Core Progress for Reading

Skills List

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Grade-Level Skill Statements by Grade

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.

General Organization of Core Progress for Reading			
Domain	**Skill Set**	**Skill Area**	**Grades with Grade-Level Skill statements**
Word Knowledge and Skills			
	Alphabetic Principle		
		Alphabetic knowledge	Pre K - K
		Alphabetic sequence	K
		Letter sounds	K
	Concept of Word		
		Print concepts	Pre K - K
	Visual Discrimination		
		Visual discrimination of letters and words	Pre K - K
	Phonemic Awareness		
		Rhyming and word families	Pre K - K
		Blending word parts	K
		Blending phonemes	K-1
		Initial and final phonemes	K
		Consonant blends (PA)	K
		Medial phoneme discrimination	K-1
		Phoneme segmentation	1
		Phoneme isolation/manipulation	K-1
	Phonics		
		Short vowel sounds	K-1
		Initial consonant sounds	K
		Final consonant sounds	1
		Long vowel sounds	1-2
		Variant vowel sounds	2
		Consonant blends (PH)	1-2
		Consonant digraphs	1
		Other vowel sounds	2
		Sound-symbol correspondence: consonants	1
		Word building	1
		Sound-symbol correspondence: vowels	1
		Word Families/Rhyming	1
	Vocabulary Strategies		
		Use context clues	K–12
		Use structural analysis	K–12
	Vocabulary Knowledge		
		Word facility	K-1
		Recognize and understand synonyms	K-12
		Antonyms	1-2
		Recognize and understand homonyms and multi-meaning words	K-12
		Recognize connotation and denotation	3-12
		Understand idioms	3-12
		Understand analogies	K-12

General Organization of Core Progress for Reading			
Domain	**Skill Set**	**Skill Area**	**Grades with Grade-Level Skill statements**
Comprehension Strategies and Constructing Meaning			
	Reading Process Skills		
		Make predictions	K-12
		Identify author's purpose	2-12
		Identify and understand text features	K-12
		Recognize an accurate summary of text	3-12
		Use repair strategies	K-12
	Constructing Meaning		
		Understand vocabulary in context	K-12
		Draw conclusions	1-12
		Identify and understand main ideas	K-12
		Identify details	K-12
		Extend meaning or form generalizations	K-12
		Identify and differentiate fact and opinion	2-12
	Organizational Structure		
		Identify organizational structure	2-12
		Understand cause and effect	2-12
		Understand comparison and contrast	1-12
		Identify and understand sequence	K-12
Analyzing Literary Text			
	Literary Elements		
		Identify and understand elements of plot	K–12
		Identify and understand setting	K–12
		Identify characters and understand characterization	K–12
		Identify and understand theme	2–12
		Identify the narrator and point of view	2–12
	Genre Characteristics		
		Identify fiction and nonfiction, reality and fantasy	K–12
		Identify and understand characteristics of genres	K–12
Understanding Author's Craft			
	Author's Choices		
		Understand figurative language	1-12
		Understand literary devices	K-12
		Identify sensory detail	K-12
Analyzing Argument and Evaluating Text			
	Analysis		
		Identify bias and analyze text for logical fallacies	5-12
		Identify and understand persuasion	1-12
	Evaluation		
		Evaluate reasoning and support	3-12
		Evaluate credibility	4-12

Domain: Word Knowledge and Skills			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Pre-Kindergarten			
Alphabetic Principle	Alphabetic knowledge	Recognize the letters of the alphabet (e.g., Which of these is the letter a? Pick the letter a from s, a, o.)	○
Concept of Word	Print concepts	Understand that sounds that are paired with letters represent spoken speech in print	○
Concept of Word	Print concepts	Understand that words are read from left to right and top to bottom	
Visual Discrimination	Visual discrimination of letters and words	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)	
Phonemic Awareness	Rhyming and word families	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.)	○
Kindergarten			
Alphabetic Principle	Alphabetic knowledge	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.)	
Alphabetic Principle	Alphabetic knowledge	Recognize that letters are different from numbers (e.g., select 8 from choices J, g, 8)	
Alphabetic Principle	Alphabetic sequence	Know the order of the alphabet (e.g., identify letters that come before or after)	
Alphabetic Principle	Letter sounds	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)	○
Concept of Word	Print concepts	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)	
Concept of Word	Print concepts	Know that a written word carries meaning	
Concept of Word	Print concepts	Know that spaces separate words (e.g., recognize the difference between Thecatsleeps. and The cat sleeps.)	
Concept of Word	Print concepts	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)	○
Visual Discrimination	Visual discrimination of letters and words	Distinguish between words that have different letters (e.g., pick the word that is different from the others in: an, as, an)	
Phonemic Awareness	Rhyming and word families	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.)	○
Phonemic Awareness	Blending word parts	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	
Phonemic Awareness	Blending word parts	Identify 2- and 3-syllable patterns in spoken words by blending, counting, and segmenting syllables (e.g., tar-get makes the word target)	○
Phonemic Awareness	Blending phonemes	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/.)	
Phonemic Awareness	Initial and final phonemes	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)	○
Phonemic Awareness	Consonant blends (PA)	Recognize consonant-blend sounds by distinguishing between single-syllable spoken words (e.g., pick the picture whose name begins with /st/ from the pictures of stairs, soup, swing)	
Phonemic Awareness	Medial phoneme discrimination	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)	○
Phonemic Awareness	Phoneme isolation/manipulation	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)	○
Phonics	Short vowel sounds	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)	
Phonics	Short vowel sounds	Decode CVC words (e.g., cat, get, mom)	○

Domain: Word Knowledge and Skills			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Kindergarten (continued)			
Phonics	Initial consonant sounds	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)	○
Vocabulary Knowledge	Word facility	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.)	
Vocabulary Knowledge	Word facility	Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight	○
Vocabulary Knowledge	Word facility	Understand position words such as beside, under, and behind (e.g., from pictures, pick the cat that is beside the chair)	
Vocabulary Knowledge	Understand analogies	Understand that high-frequency words and oral vocabulary have categorical relationships (e.g., color, shape, texture, size)	○
Vocabulary Strategies	Use context clues	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)	○
Vocabulary Knowledge	Recognize and understand synonyms	Understand that different words can describe the same general action (e.g., go, walk)	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	Understand that nouns (e.g., run, work) can also be verbs	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	Identify the meaning of a homophone or multi-meaning word (e.g., blue, orange, play) using its context	
Grade 1			
Phonemic Awareness	Blending phonemes	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)	
Phonemic Awareness	Medial phoneme discrimination	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)	
Phonemic Awareness	Phoneme segmentation	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/)	○
Phonemic Awareness	Phoneme isolation/manipulation	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)	○
Phonics	Short vowel sounds	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)	
Phonics	Short vowel sounds	Decode grade-appropriate words (e.g., The word is last. Last means the opposite of first. Pick the word last from last list lost.)	
Phonics	Short vowel sounds	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)	
Phonics	Short vowel sounds	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)	○
Phonics	Final consonant sounds	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/.)	
Phonics	Final consonant sounds	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)	
Phonics	Long vowel sounds	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)	

Domain: Word Knowledge and Skills			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 1 (continued)			
Phonics	Long vowel sounds	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.)	○
Phonics	Long vowel sounds	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.)	
Phonics	Long vowel sounds	Decode words by identifying the correctly spelled CVCe pattern in a word from a spoken sentence (e.g., Read the words bakee, baike, and bake and recognize that bake is the correct spelling in the following: I like to bake bread.)	
Phonics	Long vowel sounds	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.)	
Phonics	Consonant blends (PH)	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)	○
Phonics	Consonant digraphs	Recognize and identify consonant digraphs in words (e.g., pick the word that has -sh from choices saw, wash, have)	○
Phonics	Sound-symbol correspondence: consonants	Use knowledge of initial and final consonants to differentiate between written words (e.g., pick which word sounds like leak but ends with /d/ when reading the words lead, leap, and load)	
Phonics	Word building	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)	
Phonics	Sound-symbol correspondence: vowels	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 mist, most, and must)	○
Phonics	Word Families/Rhyming	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)	
Phonics	Word Families/Rhyming	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)	
Phonics	Word Families/Rhyming	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)	○
Vocabulary Knowledge	Word facility	Read grade-level sight words (e.g., again, could, every)	○
Vocabulary Strategies	Use structural analysis	Understand that a compound word is a word whose parts are also words (e.g., everyone)	○
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate high-frequency words (e.g., Dolch: road/street; Fry: look/see)	
Vocabulary Knowledge	Antonyms	Identify and understand antonyms for grade-appropriate words (e.g., before/after)	○
Vocabulary Strategies	Use structural analysis	Identify and understand familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es)	
Vocabulary Strategies	Use context clues	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)	○
Vocabulary Strategies	Use structural analysis	Recognize and understand grade-appropriate compounds (e.g., bedtime, anything) and contractions (e.g., I'm, isn't)	
Vocabulary Knowledge	Understand analogies	Understand that words have categorical relationships (e.g., opposites, cold/hot; superordinate/subordinate, living things: cow, dog; classroom objects: desk, pen)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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	

Domain: Word Knowledge and Skills			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 2			
Phonics	Long vowel sounds	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.)	
Phonics	Variant vowel sounds	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.)	○
Phonics	Consonant blends (PH)	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.)	
Phonics	Consonant blends (PH)	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.)	○
Phonics	Other vowel sounds	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)	
Phonics	Other vowel sounds	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.)	○
Phonics	Other vowel sounds	Recognize and decode r-controlled vowel sounds in words (e.g., of the word hard, bed, and bird, bird has the /ur/ sound)	
Phonics	Other vowel sounds	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.)	○
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate high-frequency words (e.g., Dolch: big/large, yell/shout, start/begin; Fry: love/like)	
Vocabulary Knowledge	Antonyms	Identify and understand antonyms for grade-appropriate words (e.g., many/few)	
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Strategies	Use structural analysis	Use knowledge of simple affixes (e.g., un-, re-, over-, -er, -est) and familiar base words to predict the meanings of unfamiliar words	○
Vocabulary Strategies	Use structural analysis	Use knowledge of syllable patterns to decode words (e.g., read a word such as animal and pick how many syllables the word has)	○
Vocabulary Knowledge	Understand analogies	Understand that words have different functions (e.g., noun/thing; verb/action) and identify their functions in text	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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	
Grade 3			
Vocabulary Knowledge	Understand analogies	Understand the categorical relationships of words (e.g., attributes) in order to comprehend text	
Vocabulary Knowledge	Recognize and understand synonyms	Use knowledge of synonyms to help understand the meanings of unfamiliar words in grade-appropriate text (reading level 3.0-4.7)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate (grade level 0-3) and high-frequency words (e.g., ask/question, ill/sick)	○

Domain: Word Knowledge and Skills			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 3 (continued)			
Vocabulary Strategies	Use structural analysis	Use knowledge of syllable patterns to decode increasingly difficult multisyllable words (e.g., transportation)	○
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Understand idioms	Understand the difference between the literal and nonliteral meanings of words and phrases (e.g., take steps, raining cats and dogs)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Recognize connotation and denotation	Understand that words with similar denotative meanings (e.g., ask, beg) can carry different connotations	
Grade 4			
Vocabulary Knowledge	Understand analogies	Use knowledge of word relationships (e.g., similarities, associations) as a means of comprehending text	
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate words (grade level 3-4: tale/story, fearful/afraid)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Knowledge	Understand idioms	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)	
Vocabulary Strategies	Use structural analysis	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)	○
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	○
Vocabulary Knowledge	Recognize connotation and denotation	Understand that words with similar denotative meanings (grade-level vocabulary 2-4: plain/natural) carry different connotations depending on context	
Grade 5			
Vocabulary Knowledge	Understand analogies	Use knowledge of word relationships (e.g., antonyms/synonyms) to clarify the meanings of words in text	
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate words (grade level 3-5: aid/help, describe/explain)	
Vocabulary Knowledge	Understand idioms	Recognize and explain the meanings of idioms (e.g., everything but the kitchen sink) in grade-appropriate text (reading level 5.1-6.4)	
Vocabulary Strategies	Use context clues	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)	○
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Strategies	Use structural analysis	Identify words in English that are adopted from other languages (e.g., kindergarten: German; foyer: French)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	

Domain: Word Knowledge and Skills			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 5 (continued)			
Vocabulary Knowledge	Recognize connotation and denotation	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	
Grade 6			
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate words (e.g., acquire/obtain), and identify slight differences in the meanings of synonyms	
Vocabulary Knowledge	Understand idioms	Recognize and explain the meanings of idioms (e.g., save your breath) in grade-appropriate text (reading level 5.8-7.2)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Strategies	Use structural analysis	Understand the origins and meanings of frequently used English words from other languages (e.g., French: essay)	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Recognize connotation and denotation	Understand that words with similar meanings (e.g., smile/smirk) can carry different connotations often based on context	○
Vocabulary Knowledge	Understand analogies	Use knowledge of word relationships, including analogies (e.g., item/category), to comprehend text	
Grade 7			
Vocabulary Knowledge	Understand idioms	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	
Vocabulary Strategies	Use structural analysis	Identify the origins and meanings of common English words from other languages (e.g., Italian: ballot)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate words (grade level 7 and below: initiate/start) and determine the subtle differences in meaning between synonyms	○
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize connotation and denotation	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)	
Vocabulary Knowledge	Understand analogies	Use knowledge of word relationships, including analogies (e.g., part/whole petal/flower), to comprehend text	

Domain: Word Knowledge and Skills			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 8			
Vocabulary Knowledge	Understand idioms	Analyze the meanings of common idioms (e.g., back to square one) in grade-appropriate prose and poetry (reading level 7.3-8.8)	
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate words (grade level 6-8: reaction/response)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize and understand synonyms	Determine subtle differences in the meanings of synonyms	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	Determine through context the correct pronunciations of homographs (the effect of stressed/unstressed syllable such as in present)	
Vocabulary Knowledge	Recognize connotation and denotation	Identify and analyze the connotations of words or phrases that have similar denotative meanings (e.g., fancy/gaudy/intricate/elaborate/ overly complicated)	○
Vocabulary Knowledge	Understand analogies	Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., descriptive qualities), to comprehend text	
Vocabulary Knowledge	Understand analogies	Recognize what items or ideas are being compared in analogies found in grade-appropriate text (reading level 7.3-8.8)	
Grade 9			
Vocabulary Knowledge	Understand idioms	Analyze the meanings of idioms (e.g., lose a train of thought) in grade-appropriate prose and poetry (reading level 7.8-9.4)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize and understand synonyms	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	
Vocabulary Knowledge	Recognize connotation and denotation	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)	
Vocabulary Knowledge	Understand analogies	Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., object function; thermometer: temperature :: barometer: air pressure), to comprehend text	○
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Knowledge	Understand analogies	Understand analogies found in grade-appropriate text (reading level 7.8-9.4)	

Domain: Word Knowledge and Skills			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 10			
Vocabulary Knowledge	Understand idioms	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	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Strategies	Use structural analysis	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, starn, estrella]) to understand content area and technical vocabulary	
Vocabulary Strategies	Use structural analysis	Use knowledge of common foreign words (e.g., glasnost, kamikaze) and phrases (e.g., coup d'etat, esprit de corps) in English and understand how they reflect historical events or developments	
Vocabulary Knowledge	Recognize and understand synonyms	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	○
Vocabulary Knowledge	Recognize and understand synonyms	Evaluate synonym choices using a variety of resources (e.g., language histories, books of quotations)	
Vocabulary Knowledge	Recognize connotation and denotation	Understand and distinguish between the denotative and connotative meanings of words in grade-appropriate text (reading level 8.4-10.5)	
Vocabulary Knowledge	Understand analogies	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)	
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Recognize connotation and denotation	Analyze the cumulative impact of connotative meaning on a passage's meaning and tone	
Vocabulary Knowledge	Understand analogies	Analyze the meanings of analogies found in grade-appropriate prose and poetry (reading level 8.4-10.5)	
Grade 11			
Vocabulary Knowledge	Understand idioms	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	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Understand analogies	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	

Domain: Word Knowledge and Skills			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 11 (continued)			
Vocabulary Knowledge	Recognize connotation and denotation	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)	
Vocabulary Knowledge	Recognize and understand synonyms	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)	
Vocabulary Strategies	Use structural analysis	Determine the etymology of significant content-area terms (e.g., partisan, lobbyist; cytoplasm, diffusion) to gain a greater understanding of their meanings	○
Vocabulary Knowledge	Recognize connotation and denotation	Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage	
Vocabulary Knowledge	Understand analogies	Analyze the implications of analogies made in grade-appropriate prose and poetry (reading level 9.3-11.2) to deepen understanding of text	
Grade 12			
Vocabulary Knowledge	Understand idioms	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	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	Determine the correct definitions of homophones (e.g., elicit/illicit; hale/hail), homographs (e.g., garnish), and multi-meaning words (e.g., infectious) based on context (reading level 9.8-12.1)	
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Strategies	Use structural analysis	Analyze and explain the etymology of significant content-area terms (e.g., populist, deficit, conscription; magnetism, nucleus, chromosome)	
Vocabulary Strategies	Use context clues	Synthesize information from context to determine or clarify nuances in word meanings in grade-appropriate text (reading level 9.8-12.1)	
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Knowledge	Recognize and understand synonyms	Evaluate alternate synonym choices in grade-appropriate text (reading level 9.8-12.1)	
Vocabulary Knowledge	Recognize connotation and denotation	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)	
Vocabulary Knowledge	Understand analogies	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	
Vocabulary Knowledge	Recognize connotation and denotation	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)	
Vocabulary Knowledge	Understand analogies	Evaluate the soundness of analogies made in grade-appropriate prose and poetry (reading level 9.8-12.1)	○

	Domain: Comprehension Strategies and Constructing Meaning		
Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Kindergarten			
Reading Process Skills	Use repair strategies	Confirm or correct understanding of text by using illustrations	
Reading Process Skills	Identify and understand text features	Understand how illustrations help tell a story	
Reading Process Skills	Make predictions	Make predictions based on the cover, title, and illustrations	
Reading Process Skills	Identify and understand text features	Identify a book's front and back covers; recognize where to find the names of the author and illustrator	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 0.0-1.3)	
Constructing Meaning	Identify and understand main ideas	Identify the topic of a text	
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			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 2 (continued)			
Reading Process Skills	Make predictions	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	
Reading Process Skills	Identify and understand text features	Understand the features of sentences and paragraphs (e.g., capitalization, indentation, punctuation)	
Reading Process Skills	Identify and understand text features	Identify and understand the purpose of simple text features (e.g., illustrations, diagrams, table of contents, menus, icons)	
Organizational Structure	Identify organizational structure	Recognize chronological or sequential order in a text	
Organizational Structure	Identify and understand sequence	Identify and explain the order of events or ideas from a text (e.g., story events, steps in a two- or three-step process)	
Constructing Meaning	Draw conclusions	Draw simple conclusions about a text using evidence and details from text and illustrations	
Reading Process Skills	Use repair strategies	Confirm or correct understanding of text by adjusting reading speed, and rereading text portions aloud	
Constructing Meaning	Identify and understand main ideas	Identify main ideas that are directly stated or strongly implied	○
Constructing Meaning	Identify and understand main ideas	Distinguish main idea from topic	
Organizational Structure	Understand comparison and contrast	Compare and contrast two versions of the same story or between two works by the same author	
Constructing Meaning	Identify and differentiate fact and opinion	Distinguish opinion from fact by recognizing words that signal opinions (e.g., think, feel, believe)	
Constructing Meaning	Extend meaning or form generalizations	Make generalizations about information in the text (e.g., the character is like someone I know; many people would make the same choice)	
Constructing Meaning	Extend meaning or form generalizations	Extend understanding of text by considering alternate endings to stories	
Grade 3			
Reading Process Skills	Make predictions	Make predictions about text based on chapter titles, headings, tables of contents, and story patterns, and explain whether these predictions are correct	
Organizational Structure	Identify organizational structure	Recognize the parts of books, plays, and poems (e.g., chapters, scenes, stanzas) to aid understanding of the organization of the text	
Reading Process Skills	Identify and understand text features	Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information	
Organizational Structure	Identify and understand sequence	Determine order of events in a text and recognize words that show sequence (e.g., first, next, then)	○
Reading Process Skills	Recognize an accurate summary of text	Understand that a shorter version of a text that includes only the main idea and the key details is a summary	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 3.0-4.7)	
Organizational Structure	Identify organizational structure	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)	
Reading Process Skills	Identify and understand text features	Use text features to help determine the order of steps in a procedure (e.g., arrows, numbered steps)	
Organizational Structure	Identify and understand sequence	Understand simple processes described in informational text (e.g., craft project)	
Organizational Structure	Understand cause and effect	Identify cause-and-effect relationships by recognizing words and clauses that signal those relationships (e.g., because, so)	
Reading Process Skills	Identify author's purpose	Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings)	
Constructing Meaning	Identify and understand main ideas	Determine author's message	
Constructing Meaning	Identify and understand main ideas	Identify and explain the main idea and distinguish it from supporting details in informational text	

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

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

Domain: Comprehension Strategies and Constructing Meaning			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 6			
Reading Process Skills	Identify and understand text features	Use common text features (e.g., headlines, hyperlinks, illustrations, captions, sidebars) to navigate, search, and preview information in magazines, in newspapers, and on websites	
Reading Process Skills	Identify and understand text features	Use a variety of text features (e.g., glossaries, indexes, headings, bold type, sidebars, captions) to preview and locate information	
Organizational Structure	Identify and understand sequence	Identify sequence and apply knowledge of sequence to comprehend text (e.g., recognize transitions and signal words)	
Reading Process Skills	Make predictions	Make predictions and locate evidence in the text to support the predictions	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 5.8-7.2)	
Organizational Structure	Identify organizational structure	Understand the relationship between the author's purpose (e.g., to inform, to entertain) and the organizational structure	○
Reading Process Skills	Identify author's purpose	Compare authors' purposes in informational text on similar topics	
Reading Process Skills	Identify author's purpose	Identify the author's purpose and explain how the purpose is conveyed	
Constructing Meaning	Identify details	Distinguish more important from less important details	○
Reading Process Skills	Use repair strategies	Monitor and adjust understanding of text by visualizing unfamiliar situations and diagramming complex relationships	
Organizational Structure	Identify and understand sequence	Understand multiple-step processes described in informational or functional text (e.g., directions for filling out an application form)	
Reading Process Skills	Recognize an accurate summary of text	Summarize ideas from a text, preserving the overall meaning, in order to help understand and recall important information from the text	
Constructing Meaning	Identify and understand main ideas	Infer the main idea when it is not explicitly stated and explain how it is conveyed with details	
Constructing Meaning	Identify and understand main ideas	Connect main ideas in one text to those in another text	
Constructing Meaning	Identify and differentiate fact and opinion	Explain an author's opinion	
Constructing Meaning	Identify and differentiate fact and opinion	Distinguish facts from opinions and recognize when opinions and inferences are not supported by facts or reasons	
Reading Process Skills	Identify and understand text features	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	
Organizational Structure	Identify organizational structure	Analyze paragraph structure (e.g., purpose of a specific sentence, organization of supporting details)	
Constructing Meaning	Extend meaning or form generalizations	Make connections between texts, life experience, and prior knowledge in order to clarify ideas or to form generalizations	
Organizational Structure	Understand cause and effect	Identify cause-and-effect relationships with multiple causes and/or effects and recognize chain reactions of events	
Organizational Structure	Understand comparison and contrast	Explain similarities and differences (e.g., purpose, organization, main ideas) between texts on the same topic	
Organizational Structure	Understand comparison and contrast	Draw conclusions based on similarities and differences in a text (e.g., assess a character based on his/her similarities to another character)	
Constructing Meaning	Draw conclusions	Explain the basis for conclusions drawn about texts and revise conclusions based on new information	
Grade 7			
Reading Process Skills	Identify and understand text features	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	
Organizational Structure	Identify organizational structure	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)	
Reading Process Skills	Recognize an accurate summary of text	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	

Domain: Comprehension Strategies and Constructing Meaning			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 7 (continued)			
Constructing Meaning	Draw conclusions	Draw conclusions based on analysis of textual details (e.g., draw conclusions about character traits based on actions)	○
Reading Process Skills	Use repair strategies	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	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 6.5-8.1)	
Reading Process Skills	Identify author's purpose	Identity how authors use characteristics of different genres (e.g., fiction, poetry, nonfiction, drama) to accomplish different purposes	
Constructing Meaning	Identify details	Identify and analyze an author's use of supporting details in informational text	
Organizational Structure	Understand cause and effect	Apply knowledge from the text and from prior experience to predict likely effects of a cause or to infer the cause of effects	
Organizational Structure	Identify and understand sequence	Analyze sequence and chronological organizational patterns to determine how they support the purpose of the text	
Reading Process Skills	Recognize an accurate summary of text	Analyze a summary for main ideas, supporting details, and overall meaning	
Reading Process Skills	Make predictions	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)	
Reading Process Skills	Identify author's purpose	Analyze how the author's purpose or opinion is conveyed	
Reading Process Skills	Identify author's purpose	Determine author's purpose and how the author fulfills that purpose (e.g., language use, evidence)	
Constructing Meaning	Identify and understand main ideas	Infer and analyze the main idea or essential message	
Constructing Meaning	Identify and differentiate fact and opinion	Distinguish facts from opinions and assertions, understanding that facts can be verified and opinions disputed	
Constructing Meaning	Identify details	Determine if critical information is missing in text	
Reading Process Skills	Identify and understand text features	Analyze features of functional text to detect extraneous or missing information	
Organizational Structure	Identify organizational structure	Analyze how the text is organized and explain how important sections of the text contribute to the development of its larger message	
Organizational Structure	Identify and understand sequence	Understand technical processes in informational or functional text (e.g., directions for operating a simple mechanical device such as a triple-beam balance)	
Constructing Meaning	Extend meaning or form generalizations	Make generalizations from text, recognizing the difference between valid generalizations and stereotypes	
Organizational Structure	Understand comparison and contrast	Analyze similarities and differences in purpose, cultural perspective, or biases between or within texts (e.g., Huck Finn and efforts to "civilize" him)	
Constructing Meaning	Extend meaning or form generalizations	Make and explain the connections between the literary elements of works from the same time period in order to understand their commonality	
Grade 8			
Reading Process Skills	Identify and understand text features	Use text features to aid in skimming and scanning text for information or to determine the main topics of the text	
Constructing Meaning	Identify details	Analyze details and evaluate whether they sufficiently support main ideas or add clarity to the text	
Constructing Meaning	Identify and understand main ideas	Synthesize information to determine the main idea	
Reading Process Skills	Identify and understand text features	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	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 7.3-8.8)	
Organizational Structure	Identify organizational structure	Analyze the arrangement of paragraphs and sections and evaluate how the arrangement contributes to the text's development	

Domain: Comprehension Strategies and Constructing Meaning			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 8 (continued)			
Reading Process Skills	Use repair strategies	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	
Reading Process Skills	Recognize an accurate summary of text	Evaluate how well a summary captures the meaning of the original text	
Reading Process Skills	Recognize an accurate summary of text	Understand the elements of a critique (e.g., a summary that takes a position and expresses an opinion)	
Reading Process Skills	Make predictions	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	
Constructing Meaning	Extend meaning or form generalizations	Connect universal themes to personal experience, prior knowledge, or works of literature	
Constructing Meaning	Draw conclusions	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)	
Organizational Structure	Understand cause and effect	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	○
Organizational Structure	Identify organizational structure	Explain how organization can be used to further the author's purpose	
Reading Process Skills	Identify author's purpose	Explain how word choice, syntax, and organization are used to further the author's purpose	
Constructing Meaning	Identify and differentiate fact and opinion	Distinguish facts from opinions, and evaluate the logic or validity of opinions and assertions in text such as editorials, essays, articles, and reviews	
Reading Process Skills	Identify author's purpose	Evaluate how the author's purpose is conveyed	
Organizational Structure	Identify and understand sequence	Understand technical or scientific processes described in a wide range of informational or functional text (e.g., directions to operate a scientific calculator)	
Organizational Structure	Identify and understand sequence	Understand how sequential structure influences text meaning (e.g., predictable sequence may lead to an uninteresting plot; unusual sequence may be confusing)	
Organizational Structure	Understand comparison and contrast	Analyze subtle similarities and differences in information, ideas, wording, and other elements of texts in order to support conclusions	
Grade 9			
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	

Domain: Comprehension Strategies and Constructing Meaning			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 9 (continued)			
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	
Organizational Structure	Understand cause and effect	Analyze events and trace them back to their causes through a series of events, and recognize faulty cause-and-effect relationships	
Organizational Structure	Identify organizational structure	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)	
Organizational Structure	Identify organizational structure	Evaluate how effectively ideas are organized	
Organizational Structure	Understand comparison and contrast	Analyze the criteria used to compare two texts (e.g., explain the criteria used in a review of two books)	
Organizational Structure	Identify and understand sequence	Understand complex technical or scientific processes described in informational or functional text (e.g., software; mitosis and meiosis)	
Constructing Meaning	Extend meaning or form generalizations	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?)	
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			
Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Grade 10 (continued)			
Constructing Meaning	Identify and differentiate fact and opinion	Understand that fact is not subjective but that both facts and opinions can be misinterpreted or manipulated to lead to false conclusions	
Organizational Structure	Understand comparison and contrast	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	
Reading Process Skills	Recognize an accurate summary of text	Evaluate whether a summary is missing critical details or misrepresents the meaning of a text	
Organizational Structure	Understand cause and effect	Analyze contributing factors and degrees of influence in cause-and-effect relationships in texts	
Constructing Meaning	Draw conclusions	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)	
Grade 11			
Reading Process Skills	Recognize an accurate summary of text	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)	
Constructing Meaning	Identify and understand main ideas	Analyze the development of multiple central ideas in a text	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 9.3-11.2)	
Reading Process Skills	Use repair strategies	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	
Constructing Meaning	Identify details	Verify and clarify factual details presented in several types of informational texts by using a variety of consumer, workplace, and public documents	
Constructing Meaning	Identify details	Locate and interpret minor or subtly stated details in text and discern which ideas or arguments they support	
Organizational Structure	Identify organizational structure	Evaluate how text organization affects clarity	
Reading Process Skills	Identify and understand text features	Critique text features' clarity, completeness, and aesthetic appeal	
Constructing Meaning	Identify and understand main ideas	Explain and interpret the thesis or main idea of complex informational or technical text and how it is supported and developed	
Reading Process Skills	Identify author's purpose	Analyze how the author's style, tone, and diction and rhetorical devices further or detract from the author's purpose	
Reading Process Skills	Make predictions	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)	
Reading Process Skills	Identify and understand text features	Interpret and analyze complex or subtle information from text features (e.g., scientific diagrams, political cartoons)	
Organizational Structure	Identify and understand sequence	Analyze subtle or implied sequences (e.g., sequence revealed by outcome)	
Organizational Structure	Understand comparison and contrast	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	
Reading Process Skills	Identify author's purpose	Evaluate the author's purpose for consistency and clarity	
Organizational Structure	Identify organizational structure	Analyze complex text with an unconventional organizational structure (e.g., reverse chronology)	
Constructing Meaning	Identify and differentiate fact and opinion	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	○
Organizational Structure	Identify and understand sequence	Synthesize information from multiple informational or functional texts about complex technical or scientific processes to draw broader conclusions or solve problems	
Constructing Meaning	Draw conclusions	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	

Domain: Comprehension Strategies and Constructing Meaning			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 11 (continued)			
Organizational Structure	Understand cause and effect	Analyze complex cause-and-effect relationships in texts, recognizing contributing factors, degrees of influence, and alternative possibilities	
Constructing Meaning	Extend meaning or form generalizations	Make generalizations to show subtle connections between ideas in a text	
Grade 12			
Reading Process Skills	Use repair strategies	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	
Constructing Meaning	Identify details	Analyze supporting information for main points in challenging text regardless of where the support is presented in the text	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 9.8-12.1)	
Reading Process Skills	Recognize an accurate summary of text	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	
Constructing Meaning	Extend meaning or form generalizations	Evaluate generalizations to determine their validity	
Constructing Meaning	Identify and understand main ideas	Evaluate and critique how the thesis of complex informational text is supported	
Reading Process Skills	Use repair strategies	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	
Constructing Meaning	Identify and understand main ideas	Evaluate and critique how multiple central ideas or themes develop in a text and how these ideas or themes work together	
Organizational Structure	Identify organizational structure	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	
Reading Process Skills	Identify and understand text features	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)	
Constructing Meaning	Extend meaning or form generalizations	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)	
Organizational Structure	Understand cause and effect	Analyze complex cause-and-effect relationships and alternative possibilities in texts; critically evaluate the logic and plausibility of cause-and-effect relationships in texts	
Organizational Structure	Identify and understand sequence	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	
Reading Process Skills	Identify author's purpose	Analyze and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose	
Organizational Structure	Identify organizational structure	Evaluate the logic, focus, consistency, coherence, potential appeal for the audience, and effectiveness of organizational structure	
Constructing Meaning	Identify and differentiate fact and opinion	Evaluate the use of supported and unsupported opinions, assertions, and inferences in a text and their impact on the reader	
Constructing Meaning	Draw conclusions	Synthesize ideas from close reading of texts and secondary sources to draw complex conclusions about text meaning and/or significance	○
Organizational Structure	Understand comparison and contrast	Critique the similarities and differences in style, purpose, and organization of different genres of texts	

Domain: Comprehension Strategies and Constructing Meaning			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 12 (continued)			
Organizational Structure	Identify and understand sequence	Evaluate descriptions of complex technical or scientific processes in informational or functional text for clarity and completeness	
Reading Process Skills	Make predictions	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)	

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

Domain: Analyzing Literary Text			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 3 (continued)			
Literary Elements	Identify the narrator and point of view	Identify the narrator in a story or poem told from the first person point of view	
Grade 4			
Literary Elements	Identify and understand elements of plot	Analyze the elements of plot, including exposition, conflict, and resolution, and understand how events in the plot build on one another	○
Literary Elements	Identify and understand setting	Describe the setting and analyze how it contributes to the story	○
Literary Elements	Identify characters and understand characterization	Understand the relationship between a character's actions, traits, and motives, and describe the main character's interactions with other characters	
Literary Elements	Identify and understand elements of plot	Identify how a story's plot is influenced by characters' actions	
Genre Characteristics	Identify and understand characteristics of genres	Identify the phenomena explained by origin myths, and continue to broaden knowledge of mythology and traditional literature	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Identify and distinguish between realistic fiction and genres that involve fantastical elements	
Literary Elements	Identify and understand theme	Use details from a story to determine its theme	
Literary Elements	Identify the narrator and point of view	Understand both first- and third-person narration (e.g., recognize whether or not the narrator is a character in the story)	
Genre Characteristics	Identify and understand characteristics of genres	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)	
Grade 5			
Literary Elements	Identify and understand elements of plot	Understand the influence of the setting and the characters on the plot	
Literary Elements	Identify and understand theme	Recognize themes in a story that are stated directly or indirectly	
Literary Elements	Identify and understand theme	Compare how stories from the same genre deal with similar themes	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize themes and situations in fantasy texts that are applicable to real life	
Literary Elements	Identify and understand elements of plot	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	
Literary Elements	Identify and understand elements of plot	Evaluate whether the plot of a story is believable	
Literary Elements	Identify characters and understand characterization	Describe character relationships and understand their importance to the plot of a story	
Literary Elements	Identify characters and understand characterization	Analyze how and why characters change and respond as the plot develops	
Literary Elements	Identify and understand setting	Analyze the setting to determine the degree to which it influences the plot or the characters	
Literary Elements	Identify the narrator and point of view	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	
Genre Characteristics	Identify and understand characteristics of genres	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)	○
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize the degree of realism in a story (e.g., stories about things that are likely to happen vs. things that could possibly happen)	

Domain: Analyzing Literary Text			
Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Grade 6			
Literary Elements	Identify characters and understand characterization	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)	
Literary Elements	Identify and understand elements of plot	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	
Literary Elements	Identify and understand elements of plot	Analyze how setting and characters' actions influence the plot and how events advance the plot	
Literary Elements	Identify and understand theme	Compare how texts in different genres deal with similar themes	
Literary Elements	Identify and understand setting	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	
Genre Characteristics	Identify and understand characteristics of genres	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	
Genre Characteristics	Identify and understand characteristics of genres	Analyze common elements of traditional stories to understand their function and meaning	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize that fiction may blend fact and fiction (e.g., historical fiction)	
Literary Elements	Identify and understand theme	Infer the theme of a work and explain how it is conveyed	○
Literary Elements	Identify the narrator and point of view	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	
Literary Elements	Identify and understand elements of plot	Evaluate the credibility of the characters and plot in a work of fiction by comparing them to prior experience	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize that texts that claim to be true may be fictional or greatly distorted (e.g., "Robinson Crusoe," texts "based on a true story")	
Grade 7			
Literary Elements	Identify and understand elements of plot	Analyze how setting influences the plot and how character actions, thoughts, and motivations advance the plot	
Literary Elements	Identify and understand elements of plot	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	○
Literary Elements	Identify and understand elements of plot	Evaluate the credibility of the characters and plot in a work of fiction by providing specific details from the text as evidence	
Literary Elements	Identify characters and understand characterization	Recognize how characters are revealed through their thoughts and actions, through the thoughts of other characters, through dialogue, and through the author's descriptions	
Genre Characteristics	Identify and understand characteristics of genres	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	
Literary Elements	Identify and understand theme	Identify recurring and universal themes	
Literary Elements	Identify the narrator and point of view	Identify the point of view (e.g., first/third person, limited/omniscient, subjective/objective)	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize common plots, settings, and character types in historical fiction, fantasy, and science fiction	
Literary Elements	Identify and understand theme	Infer the theme or themes in a text and analyze how theme is developed	
Genre Characteristics	Identify and understand characteristics of genres	Analyze common elements used in epic tales and mythology such as the extended simile and the quest, and compare such stories from various cultures	
Literary Elements	Identify and understand setting	Analyze different aspects of setting including time of day, historical period, place/culture, and situation to determine each aspect's contribution to the text	

Domain: Analyzing Literary Text			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 7 (continued)			
Literary Elements	Identify the narrator and point of view	Analyze how the author develops and contrasts different narrators within the text	
Grade 8			
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 9			
Literary Elements	Identify and understand elements of plot	Analyze how character relationships and interactions influence the plot	
Literary Elements	Identify and understand setting	Evaluate the extent to which the setting plays a role in the text	
Literary Elements	Identify characters and understand characterization	Analyze how complex characters and character relationships develop and change in a text and how this advances the plot or theme of the work	
Literary Elements	Identify characters and understand characterization	Analyze character depth and understand the difference between flat and round characters	
Genre Characteristics	Identify and understand characteristics of genres	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	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Analyze how aspects that are unrealistic or fantastical in otherwise realistic fiction contribute to the text	
Genre Characteristics	Identify and understand characteristics of genres	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	

Domain: Analyzing Literary Text			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 9 (continued)			
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Analyze fantasy/science-fiction literature for commentary on real-world issues	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Analyze historical fiction, distinguishing between the fictional and factual elements of the text and recognizing the contribution of fictional speculation to understanding historical situations	
Literary Elements	Identify and understand setting	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	
Literary Elements	Identify and understand elements of plot	Analyze how authors draw on or are influenced by other works	
Literary Elements	Identify and understand elements of plot	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	
Literary Elements	Identify and understand setting	Analyze how a text provides insight and commentary on settings and places	
Literary Elements	Identify and understand theme	Analyze the controlling idea of a poem and how it is elaborated	
Literary Elements	Identify and understand theme	Analyze an author's use of themes from classical and traditional works	
Literary Elements	Identify the narrator and point of view	Explain how a narrator's voice and persona affect characterization, plot, and tone	
Literary Elements	Identify and understand theme	Analyze how subtle themes are revealed (e.g., how characters affect its development)	○
Literary Elements	Identify the narrator and point of view	Evaluate how first- or third-person narration and/or multiple narrators affect text meaning	
Grade 10			
Literary Elements	Identify and understand setting	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?)	
Literary Elements	Identify and understand theme	Recognize how the theme of a work may reflect those of its historical period	
Literary Elements	Identify and understand elements of plot	Analyze a particular scene or section of a story and how it affects the whole	
Literary Elements	Identify characters and understand characterization	Identify archetypal traits in characters (e.g., the hero on a quest)	○
Literary Elements	Identify characters and understand characterization	Analyze characters within their cultural and historical contexts, and evaluate their credibility	
Literary Elements	Identify characters and understand characterization	Analyze the development of characters over the course of the narrative and recognize the difference between and roles of static and dynamic characters	
Literary Elements	Identify and understand elements of plot	Evaluate the author's use of nonlinear devices such as foreshadowing, flashback, and parallel plots, and analyze their effects on the plot	
Literary Elements	Identify and understand elements of plot	Analyze archetypes and motifs in stories and plays and how authors may draw on themes from classical works	
Genre Characteristics	Identify and understand characteristics of genres	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	
Genre Characteristics	Identify and understand characteristics of genres	Analyze archetypes found in classical literature and how classical literature has affected modern literature and film	
Literary Elements	Identify and understand theme	Evaluate how the controlling idea of a poem is elaborated	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize fictional techniques employed in nonfictional genres (e.g., histories and journalistic accounts with a fictional narrator, biographies with a plot structure)	
Literary Elements	Identify and understand theme	Infer the theme of a work and analyze how it is revealed, including how characters and word choice affect its development	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Evaluate the contribution of unrealistic, fantastical, or absurdist elements to fiction grounded in reality (e.g., the setting of "No Exit" by Sartre)	

Domain: Analyzing Literary Text			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 10 (continued)			
Literary Elements	Identify the narrator and point of view	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)	
Literary Elements	Identify the narrator and point of view	Evaluate how a work of fiction is affected by voice, persona, and narrator	
Grade 11			
Literary Elements	Identify characters and understand characterization	Analyze development of characters as revealed through different means such as the use of narration, dialogue, archetypes, and character foils	
Literary Elements	Identify characters and understand characterization	Evaluate characters' depth and contribution to the narrative and evaluate whether the characters' portrayal affects the quality of a literary work	
Literary Elements	Identify and understand theme	Analyze what a theme expresses about the human condition	
Literary Elements	Identify and understand theme	Analyze how themes develop and how multiple themes develop and interact	
Genre Characteristics	Identify and understand characteristics of genres	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	
Literary Elements	Identify and understand setting	Evaluate the author's choices about setting (e.g., how does the setting enable, focus, enhance, or restrict the possibilities of the narrative?)	
Literary Elements	Identify and understand setting	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	
Literary Elements	Identify and understand elements of plot	Recognize and analyze a wider range of archetypal plot structures (e.g., generational conflicts, coming-of-age)	○
Literary Elements	Identify and understand elements of plot	Analyze how structural choices made for parts of the text (e.g., in medias res, cliffhanger ending) affect the work as a whole	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Analyze how nonfiction employs elements of fiction (e.g., history with a fictional narrator; biography with a plot structure)	
Literary Elements	Identify the narrator and point of view	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)	
Genre Characteristics	Identify and understand characteristics of genres	Analyze how satire conveys its message	
Literary Elements	Identify the narrator and point of view	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)	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	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	
Literary Elements	Identify and understand elements of plot	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	
Grade 12			
Literary Elements	Identify and understand elements of plot	Analyze the underlying archetypal forces and motivations behind the plot (e.g., the storm in "King Lear")	
Literary Elements	Identify and understand setting	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)	
Literary Elements	Identify and understand setting	Evaluate how a text comments on and/or provides insight into settings and places	
Genre Characteristics	Identify and understand characteristics of genres	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	
Literary Elements	Identify and understand theme	Analyze how complex works develop multiple levels of themes	

Domain: Analyzing Literary Text			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 12 (continued)			
Literary Elements	Identify the narrator and point of view	Evaluate the influence of point of view, and analyze the effect of multiple narrators or a shifting point of view	
Literary Elements	Identify and understand theme	Evaluate a work's commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Analyze and evaluate the intended degree of realism in a text (e.g., is the purpose of the work to provide psychological realism?)	
Literary Elements	Identify and understand elements of plot	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	
Literary Elements	Identify and understand setting	Analyze and evaluate how shifts in setting influence a literary work	
Genre Characteristics	Identify and understand characteristics of genres	Interpret and evaluate works (e.g., literary nonfiction, poetry, and subgenres such as satire, allegory, and parody) in light of their characteristics	○
Genre Characteristics	Identify and understand characteristics of genres	Critique multiple interpretations of a work	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	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	
Literary Elements	Identify characters and understand characterization	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?)	
Literary Elements	Identify characters and understand characterization	Evaluate the quality of a literary work and the characters' portrayal especially when affected by the author's underlying philosophy	
Literary Elements	Identify the narrator and point of view	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)	

Domain: Understanding Author's Craft			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Kindergarten			
Author's Choices	Identify sensory detail	Identify the senses to which specific words or descriptions appeal	○
Author's Choices	Understand literary devices	Identify rhyming words, alliteration, and rhythm in oral language	
Grade 1			
Author's Choices	Understand literary devices	Recognize playful uses of language such as riddles and tongue twisters	
Author's Choices	Understand literary devices	Identify rhythm, rhyme, and alliteration in text	
Author's Choices	Understand figurative language	Distinguish between words that represent tangible and intangible things in texts	
Author's Choices	Identify sensory detail	Identify how words or phrases in literary text appeal to the senses	○
Grade 2			
Author's Choices	Understand figurative language	Understand that language can be both literal and figurative	
Author's Choices	Identify sensory detail	Recognize how authors create strong images by describing how things look, taste, smell, feel, or sound	○
Author's Choices	Understand literary devices	Identify playful uses of language including riddles, puns, jokes, and tongue twisters	
Author's Choices	Understand literary devices	Recognize patterns of rhythm, rhyme, and alliteration, and describe its effect on the reader	
Grade 3			
Author's Choices	Understand literary devices	Understand that text can communicate a feeling or mood	
Author's Choices	Identify sensory detail	Understand how words and phrases that appeal to the senses create images	○
Author's Choices	Understand figurative language	Understand simple similes, metaphors, and uses of exaggeration (e.g., quiet as a mouse)	
Author's Choices	Understand literary devices	Identify simple sound devices (e.g., rhyme, rhythm, repetition, onomatopoeia, alliteration) and understand how these affect the reader	
Grade 4			
Author's Choices	Identify sensory detail	Understand why the author may have chosen to include certain sensory details	
Author's Choices	Understand literary devices	Understand how word choice affects the feeling or mood of a text	
Author's Choices	Understand figurative language	Understand the meaning of words and phrases used figuratively	○
Author's Choices	Understand literary devices	Identify sound devices (e.g., alliteration, rhyme, onomatopoeia) and rhythm and how these devices connect to the author's intent (e.g., humor, description)	
Grade 5			
Author's Choices	Understand figurative language	Understand figurative language (e.g., metaphor, simile, exaggeration) used in text	
Author's Choices	Identify sensory detail	Identify and analyze how sensory detail contributes to literary description	
Author's Choices	Understand literary devices	Understand how word choice creates tone	
Author's Choices	Understand literary devices	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	○
Grade 6			
Author's Choices	Identify sensory detail	Determine the effects of sensory details and imagery on the text or reader	
Author's Choices	Understand literary devices	Analyze and explain how common literary devices (e.g., sound devices) affect text	
Author's Choices	Understand figurative language	Interpret figurative language (e.g., metaphor, simile, hyperbole, personification) in context in order to understand its impact on text meaning	○

Domain: Understanding Author's Craft			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 6 (continued)			
Author's Choices	Understand literary devices	Recognize common archetypal patterns (e.g., tricksters, the hero's quest) and symbols (e.g., the heart symbolizing love) in myths and traditional stories	
Author's Choices	Understand literary devices	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)	
Grade 7			
Author's Choices	Understand literary devices	Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood	○
Author's Choices	Identify sensory detail	Understand and analyze how sensory language creates imagery	
Author's Choices	Understand literary devices	Explain the purpose of common allusions (e.g., Trojan Horse, labyrinth, a Scrooge), common archetypal patterns, symbols, and stylistic elements	
Author's Choices	Understand figurative language	Analyze how figurative language (e.g., analogies, idioms, metaphors, similes, personification, puns, hyperbole) affects the meaning and mood of a text	
Author's Choices	Understand literary devices	Analyze how literary devices affect the meaning of a text	
Grade 8			
Author's Choices	Identify sensory detail	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	
Author's Choices	Understand figurative language	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	
Author's Choices	Understand literary devices	Analyze how the words, sentence patterns, and techniques an author uses convey meaning and establish style and voice	
Author's Choices	Understand literary devices	Analyze the effects of structure, figurative language, and sound devices (e.g., meter, onomatopoeia, internal rhyme, rhyme scheme, alliteration) on poetry	
Author's Choices	Understand literary devices	Recognize and interpret literary devices such as allusion, irony, dialect, and symbolism, and understand their contributions to the text	○
Grade 9			
Author's Choices	Understand figurative language	Analyze the cumulative impact of figurative language on the text as a whole	○
Author's Choices	Identify sensory detail	Analyze how the author's choice of words and use of language appeal to the senses and impact mood, tone, theme, and aesthetic quality	
Author's Choices	Understand literary devices	Understand the impact of literary devices such as allegory, allusions, symbolism, and sound devices on the meaning of a text	
Author's Choices	Understand literary devices	Recognize the meaning of patterns of imagery and symbolism in literary text	
Grade 10			
Author's Choices	Understand figurative language	Analyze the cumulative impact of figurative language on wider themes and meanings of the text	○
Author's Choices	Understand literary devices	Analyze patterns of imagery or symbolism in literary text and determine what these patterns contribute to the meaning of the text	
Author's Choices	Identify sensory detail	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	
Author's Choices	Understand literary devices	Analyze how authors create and enhance effects such as suspense and irony	
Author's Choices	Understand literary devices	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	
Author's Choices	Understand literary devices	Identify stylistic elements unique to or reminiscent of particular authors	

Domain: Understanding Author's Craft			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 11			
Author's Choices	Identify sensory detail	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	○
Author's Choices	Understand literary devices	Analyze how the author uses devices and techniques (e.g., style, irony, tone, voice, mood, sound devices, allusions) to achieve aesthetic and rhetorical effects	
Author's Choices	Understand figurative language	Evaluate the impact of specific words and phrases on the meaning and tone of a work	
Author's Choices	Understand literary devices	Analyze elements of style unique to or reminiscent of particular authors, and recognize stylistic influences on authors	
Author's Choices	Understand literary devices	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	
Grade 12			
Author's Choices	Understand literary devices	Evaluate how word choice, controlling images, hyperbole, irony, paradox, allusion, apostrophe, oxymoron, pun, synecdoche, and metonymy convey meaning, and critique their effectiveness	○
Author's Choices	Understand literary devices	Analyze and critique elements of style unique to or reminiscent of particular authors, and evaluate influences on authors	
Author's Choices	Understand literary devices	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	
Author's Choices	Identify sensory detail	Evaluate and critique how an author employs imagery, figurative language, and other devices to elicit a response as well as to convey meaning	
Author's Choices	Understand figurative language	Evaluate and critique an author's use of figurative language	
Author's Choices	Understand literary devices	Critique how patterns of imagery, symbolism, allusions, and conceits are connected to theme, mood, tone, and the meaning of the text	

Domain: Analyzing Argument and Evaluating Text			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 1			
Analysis	Identify and understand persuasion	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)	
Analysis	Identify and understand persuasion	Identify persuasive material in context (e.g., distinguish between advertising and other content in media such as newspapers and magazines)	
Grade 2			
Analysis	Identify and understand persuasion	Identify the subject of a persuasive text	
Analysis	Identify and understand persuasion	Understand what the author of a persuasive text is trying to influence the reader to think, feel, or do	
Grade 3			
Evaluation	Evaluate reasoning and support	Identify the author's main claim and identify reasons used to support the claim	
Analysis	Identify and understand persuasion	Identify misleading statements or images by comparing them to facts (e.g., compare the information or images in an advertisement to the actual product)	
Grade 4			
Evaluation	Evaluate credibility	Determine whether information is relevant to a topic	
Analysis	Identify and understand persuasion	Identify stated opinions or beliefs that the author wants the reader to accept	
Evaluation	Evaluate reasoning and support	Explain how an author uses reasons and evidence to support a claim	○
Analysis	Identify and understand persuasion	Identify misleading statements and explain why they are misleading	
Grade 5			
Evaluation	Evaluate reasoning and support	Explain how an author supports an argument, and evaluate reasons and evidence given to support particular points and the main claim	○
Evaluation	Evaluate credibility	Evaluate the degree of relevance and importance of information to a specific topic	
Analysis	Identify and understand persuasion	Identify misleading statements and contradictions used to persuade the reader, and explain why they are misleading or contradictory	
Evaluation	Evaluate reasoning and support	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)	
Analysis	Identify and understand persuasion	Identify persuasive techniques and rhetorical devices in texts, including emotional appeals, exaggeration, stereotyping, and loaded words	
Analysis	Identify bias and analyze text for logical fallacies	Understand that an author's opinions may not be explicitly stated in the text	
Grade 6			
Evaluation	Evaluate reasoning and support	Evaluate whether an argument is convincing based on its use of sound reasoning and credible evidence	
Evaluation	Evaluate reasoning and support	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	
Analysis	Identify and understand persuasion	Identify persuasive techniques and propaganda in text including promises, dares, flattery, glittering generalities, peer pressure, emotional appeals, exaggeration, stereotyping, loaded words, and repetition	○
Evaluation	Evaluate credibility	Evaluate the relevance and accuracy of information	
Analysis	Identify bias and analyze text for logical fallacies	Identify an author's perspective and explain how it influences the argument	
Evaluation	Evaluate reasoning and support	Recognize possible flaws in an author's argument, and determine counterarguments to the claim by using prior knowledge	

Domain: Analyzing Argument and Evaluating Text			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 7			
Evaluation	Evaluate reasoning and support	Trace the development of an author's argument, and identify and evaluate supporting evidence for adequacy, accuracy, and appropriateness	
Analysis	Identify and understand persuasion	Identify the intended audience, and analyze the methods the author uses to persuade the reader	
Analysis	Identify bias and analyze text for logical fallacies	Identify weaknesses and logical fallacies in persuasive text (e.g., personal attack, exaggeration, stereotyping, categorical claims)	
Analysis	Identify bias and analyze text for logical fallacies	Identify instances in which an author's opinions, beliefs, or attitude bias the argument	○
Evaluation	Evaluate reasoning and support	Identify how an author acknowledges and responds to counterarguments	
Evaluation	Evaluate credibility	Understand that a source's credibility is affected if it contains misleading information, outdated information, fallacious reasoning, unsupported inferences, or bias	
Grade 8			
Analysis	Identify bias and analyze text for logical fallacies	Recognize and evaluate propaganda and slanted text	
Analysis	Identify and understand persuasion	Analyze persuasive messages to determine the purpose and effect of rhetorical devices (e.g., repetition, anecdotes)	
Evaluation	Evaluate reasoning and support	Evaluate the consistency and logic of an argument and the strength and quality of the evidence	○
Analysis	Identify bias and analyze text for logical fallacies	Identify a wider range of logical fallacies in persuasive text (e.g., loaded words, caricatures, leading questions, and false assumptions and premises)	
Evaluation	Evaluate reasoning and support	Analyze how an author acknowledges or responds to opposing evidence or opinions	
Analysis	Identify and understand persuasion	Analyze the author's attitude toward the audience	
Analysis	Identify bias and analyze text for logical fallacies	Understand that all authors bring biases to their arguments, but that bias may or may not affect the credibility or viability of the argument	
Evaluation	Evaluate credibility	Recognize problems in a text that affect its credibility (e.g., bias, unsupported inferences, outdated information)	
Analysis	Identify and understand persuasion	Understand how authors of persuasive texts can reach different conclusions about the same topic	
Grade 9			
Evaluation	Evaluate reasoning and support	Compare how different media (magazine, documentary, Internet, TV news) handle the same story	
Analysis	Identify bias and analyze text for logical fallacies	Recognize an increasing array of logical fallacies such as appeals to pity, personal attack, all-or-nothing thinking, and overgeneralization	○
Evaluation	Evaluate reasoning and support	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	
Evaluation	Evaluate reasoning and support	Evaluate the author's acknowledgement and response to counterarguments (e.g., does the author respond to the expected counterarguments? Are the responses convincing?)	
Analysis	Identify and understand persuasion	Analyze how the author's purpose and the intended audience affect the tone of a persuasive text	
Analysis	Identify and understand persuasion	Analyze rhetorical devices such as parallelism (e.g., "by the people, for the people"), hyperbole, and humor to determine their effects on an argument	
Analysis	Identify bias and analyze text for logical fallacies	Identify implicit values and beliefs revealed by an author's argument	
Analysis	Identify and understand persuasion	Analyze how media informs, persuades, interprets events, and influences culture	
Evaluation	Evaluate credibility	Evaluate credibility of a text based on analysis of bias and quality of information, reasoning, and support	
Evaluation	Evaluate reasoning and support	Distinguish supported and unsupported inferences to discover assumptions or missing evidence	

Domain: Analyzing Argument and Evaluating Text			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 10			
Analysis	Identify and understand persuasion	Evaluate how media messages present views in ways that differ from those of other texts	
Analysis	Identify bias and analyze text for logical fallacies	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	
Evaluation	Evaluate reasoning and support	Analyze the logic and reasoning in an argument, identifying its strengths, weaknesses, and acknowledgement of counterarguments; evaluate evidence for relevance, quality, credibility, and completeness	
Evaluation	Evaluate reasoning and support	Evaluate the adequacy of support for an argument's inferences and conclusions, and understand how these factors relate to credibility	
Analysis	Identify and understand persuasion	Analyze and compare arguments of various genres (e.g., speeches, editorials, essays) for their use of rhetorical devices such as irony and metaphor	
Analysis	Identify and understand persuasion	Analyze how tone and rhetorical devices (e.g., repetition, understatement, overstatement, irony, sarcasm) affect the impact of persuasive texts for different audiences and purposes	
Analysis	Identify and understand persuasion	Identify persuasive strategies used by media and analyze the possible effects on readers or viewers	
Evaluation	Evaluate credibility	Evaluate the credibility of an author's argument and of sources cited	
Analysis	Identify bias and analyze text for logical fallacies	Identify unstated assumptions on which an author's argument may be based	
Evaluation	Evaluate reasoning and support	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	○
Grade 11			
Analysis	Identify and understand persuasion	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	○
Analysis	Identify bias and analyze text for logical fallacies	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	
Evaluation	Evaluate reasoning and support	Evaluate an argument's validity, impact, logic, evidence, response to counterarguments, completeness, and general appeal citing evidence from the text	
Evaluation	Evaluate reasoning and support	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	
Evaluation	Evaluate credibility	Evaluate the credibility of an author's argument and the quality, credibility, and currency of sources	
Analysis	Identify and understand persuasion	Analyze how media influences public perception and opinion	
Analysis	Identify and understand persuasion	Evaluate how the author has assessed the intended audience (e.g., what values has the author assumed are shared by the reader?)	
Analysis	Identify bias and analyze text for logical fallacies	Analyze an author's values, beliefs, and assumptions (e.g., philosophical, political), which may be directly stated or implied	

Domain: Analyzing Argument and Evaluating Text			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Grade 12			
Analysis	Identify and understand persuasion	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	
Analysis	Identify bias and analyze text for logical fallacies	Evaluate the intentional use of logical fallacies in arguments, and explain why fallacies do not prove the point being argued	
Analysis	Identify and understand persuasion	Analyze what effects media may have on elections and public attitudes, and evaluate effectiveness of media messages	
Evaluation	Evaluate reasoning and support	Understand and follow the logic of arguments that employ analogies and syllogisms	
Evaluation	Evaluate credibility	Evaluate the quality of cited sources and their credibility, reliability, origin, currency, consistency, logic, and coherence, noting strengths and weaknesses	
Evaluation	Evaluate reasoning and support	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	
Evaluation	Evaluate credibility	Evaluate the overall credibility of an author's argument, and determine to what degree the argument is ultimately convincing	○
Analysis	Identify and understand persuasion	Recognize how an argument may speak to multiple audiences (e.g., the explicit audience, the wider public)	
Analysis	Identify bias and analyze text for logical fallacies	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	

Pre-Kindergarten			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Alphabetic Principle	Alphabetic knowledge	Recognize the letters of the alphabet (e.g., Which of these is the letter a? Pick the letter a from s, a, o.)	○
Concept of Word	Print concepts	Understand that sounds that are paired with letters represent spoken speech in print	○
Concept of Word	Print concepts	Understand that words are read from left to right and top to bottom	
Visual Discrimination	Visual discrimination of letters and words	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)	
Phonemic Awareness	Rhyming and word families	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.)	○

	Kindergarten		
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Alphabetic Principle	Alphabetic knowledge	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.)	
Alphabetic Principle	Alphabetic knowledge	Recognize that letters are different from numbers (e.g., select 8 from choices J, g, 8)	
Alphabetic Principle	Alphabetic sequence	Know the order of the alphabet (e.g., identify letters that come before or after)	
Alphabetic Principle	Letter sounds	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)	○
Concept of Word	Print concepts	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)	
Concept of Word	Print concepts	Know that a written word carries meaning	
Concept of Word	Print concepts	Know that spaces separate words (e.g., recognize the difference between Thecatsleeps. and The cat sleeps.)	
Concept of Word	Print concepts	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)	○
Visual Discrimination	Visual discrimination of letters and words	Distinguish between words that have different letters (e.g., pick the word that is different from the others in: an, as, an)	
Phonemic Awareness	Rhyming and word families	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.)	○
Phonemic Awareness	Blending word parts	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	
Phonemic Awareness	Blending word parts	Identify 2- and 3-syllable patterns in spoken words by blending, counting, and segmenting syllables (e.g., tar-get makes the word target)	○
Phonemic Awareness	Blending phonemes	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/.)	
Phonemic Awareness	Initial and final phonemes	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)	○
Phonemic Awareness	Consonant blends (PA)	Recognize consonant-blend sounds by distinguishing between single-syllable spoken words (e.g., pick the picture whose name begins with /st/ from the pictures of stairs, soup, swing)	
Phonemic Awareness	Medial phoneme discrimination	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)	○
Phonemic Awareness	Phoneme isolation/manipulation	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)	○
Phonics	Short vowel sounds	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)	
Phonics	Short vowel sounds	Decode CVC words (e.g., cat, get, mom)	○
Phonics	Initial consonant sounds	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)	○
Vocabulary Knowledge	Word facility	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.)	
Vocabulary Knowledge	Word facility	Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight	○
Vocabulary Knowledge	Word facility	Understand position words such as beside, under, and behind (e.g., from pictures, pick the cat that is beside the chair)	
Vocabulary Knowledge	Understand analogies	Understand that high-frequency words and oral vocabulary have categorical relationships (e.g., color, shape, texture, size)	○

Kindergarten			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills (continued)			
Vocabulary Strategies	Use context clues	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)	○
Vocabulary Knowledge	Recognize and understand synonyms	Understand that different words can describe the same general action (e.g., go, walk)	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	Understand that nouns (e.g., run, work) can also be verbs	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	Identify the meaning of a homophone or multi-meaning word (e.g., blue, orange, play) using its context	
Comprehension Strategies and Constructing Meaning			
Reading Process Skills	Use repair strategies	Confirm or correct understanding of text by using illustrations	
Reading Process Skills	Identify and understand text features	Understand how illustrations help tell a story	
Reading Process Skills	Make predictions	Make predictions based on the cover, title, and illustrations	
Reading Process Skills	Identify and understand text features	Identify a book's front and back covers; recognize where to find the names of the author and illustrator	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 0.0-1.3)	
Constructing Meaning	Identify and understand main ideas	Identify the topic of a text	
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	
Analyzing Literary Text			
Literary Elements	Identify and understand setting	Identify where a story takes place	
Literary Elements	Identify characters and understand characterization	Identify the characters in a story	
Literary Elements	Identify and understand elements of plot	Identify the beginning, middle, and end of a story, and retell events from a story	○
Genre Characteristics	Identify and understand characteristics of genres	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)	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Understand that some stories are about make-believe things and others are about real life	
Understanding Author's Craft			
Author's Choices	Identify sensory detail	Identify the senses to which specific words or descriptions appeal	○
Author's Choices	Understand literary devices	Identify rhyming words, alliteration, and rhythm in oral language	

		Grade 1	
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Phonemic Awareness	Blending phonemes	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)	
Phonemic Awareness	Medial phoneme discrimination	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)	
Phonemic Awareness	Phoneme segmentation	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/)	○
Phonemic Awareness	Phoneme isolation/manipulation	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)	○
Phonics	Short vowel sounds	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)	
Phonics	Short vowel sounds	Decode grade-appropriate words (e.g., The word is last. Last means the opposite of first. Pick the word last from last list lost.)	
Phonics	Short vowel sounds	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)	
Phonics	Short vowel sounds	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)	○
Phonics	Final consonant sounds	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/.)	
Phonics	Final consonant sounds	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)	
Phonics	Long vowel sounds	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)	
Phonics	Long vowel sounds	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.)	○
Phonics	Long vowel sounds	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.)	
Phonics	Long vowel sounds	Decode words by identifying the correctly spelled CVCe pattern in a word from a spoken sentence (e.g., Read the words bakee, baike, and bake and recognize that bake is the correct spelling in the following: I like to bake bread.)	
Phonics	Long vowel sounds	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.)	
Phonics	Consonant blends (PH)	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)	○
Phonics	Consonant digraphs	Recognize and identify consonant digraphs in words (e.g., pick the word that has -sh from choices saw, wash, have)	○
Phonics	Sound-symbol correspondence: consonants	Use knowledge of initial and final consonants to differentiate between written words (e.g., pick which word sounds like leak but ends with /d/ when reading the words lead, leap, and load)	
Phonics	Word building	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)	

Grade 1			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills (continued)			
Phonics	Sound-symbol correspondence: vowels	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 mist, most, and must)	○
Phonics	Word Families/Rhyming	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)	
Phonics	Word Families/Rhyming	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)	
Phonics	Word Families/Rhyming	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)	○
Vocabulary Knowledge	Word facility	Read grade-level sight words (e.g., again, could, every)	○
Vocabulary Strategies	Use structural analysis	Understand that a compound word is a word whose parts are also words (e.g., everyone)	○
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate high-frequency words (e.g., Dolch: road/street; Fry: look/see)	
Vocabulary Knowledge	Antonyms	Identify and understand antonyms for grade-appropriate words (e.g., before/after)	○
Vocabulary Strategies	Use structural analysis	Identify and understand familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es)	
Vocabulary Strategies	Use context clues	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)	○
Vocabulary Strategies	Use structural analysis	Recognize and understand grade-appropriate compounds (e.g., bedtime, anything) and contractions (e.g., I'm, isn't)	
Vocabulary Knowledge	Understand analogies	Understand that words have categorical relationships (e.g., opposites, cold/hot; superordinate/subordinate, living things: cow, dog; classroom objects: desk, pen)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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	
Comprehension Strategies and Constructing Meaning			
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)	

Grade 1			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Comprehension Strategies and Constructing Meaning (continued)			
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	
Analyzing Literary Text			
Literary Elements	Identify and understand setting	Identify where and when a story takes place	
Literary Elements	Identify characters and understand characterization	Identify and describe main characters	
Genre Characteristics	Identify and understand characteristics of genres	Understand the general differences among various print materials (e.g., storybooks, fairy tales, informational books, newspapers)	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Identify whether a story is realistic fiction or a fantasy	○
Literary Elements	Identify and understand elements of plot	Identify the basic elements of a story's plot (e.g., problem, important events)	○
Understanding Author's Craft			
Author's Choices	Understand literary devices	Recognize playful uses of language such as riddles and tongue twisters	
Author's Choices	Understand literary devices	Identify rhythm, rhyme, and alliteration in text	
Author's Choices	Understand figurative language	Distinguish between words that represent tangible and intangible things in texts	
Author's Choices	Identify sensory detail	Identify how words or phrases in literary text appeal to the senses	○
Analyzing Argument and Evaluating Text			
Analysis	Identify and understand persuasion	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)	
Analysis	Identify and understand persuasion	Identify persuasive material in context (e.g., distinguish between advertising and other content in media such as newspapers and magazines)	

Grade 2			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Phonics	Long vowel sounds	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.)	
Phonics	Variant vowel sounds	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.)	○
Phonics	Consonant blends (PH)	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.)	
Phonics	Consonant blends (PH)	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.)	○
Phonics	Other vowel sounds	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)	
Phonics	Other vowel sounds	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.)	○
Phonics	Other vowel sounds	Recognize and decode r-controlled vowel sounds in words (e.g., of the word hard, bed, and bird, bird has the /ur/ sound)	
Phonics	Other vowel sounds	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.)	○
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate high-frequency words (e.g., Dolch: big/large, yell/shout, start/begin; Fry: love/like)	
Vocabulary Knowledge	Antonyms	Identify and understand antonyms for grade-appropriate words (e.g., many/few)	
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Strategies	Use structural analysis	Use knowledge of simple affixes (e.g., un-, re-, over-, -er, -est) and familiar base words to predict the meanings of unfamiliar words	○
Vocabulary Strategies	Use structural analysis	Use knowledge of syllable patterns to decode words (e.g., read a word such as animal and pick how many syllables the word has)	○
Vocabulary Knowledge	Understand analogies	Understand that words have different functions (e.g., noun/thing; verb/action) and identify their functions in text	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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	
Comprehension Strategies and Constructing Meaning			
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	

Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Grade 2			
Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Comprehension Strategies and Constructing Meaning (continued)			
Reading Process Skills	Make predictions	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	
Reading Process Skills	Identify and understand text features	Understand the features of sentences and paragraphs (e.g., capitalization, indentation, punctuation)	
Reading Process Skills	Identify and understand text features	Identify and understand the purpose of simple text features (e.g., illustrations, diagrams, table of contents, menus, icons)	
Organizational Structure	Identify organizational structure	Recognize chronological or sequential order in a text	
Organizational Structure	Identify and understand sequence	Identify and explain the order of events or ideas from a text (e.g., story events, steps in a two- or three-step process)	
Constructing Meaning	Draw conclusions	Draw simple conclusions about a text using evidence and details from text and illustrations	
Reading Process Skills	Use repair strategies	Confirm or correct understanding of text by adjusting reading speed, and rereading text portions aloud	
Constructing Meaning	Identify and understand main ideas	Identify main ideas that are directly stated or strongly implied	○
Constructing Meaning	Identify and understand main ideas	Distinguish main idea from topic	
Organizational Structure	Understand comparison and contrast	Compare and contrast two versions of the same story or between two works by the same author	
Constructing Meaning	Identify and differentiate fact and opinion	Distinguish opinion from fact by recognizing words that signal opinions (e.g., think, feel, believe)	
Constructing Meaning	Extend meaning or form generalizations	Make generalizations about information in the text (e.g., the character is like someone I know; many people would make the same choice)	
Constructing Meaning	Extend meaning or form generalizations	Extend understanding of text by considering alternate endings to stories	
Analyzing Literary Text			
Literary Elements	Identify and understand setting	Describe the setting of a story by finding and using story details and illustrations	
Literary Elements	Identify characters and understand characterization	Identify and describe major and minor characters and their traits	○
Literary Elements	Identify and understand elements of plot	Identify elements of plot including problem and solution and the relationships (e.g., order, causes) between events in a story	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Determine whether a text is realistic fiction or a fantasy and explain how to determine the difference	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Distinguish between fiction and nonfiction	
Genre Characteristics	Identify and understand characteristics of genres	Distinguish among genres including poetry, plays, fiction (stories, folktales), and nonfiction (social studies, technical)	
Literary Elements	Identify the narrator and point of view	Understand that a story is told by a narrator	
Literary Elements	Identify and understand theme	Determine the message, or moral lesson, of a story or poem, and connect themes to life experiences	
Understanding Author's Craft			
Author's Choices	Understand figurative language	Understand that language can be both literal and figurative	
Author's Choices	Identify sensory detail	Recognize how authors create strong images by describing how things look, taste, smell, feel, or sound	○
Author's Choices	Understand literary devices	Identify playful uses of language including riddles, puns, jokes, and tongue twisters	
Author's Choices	Understand literary devices	Recognize patterns of rhythm, rhyme, and alliteration, and describe its effect on the reader	
Analyzing Argument and Evaluating Text			
Analysis	Identify and understand persuasion	Identify the subject of a persuasive text	
Analysis	Identify and understand persuasion	Understand what the author of a persuasive text is trying to influence the reader to think, feel, or do	

		Grade 3	
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Vocabulary Knowledge	Understand analogies	Understand the categorical relationships of words (e.g., attributes) in order to comprehend text	
Vocabulary Knowledge	Recognize and understand synonyms	Use knowledge of synonyms to help understand the meanings of unfamiliar words in grade-appropriate text (reading level 3.0-4.7)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate (grade level 0-3) and high-frequency words (e.g., ask/question, ill/sick)	○
Vocabulary Strategies	Use structural analysis	Use knowledge of syllable patterns to decode increasingly difficult multisyllable words (e.g., transportation)	○
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Understand idioms	Understand the difference between the literal and nonliteral meanings of words and phrases (e.g., take steps, raining cats and dogs)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Recognize connotation and denotation	Understand that words with similar denotative meanings (e.g., ask, beg) can carry different connotations	
Comprehension Strategies and Constructing Meaning			
Reading Process Skills	Make predictions	Make predictions about text based on chapter titles, headings, tables of contents, and story patterns, and explain whether these predictions are correct	
Organizational Structure	Identify organizational structure	Recognize the parts of books, plays, and poems (e.g., chapters, scenes, stanzas) to aid understanding of the organization of the text	
Reading Process Skills	Identify and understand text features	Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information	
Organizational Structure	Identify and understand sequence	Determine order of events in a text and recognize words that show sequence (e.g., first, next, then)	○
Reading Process Skills	Recognize an accurate summary of text	Understand that a shorter version of a text that includes only the main idea and the key details is a summary	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 3.0-4.7)	
Organizational Structure	Identify organizational structure	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)	
Reading Process Skills	Identify and understand text features	Use text features to help determine the order of steps in a procedure (e.g., arrows, numbered steps)	
Organizational Structure	Identify and understand sequence	Understand simple processes described in informational text (e.g., craft project)	
Organizational Structure	Understand cause and effect	Identify cause-and-effect relationships by recognizing words and clauses that signal those relationships (e.g., because, so)	
Reading Process Skills	Identify author's purpose	Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings)	
Constructing Meaning	Identify and understand main ideas	Determine author's message	
Constructing Meaning	Identify and understand main ideas	Identify and explain the main idea and distinguish it from supporting details in informational text	
Constructing Meaning	Identify and differentiate fact and opinion	Distinguish opinions by analyzing text for words that can signal opinions such as comparative and superlative adjectives (e.g., better, best)	
Reading Process Skills	Use repair strategies	Monitor and adjust understanding of text by using background knowledge, creating sensory images, and generating questions	

Grade 3			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Comprehension Strategies and Constructing Meaning (continued)			
Organizational Structure	Understand comparison and contrast	Identify comparisons indicated by clauses beginning with words such as but and however	
Constructing Meaning	Identify details	Explain how details support the main idea	
Constructing Meaning	Draw conclusions	Use prior knowledge and textual details to draw conclusions about information or events in text	○
Organizational Structure	Understand comparison and contrast	Analyze the most important points and key details presented in texts on the same topic to determine similarities or differences	
Constructing Meaning	Extend meaning or form generalizations	Make generalizations about literary elements (e.g., setting: the events in the story could have happened anywhere)	
Analyzing Literary Text			
Literary Elements	Identify and understand setting	Describe setting and determine why setting is important to a story	
Literary Elements	Identify and understand elements of plot	Describe plot elements and trace how plot events lead to the resolution of a problem	
Literary Elements	Identify characters and understand characterization	Identify and describe main characters' traits, motives, and feelings, and recognize how characters change	
Genre Characteristics	Identify and understand characteristics of genres	Use understanding of genre characteristics (e.g., structure) to distinguish among common forms of literature (e.g., plays, fiction, nonfiction, rhyming and nonrhyming poetry)	
Genre Characteristics	Identify and understand characteristics of genres	Compare and contrast traditional tales (e.g., trickster tales from different cultures)	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize that fictional texts can contain factual information	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Identify whether story elements are realistic, fantastical, or factual	
Literary Elements	Identify and understand theme	Identify the lesson/moral of a story and recognize details that help communicate it	○
Literary Elements	Identify the narrator and point of view	Identify the narrator in a story or poem told from the first person point of view	
Understanding Author's Craft			
Author's Choices	Understand literary devices	Understand that text can communicate a feeling or mood	
Author's Choices	Identify sensory detail	Understand how words and phrases that appeal to the senses create images	○
Author's Choices	Understand figurative language	Understand simple similes, metaphors, and uses of exaggeration (e.g., quiet as a mouse)	
Author's Choices	Understand literary devices	Identify simple sound devices (e.g., rhyme, rhythm, repetition, onomatopoeia, alliteration) and understand how these affect the reader	
Analyzing Argument and Evaluating Text			
Evaluation	Evaluate reasoning and support	Identify the author's main claim and identify reasons used to support the claim	
Analysis	Identify and understand persuasion	Identify misleading statements or images by comparing them to facts (e.g., compare the information or images in an advertisement to the actual product)	

Grade 4			
Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Word Knowledge and Skills			
Vocabulary Knowledge	Understand analogies	Use knowledge of word relationships (e.g., similarities, associations) as a means of comprehending text	
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate words (grade level 3-4: tale/story, fearful/afraid)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Knowledge	Understand idioms	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)	
Vocabulary Strategies	Use structural analysis	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)	○
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	○
Vocabulary Knowledge	Recognize connotation and denotation	Understand that words with similar denotative meanings (grade-level vocabulary 2-4: plain/natural) carry different connotations depending on context	
Comprehension Strategies and Constructing Meaning			
Reading Process Skills	Recognize an accurate summary of text	Understand that a summary contains lexical changes but preserves the meaning of the original text	
Reading Process Skills	Identify and understand text features	Locate information in simple graphical text features (e.g., illustrations, maps, timelines, tables, charts)	
Reading Process Skills	Identify and understand text features	Use text features of functional text (e.g., memos, menus, schedules, pamphlets, instructions, forms) to locate specific information	
Organizational Structure	Understand comparison and contrast	Expand recognition of words and phrases (e.g., likewise, although) that indicate a comparison	
Reading Process Skills	Use repair strategies	Monitor and adjust understanding of text by previewing, applying knowledge of words and sentence structure, and looking for clues to confirm inferences	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 4.0-5.6)	
Organizational Structure	Understand comparison and contrast	Compare and contrast information and conclusions in texts on the same topic	
Organizational Structure	Understand cause and effect	Recognize cause-and-effect relationships by comprehending the meaning of a whole passage rather than by identifying individual cue words	
Organizational Structure	Identify and understand sequence	Describe sequential relationships in a text (e.g., ideas, procedures, historical events) using time and sequence words (e.g., first/last, earlier/later)	
Reading Process Skills	Identify and understand text features	Use headings, table of contents, and illustrations to gain an overview of text content (e.g., as a skimming and scanning strategy)	
Reading Process Skills	Make predictions	Make and check predictions by using prior knowledge, ideas from the text, text features, and obvious foreshadowing clues	
Reading Process Skills	Identify author's purpose	Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the reader can determine the purpose	
Constructing Meaning	Identify details	Use main and supporting ideas and details to understand text	
Constructing Meaning	Identify and understand main ideas	Identify and explain the main idea and explain how details support it	
Organizational Structure	Identify and understand sequence	Understand basic multiple-step processes described in informational or functional text (e.g., how to play a computer game)	
Reading Process Skills	Recognize an accurate summary of text	Understand that information can be summarized in different ways (e.g., grouping, charting, mapping, paraphrasing) to show understanding of main ideas and key details	
Constructing Meaning	Identify and understand main ideas	Identify main ideas and implied messages	
Constructing Meaning	Identify and differentiate fact and opinion	Recognize facts as things that can be proven and opinions as beliefs	○

Grade 4			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Comprehension Strategies and Constructing Meaning (continued)			
Organizational Structure	Identify organizational structure	Determine the organizational structure (e.g., comparison/contrast, cause/effect, sequence) of a nonfiction text or passage	
Constructing Meaning	Draw conclusions	Draw multiple conclusions about information, events, or characters in text, and cite textual details that support the conclusions	
Constructing Meaning	Extend meaning or form generalizations	Make inferences and generalizations about text and connect these to life experiences and prior knowledge	
Constructing Meaning	Extend meaning or form generalizations	Make generalizations about literary elements found in similar stories from different cultures (e.g., deduce why trickster tales are found in multiple cultures)	
Analyzing Literary Text			
Literary Elements	Identify and understand elements of plot	Analyze the elements of plot, including exposition, conflict, and resolution, and understand how events in the plot build on one another	○
Literary Elements	Identify and understand setting	Describe the setting and analyze how it contributes to the story	○
Literary Elements	Identify characters and understand characterization	Understand the relationship between a character's actions, traits, and motives, and describe the main character's interactions with other characters	
Literary Elements	Identify and understand elements of plot	Identify how a story's plot is influenced by characters' actions	
Genre Characteristics	Identify and understand characteristics of genres	Identify the phenomena explained by origin myths, and continue to broaden knowledge of mythology and traditional literature	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Identify and distinguish between realistic fiction and genres that involve fantastical elements	
Literary Elements	Identify and understand theme	Use details from a story to determine its theme	
Literary Elements	Identify the narrator and point of view	Understand both first- and third-person narration (e.g., recognize whether or not the narrator is a character in the story)	
Genre Characteristics	Identify and understand characteristics of genres	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)	
Understanding Author's Craft			
Author's Choices	Identify sensory detail	Understand why the author may have chosen to include certain sensory details	
Author's Choices	Understand literary devices	Understand how word choice affects the feeling or mood of a text	
Author's Choices	Understand figurative language	Understand the meaning of words and phrases used figuratively	○
Author's Choices	Understand literary devices	Identify sound devices (e.g., alliteration, rhyme, onomatopoeia) and rhythm and how these devices connect to the author's intent (e.g., humor, description)	
Analyzing Argument and Evaluating Text			
Evaluation	Evaluate credibility	Determine whether information is relevant to a topic	
Analysis	Identify and understand persuasion	Identify stated opinions or beliefs that the author wants the reader to accept	
Evaluation	Evaluate reasoning and support	Explain how an author uses reasons and evidence to support a claim	○
Analysis	Identify and understand persuasion	Identify misleading statements and explain why they are misleading	

Grade 5			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Vocabulary Knowledge	Understand analogies	Use knowledge of word relationships (e.g., antonyms/synonyms) to clarify the meanings of words in text	
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate words (grade level 3-5: aid/help, describe/explain)	
Vocabulary Knowledge	Understand idioms	Recognize and explain the meanings of idioms (e.g., everything but the kitchen sink) in grade-appropriate text (reading level 5.1-6.4)	
Vocabulary Strategies	Use context clues	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)	○
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Strategies	Use structural analysis	Identify words in English that are adopted from other languages (e.g., kindergarten: German; foyer: French)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Recognize connotation and denotation	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	
Comprehension Strategies and Constructing Meaning			
Organizational Structure	Understand comparison and contrast	Categorize information on a topic to understand similarities and differences	
Reading Process Skills	Identify and understand text features	Use common text features (e.g., subheadings, glossary, index, appendix) to preview or locate information	
Organizational Structure	Identify organizational structure	Identify terminology for the parts of a story, play, or poem (e.g., chapters, scenes/acts, stanzas)	
Organizational Structure	Identify and understand sequence	Track the sequence of important events in order to understand the text	
Organizational Structure	Identify and understand sequence	Analyze a text with a chronological or sequential order to determine relationships between events and ideas	
Constructing Meaning	Extend meaning or form generalizations	Use answers to questions to form new understanding of text	
Reading Process Skills	Identify and understand text features	Explain how different forms of media present information in different ways (e.g., web, newspapers, documentaries)	
Constructing Meaning	Identify details	Identify and recognize the arrangement of main ideas, supporting ideas, and details in text	
Reading Process Skills	Make predictions	Recognize whether predictions are reasonable by weighing information against prior experience and known facts from the text	
Reading Process Skills	Make predictions	Confirm or refute predictions and make adjustments	
Reading Process Skills	Use repair strategies	Monitor and adjust understanding of text by previewing and setting a purpose for reading and reading ahead	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 5.1-6.4)	
Reading Process Skills	Recognize an accurate summary of text	Understand that an accurate summary, while containing the main idea and important details, does not contain personal opinions or judgments	○
Organizational Structure	Identify organizational structure	Compare and contrast the organization structures of texts to determine differences	
Organizational Structure	Identify organizational structure	Identify and analyze common organizational structures to determine the connections between ideas (e.g., cause/effect, main idea/support)	
Reading Process Skills	Identify and understand text features	Interpret the meaning of information in common graphical text features (e.g., illustrations, maps, timelines, tables, charts)	
Reading Process Skills	Identify author's purpose	Identify author's purpose and adjust reading strategy accordingly (e.g., take notes for informational text; weigh evidence in persuasive text)	○

Grade 5			
Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Comprehension Strategies and Constructing Meaning (continued)			
Reading Process Skills	Identify author's purpose	Analyze text to identify when an author has more than one purpose	
Constructing Meaning	Identify and understand main ideas	Determine the main ideas of a text and whether the details add support for the main idea	
Constructing Meaning	Identify and differentiate fact and opinion	Distinguish facts from opinions, and recognize that opinions and inferences can be supported by facts	
Reading Process Skills	Identify author's purpose	Evaluate the appropriateness of the form chosen by the author in light of the author's purpose	
Organizational Structure	Identify and understand sequence	Understand sequence of multiple-step processes from informational or functional text (e.g., science experiment; description of the steps in the water cycle)	
Organizational Structure	Understand comparison and contrast	Recognize similarities and differences in text elements and ideas not explicitly compared in the text	
Organizational Structure	Understand cause and effect	Infer implied causes and effects	
Constructing Meaning	Draw conclusions	Recognize and distinguish between valid and invalid conclusions drawn in and from texts	
Constructing Meaning	Extend meaning or form generalizations	Make and support generalizations about text with reasons and evidence	
Analyzing Literary Text			
Literary Elements	Identify and understand elements of plot	Understand the influence of the setting and the characters on the plot	
Literary Elements	Identify and understand theme	Recognize themes in a story that are stated directly or indirectly	
Literary Elements	Identify and understand theme	Compare how stories from the same genre deal with similar themes	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize themes and situations in fantasy texts that are applicable to real life	
Literary Elements	Identify and understand elements of plot	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	
Literary Elements	Identify and understand elements of plot	Evaluate whether the plot of a story is believable	
Literary Elements	Identify characters and understand characterization	Describe character relationships and understand their importance to the plot of a story	
Literary Elements	Identify characters and understand characterization	Analyze how and why characters change and respond as the plot develops	
Literary Elements	Identify and understand setting	Analyze the setting to determine the degree to which it influences the plot or the characters	
Literary Elements	Identify the narrator and point of view	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	
Genre Characteristics	Identify and understand characteristics of genres	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)	○
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize the degree of realism in a story (e.g., stories about things that are likely to happen vs. things that could possibly happen)	
Understanding Author's Craft			
Author's Choices	Understand figurative language	Understand figurative language (e.g., metaphor, simile, exaggeration) used in text	
Author's Choices	Identify sensory detail	Identify and analyze how sensory detail contributes to literary description	
Author's Choices	Understand literary devices	Understand how word choice creates tone	
Author's Choices	Understand literary devices	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	○

Grade 5			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Analyzing Argument and Evaluating Text			
Evaluation	Evaluate reasoning and support	Explain how an author supports an argument, and evaluate reasons and evidence given to support particular points and the main claim	○
Evaluation	Evaluate credibility	Evaluate the degree of relevance and importance of information to a specific topic	
Analysis	Identify and understand persuasion	Identify misleading statements and contradictions used to persuade the reader, and explain why they are misleading or contradictory	
Evaluation	Evaluate reasoning and support	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)	
Analysis	Identify and understand persuasion	Identify persuasive techniques and rhetorical devices in texts, including emotional appeals, exaggeration, stereotyping, and loaded words	
Analysis	Identify bias and analyze text for logical fallacies	Understand that an author's opinions may not be explicitly stated in the text	

		Grade 6	
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate words (e.g., acquire/obtain), and identify slight differences in the meanings of synonyms	
Vocabulary Knowledge	Understand idioms	Recognize and explain the meanings of idioms (e.g., save your breath) in grade-appropriate text (reading level 5.8-7.2)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Strategies	Use structural analysis	Understand the origins and meanings of frequently used English words from other languages (e.g., French: essay)	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Recognize connotation and denotation	Understand that words with similar meanings (e.g., smile/smirk) can carry different connotations often based on context	○
Vocabulary Knowledge	Understand analogies	Use knowledge of word relationships, including analogies (e.g., item/category), to comprehend text	
Comprehension Strategies and Constructing Meaning			
Reading Process Skills	Identify and understand text features	Use common text features (e.g., headlines, hyperlinks, illustrations, captions, sidebars) to navigate, search, and preview information in magazines, in newspapers, and on websites	
Reading Process Skills	Identify and understand text features	Use a variety of text features (e.g., glossaries, indexes, headings, bold type, sidebars, captions) to preview and locate information	
Organizational Structure	Identify and understand sequence	Identify sequence and apply knowledge of sequence to comprehend text (e.g., recognize transitions and signal words)	
Reading Process Skills	Make predictions	Make predictions and locate evidence in the text to support the predictions	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 5.8-7.2)	
Organizational Structure	Identify organizational structure	Understand the relationship between the author's purpose (e.g., to inform, to entertain) and the organizational structure	○
Reading Process Skills	Identify author's purpose	Compare authors' purposes in informational text on similar topics	
Reading Process Skills	Identify author's purpose	Identify the author's purpose and explain how the purpose is conveyed	
Constructing Meaning	Identify details	Distinguish more important from less important details	○
Reading Process Skills	Use repair strategies	Monitor and adjust understanding of text by visualizing unfamiliar situations and diagramming complex relationships	
Organizational Structure	Identify and understand sequence	Understand multiple-step processes described in informational or functional text (e.g., directions for filling out an application form)	
Reading Process Skills	Recognize an accurate summary of text	Summarize ideas from a text, preserving the overall meaning, in order to help understand and recall important information from the text	
Constructing Meaning	Identify and understand main ideas	Infer the main idea when it is not explicitly stated and explain how it is conveyed with details	
Constructing Meaning	Identify and understand main ideas	Connect main ideas in one text to those in another text	
Constructing Meaning	Identify and differentiate fact and opinion	Explain an author's opinion	
Constructing Meaning	Identify and differentiate fact and opinion	Distinguish facts from opinions and recognize when opinions and inferences are not supported by facts or reasons	
Reading Process Skills	Identify and understand text features	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	

Grade 6			
Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Comprehension Strategies and Constructing Meaning (continued)			
Organizational Structure	Identify organizational structure	Analyze paragraph structure (e.g., purpose of a specific sentence, organization of supporting details)	
Constructing Meaning	Extend meaning or form generalizations	Make connections between texts, life experience, and prior knowledge in order to clarify ideas or to form generalizations	
Organizational Structure	Understand cause and effect	Identify cause-and-effect relationships with multiple causes and/or effects and recognize chain reactions of events	
Organizational Structure	Understand comparison and contrast	Explain similarities and differences (e.g., purpose, organization, main ideas) between texts on the same topic	
Organizational Structure	Understand comparison and contrast	Draw conclusions based on similarities and differences in a text (e.g., assess a character based on his/her similarities to another character)	
Constructing Meaning	Draw conclusions	Explain the basis for conclusions drawn about texts and revise conclusions based on new information	
Analyzing Literary Text			
Literary Elements	Identify characters and understand characterization	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)	
Literary Elements	Identify and understand elements of plot	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	
Literary Elements	Identify and understand elements of plot	Analyze how setting and characters' actions influence the plot and how events advance the plot	
Literary Elements	Identify and understand theme	Compare how texts in different genres deal with similar themes	
Literary Elements	Identify and understand setting	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	
Genre Characteristics	Identify and understand characteristics of genres	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	
Genre Characteristics	Identify and understand characteristics of genres	Analyze common elements of traditional stories to understand their function and meaning	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize that fiction may blend fact and fiction (e.g., historical fiction)	
Literary Elements	Identify and understand theme	Infer the theme of a work and explain how it is conveyed	○
Literary Elements	Identify the narrator and point of view	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	
Literary Elements	Identify and understand elements of plot	Evaluate the credibility of the characters and plot in a work of fiction by comparing them to prior experience	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize that texts that claim to be true may be fictional or greatly distorted (e.g., "Robinson Crusoe," texts "based on a true story")	
Understanding Author's Craft			
Author's Choices	Identify sensory detail	Determine the effects of sensory details and imagery on the text or reader	
Author's Choices	Understand literary devices	Analyze and explain how common literary devices (e.g., sound devices) affect text	
Author's Choices	Understand figurative language	Interpret figurative language (e.g., metaphor, simile, hyperbole, personification) in context in order to understand its impact on text meaning	○
Author's Choices	Understand literary devices	Recognize common archetypal patterns (e.g., tricksters, the hero's quest) and symbols (e.g., the heart symbolizing love) in myths and traditional stories	
Author's Choices	Understand literary devices	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)	

Grade 6			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Analyzing Argument and Evaluating Text			
Evaluation	Evaluate reasoning and support	Evaluate whether an argument is convincing based on its use of sound reasoning and credible evidence	
Evaluation	Evaluate reasoning and support	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	
Analysis	Identify and understand persuasion	Identify persuasive techniques and propaganda in text including promises, dares, flattery, glittering generalities, peer pressure, emotional appeals, exaggeration, stereotyping, loaded words, and repetition	○
Evaluation	Evaluate credibility	Evaluate the relevance and accuracy of information	
Analysis	Identify bias and analyze text for logical fallacies	Identify an author's perspective and explain how it influences the argument	
Evaluation	Evaluate reasoning and support	Recognize possible flaws in an author's argument, and determine counterarguments to the claim by using prior knowledge	

Grade 7			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Vocabulary Knowledge	Understand idioms	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	
Vocabulary Strategies	Use structural analysis	Identify the origins and meanings of common English words from other languages (e.g., Italian: ballot)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate words (grade level 7 and below: initiate/start) and determine the subtle differences in meaning between synonyms	○
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize connotation and denotation	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)	
Vocabulary Knowledge	Understand analogies	Use knowledge of word relationships, including analogies (e.g., part/whole petal/flower), to comprehend text	
Comprehension Strategies and Constructing Meaning			
Reading Process Skills	Identify and understand text features	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	
Organizational Structure	Identify organizational structure	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)	
Reading Process Skills	Recognize an accurate summary of text	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	
Constructing Meaning	Draw conclusions	Draw conclusions based on analysis of textual details (e.g., draw conclusions about character traits based on actions)	○
Reading Process Skills	Use repair strategies	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	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 6.5-8.1)	
Reading Process Skills	Identify author's purpose	Identity how authors use characteristics of different genres (e.g., fiction, poetry, nonfiction, drama) to accomplish different purposes	
Constructing Meaning	Identify details	Identify and analyze an author's use of supporting details in informational text	
Organizational Structure	Understand cause and effect	Apply knowledge from the text and from prior experience to predict likely effects of a cause or to infer the cause of effects	
Organizational Structure	Identify and understand sequence	Analyze sequence and chronological organizational patterns to determine how they support the purpose of the text	
Reading Process Skills	Recognize an accurate summary of text	Analyze a summary for main ideas, supporting details, and overall meaning	
Reading Process Skills	Make predictions	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)	
Reading Process Skills	Identify author's purpose	Analyze how the author's purpose or opinion is conveyed	

	Grade 7		
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Comprehension Strategies and Constructing Meaning (continued)			
Reading Process Skills	Identify author's purpose	Determine author's purpose and how the author fulfills that purpose (e.g., language use, evidence)	
Constructing Meaning	Identify and understand main ideas	Infer and analyze the main idea or essential message	
Constructing Meaning	Identify and differentiate fact and opinion	Distinguish facts from opinions and assertions, understanding that facts can be verified and opinions disputed	
Constructing Meaning	Identify details	Determine if critical information is missing in text	
Reading Process Skills	Identify and understand text features	Analyze features of functional text to detect extraneous or missing information	
Organizational Structure	Identify organizational structure	Analyze how the text is organized and explain how important sections of the text contribute to the development of its larger message	
Organizational Structure	Identify and understand sequence	Understand technical processes in informational or functional text (e.g., directions for operating a simple mechanical device such as a triple-beam balance)	
Constructing Meaning	Extend meaning or form generalizations	Make generalizations from text, recognizing the difference between valid generalizations and stereotypes	
Organizational Structure	Understand comparison and contrast	Analyze similarities and differences in purpose, cultural perspective, or biases between or within texts (e.g., Huck Finn and efforts to "civilize" him)	
Constructing Meaning	Extend meaning or form generalizations	Make and explain the connections between the literary elements of works from the same time period in order to understand their commonality	
Analyzing Literary Text			
Literary Elements	Identify and understand elements of plot	Analyze how setting influences the plot and how character actions, thoughts, and motivations advance the plot	
Literary Elements	Identify and understand elements of plot	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	○
Literary Elements	Identify and understand elements of plot	Evaluate the credibility of the characters and plot in a work of fiction by providing specific details from the text as evidence	
Literary Elements	Identify characters and understand characterization	Recognize how characters are revealed through their thoughts and actions, through the thoughts of other characters, through dialogue, and through the author's descriptions	
Genre Characteristics	Identify and understand characteristics of genres	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	
Literary Elements	Identify and understand theme	Identify recurring and universal themes	
Literary Elements	Identify the narrator and point of view	Identify the point of view (e.g., first/third person, limited/omniscient, subjective/objective)	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize common plots, settings, and character types in historical fiction, fantasy, and science fiction	
Literary Elements	Identify and understand theme	Infer the theme or themes in a text and analyze how theme is developed	
Genre Characteristics	Identify and understand characteristics of genres	Analyze common elements used in epic tales and mythology such as the extended simile and the quest, and compare such stories from various cultures	
Literary Elements	Identify and understand setting	Analyze different aspects of setting including time of day, historical period, place/culture, and situation to determine each aspect's contribution to the text	
Literary Elements	Identify the narrator and point of view	Analyze how the author develops and contrasts different narrators within the text	

Grade 7

Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Understanding Author's Craft			
Author's Choices	Understand literary devices	Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood	○
Author's Choices	Identify sensory detail	Understand and analyze how sensory language creates imagery	
Author's Choices	Understand literary devices	Explain the purpose of common allusions (e.g., Trojan Horse, labyrinth, a Scrooge), common archetypal patterns, symbols, and stylistic elements	
Author's Choices	Understand figurative language	Analyze how figurative language (e.g., analogies, idioms, metaphors, similes, personification, puns, hyperbole) affects the meaning and mood of a text	
Author's Choices	Understand literary devices	Analyze how literary devices affect the meaning of a text	
Understanding Author's Craft			
Evaluation	Evaluate reasoning and support	Trace the development of an author's argument, and identify and evaluate supporting evidence for adequacy, accuracy, and appropriateness	
Analysis	Identify and understand persuasion	Identify the intended audience, and analyze the methods the author uses to persuade the reader	
Analysis	Identify bias and analyze text for logical fallacies	Identify weaknesses and logical fallacies in persuasive text (e.g., personal attack, exaggeration, stereotyping, categorical claims)	
Analysis	Identify bias and analyze text for logical fallacies	Identify instances in which an author's opinions, beliefs, or attitude bias the argument	○
Evaluation	Evaluate reasoning and support	Identify how an author acknowledges and responds to counterarguments	
Evaluation	Evaluate credibility	Understand that a source's credibility is affected if it contains misleading information, outdated information, fallacious reasoning, unsupported inferences, or bias	

Grade 8			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Vocabulary Knowledge	Understand idioms	Analyze the meanings of common idioms (e.g., back to square one) in grade-appropriate prose and poetry (reading level 7.3-8.8)	
Vocabulary Knowledge	Recognize and understand synonyms	Identify and understand synonyms for grade-appropriate words (grade level 6-8: reaction/response)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize and understand synonyms	Determine subtle differences in the meanings of synonyms	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	Determine through context the correct pronunciations of homographs (the effect of stressed/unstressed syllable such as in present)	
Vocabulary Knowledge	Recognize connotation and denotation	Identify and analyze the connotations of words or phrases that have similar denotative meanings (e.g., fancy/gaudy/intricate/elaborate/overly complicated)	○
Vocabulary Knowledge	Understand analogies	Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., descriptive qualities), to comprehend text	
Vocabulary Knowledge	Understand analogies	Recognize what items or ideas are being compared in analogies found in grade-appropriate text (reading level 7.3-8.8)	
Comprehension Strategies and Constructing Meaning			
Reading Process Skills	Identify and understand text features	Use text features to aid in skimming and scanning text for information or to determine the main topics of the text	
Constructing Meaning	Identify details	Analyze details and evaluate whether they sufficiently support main ideas or add clarity to the text	
Constructing Meaning	Identify and understand main ideas	Synthesize information to determine the main idea	
Reading Process Skills	Identify and understand text features	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	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 7.3-8.8)	
Organizational Structure	Identify organizational structure	Analyze the arrangement of paragraphs and sections and evaluate how the arrangement contributes to the text's development	
Reading Process Skills	Use repair strategies	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	
Reading Process Skills	Recognize an accurate summary of text	Evaluate how well a summary captures the meaning of the original text	
Reading Process Skills	Recognize an accurate summary of text	Understand the elements of a critique (e.g., a summary that takes a position and expresses an opinion)	
Reading Process Skills	Make predictions	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	
Constructing Meaning	Extend meaning or form generalizations	Connect universal themes to personal experience, prior knowledge, or works of literature	

Grade 8			
Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Comprehension Strategies and Constructing Meaning (continued)			
Constructing Meaning	Draw conclusions	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)	
Organizational Structure	Understand cause and effect	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	○
Organizational Structure	Identify organizational structure	Explain how organization can be used to further the author's purpose	
Reading Process Skills	Identify author's purpose	Explain how word choice, syntax, and organization are used to further the author's purpose	
Constructing Meaning	Identify and differentiate fact and opinion	Distinguish facts from opinions, and evaluate the logic or validity of opinions and assertions in text such as editorials, essays, articles, and reviews	
Reading Process Skills	Identify author's purpose	Evaluate how the author's purpose is conveyed	
Organizational Structure	Identify and understand sequence	Understand technical or scientific processes described in a wide range of informational or functional text (e.g., directions to operate a scientific calculator)	
Organizational Structure	Identify and understand sequence	Understand how sequential structure influences text meaning (e.g., predictable sequence may lead to an uninteresting plot; unusual sequence may be confusing)	
Organizational Structure	Understand comparison and contrast	Analyze subtle similarities and differences in information, ideas, wording, and other elements of texts in order to support conclusions	
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			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Understanding Author's Craft			
Author's Choices	Identify sensory detail	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	
Author's Choices	Understand figurative language	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	
Author's Choices	Understand literary devices	Analyze how the words, sentence patterns, and techniques an author uses convey meaning and establish style and voice	
Author's Choices	Understand literary devices	Analyze the effects of structure, figurative language, and sound devices (e.g., meter, onomatopoeia, internal rhyme, rhyme scheme, alliteration) on poetry	
Author's Choices	Understand literary devices	Recognize and interpret literary devices such as allusion, irony, dialect, and symbolism, and understand their contributions to the text	○
Analyzing Argument and Evaluating Text			
Analysis	Identify bias and analyze text for logical fallacies	Recognize and evaluate propaganda and slanted text	
Analysis	Identify and understand persuasion	Analyze persuasive messages to determine the purpose and effect of rhetorical devices (e.g., repetition, anecdotes)	
Evaluation	Evaluate reasoning and support	Evaluate the consistency and logic of an argument and the strength and quality of the evidence	○
Analysis	Identify bias and analyze text for logical fallacies	Identify a wider range of logical fallacies in persuasive text (e.g., loaded words, caricatures, leading questions, and false assumptions and premises)	
Evaluation	Evaluate reasoning and support	Analyze how an author acknowledges or responds to opposing evidence or opinions	
Analysis	Identify and understand persuasion	Analyze the author's attitude toward the audience	
Analysis	Identify bias and analyze text for logical fallacies	Understand that all authors bring biases to their arguments, but that bias may or may not affect the credibility or viability of the argument	
Evaluation	Evaluate credibility	Recognize problems in a text that affect its credibility (e.g., bias, unsupported inferences, outdated information)	
Analysis	Identify and understand persuasion	Understand how authors of persuasive texts can reach different conclusions about the same topic	

Grade 9

Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Word Knowledge and Skills			
Vocabulary Knowledge	Understand idioms	Analyze the meanings of idioms (e.g., lose a train of thought) in grade-appropriate prose and poetry (reading level 7.8-9.4)	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize and understand synonyms	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	
Vocabulary Knowledge	Recognize connotation and denotation	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)	
Vocabulary Knowledge	Understand analogies	Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., object function; thermometer: temperature :: barometer: air pressure), to comprehend text	○
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Knowledge	Understand analogies	Understand analogies found in grade-appropriate text (reading level 7.8-9.4)	
Comprehension Strategies and Constructing Meaning			
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	

Grade 9			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Comprehension Strategies and Constructing Meaning (continued)			
Organizational Structure	Understand cause and effect	Analyze events and trace them back to their causes through a series of events, and recognize faulty cause-and-effect relationships	
Organizational Structure	Identify organizational structure	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)	
Organizational Structure	Identify organizational structure	Evaluate how effectively ideas are organized	
Organizational Structure	Understand comparison and contrast	Analyze the criteria used to compare two texts (e.g., explain the criteria used in a review of two books)	
Organizational Structure	Identify and understand sequence	Understand complex technical or scientific processes described in informational or functional text (e.g., software; mitosis and meiosis)	
Constructing Meaning	Extend meaning or form generalizations	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?)	
Analyzing Literary Text			
Literary Elements	Identify and understand elements of plot	Analyze how character relationships and interactions influence the plot	
Literary Elements	Identify and understand setting	Evaluate the extent to which the setting plays a role in the text	
Literary Elements	Identify characters and understand characterization	Analyze how complex characters and character relationships develop and change in a text and how this advances the plot or theme of the work	
Literary Elements	Identify characters and understand characterization	Analyze character depth and understand the difference between flat and round characters	
Genre Characteristics	Identify and understand characteristics of genres	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	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Analyze how aspects that are unrealistic or fantastical in otherwise realistic fiction contribute to the text	
Genre Characteristics	Identify and understand characteristics of genres	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	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Analyze fantasy/science-fiction literature for commentary on real-world issues	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Analyze historical fiction, distinguishing between the fictional and factual elements of the text and recognizing the contribution of fictional speculation to understanding historical situations	
Literary Elements	Identify and understand setting	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	
Literary Elements	Identify and understand elements of plot	Analyze how authors draw on or are influenced by other works	
Literary Elements	Identify and understand elements of plot	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	
Literary Elements	Identify and understand setting	Analyze how a text provides insight and commentary on settings and places	
Literary Elements	Identify and understand theme	Analyze the controlling idea of a poem and how it is elaborated	
Literary Elements	Identify and understand theme	Analyze an author's use of themes from classical and traditional works	
Literary Elements	Identify the narrator and point of view	Explain how a narrator's voice and persona affect characterization, plot, and tone	
Literary Elements	Identify and understand theme	Analyze how subtle themes are revealed (e.g., how characters affect its development)	○
Literary Elements	Identify the narrator and point of view	Evaluate how first- or third-person narration and/or multiple narrators affect text meaning	

Grade 9			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Understanding Author's Craft			
Author's Choices	Understand figurative language	Analyze the cumulative impact of figurative language on the text as a whole	○
Author's Choices	Identify sensory detail	Analyze how the author's choice of words and use of language appeal to the senses and impact mood, tone, theme, and aesthetic quality	
Author's Choices	Understand literary devices	Understand the impact of literary devices such as allegory, allusions, symbolism, and sound devices on the meaning of a text	
Author's Choices	Understand literary devices	Recognize the meaning of patterns of imagery and symbolism in literary text	
Analyzing Argument and Evaluating Text			
Evaluation	Evaluate reasoning and support	Compare how different media (magazine, documentary, Internet, TV news) handle the same story	
Analysis	Identify bias and analyze text for logical fallacies	Recognize an increasing array of logical fallacies such as appeals to pity, personal attack, all-or-nothing thinking, and overgeneralization	○
Evaluation	Evaluate reasoning and support	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	
Evaluation	Evaluate reasoning and support	Evaluate the author's acknowledgement and response to counterarguments (e.g., does the author respond to the expected counterarguments? Are the responses convincing?)	
Analysis	Identify and understand persuasion	Analyze how the author's purpose and the intended audience affect the tone of a persuasive text	
Analysis	Identify and understand persuasion	Analyze rhetorical devices such as parallelism (e.g., "by the people, for the people"), hyperbole, and humor to determine their effects on an argument	
Analysis	Identify bias and analyze text for logical fallacies	Identify implicit values and beliefs revealed by an author's argument	
Analysis	Identify and understand persuasion	Analyze how media informs, persuades, interprets events, and influences culture	
Evaluation	Evaluate credibility	Evaluate credibility of a text based on analysis of bias and quality of information, reasoning, and support	
Evaluation	Evaluate reasoning and support	Distinguish supported and unsupported inferences to discover assumptions or missing evidence	

Grade 10			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Vocabulary Knowledge	Understand idioms	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	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Strategies	Use structural analysis	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, starn, estrella]) to understand content area and technical vocabulary	
Vocabulary Strategies	Use structural analysis	Use knowledge of common foreign words (e.g., glasnost, kamikaze) and phrases (e.g., coup d'etat, esprit de corps) in English and understand how they reflect historical events or developments	
Vocabulary Knowledge	Recognize and understand synonyms	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	○
Vocabulary Knowledge	Recognize and understand synonyms	Evaluate synonym choices using a variety of resources (e.g., language histories, books of quotations)	
Vocabulary Knowledge	Recognize connotation and denotation	Understand and distinguish between the denotative and connotative meanings of words in grade-appropriate text (reading level 8.4-10.5)	
Vocabulary Knowledge	Understand analogies	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)	
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Recognize connotation and denotation	Analyze the cumulative impact of connotative meaning on a passage's meaning and tone	
Vocabulary Knowledge	Understand analogies	Analyze the meanings of analogies found in grade-appropriate prose and poetry (reading level 8.4-10.5)	
Comprehension Strategies and Constructing Meaning			
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	

Grade 10			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Comprehension Strategies and Constructing Meaning (continued)			
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	
Constructing Meaning	Identify and differentiate fact and opinion	Understand that fact is not subjective but that both facts and opinions can be misinterpreted or manipulated to lead to false conclusions	
Organizational Structure	Understand comparison and contrast	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	
Reading Process Skills	Recognize an accurate summary of text	Evaluate whether a summary is missing critical details or misrepresents the meaning of a text	
Organizational Structure	Understand cause and effect	Analyze contributing factors and degrees of influence in cause-and-effect relationships in texts	
Constructing Meaning	Draw conclusions	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)	
Analyzing Literary Text			
Literary Elements	Identify and understand setting	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?)	
Literary Elements	Identify and understand theme	Recognize how the theme of a work may reflect those of its historical period	
Literary Elements	Identify and understand elements of plot	Analyze a particular scene or section of a story and how it affects the whole	
Literary Elements	Identify characters and understand characterization	Identify archetypal traits in characters (e.g., the hero on a quest)	○
Literary Elements	Identify characters and understand characterization	Analyze characters within their cultural and historical contexts, and evaluate their credibility	
Literary Elements	Identify characters and understand characterization	Analyze the development of characters over the course of the narrative and recognize the difference between and roles of static and dynamic characters	
Literary Elements	Identify and understand elements of plot	Evaluate the author's use of nonlinear devices such as foreshadowing, flashback, and parallel plots, and analyze their effects on the plot	
Literary Elements	Identify and understand elements of plot	Analyze archetypes and motifs in stories and plays and how authors may draw on themes from classical works	
Genre Characteristics	Identify and understand characteristics of genres	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	
Genre Characteristics	Identify and understand characteristics of genres	Analyze archetypes found in classical literature and how classical literature has affected modern literature and film	
Literary Elements	Identify and understand theme	Evaluate how the controlling idea of a poem is elaborated	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Recognize fictional techniques employed in nonfictional genres (e.g., histories and journalistic accounts with a fictional narrator, biographies with a plot structure)	
Literary Elements	Identify and understand theme	Infer the theme of a work and analyze how it is revealed, including how characters and word choice affect its development	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Evaluate the contribution of unrealistic, fantastical, or absurdist elements to fiction grounded in reality (e.g., the setting of "No Exit" by Sartre)	

Grade 10			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Analyzing Literary Text (continued)			
Literary Elements	Identify the narrator and point of view	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)	
Literary Elements	Identify the narrator and point of view	Evaluate how a work of fiction is affected by voice, persona, and narrator	
Understanding Author's Craft			
Author's Choices	Understand figurative language	Analyze the cumulative impact of figurative language on wider themes and meanings of the text	○
Author's Choices	Understand literary devices	Analyze patterns of imagery or symbolism in literary text and determine what these patterns contribute to the meaning of the text	
Author's Choices	Identify sensory detail	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	
Author's Choices	Understand literary devices	Analyze how authors create and enhance effects such as suspense and irony	
Author's Choices	Understand literary devices	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	
Author's Choices	Understand literary devices	Identify stylistic elements unique to or reminiscent of particular authors	
Analyzing Argument and Evaluating Text			
Analysis	Identify and understand persuasion	Evaluate how media messages present views in ways that differ from those of other texts	
Analysis	Identify bias and analyze text for logical fallacies	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	
Evaluation	Evaluate reasoning and support	Analyze the logic and reasoning in an argument, identifying its strengths, weaknesses, and acknowledgement of counterarguments; evaluate evidence for relevance, quality, credibility, and completeness	
Evaluation	Evaluate reasoning and support	Evaluate the adequacy of support for an argument's inferences and conclusions, and understand how these factors relate to credibility	
Analysis	Identify and understand persuasion	Analyze and compare arguments of various genres (e.g., speeches, editorials, essays) for their use of rhetorical devices such as irony and metaphor	
Analysis	Identify and understand persuasion	Analyze how tone and rhetorical devices (e.g., repetition, understatement, overstatement, irony, sarcasm) affect the impact of persuasive texts for different audiences and purposes	
Analysis	Identify and understand persuasion	Identify persuasive strategies used by media and analyze the possible effects on readers or viewers	
Evaluation	Evaluate credibility	Evaluate the credibility of an author's argument and of sources cited	
Analysis	Identify bias and analyze text for logical fallacies	Identify unstated assumptions on which an author's argument may be based	
Evaluation	Evaluate reasoning and support	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	○

Grade 11			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Word Knowledge and Skills			
Vocabulary Knowledge	Understand idioms	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	
Vocabulary Strategies	Use context clues	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)	
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Strategies	Use structural analysis	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)	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	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)	
Vocabulary Knowledge	Understand analogies	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	
Vocabulary Knowledge	Recognize connotation and denotation	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)	
Vocabulary Knowledge	Recognize and understand synonyms	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)	
Vocabulary Strategies	Use structural analysis	Determine the etymology of significant content-area terms (e.g., partisan, lobbyist; cytoplasm, diffusion) to gain a greater understanding of their meanings	○
Vocabulary Knowledge	Recognize connotation and denotation	Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage	
Vocabulary Knowledge	Understand analogies	Analyze the implications of analogies made in grade-appropriate prose and poetry (reading level 9.3-11.2) to deepen understanding of text	
Comprehension Strategies and Constructing Meaning			
Reading Process Skills	Recognize an accurate summary of text	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)	
Constructing Meaning	Identify and understand main ideas	Analyze the development of multiple central ideas in a text	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 9.3-11.2)	
Reading Process Skills	Use repair strategies	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	
Constructing Meaning	Identify details	Verify and clarify factual details presented in several types of informational texts by using a variety of consumer, workplace, and public documents	
Constructing Meaning	Identify details	Locate and interpret minor or subtly stated details in text and discern which ideas or arguments they support	
Organizational Structure	Identify organizational structure	Evaluate how text organization affects clarity	
Reading Process Skills	Identify and understand text features	Critique text features' clarity, completeness, and aesthetic appeal	
Constructing Meaning	Identify and understand main ideas	Explain and interpret the thesis or main idea of complex informational or technical text and how it is supported and developed	

Grade 11			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Comprehension Strategies and Constructing Meaning (continued)			
Reading Process Skills	Identify author's purpose	Analyze how the author's style, tone, and diction and rhetorical devices further or detract from the author's purpose	
Reading Process Skills	Make predictions	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)	
Reading Process Skills	Identify and understand text features	Interpret and analyze complex or subtle information from text features (e.g., scientific diagrams, political cartoons)	
Organizational Structure	Identify and understand sequence	Analyze subtle or implied sequences (e.g., sequence revealed by outcome)	
Organizational Structure	Understand comparison and contrast	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	
Reading Process Skills	Identify author's purpose	Evaluate the author's purpose for consistency and clarity	
Organizational Structure	Identify organizational structure	Analyze complex text with an unconventional organizational structure (e.g., reverse chronology)	
Constructing Meaning	Identify and differentiate fact and opinion	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	○
Organizational Structure	Identify and understand sequence	Synthesize information from multiple informational or functional texts about complex technical or scientific processes to draw broader conclusions or solve problems	
Constructing Meaning	Draw conclusions	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	
Organizational Structure	Understand cause and effect	Analyze complex cause-and-effect relationships in texts, recognizing contributing factors, degrees of influence, and alternative possibilities	
Constructing Meaning	Extend meaning or form generalizations	Make generalizations to show subtle connections between ideas in a text	
Analyzing Literary Text			
Literary Elements	Identify characters and understand characterization	Analyze development of characters as revealed through different means such as the use of narration, dialogue, archetypes, and character foils	
Literary Elements	Identify characters and understand characterization	Evaluate characters' depth and contribution to the narrative and evaluate whether the characters' portrayal affects the quality of a literary work	
Literary Elements	Identify and understand theme	Analyze what a theme expresses about the human condition	
Literary Elements	Identify and understand theme	Analyze how themes develop and how multiple themes develop and interact	
Genre Characteristics	Identify and understand characteristics of genres	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	
Literary Elements	Identify and understand setting	Evaluate the author's choices about setting (e.g., how does the setting enable, focus, enhance, or restrict the possibilities of the narrative?)	
Literary Elements	Identify and understand setting	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	
Literary Elements	Identify and understand elements of plot	Recognize and analyze a wider range of archetypal plot structures (e.g., generational conflicts, coming-of-age)	○
Literary Elements	Identify and understand elements of plot	Analyze how structural choices made for parts of the text (e.g., in medias res, cliffhanger ending) affect the work as a whole	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Analyze how nonfiction employs elements of fiction (e.g., history with a fictional narrator; biography with a plot structure)	
Literary Elements	Identify the narrator and point of view	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)	
Genre Characteristics	Identify and understand characteristics of genres	Analyze how satire conveys its message	
Literary Elements	Identify the narrator and point of view	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)	

Grade 11			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Analyzing Literary Text (continued)			
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	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	
Literary Elements	Identify and understand elements of plot	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	
Understanding Author's Craft			
Author's Choices	Identify sensory detail	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	○
Author's Choices	Understand literary devices	Analyze how the author uses devices and techniques (e.g., style, irony, tone, voice, mood, sound devices, allusions) to achieve aesthetic and rhetorical effects	
Author's Choices	Understand figurative language	Evaluate the impact of specific words and phrases on the meaning and tone of a work	
Author's Choices	Understand literary devices	Analyze elements of style unique to or reminiscent of particular authors, and recognize stylistic influences on authors	
Author's Choices	Understand literary devices	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	
Analyzing Argument and Evaluating Text			
Analysis	Identify and understand persuasion	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	○
Analysis	Identify bias and analyze text for logical fallacies	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	
Evaluation	Evaluate reasoning and support	Evaluate an argument's validity, impact, logic, evidence, response to counterarguments, completeness, and general appeal citing evidence from the text	
Evaluation	Evaluate reasoning and support	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	
Evaluation	Evaluate credibility	Evaluate the credibility of an author's argument and the quality, credibility, and currency of sources	
Analysis	Identify and understand persuasion	Analyze how media influences public perception and opinion	
Analysis	Identify and understand persuasion	Evaluate how the author has assessed the intended audience (e.g., what values has the author assumed are shared by the reader?)	
Analysis	Identify bias and analyze text for logical fallacies	Analyze an author's values, beliefs, and assumptions (e.g., philosophical, political), which may be directly stated or implied	

Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Grade 12			
Word Knowledge and Skills			
Vocabulary Knowledge	Understand idioms	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	
Vocabulary Knowledge	Recognize and understand homonyms and multi-meaning words	Determine the correct definitions of homophones (e.g., elicit/illicit; hale/hail), homographs (e.g., garnish), and multi-meaning words (e.g., infectious) based on context (reading level 9.8-12.1)	
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Strategies	Use structural analysis	Analyze and explain the etymology of significant content-area terms (e.g., populist, deficit, conscription; magnetism, nucleus, chromosome)	
Vocabulary Strategies	Use context clues	Synthesize information from context to determine or clarify nuances in word meanings in grade-appropriate text (reading level 9.8-12.1)	
Vocabulary Strategies	Use structural analysis	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	
Vocabulary Knowledge	Recognize and understand synonyms	Evaluate alternate synonym choices in grade-appropriate text (reading level 9.8-12.1)	
Vocabulary Knowledge	Recognize connotation and denotation	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)	
Vocabulary Knowledge	Understand analogies	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	
Vocabulary Knowledge	Recognize connotation and denotation	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)	
Vocabulary Knowledge	Understand analogies	Evaluate the soundness of analogies made in grade-appropriate prose and poetry (reading level 9.8-12.1)	○
Comprehension Strategies and Constructing Meaning			
Reading Process Skills	Use repair strategies	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	
Constructing Meaning	Identify details	Analyze supporting information for main points in challenging text regardless of where the support is presented in the text	
Constructing Meaning	Understand vocabulary in context	Understand vocabulary in context (reading level 9.8-12.1)	
Reading Process Skills	Recognize an accurate summary of text	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	
Constructing Meaning	Extend meaning or form generalizations	Evaluate generalizations to determine their validity	
Constructing Meaning	Identify and understand main ideas	Evaluate and critique how the thesis of complex informational text is supported	
Reading Process Skills	Use repair strategies	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	
Constructing Meaning	Identify and understand main ideas	Evaluate and critique how multiple central ideas or themes develop in a text and how these ideas or themes work together	
Organizational Structure	Identify organizational structure	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	

Grade 12

Skill Set	Skill Area	Grade-Level Skill Statement	Focus Skill
Comprehension Strategies and Constructing Meaning (continued)			
Reading Process Skills	Identify and understand text features	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)	
Constructing Meaning	Extend meaning or form generalizations	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)	
Organizational Structure	Understand cause and effect	Analyze complex cause-and-effect relationships and alternative possibilities in texts; critically evaluate the logic and plausibility of cause-and-effect relationships in texts	
Organizational Structure	Identify and understand sequence	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	
Reading Process Skills	Identify author's purpose	Analyze and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose	
Organizational Structure	Identify organizational structure	Evaluate the logic, focus, consistency, coherence, potential appeal for the audience, and effectiveness of organizational structure	
Constructing Meaning	Identify and differentiate fact and opinion	Evaluate the use of supported and unsupported opinions, assertions, and inferences in a text and their impact on the reader	
Constructing Meaning	Draw conclusions	Synthesize ideas from close reading of texts and secondary sources to draw complex conclusions about text meaning and/or significance	○
Organizational Structure	Understand comparison and contrast	Critique the similarities and differences in style, purpose, and organization of different genres of texts	
Organizational Structure	Identify and understand sequence	Evaluate descriptions of complex technical or scientific processes in informational or functional text for clarity and completeness	
Reading Process Skills	Make predictions	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)	
Analyzing Literary Text			
Literary Elements	Identify and understand elements of plot	Analyze the underlying archetypal forces and motivations behind the plot (e.g., the storm in "King Lear")	
Literary Elements	Identify and understand setting	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)	
Literary Elements	Identify and understand setting	Evaluate how a text comments on and/or provides insight into settings and places	
Genre Characteristics	Identify and understand characteristics of genres	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	
Literary Elements	Identify and understand theme	Analyze how complex works develop multiple levels of themes	
Literary Elements	Identify the narrator and point of view	Evaluate the influence of point of view, and analyze the effect of multiple narrators or a shifting point of view	
Literary Elements	Identify and understand theme	Evaluate a work's commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	Analyze and evaluate the intended degree of realism in a text (e.g., is the purpose of the work to provide psychological realism?)	
Literary Elements	Identify and understand elements of plot	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	
Literary Elements	Identify and understand setting	Analyze and evaluate how shifts in setting influence a literary work	
Genre Characteristics	Identify and understand characteristics of genres	Interpret and evaluate works (e.g., literary nonfiction, poetry, and subgenres such as satire, allegory, and parody) in light of their characteristics	○

Grade 12			
Skill Set	**Skill Area**	**Grade-Level Skill Statement**	**Focus Skill**
Analyzing Literary Text (continued)			
Genre Characteristics	Identify and understand characteristics of genres	Critique multiple interpretations of a work	
Genre Characteristics	Identify fiction and nonfiction, reality and fantasy	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	
Literary Elements	Identify characters and understand characterization	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?)	
Literary Elements	Identify characters and understand characterization	Evaluate the quality of a literary work and the characters' portrayal especially when affected by the author's underlying philosophy	
Literary Elements	Identify the narrator and point of view	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)	
Understanding Author's Craft			
Author's Choices	Understand literary devices	Evaluate how word choice, controlling images, hyperbole, irony, paradox, allusion, apostrophe, oxymoron, pun, synecdoche, and metonymy convey meaning, and critique their effectiveness	○
Author's Choices	Understand literary devices	Analyze and critique elements of style unique to or reminiscent of particular authors, and evaluate influences on authors	
Author's Choices	Understand literary devices	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	
Author's Choices	Identify sensory detail	Evaluate and critique how an author employs imagery, figurative language, and other devices to elicit a response as well as to convey meaning	
Author's Choices	Understand figurative language	Evaluate and critique an author's use of figurative language	
Author's Choices	Understand literary devices	Critique how patterns of imagery, symbolism, allusions, and conceits are connected to theme, mood, tone, and the meaning of the text	
Analyzing Argument and Evaluating Text			
Analysis	Identify and understand persuasion	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	
Analysis	Identify bias and analyze text for logical fallacies	Evaluate the intentional use of logical fallacies in arguments, and explain why fallacies do not prove the point being argued	
Analysis	Identify and understand persuasion	Analyze what effects media may have on elections and public attitudes, and evaluate effectiveness of media messages	
Evaluation	Evaluate reasoning and support	Understand and follow the logic of arguments that employ analogies and syllogisms	
Evaluation	Evaluate credibility	Evaluate the quality of cited sources and their credibility, reliability, origin, currency, consistency, logic, and coherence, noting strengths and weaknesses	
Evaluation	Evaluate reasoning and support	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	
Evaluation	Evaluate credibility	Evaluate the overall credibility of an author's argument, and determine to what degree the argument is ultimately convincing	○
Analysis	Identify and understand persuasion	Recognize how an argument may speak to multiple audiences (e.g., the explicit audience, the wider public)	
Analysis	Identify bias and analyze text for logical fallacies	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	

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