. emphasis;    4. **alliteration** – repetition of initial sounds, e.g., *picked a peck of*       1. *pickled peppers*; and    5. **onomatopoeia** – the use of a word whose sound suggests its       1. meaning, e.g., *buzz*. |
| 1. recognize an author’s tone including serious, humorous, objective, and personal. |
| 1. use strategies for summarizing, such as graphic organizers. |
| 1. use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development. |
| 1. use graphic organizers to record changes in characters as a result of incidents in the plot. |
| 1. use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. |
| 1. analyze author’s use of figurative language. |
| 1. identify how transitional words signal an author’s organizationsuch as words indicating time, cause and effect, or indicating more information. |

**Grade 6: reading Number of items: 20**

**Demonstrate comprehension of nonfiction texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **6.6 a, c – k** |
| 1. pose questions prior to and during the reading process based on text structures, such as:    1. boldface and/or italics type;    2. type set in color;    3. vocabulary;    4. graphics or photographs; and    5. headings and subheadings. |
| 1. use specific and helpful clues in the context, including:    1. **definitions** – which define words within the text;    2. **signal words** – which alert readers that explanations or examples    3. follow;    4. **direct explanations** – which explain terms as they are introduced;    5. **synonyms** – which provide a more commonly used term;    6. **antonyms** – which contrast words with their opposites; and    7. **inferences** – which imply meaning and help readers deduce meanings |
| 1. give evidence from the text to support conclusions. |
| 1. identify common patterns of organizing text including:    1. chronological or sequential;    2. comparison/contrast;    3. cause and effect;    4. problem-solution; and    5. generalization or principle. |
| 1. predict and then read to validate or revise the prediction(s). |
| 1. identify clue words and phrases that help unlock meaning of unfamiliar and technical terms. |
| 1. comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization. |
| 1. recognize that a fact is something that can be proven, while an opinion is a personal feeling. |
| 1. determine a central idea of a text and recognize how details support that idea. |
| 1. use graphic organizers to show similarities and differences in the information found in several sources about the same topic. |

**Grade 6: reading Number of items: 20**

**Demonstrate comprehension of nonfiction texts**

***continued***

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| 1. use strategies and rules for summarizing, such as the following: 2. delete trivia and redundancy; 3. substitute a general term for a list; and 4. find or create a main idea statement. |
| 1. summarize the text without providing a personal opinion. |
| 1. compare and contrast similar information across several texts. |

**Grade 7: Reading Number of Items: 8**

**Use word analysis strategies and word reference materials**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **7.4 a – e** |
| 1. use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g. –phobia, and –ology). |
| 1. separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *dent* from *dentist* and *fric* from *friction* to predict the meaning of *dentifrice*. |
| 1. use synonyms and antonyms to determine the meaning of unfamiliar words. |
| 1. use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words. |
| 1. recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. |
| 1. recognize, understand, and use figurative language including:    1. **simile** – figure of speech that uses the words *like* or *as* to make comparisons;    2. **metaphor** – figure of speech that makes a comparison equating two or more unlike things.    3. **personification** – figure of speech that applies human characteristics to nonhuman objects; and    4. **hyperbole** – intentionally exaggerated figure of speech. |
| 1. distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*. |
| 1. recognize that synonyms may have connotations (e.g., *elderly and mature; youthful* and *juvenile*). |
| 1. use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| 1. consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings. |

**Grade 7: Reading Number of items: 17**

**Demonstrate comprehension of fictional texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **7.5 a – e, g – k** |
| 1. recognize the elements of narrative structure including:    1. setting – time, place, and duration;    2. character(s);    3. external conflicts, such as       1. individual vs. individual       2. individual vs. nature       3. individual vs. society          1. individual vs. supernatural          2. individual vs. technology    4. internal conflict – individual vs. self;    5. plot – development of the central conflict, including       1. initiating event       2. rising action       3. climax       4. falling action       5. resolution    6. theme. |
| 1. distinguish between narrative prose and poetic forms, including:    1. **haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;    2. **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous;    3. **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;    4. **free verse –** poetry with neither regular meter nor rhyme scheme    5. **couplet** – a pair of rhyming lines; and    6. **quatrain** – a stanza containing four lines. |
| 1. read, understand, and compare/contrast the characteristics and narrative structures of:    1. short stories;    2. novels (including historical fiction);    3. folk literature;       1. tales       2. myths       3. legends       4. fables    4. plays; and    5. narrative nonfiction (including personal essays, biographies, and autobiographies). |
| 1. use graphic organizers to record important details for summarizing and drawing conclusions. |

**Grade 7: Reading Number of items: 17**

**Demonstrate comprehension of fictional texts**

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| 1. identify **characterization** as the way an author presents a character and reveals character traits by:    1. what a character says;    2. what a character thinks;    3. what a character does; and    4. how other characters respond to the character. |
| 1. determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| 1. analyze an author’s choice and use of literary devices, including:    1. **foreshadowing** – the use of clues to hint at coming events in a story; and    2. **irony –** the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true. |
| 1. analyze elements of an author’s style, including:    1. word choice;    2. sentence structure and language patterns;    3. imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions;    4. contrasting points of view; and    5. figurative language – text enriched by word images and figures of speech. |
| 1. define an author’s tone including, but not limited to: serious, sarcastic, objective, humorous, disapproving, solemn, enthusiastic, and hostile. |
| 1. recognize and analyze the impact of an author’s choice of poetic devices, including:    1. **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse;    2. **rhythm** – the recurring pattern of strong and weak syllabic stresses;    3. **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;    4. **repetition** – repeated use of sounds, words, or ideas for effect and emphasis;    5. **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and    6. **onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *clatter.* |
| 1. explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem. |
| 1. make predictions before, during, and after reading texts. |
| 1. visualize, and question a text while reading. |
| 1. draw inferences. |
| 1. synthesize information. |

**Grade 7: Reading Number of items: 20**

**Demonstrate comprehension of nonfiction texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **7.6 b – k** |
| 1. use textual features to make predictions and enhance comprehension, including:    1. boldface and/or italics type;    2. type set in color;    3. underlining;    4. indentation;    5. sidebars;    6. illustrations, graphics, and photographs;    7. headings and subheadings; and    8. footnotes and annotations. |
| 1. recognize organizational pattern to enhance comprehension, including:    1. cause and effect;    2. comparison/contrast;    3. enumeration or listing;    4. sequential or chronological;    5. concept/definition;    6. generalization; and    7. process. |
| 1. recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to:    1. *as a result of, consequently* for cause and effect;    2. *similarly, on the other hand* for comparison/contrast;    3. *first, three* for enumeration or listing;    4. *today, meanwhile* for sequential or chronological;    5. *refers to, thus* for concept/definition;    6. *always, in fact* for generalization; and    7. *begins with, in order to* for process. |
| 1. determine two or more central ideas in a text and analyze their development over the course of the text. |
| 1. provide an objective summary of the text by recording the development of the central ideas. |
| 1. analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning. |

**Grade 8: reading Number of items: 8**

**Use word analysis strategies and word reference materials**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **8.4 a – d** |
| 1. use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g.,-phobia, and -ology). |
| 1. recognize the relationships among words related by structure and derivation, such as *polygraph* and *graffiti.* |
| 1. distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g*., refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*. |
| 1. understand, evaluate, and use figurative language, including:    1. **simile** – figure of speech that uses the words *like* or *as* to make comparisons;    2. **metaphor** – figure of speech that *implies* comparisons;    3. **personification** – figure of speech that applies human characteristics to nonhuman objects;    4. **hyperbole** – intentionally exaggerated figure of speech; and    5. **symbol** – word or object that represents something else. For example, a dove stands for peace. |
| 1. analyze relationships common to analogy construction, including:    1. type or example – cinnamon: spice;    2. characteristics – glass: breakable;    3. association – bow: arrow;    4. operator – car: driver;    5. degree – pleased: ecstatic;    6. mathematical – three: six;    7. number – louse: lice;    8. synonyms and antonyms – hot: cold;    9. purpose – chair: sit;    10. cause/effect – sun: burn;    11. sequence – day: week;    12. characteristic – snow: cold;    13. product – tree: lumber; and    14. degree – warm: hot. |
| 1. consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning. |
| 1. recognize that synonyms may have connotations, e.g., *elderly* and *mature*; *youthful* and *juvenile* and describe the impact on text. |
| 1. use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| 1. use both context and reference skills independently to determine the nuances & connotations of words. |

**Grade 8: READING Number of items: 17**

**Demonstrate comprehension of fictional texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **8.5 a – k** |
| 1. identify the elements of narrative structure, including: 2. setting – time and place 3. character(s), either:    1. **static** – remaining the same during the course of the story, or    2. **dynamic** – changing during the course of and as a result of the story 4. external conflicts, such as:    1. individual vs. individual    2. individual vs. nature    3. individual vs. society    4. individual vs. supernatural    5. individual vs. technology 5. internal conflict – individual vs. self 6. plot    1. initiating event    2. rising action    3. climax    4. falling action    5. resolution 7. theme |
| 1. recognize different plot patterns including subplots. |
| 1. understand and analyze elements of an author’s style, including: 2. dialogue; 3. sentence structure; 4. language patterns; 5. tone, including    1. serious    2. solemn    3. sarcastic    4. objective    5. enthusiastic    6. humorous    7. hostile    8. disapproving    9. personal    10. impersonal 6. voice. |

**Grade 8: READING Number of items: 17**

**Demonstrate comprehension of fictional texts**

***continued***

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| **8.5 a – k** |
| 1. differentiate among points of view in stories, including: 2. first person; 3. third person limited to a character or narrator; and 4. third person omniscient. |
| 1. analyze how differences in points of view can create such effects as suspense or humor. |
| 1. analyze an author’s use of literary devices, including: 2. **foreshadowing** – the giving of clues to hint at coming events in a story; 3. **irony –** the implication, through plot or character, that the actual situation is quite different from that presented; 4. **flashback –** a return to an earlier time in the course of a narrative to introduce prior information; and 5. **symbolism –** the use of concrete and recognizable things to represent ideas. |
| 1. analyze poetic devices in prose and poetry, including:    * 1. word choice;      2. figurative language;      3. symbolism;      4. imagery;      5. rhyme;      6. rhythm;      7. repetition; and      8. sound elements. |
| 1. evaluate an author’s choice of words and images. |
| 1. identify poetic forms, including:    1. **haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;    2. **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous;    3. **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;    4. **free verse –** poetry with neither regular meter nor rhyme scheme;    5. **couplet** – a pair of rhyming lines; and    6. **quatrain** – a stanza containing four lines. |
| 1. compare and contrast an author’s choice of sound elements in prose and poetry, including: 2. **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse; 3. **rhythm** – the recurring pattern of strong and weak syllabic stresses; 4. **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; 5. **repetition –** repeated use of sounds, words, or ideas for effect and emphasis; 6. **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and 7. **onomatopoeia** – the use of a word whose sound suggests its meaning (e.g., *buzz*.). |

**Grade 8: READING Number of items: 17**

**Demonstrate comprehension of fictional texts**

***continued***

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| * 1. **a – k** |
| 1. determine a theme of a text and analyze its development over the course of the text. |
| 1. determine an author’s point of view or purpose in a text. |
| 1. analyze how differences in points of view can create such effects as suspense or humor. |
| 1. use graphic organizers to analyze and summarize text. |
| 1. recognize an author’s use of connotations and persuasive language to convey a viewpoint. |

**Grade 8: READING Number of items: 20**

**Demonstrate comprehension of nonfiction texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **8.6 b – k** |
| 1. recognize an author’s use of connotations and persuasive language, to convey a viewpoint. |
| 1. determine an author’s point of view or purpose in a text. |
| 1. analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 1. analyze and record information, using text structures (organizational patterns), including:    1. cause and effect;    2. comparison/contrast;    3. enumeration or listing;    4. sequential or chronological;    5. concept/definition;    6. generalization; and    7. process. |
| 1. analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| 1. use strategies for summarizing, such as the following:    1. delete trivia and redundancy;    2. substitute a general term for a list; and    3. find or create a main idea statement. |
| 1. read and follow directions. |
| 1. use text structures such as the following to enhance comprehension and note taking: 2. boldface and/or italics type; 3. type set in color; 4. underlining; 5. indentation; 6. sidebars; 7. illustrations, graphics, and photographs; 8. headings and subheadings; and 9. footnotes and annotations. |
| 1. analyze an author’s choice of details by examining:    1. accuracy;    2. placement;    3. thoroughness;    4. relevance; and    5. effectiveness. |

**Grade 8: READING Number of items: 17**

**Demonstrate comprehension of nonfiction texts**

***continued***

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| * 1. **b – k** |
| 1. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| 1. analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. |
| 1. distinguish between subjective and objective writing. |
| 1. use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. |

**Grade 9: reading Number of items: 10**

**Use word analysis strategies and word reference materials**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **9.3 a – e** |
| 1. use word analysis strategies |
| 1. use roots or affixes to determine or clarify the meaning of words. |
| 1. Recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. |
| * 1. demonstrate the meaning of idioms. |
| * 1. use prior reading knowledge and other study to identify the meaning of literary and classical allusions. |
| 1. Interpret figures of speech (e.g., euphemisms, oxymoron) in context and analyze their roles in the text. |
| 1. analyze connotations of words with similar denotations. |
| 1. use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| 1. identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). |
| 1. consult general and specialized reference materials (e.g., dictionaries, use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |

**Grade 9: READING Number of items: 18**

**Demonstrate comprehension of fictional texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **9.4 a – f, h – l** |
| 1. identify main idea, purpose, and supporting details. |
| 1. provide a summary of the text. |
| 1. identify the differing characteristics that distinguish literary forms, including:    1. narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel;    2. poetry – epic, ballad, sonnet, lyric, elegy, ode;    3. drama – comedy, tragedy;    4. essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech; and    5. narrative nonfiction – biographies, autobiographies, personal essays. |
| 1. identify and analyze elements of dramatic literature:    1. dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution);    2. monologue;    3. soliloquy;    4. dialogue;    5. aside;    6. dialect; and    7. stage directions. |
| 1. describe how stage directions help the reader understand a play’s setting, mood, characters, plot, and theme. |
| 1. compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each. |
| 1. explain the relationships among the elements of literature, such as:    1. protagonist and other characters;    2. plot;    3. setting;    4. tone;    5. point of view – first person, third person limited, third person omniscient;    6. theme;    7. speaker; and    8. narrator. |
| 1. analyze the techniques used by an author to convey information about a character. |
| 1. analyze character types, including:    1. dynamic/round character;    2. static/flat character; and    3. stereotype and caricature. |

**Grade 9: READING Number of items: 18**

**Demonstrate comprehension of fictional texts**

***continued***

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| **9.4 a – f, h – l** |
| j. analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character’s actions, interactions with other characters, dialogue, physical appearance, and thoughts. |
| 1. analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme. |
| 1. analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature, |
| 1. determine a theme of a text and analyze its development over the course of the text. |
| 1. compare and contrast types of figurative language and other literary devices such as: 2. simile; 3. metaphor; 4. personification; 5. analogy; 6. symbolism; 7. apostrophe; 8. allusion; 9. imagery; 10. paradox; and 11. oxymoron. |
| 1. identify sound devices, including: 2. rhyme (approximate, end, slant) 3. rhythm; 4. repetition; 5. alliteration; 6. assonance; 7. consonance; 8. onomatopoeia; and 9. parallelism. |

**Grade 9: READING Number of items: 18**

**Demonstrate comprehension of fictional texts**

***continued***

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| **9.4 a – f, h – l** |
| 1. identify and analyze an author’s presentation of literary content by the use of structuring techniques, such as: 2. dialogue; 3. foreshadowing; 4. parallel plots; 5. subplots and multiple story lines; 6. flashback; 7. soliloquy; 8. verse; 9. refrain; and 10. stanza forms 11. couplet 12. quatrain 13. sestet 14. octet (octave). |
| 1. identify and analyze an author’s use of diction (word choice) and syntax to convey ideas and content, including: 2. rhetorical question; 3. cliché; 4. connotation; 5. denotation; 6. hyperbole; 7. understatement; 8. irony; 9. dramatic 10. situational 11. verbal 12. dialect; and 13. pun. |

**Grade 9: READING Number of items: 27**

**Demonstrate comprehension of nonfiction texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **9.5 a – j** |
| 1. identify and infer the main idea from a variety of complex informational text. |
| 1. explain author’s purpose in informational text. |
| 1. identify and summarize essential details that support the main idea of informational text. |
| 1. analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. |
| 1. demonstrate the use of text features to locate information, such as:    1. title page;    2. bolded or highlighted words;    3. index;    4. graphics;    5. charts; and    6. headings. |
| 1. analyze text structures (organizational pattern), including:    1. cause and effect;    2. comparison/contrast;    3. enumeration or listing;    4. sequential or chronological;    5. concept/definition;    6. generalization; and    7. process. |
| 1. identify an author’s position/argument within informational text. |
| 1. evaluate the clarity and accuracy of information found in informational texts, such as manuals, textbooks, business letters, newspapers, etc. |
| 1. make inferences and draw conclusions from complex informational text. |
| 1. examine text structures to aid comprehension and analysis of complex, informational texts. |
| 1. use a variety of reading strategies to self-monitor the reading process. |

**Grade 10: reading Number of items: 10**

**Use word analysis strategies and word reference materials**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **10.3 a – e** |
| 1. use roots or affixes to determine or clarify the meaning of words. |
| 1. demonstrate an understanding of idioms. |
| 1. use prior reading knowledge and other study to identify the meaning of literary and classical allusions. |
| 1. interpret figures of speech (e.g., *euphemism, oxymoron*) in context and analyze their role in the text. |
| 1. analyze connotations of words with similar denotations. |
| 1. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| 1. identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). |
| 1. consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| 1. demonstrate understanding of figurative language, word relationships, and connotations in word meanings. |

**Grade 10: READING Number of items: 18**

**Demonstrate comprehension of fictional texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **10.4 a-b, e, g-h,** k |
| 1. construct meaning from text by making connections between what they already know and the new information they read. |
| 1. use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. |
| 1. compare and contrast a variety of literary works from different cultures and eras, including:    1. short stories;    2. poems;    3. plays;    4. novels;    5. essays; and    6. narrative nonfiction. |
| 1. explain similarities and differences among literary genres from different cultures, such as:    1. haikus;    2. sonnets;    3. fables;    4. myths;    5. novels;    6. graphic novels; and    7. short stories. |
| 1. analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero). |
| 1. analyze how relationships among a character’s actions, dialogue, physical attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot. |

**Grade 10: READING Number of items: 18**

**Demonstrate comprehension of fictional texts**

***continued***

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| **10.4 a-b, e, g-h,** k |
| 1. identify universal themes, such as: 2. struggle with nature; 3. survival of the fittest; 4. coming of age; 5. power of love; 6. loss of innocence; 7. struggle with self; 8. disillusionment with life; 9. the effects of progress; 10. power of nature; 11. alienation and isolation; 12. honoring the historical past; 13. good overcoming evil; 14. tolerance of the atypical; 15. the great journey; 16. noble sacrifice; 17. the great battle; 18. love and friendship; and 19. revenge. |
| 1. analyze works of literature for historical information about the period in which they were written. |
| 1. describe common archetypes that pervade literature, such as the: 2. hero/heroine; 3. trickster; 4. faithful companion; 5. outsider/outcast; 6. rugged individualist; 7. shrew; 8. innocent; 9. villain; 10. caretaker; 11. Earth mother; 12. rebel; 13. misfit; 14. mother/father figure; 15. monster/villain; 16. scapegoat; and 17. lonely orphan. |

**Grade 10: READING Number of items: 18**

**Demonstrate comprehension of fictional texts**

***continued***

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| **10.4 a-b, e, g-h,** k |
| 1. examine a literary selection from several different critical perspectives. |
| 1. analyze a particular point of view or cultural experience reflected in a literary work. |
| 1. analyze the representation of a subject or a key scene in two different media. |
| 1. compare and contrast literary devices in order to convey a poem’s message and elicit a reader’s emotions. |
| 1. interpret and paraphrase the meanings of selected poems. |
| 1. analyze the use of dialogue, special effects, music, and set to interpret characters. |
| 1. identify and describe dramatic conventions. |

**Grade 10: READING Number of items: 27**

**Demonstrate comprehension of nonfiction texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **10.5 a – g** |
| 1. identify the different formats and purposes of informational and technical texts. |
| 1. analyze how authors use rhetoric to advance their point of view. |
| 1. identify the main idea(s) in informational text. |
| 1. identify essential details in complex informational passages. |
| 1. locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting. |
| 1. interpret and understand information presented in maps, charts, timelines, tables, and diagrams, |
| 1. make inferences and draw conclusions from informational text. |
| 1. synthesize information across multiple informational texts |

**Grade 11: reading Number of items: 10**

**Use word analysis strategies and word reference materials**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **11.3 a – e** |
| 1. use roots or affixes to determine or clarify the meaning of words. |
| 1. demonstrate an understanding of idioms. |
| 1. use prior reading knowledge and other study to identify the meaning of literary and classical allusions. |
| 1. interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their roles in the text. |
| 1. analyze connotations of words with similar denotations. |
| 1. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| 1. identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). |
| 1. consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| 1. demonstrate understanding of figurative language, word relationships, and connotations in word meanings. |

**Grade 11: READING Number of items: 18**

**Demonstrate comprehension of fictional texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **11.4 c, e – j** |
| 1. use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. |
| 1. discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. |
| 1. analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. |
| 1. analyze and critique themes across texts and within various social, cultural, and historical contexts. |
| 1. describe and contrast literary movements and representative texts associated with each literary movement, including how two or more texts from the same period treat similar themes or topics. Literary movements include: 2. Colonialism/Puritanism (17th century); 3. Revolutionary movement/Rationalism (18th century); 4. Romanticism, Transcendentalism, Regionalism, Realism, 5. Naturalism (19th century); 6. Symbolism/Modernism, Harlem Renaissance, Postmodernism (20thcentury); and 7. Contemporary poetry (21st Century) |
| 1. differentiate among archetypal characters in American literature, such as the:    1. hero/heroine;    2. trickster;    3. faithful companion;    4. outsider/outcast;    5. rugged individualist;    6. innocent;    7. villain;    8. caretaker;    9. Earth mother;    10. rebel;    11. misfit;    12. lonely orphan;    13. shrew;    14. mother/father figure;    15. monster/villain; and    16. scapegoat. |

**Grade 11: READING Number of items: 18**

**Demonstrate comprehension of fictional texts**

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| **11.4 c, e – j** |
| 1. identify major themes in American literature, such as:    1. the American Dream;    2. loss of innocence;    3. coming of age;    4. relationship with nature;    5. relationship with society;    6. relationship with science;    7. alienation and isolation;    8. survival of the fittest;    9. disillusionment; and    10. rebellion and protest. |
| 1. analyze texts to identify the author’s attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. |
| * + 1. analyze the representation of a subject or a key scene in two different media. |
| 1. describe how the use of context and language structures conveys an author’s intent and viewpoint. |
| 1. analyze the impact of the author’s choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development). |
| 1. demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |
| 1. analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). |
| 1. use poetic elements to explain, analyze, and evaluate poetry. |
| 1. compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets. |
| 1. compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning. |
| 1. identify and discuss the elements and techniques that poets use to achieve a desired result, such as: 2. imagery; 3. precise word choice; 4. sound devices; 5. metrical patterns; and 6. metaphorical/figurative language. |

**Grade 11: READING Number of items: 18**

**Demonstrate comprehension of fictional texts**

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| **11.4 c, e – j** |
| 1. describe the language choices and devices that authors use, such as:    1. rhetorical question;    2. sarcasm;    3. satire;    4. parallelism;    5. connotation/denotation;    6. pun;    7. irony;    8. tone;    9. dialect;    10. diction; and    11. figurative language. |
| 1. identify and describe dramatic conventions. |
| 1. compare and evaluate adaptations and interpretations of a script for stage, film, television or other media. |

**Grade 11: READING Number of items: 27**

**Demonstrate comprehension of nonfiction texts**

***Essential Knowledge Skills and Processes – At a Glance***

**Target for Understanding:**

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| **11.5 a – g** |
| 1. analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts. |
| 1. know the purpose of the text they are to read and their own purpose in reading it. |
| 1. use format (page design and layout), text structures, and features to aid in understanding of text. |
| 1. understand how an organizational pattern enhances the meaning of a text. |
| 1. distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts |
| 1. analyze information from a text to make inferences and draw conclusions |
| 1. analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| 1. compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis. |
| 1. provide an objective summary of the text. |
| 1. analyze how a variety of logical arguments could reach conflicting conclusions. |
| 1. evaluate the relevance and quality of evidence used to support a claim. |
| 1. analyze and identify false premises that intentionally manipulate audiences. |
| 1. determine an author’s point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text. |
| 1. before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights |