

Reading



Apply understanding of printed and electronic text features to locate information and comprehend text. W

- Locate information using grade-level appropriate text features.
- Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs etc. (e.g., given a map of the world draw a conclusion about why early civilizations thrived where they did).
- Use organizational features of electronic sources (such as hypernumberings, CD-ROM, internet menus, key word searches, and icons) to access information.

K–10 Grade Level Expectations: *A New Level of Specificity*



*Washington State's
Essential Academic Learning Requirements*

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Designed for schools of every configuration, this document represents one of several ways to become familiar with the Grade Level Expectations. The content of this document is available on-line at www.k12.wa.us. Additionally, the following GLE aligned On-Line Grade Level Resources are available on the OSPI website:

- Integration links to other content areas.
- Links to GLE glossary.
- Instructional resources.
- Classroom-based assessment and professional development support.
- Links to WASL strands, learning targets, sample questions, released items, and annotations.

“ The Grade Level Expectations emphasize the important components in reading instruction — phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our students need competency in each of these areas to be successful readers.”

n Dr. Terry Bergeson
*Superintendent of
Public Instruction*

This publication is designed to help accomplish one of our most pressing challenges — teaching children how to read and how to learn by reading.

Washington’s school reform efforts focus on setting clear, high expectations for what students should know and be able to do. The Essential Academic Learning Requirements (EALRs) articulate the state’s expectations and learning standards. The Washington Assessment of Student Learning (WASL) measures whether students have met these standards.

The original EALRs defined benchmarks, or cumulative indicators, for grades 4, 7, and 10. Written in very broad terms to provide flexibility and local control, each district had the responsibility to determine the learning expectations for students in the other grades. Content frameworks were developed to provide grade level guidance. The new Grade Level Expectations provide specific learning standards for students in grades K–10, clarifying the skills and strategies all students need to demonstrate proficiency in each content area.

Just as EALRs were developed by Washington educators, administrators, parents, and community members, developing or creating the Grade Level Expectations involved hundreds of participants and countless feedback opportunities. Drafting teams not only defined what students should know and be able to do at each grade level, they developed descriptions of how students could demonstrate proficiency. The resulting “evidence of learning” statements take the specificity of the EALRs to a new level. As an example, a first grade teacher looking for signs of reading fluency will find that students should be able to read a selection of text aloud, without practicing, at a rate of 50–65 correct words per minute.

The Office of Superintendent of Public Instruction is committed to helping educators provide high quality instruction for all Washington students. This document provides all educators access to essential learning expectations to ensure all students achieve reading success.

A Decade of Education Reform

“... provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities and to enjoy productive and satisfying lives.”

n **Basic Education Act**
Preamble, 1993

Ten years ago, Washington established the commitment that all children would achieve at high levels. The purpose of this reform is clearly spelled out in the preamble of the Basic Education Act of 1993: *“... provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities and to enjoy productive and satisfying lives.”* The law established four common learning goals for all Washington students designed to create high quality academic standards and raise student achievement. The four learning goals provided the foundation for the development of standards, called Essential Academic Learning Requirements for reading, communications, writing, mathematics, science, social studies, health/fitness, and the arts. Establishing an assessment system to measure progress and an accountability system to monitor progress complete the key components of the Basic Education Act.

Washington State Learning Goals

- **Read** with comprehension, **write** with skill, and **communicate** effectively and responsibly in a variety of ways and settings.
- **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
- **Think** analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
- **Understand** the importance of work and how performance, effort, and decisions directly affect **future career and educational opportunities.**

In the last decade, educators at every level contributed tremendous effort, bringing greater clarity to the EALRs. The creation of Grade Level Expectations is a logical next step to provide educators with greater specificity, as well as to respond to the Elementary and Secondary Act of 2001. This federal legislation, known as the *No Child Left Behind Act*, calls for each state to adopt challenging academic standards for all students. The Grade Level Expectations will be used to develop new assessments in reading, mathematics and science required by this law.

Creating the Grade Level Expectations

“Without alignment, there can be no fair judgment about how well schools are really doing.”

— Fenwick English, 2000

Grounding the Work on Research

Educators who developed the Grade Level Expectations grounded their work on scientifically-based research. Among the documents utilized are the *Report of the National Reading Panel (2000)* and the foundational work of the National Research Council Committee, *Preventing Reading Difficulties in Young Children* (Snow, Burns, and Griffin, 1998).

Bloom’s Taxonomy

Bloom’s Taxonomy of the Cognitive Domain classifies thinking into six categories. In this document, the use of the Taxonomy reflects a classification of cognitive demand rather than a hierarchy. (See Appendix)

Text Complexity

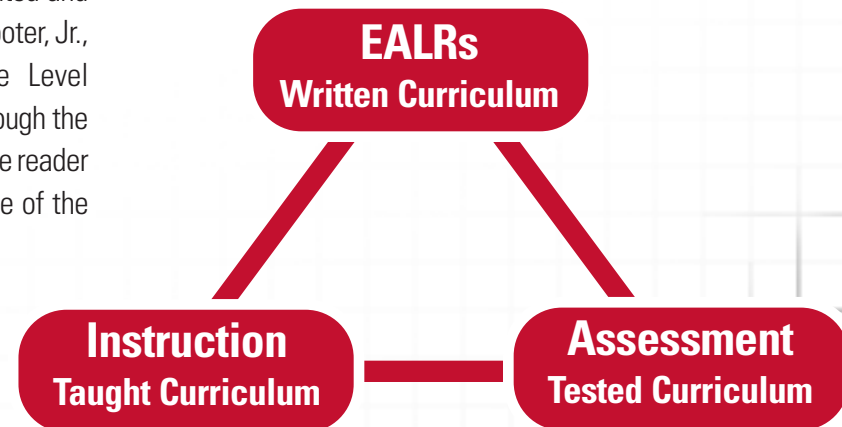
“Because reading is a process, not a content, the same skills may appear in multiple grade levels, but the text demands on the reader increase substantially. Therefore, it is critical that the most basic and flexible reading skills are presented and practiced as text challenges increase.” (Dr. Robert Cooter, Jr., University of Texas, 2003). Note: The Grade Level Expectations at grades 9 and 10 are combined. Although the skills and strategies are the same, the demands on the reader increase from grade 9 to grade 10 with the increase of the text complexity.

A number of factors increase text complexity:

- Highly specialized vocabulary and concepts.
- Abstract concepts presented with minimal context.
- Increased concept load/density.
- Unique writing patterns in informational text.
- Readability considerations.

Alignment for Student Achievement

The importance of curriculum alignment cannot be overstated. It is critical that the ***written curriculum***, the ***taught curriculum***, and the ***tested curriculum*** align. The Essential Academic Learning Requirements, which now include the Grade Level Expectations, form the basis of the ***written curriculum***. The ***taught curriculum*** refers to the teacher’s pedagogy and use of instructional resources. The ***tested curriculum*** includes all diagnostic, formative, and summative classroom-based assessments as well as the WASL.



An Overview of K–10 Reading Instruction

Grade Level Expectations describe a connected series of learning competencies necessary to create proficient readers. They describe the knowledge and skills that students should acquire from kindergarten through high school. The continuum below describes the journey students would expect to experience along the pathway to reading proficiency. Students enter school learning about sounds, letters, and words — and graduate as competent, purposeful readers.

Kindergarten

In kindergarten, students understand and apply concepts of print, phonological and phonemic awareness. They expand their oral language skills and gain meaningful vocabulary for reading. Students demonstrate comprehension by participating in a variety of responses when listening to or viewing informational and literary text. They are interested in a variety of books.

Grade 1

In first grade, students apply concepts of print, phonological and phonemic awareness, oral language skills, and phonics. They continue to expand their reading vocabulary and demonstrate comprehension by participating in a variety of responses. Students choose and read a variety of books for pleasure.

Grade 2

In second grade, students become fluent as readers and apply comprehension and vocabulary strategies to a wide variety of literary and informational text. They demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. Reading for pleasure continues to be an enjoyable habit.

Grade 3

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary genres and informational text. Students demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. They read for pleasure and choose books based on personal preference, topic, or author.

Grade 4

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. Students read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Grade 5

In fifth grade, students broaden and deepen their understanding of informational and literary text. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author.

Grade 6

In sixth grade, students are aware of the author's craft. They are able to adjust their purpose, pace and strategies according to difficulty and/or type of text. Students continue to reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and choose books based on personal preference, topic, genre, theme, or author.

Grade 7

In seventh grade, students are aware of their responsibility as readers. They continue to reflect on their skills and adjust their comprehension and vocabulary strategies. Students refine their understanding of the author's craft. Oral and written responses analyze and/or synthesize information from multiple sources to deepen understanding of the content. Students read for pleasure and choose books based on personal preference, topic, genre, theme, or author.

Grade 8

In eighth grade, students integrate a variety of comprehension and vocabulary strategies. They are able to adapt their reading to different types of text. Oral and written responses analyze and/or synthesize information from multiple sources to deepen understanding of the content. Students refine their understanding of the author's craft, commenting on and critically evaluating text. They continue to analyze and/or synthesize information from multiple sources to deepen understanding of the content. Students continue to read for pleasure.

Grades 9–10

In ninth and tenth grades, reading is purposeful and automatic. Readers are aware of comprehension and vocabulary strategies being employed especially when encountering difficult text and/or reading for a specific purpose. They continue to increase their content and academic vocabulary. Oral and written responses analyze and/or synthesize information from multiple sources to deepen understanding of the content. Readers have greater ability to make connections and adjust understandings as they gain knowledge. They challenge texts, drawing on evidence from their own experience and wide reading. Students continue to read for pleasure.

EALR Structure with GLEs

K–10 EALR Statement

K–10 Component

Grade Level Expectations (GLEs)

K	1	2	3	4	5	6	7	8	9/10
■ Evidence of Learning									
■ Evidence of Learning									
■ Evidence of Learning									

Organization of the Grade Level Expectations (GLEs) is based on the four Essential Academic Learning Requirements (EALRs) in Reading. Students' ability to use the reading process depends on the learning in EALRs 1 through 3. Proficient readers incorporate EALR 4 to develop and share their interest in reading throughout life.

Reading EALRs

EALR 1: The student understands and uses different skills and strategies to read. (*Phonemic awareness, phonics, fluency, vocabulary*)

EALR 2: The student understands the meaning of what is read. (*Comprehension*)

EALR 3: The student reads different materials for a variety of purposes. (*Types of text: literary and informational*)

EALR 4: The student sets goals and evaluates progress to improve reading. (*Self-monitoring, goal setting, personal evaluation of text*)

Document Organization

The organization of the Grade Level Expectations in this document maps the learning sequence from Kindergarten through Grade 10. Educators can easily see how a learning expectation differs from grade to grade. The map assists in planning instruction for students who are at, below, or above grade level in their learning. An empty, shaded box indicates there is no GLE for the component at that grade level. Proficiency is expected at either an earlier or later grade.

Understanding Grade Level Expectations

An **Essential Academic Learning Requirement** is a broad statement of learning that applies to grades K–10.

The **Component** is a K–10 statement that further defines the EALR. There is at least one component for each EALR.

The **Grade Level Expectation** is a statement of *cognitive demand*, using Bloom’s Taxonomy, and the *essential content* or *process to be learned*. The statement, specific to one or more grades, defines the component.

The **Evidence of Learning** is a bulleted list of *student demonstrations* that provide educators with common illustrations of the learning. Because the bulleted list is not exhaustive, educators are encouraged to seek additional evidence of student learning.

The **Numbering System** helps identify the first three statements of learning. For example, in the number 2.2.1, the first number stands for the EALR, the second for the component, and the third for the GLE. Note: Grade levels are not referenced in the numbering system.

EALR 2: The student understands the meaning of what is read.

Component: 2.1 Demonstrate evidence of reading comprehension.

GLE	Grade 4
2.2.1	<p>Understand sequence in literary/narrative text and informational/expository text. W</p> <ul style="list-style-type: none"> ■ Explain ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.) ■ Recognize and explain literary/narrative text written out of sequence (e.g., flashbacks, tales from other cultures). ■ Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon). ■ Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).

Grade Level Expectations with a “**w**” denote the specific expectations which are eligible for the WASL. Not all GLEs have a “**w**.” Note: Narrowing instruction to just those expectations with a “**w**” will adversely affect student reading success.

EAALR 1: The student understands and uses different skills and strategies to read.

Component 1.1: Use word recognition skills and strategies to read and comprehend text.

GLE	K	1	2	3	4
1.1.1	<p>Understand and apply concepts of print.</p> <ul style="list-style-type: none"> Use directionality when listening to or following text. Identify front cover, back cover, and title of books. Recognize that print represents spoken language (e.g., environmental print and own name). Recognize letters and spaces between words. 	<p>Understand and apply concepts of print.</p> <ul style="list-style-type: none"> Use directionality when reading independently. Identify title page, table of contents, author, and illustrator of books. Recognize that print represents spoken language. Recognize the difference between words and sentences (e.g., know sentences start with capital letters and end with punctuation). Identify a word and its beginning and ending letters. 			
1.1.2	<p>Understand and apply phonological awareness and phonemic awareness.</p> <ul style="list-style-type: none"> Substitute auditorially one phoneme for another to make a new word (e.g., beginning and ending sounds; oddity tasks). Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt. Manipulate and segment words orally by onset and rime. Segment and blend two and three phoneme words orally. 	<p>Understand and apply phonological awareness and phonemic awareness.</p> <ul style="list-style-type: none"> Identify syllables in a word auditorially. Identify and generate rhyme. Segment and blend multi-syllabic words, including compound words. Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word. Segment and blend words orally containing three to five phonemes. Generate words that begin or end with the same sound or different sounds. Blend and segment onset and rime. 	<p><i>“The work of childhood is really learning to read, which affects everything that happens to a child. And up until this point, we really haven’t taken this as seriously as we might.”</i></p> <p>by Sally Shaywitz National Reading Panel, Yale University</p>		
1.1.3	<p>Apply understanding of oral language skills to develop reading skills.</p> <ul style="list-style-type: none"> Participate orally in discussions/interactions (e.g., contribute descriptions, explanations, and details) when listening to stories read aloud and/or during shared reading. 	<p>Apply understanding of oral language skills to develop reading skills.</p> <ul style="list-style-type: none"> Participate orally in discussions about stories listened to and read (e.g., contribute who, what, when, where in retells; contribute explanations; generate and answer questions; and make comparisons). 			
1.1.4	<p>Apply understanding of phonics.</p> <ul style="list-style-type: none"> Identify letters of the alphabet. Identify common consonant sounds and short vowel sounds. Use common consonant sounds with short vowel sounds to decode three- and four-letter words. Use knowledge of phonics to read unfamiliar words in isolation and in context. 	<p>Apply understanding of phonics.</p> <ul style="list-style-type: none"> Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations). Use onset and rime/word families to decode words in isolation and in context. Decode words in isolation and in context following common vowel patterns. Use knowledge of phonics to read unfamiliar words in isolation and in context. Read compound words, contractions, and words with common inflectional endings in isolation and in context. 	<p>Apply understanding of phonics.</p> <ul style="list-style-type: none"> Use knowledge of phonics to read unfamiliar words in grade-level text. Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught). Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., <i>super</i> follows v/cv pattern; <i>supper</i> follows vc/cv). 	<p>Apply understanding of phonics.</p> <ul style="list-style-type: none"> Read words containing complex letter patterns and/or word families (e.g., -ieve or -eive, -ield) in isolation and in context. Apply multi-syllabic decoding when reading words in all text. 	<p>Apply understanding of phonics.</p> <ul style="list-style-type: none"> Use multi-syllabic decoding when reading words in all texts.

EALR 1: The student understands and uses different skills and strategies to read.
Component 1.1: Use word recognition skills and strategies to read and comprehend text.

GLE	5	6	7	8	9/10
1.1.1					
1.1.2	<p><i>“Phonemic Awareness and knowledge of letters are the two best predictors of how well children will learn to read.”</i></p> <p><i>n Linnea Ehri, Ph.D.</i> <i>National Reading Panel, City University of New York</i></p>				
1.1.3					
1.1.4					

EALR 1: The student understands and uses different skills and strategies to read.
Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.

GLE	K	1	2	3	4
1.2.1	<p>Understand how to use resources to learn new word meanings.</p> <ul style="list-style-type: none"> Use simple resources with teacher guidance (e.g., picture dictionaries). 	<p>Understand how to use resources to learn new word meanings.</p> <ul style="list-style-type: none"> Use simple resources with teacher guidance (e.g., word banks, alphabet books or charts). 	<p>Apply reference skills to determine word meanings.</p> <ul style="list-style-type: none"> Use glossaries and dictionaries to find word meanings. 	<p>Apply reference skills to determine word meanings.</p> <ul style="list-style-type: none"> Use glossaries and dictionaries to find and confirm word meanings. 	<p>Apply reference skills to define, clarify, and refine word meanings.</p> <ul style="list-style-type: none"> Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words.
1.2.2	<p>Apply vocabulary strategies in grade-level text.</p> <ul style="list-style-type: none"> Use oral language structure, letters, and pictures to predict and confirm word meaning, with teacher guidance. Use prior knowledge and context in read aloud and/or shared reading to predict meaning of unfamiliar words. 	<p>Apply vocabulary strategies in grade-level text.</p> <ul style="list-style-type: none"> Use common inflectional endings to understand the meaning of words: -s, -ed, -ing, -er, -est. Use strategies including context and re-reading to self-correct. Use prior knowledge, context, pictures, illustrations, and diagrams to predict and confirm word meaning with teacher guidance. 	<p>Apply vocabulary strategies in grade-level text.</p> <ul style="list-style-type: none"> Use prefixes, suffixes, inflectional endings, and abbreviated words to determine the meaning of unknown words in grade-level text. Re-read to clarify, read on, ask for help, adjust reading rate, use knowledge of print conventions, and/or attempt alternative pronunciation for unknown words to determine meaning of unknown words; substitute familiar words for unknown. Use prior knowledge and context to predict and confirm meanings of unknown words. Use pictures, illustrations, and diagrams to clarify/expand word meaning. 	<p>Apply vocabulary strategies in grade-level text.</p> <ul style="list-style-type: none"> Use the meanings of prefixes, suffixes, and abbreviated words to determine the meaning of unknown words in grade-level text. Describe how word meanings change as affixes are added to base words (e.g., rest/unrest/restful). Re-read to clarify, read on, ask for help, adjust reading rate, and use knowledge of print conventions to determine meaning of unknown words in informational/expository text and literary/narrative text. Use prior knowledge, context, pictures, illustrations, and diagrams to predict, clarify, and/or expand word meaning, including multiple meaning words. 	<p>Apply vocabulary strategies in grade-level text.</p> <ul style="list-style-type: none"> Use word origins to determine the meaning of unknown words. Use the meanings of prefixes, suffixes, and abbreviated words to determine the meaning of unknown words in grade-level text. Explain how to derive word meaning from knowledge of affixes and roots (e.g., port: transportation, porter, import, report). Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.

EALR 1: The student understands and uses different skills and strategies to read.
Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.

GLE	5	6	7	8	9/10
1.2.1	<p>Understand and apply dictionary skills and other reference skills.</p> <ul style="list-style-type: none"> ■ Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and/or clarify shades of meaning. ■ Use text evidence to verify dictionary or glossary meaning. 	<p>Understand and apply dictionary skills and other reference skills.</p> <ul style="list-style-type: none"> ■ Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and/or clarify shades of meaning. ■ Use text evidence to verify meaning from reference source. 	<p>Understand and apply dictionary skills and other reference skills.</p> <ul style="list-style-type: none"> ■ Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and/or clarify shades of meaning. ■ Use text evidence to verify meaning from reference source. 		
1.2.2	<p>Apply a variety of strategies to comprehend words and ideas in complex text.</p> <ul style="list-style-type: none"> ■ Use word origins to determine the meaning of unknown words. ■ Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., collide, collision). ■ Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text. ■ Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. ■ Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in informational/expository text and literary/narrative text. 	<p>Apply a variety of strategies to comprehend words and ideas in complex text.</p> <ul style="list-style-type: none"> ■ Use word origins to determine the meaning of unknown words. ■ Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., process, procession). ■ Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text. ■ Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. ■ Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in informational/expository text and literary/narrative text. 	<p>Apply a variety of strategies to comprehend words and ideas in complex text.</p> <ul style="list-style-type: none"> ■ Use word origins to determine the meaning of unknown words. ■ Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., expose, exposition). ■ Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in literary/narrative text and informational/expository text. ■ Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. ■ Self-correct, re-read, read on, and/or slow down to gain meaning when encountering unknown words in literary/narrative and informational/expository text. 	<p>Apply strategies to comprehend words and ideas.</p> <ul style="list-style-type: none"> ■ Use word origins to determine the meaning of unknown words. ■ Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., statistic, statistician). ■ Use vocabulary strategies to understand new words and concepts in literary/narrative text and informational/expository text. ■ Use graphic features to clarify and extend meaning (e.g., science processes, diagrams). 	<p>Apply strategies to comprehend words and ideas.</p> <ul style="list-style-type: none"> ■ Use word origins to determine the meaning of unknown words. ■ Use vocabulary strategies to understand new words and concepts in literary/narrative text and informational/expository text. ■ Use graphic features to clarify and extend meaning.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.3: Build vocabulary through wide reading.

GLE	K	1	2	3	4
1.3.1	<p>Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Use oral vocabulary gained through listening to a variety of read alouds from informational/expository text and literary/narrative text, including text from a variety of cultures and communities. 	<p>Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Use oral and reading vocabulary gained by listening to and reading informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication. 	<p>Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication. 	<p>Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication. 	<p>Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.
1.3.2	<p>Understand and apply content/academic vocabulary.</p> <ul style="list-style-type: none"> Use content/academic vocabulary during class discussions. 	<p>Understand and apply content/academic vocabulary.</p> <ul style="list-style-type: none"> Use content/academic vocabulary during class discussions and/or writing (e.g., ethnic and native language terminology; terms specific to geographical settings; terms specific to literature, science, math, and writing). 	<p>Understand and apply content/academic vocabulary.</p> <ul style="list-style-type: none"> Identify and define unfamiliar words that would be important to know in order to read a new text with teacher guidance. Use new vocabulary in oral and written communication. 	<p>Understand and apply content/academic vocabulary critical to the meaning of the text. W</p> <ul style="list-style-type: none"> Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text. Select, from multiple choices, the meaning of words necessary to understand content/academic text. Explain that some words have a different meaning in different content/academic texts (e.g., area in math and geography). Use new vocabulary in oral and written communication. 	<p>Understand and apply content/academic vocabulary critical to the meaning of the text. W</p> <ul style="list-style-type: none"> Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text. Explain that some words have a different meaning in different content areas (e.g., concept of shade in science and art). Select, from multiple choices, the meaning of words necessary to understand. Use new vocabulary in oral and written communication and content/academic text.

EALR 1: The student understands and uses different skills and strategies to read.
Component 1.3: Build vocabulary through wide reading.

GLE	5	6	7	8	9/10
1.3.1	<p>Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, into written and oral communication. 	<p>Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Integrate new vocabulary from informational/expository text and literary/narrative text (including text from a variety of cultures and communities) into written and oral communication. 	<p>Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, into written and oral communication. 	<p><i>Readers must know what most of the words mean before they can understand what they are reading.</i></p>	
1.3.2	<p>Understand and apply content/academic vocabulary critical to the meaning of the text. W</p> <ul style="list-style-type: none"> Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text. Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., <i>property</i> in science and social studies). Select, from multiple choices, the meaning of words necessary to understand content area text. Use new vocabulary in oral and written communication. 	<p>Understand and apply content/academic vocabulary critical to the meaning of text. W</p> <ul style="list-style-type: none"> Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text. Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., <i>property</i> in science or social studies). Select, from multiple choices, the meaning of words or phrases identified in the text. Use new vocabulary in oral and written communication. 	<p>Understand and apply content/academic vocabulary critical to the meaning of the text. W</p> <ul style="list-style-type: none"> Identify and define content/academic vocabulary critical to the meaning of the text and use that knowledge to interpret the text. Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., <i>property</i> in science or social studies). Select, from multiple choices, the meanings of words or phrases identified in the text. Use new vocabulary in oral and written communication. 	<p>Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. W</p> <ul style="list-style-type: none"> Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities (e.g., <i>lift</i> as used in England compared to the U.S.A.), into written and oral communication. Explain the meaning of content-specific vocabulary words (e.g., photosynthesis, democracy, algorithms). Select, from multiple choices, the meanings of words or phrases identified in the text. Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., definition of <i>solar</i> in science transferred to understanding science fiction text). 	<p>Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. W</p> <ul style="list-style-type: none"> Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities (e.g., <i>salon</i> as a historical reference to political gatherings as opposed to a beauty salon), into written and oral communication. Explain the meaning of content-specific vocabulary words (e.g., regeneration, isolationism, emancipation, polarized). Select, from multiple choices, the meaning of a word identified in the text. Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., the concept of <i>parallel</i> in mathematics to understand parallelism).

EA LR 1: The student understands and uses different skills and strategies to read.
Component 1.4: Apply word recognition skills and strategies to read fluently.

GLE	K	1	2	3	4
1.4.1	<p>Know common sight words appropriate to grade-level.</p> <ul style="list-style-type: none"> ■ Read selected sight words in isolation/lists. ■ Recognize common sight words in text. 	<p>Know common sight words appropriate to grade-level.</p> <ul style="list-style-type: none"> ■ Read selected sight words with automaticity. 	<p>Know common sight words appropriate to grade-level.</p> <ul style="list-style-type: none"> ■ Read with automaticity an increasing number of common sight words. 		
1.4.2		<p>Apply fluency to enhance comprehension.</p> <ul style="list-style-type: none"> ■ Read aloud familiar grade-level text with accuracy in a manner that sounds like natural speech. ■ Read aloud unpracticed grade-level text with fluency in a range of 50–65+ words correct per minute. 	<p>Apply fluency to enhance comprehension.</p> <ul style="list-style-type: none"> ■ Read grade-level text aloud fluently with expression. ■ Read aloud unpracticed grade-level text with fluency in a range of 90–100+ words correct per minute. 	<p>Apply fluency to enhance comprehension.</p> <ul style="list-style-type: none"> ■ Read aloud familiar grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression. ■ Read aloud unpracticed grade-level text with fluency in a range of 110–120+ words correct per minute. 	<p>Apply fluency to enhance comprehension.</p> <ul style="list-style-type: none"> ■ Read aloud grade-level literary/narrative text and informational/expository text accurately, using appropriate pacing, phrasing, and expression. ■ Read aloud unpracticed grade-level text with fluency in a range of 115–125+ words correct per minute.
1.4.3	<p><i>Fluent readers focus attention on understanding what they read, rather than concentrating on decoding the words.</i></p>		<p>Apply different reading rates to match text.</p> <ul style="list-style-type: none"> ■ Adjust reading rate to match purpose (e.g., speed up for pleasure reading, slow down to practice new skills or read unfamiliar text). 	<p>Apply different reading rates to match text.</p> <ul style="list-style-type: none"> ■ Adjust reading rate to match difficulty of texts (e.g., content/academic text) and for different purposes (e.g., pleasure reading vs. reading for information). 	<p>Apply different reading rates to match text.</p> <ul style="list-style-type: none"> ■ Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas).

EALR 1: The student understands and uses different skills and strategies to read.
Component 1.4: Apply word recognition skills and strategies to read fluently.

GLE	5	6	7	8	9/10
1.4.1					
1.4.2	<p>Apply fluency to enhance comprehension.</p> <ul style="list-style-type: none"> ■ Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression. ■ Read aloud unpracticed grade-level text with fluency in a range of 125–135+ words correct per minute. 	<p>Apply fluency to enhance comprehension.</p> <ul style="list-style-type: none"> ■ Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression. ■ Read aloud unpracticed grade-level text with fluency in a range of 145–155+ words correct per minute. 	<p>Apply fluency to enhance comprehension.</p> <ul style="list-style-type: none"> ■ Read aloud grade-level literary/narrative text and informational/expository text accurately, using appropriate pacing, phrasing, and expression. ■ Read aloud unpracticed grade-level text with fluency in a range of 145–155+ words correct per minute. 	<p>Apply fluency to enhance comprehension.</p> <ul style="list-style-type: none"> ■ Read grade-level literary/narrative text and informational/expository text orally with accuracy, using appropriate pacing, phrasing, and expression. ■ Read aloud unpracticed grade-level text with fluency in a range of 145–155+ words correct per minute. 	
1.4.3	<p>Apply different reading rates to match text.</p> <ul style="list-style-type: none"> ■ Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas). 	<p>Apply different reading rates to match text.</p> <ul style="list-style-type: none"> ■ Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form, and style. 	<p>Apply different reading rates to match text.</p> <ul style="list-style-type: none"> ■ Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form, and style. 	<p>Apply different reading rates to match text.</p> <ul style="list-style-type: none"> ■ Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form, and style. 	

EALR 2: The student understands the meaning of what is read.

Component 2.1: Demonstrate evidence of reading comprehension.

GLE	K	1	2	3	4
2.1.1	<p>Understand how to ask questions about text.</p> <ul style="list-style-type: none"> Ask and answer questions before, during, and after read aloud and/or shared reading. 	<p>Understand how to use questioning when reading.</p> <ul style="list-style-type: none"> Ask and answer questions before, during, and after read aloud, instruction/practice time, and independent reading. 			
2.1.2	<p>Understand how to create mental imagery.</p> <ul style="list-style-type: none"> Compose visual images from what is read aloud and/or during shared reading (e.g., draw a picture to represent something that was read in a story). 	<p>Understand how to create mental imagery.</p> <ul style="list-style-type: none"> Compose visual images from what is read aloud and/or read by self (e.g., draw a picture to represent something that was read in a story). 			
2.1.3	<p>Understand that some parts of the text are more important than others.</p> <ul style="list-style-type: none"> Identify important parts of informational/expository text and literary/narrative text in a group discussion. 	<p>Understand and determine important or main ideas and important details in text.</p> <ul style="list-style-type: none"> State main idea and list important details in informational/expository text, verbally or by using graphic organizers. State the gist of the story or poem with teacher guidance. 	<p>Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text.</p> <ul style="list-style-type: none"> Identify the main idea of an informational/expository passage and support with text-based evidence with teacher guidance. Identify the theme/message in culturally relevant literary/narrative text and support with text-based evidence with teacher guidance. Complete graphic organizers with teacher guidance to organize main ideas and supporting details. 	<p>Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> State main idea of an informational/expository text passage and give two reasons from the text supporting the choice. State the main idea of a literary/narrative text passage and support with two details from the story. Select, from multiple choices, the main idea of a passage, poem, or selection. Select, from multiple choices, a title that best fits the selection and support the choice with text evidence/details. State the theme/message in culturally relevant literary/narrative text and support with text-based evidence with teacher guidance. Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text. 	<p>Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> State the main idea of an informational/expository text passage and provide three or more text-based details that support it. State the main idea of a literary/narrative text passage and support with three details from the story. Select, from multiple choices, the main/major idea of a passage, poem, or selection. State the theme/message in culturally relevant literary/narrative text and support with text-based evidence. Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.
2.1.4	<p>Understand how to use prior knowledge.</p> <ul style="list-style-type: none"> Make connections or identify similarities between self and text, from a variety of cultures and communities, after read alouds and/or shared reading. 	<p>Understand how to use prior knowledge.</p> <ul style="list-style-type: none"> Make connections or identify similarities between self and text and text-to-text including text from a variety of cultures and communities, after read aloud and independent reading. 	<p>Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.</p> <ul style="list-style-type: none"> Explain connections between self and characters and events encountered in culturally relevant text. Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text. 	<p>Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.</p> <ul style="list-style-type: none"> Explain connections between self and characters, events, and information occurring within culturally relevant text or among multiple texts. Call on prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text. 	<p>Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.</p> <ul style="list-style-type: none"> Explain connections between self and characters, events, and information occurring within a text or among multiple texts. Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.

EALR 2: The student understands the meaning of what is read.
Component 2.1: Demonstrate evidence of reading comprehension.

GLE	5	6	7	8	9/10
2.1.1	<i>Comprehension is the essence of reading. Learning to use specific</i>				
2.1.2	<i>comprehension strategies helps readers understand text.</i>				
2.1.3	<p>Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> ■ State the main idea of a passage and provide several text-based details supporting it. ■ State the theme/message and supporting details in culturally relevant literary/narrative text. ■ Select, from multiple choices, a title that best fits the selection and provide details from the text to support the choice. ■ Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection. ■ Organize main ideas and supporting details in a graphic organizer to enhance comprehension. 	<p>Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> ■ State both literal and/or inferred main ideas and provide supporting text-based details. ■ State the theme/message and supporting details in culturally relevant literary/narrative text. ■ Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice. ■ Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection. ■ Organize theme, main idea and supporting details into a self-created graphic organizer to enhance comprehension of text. 	<p>Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> ■ State both literal and/or inferred main ideas and provide supporting text-based details. ■ State the theme/message and supporting details in culturally relevant literary/narrative text. ■ Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice. ■ Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection. ■ Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension. 	<p>Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> ■ State both literal and/or inferred main ideas and provide supporting text-based details. ■ State the theme/message and supporting details in culturally relevant literary/narrative text. ■ Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice. ■ Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection. ■ Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension. 	<p>Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> ■ State both literal and/or inferred main ideas and provide supporting text-based details. ■ State the theme/message and supporting details in culturally relevant literary/narrative text. ■ Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice. ■ Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection. ■ Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension.
2.1.4	<p>Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge.</p> <ul style="list-style-type: none"> ■ Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s). ■ Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text. 	<p>Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge.</p> <ul style="list-style-type: none"> ■ Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s). ■ Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text. 	<p>Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge.</p> <ul style="list-style-type: none"> ■ Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s). ■ Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text. 	<p>Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.</p> <ul style="list-style-type: none"> ■ Use previous experience, knowledge of current issues, information previously learned to make connections, draw conclusions, and generalize about what is read (e.g., relate what is learned in chemistry to new learning in biology; connect the author's perspective and/or the historical context to text). 	<p>Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.</p> <ul style="list-style-type: none"> ■ Use previous experience, knowledge of current issues, information previously learned to make connections, draw conclusions, and generalize about what is read (e.g., transfer knowledge of the concept of tragedy from one text to another).

EALR 2: The student understands the meaning of what is read.

Component 2.1: Demonstrate evidence of reading comprehension.

GLE	K	1	2	3	4
2.1.5	<p>Understand how to infer/predict meaning.</p> <ul style="list-style-type: none"> ■ Use pictures and culturally relevant text read aloud and/or during shared reading to predict what will happen next; support predictions using information from the text. ■ Make inferences orally before, during, and after hearing a story using prior knowledge, story structure, and prediction. 	<p>Understand how to infer/predict meaning.</p> <ul style="list-style-type: none"> ■ Make and confirm predictions based on information from culturally relevant text (through support of teacher questions). ■ Make inferences before, during, and after hearing or reading a culturally relevant story using prior knowledge, story structure, and prediction. 	<p>Apply comprehension monitoring strategies before, during, and after reading: predict and infer.</p> <ul style="list-style-type: none"> ■ Predict text content using prior knowledge and text features. ■ Use text and prior knowledge to make inferences about characters and/or predict events; confirm or reject predictions. ■ Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text. 	<p>Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> ■ Predict or infer about text content using prior knowledge, text, and text features in both literary/narrative and informational/expository text. Support with evidence from text (e.g., how a character will act, why a character acts a certain way, why an author includes certain information, and what might happen next). ■ Use text to make, confirm, or revise inferences and predictions in both literary/narrative and informational/expository text. ■ Select, from multiple choices, a prediction or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem). ■ Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next). ■ Organize information that supports a prediction or inference in a teacher-selected graphic organizer to enhance comprehension. 	<p>Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> ■ Predict text content using prior knowledge and text features. ■ Use text and prior knowledge to make, confirm, or revise inferences and predictions. ■ Select, from multiple choices, a prediction, or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem). ■ Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next). ■ Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text.

EALR 2: The student understands the meaning of what is read.
Component 2.1: Demonstrate evidence of reading comprehension.

GLE	5	6	7	8	9/10
2.1.5	<p>Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level text. W</p> <ul style="list-style-type: none"> ■ Make, confirm, and revise prediction based on prior knowledge and evidence from the text. ■ Cite passages from text to confirm or defend predictions and inferences. ■ Select, from multiple choices, a prediction, or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem). ■ Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next). ■ Organize information to support a prediction or inference in a graphic organizer. 	<p>Apply comprehension monitoring strategies before, during, and after reading: predict and infer. W</p> <ul style="list-style-type: none"> ■ Make, confirm, and revise prediction based on prior knowledge and evidence from the text. ■ Cite passages from text to confirm or defend predictions and inferences. ■ Select, from multiple choices, a prediction or inference that could be made from the text (e.g., what the character will do next, what will happen to a character because of an event, what will happen because of an action). ■ Organize information to support a prediction or inference in a self-created graphic organizer to enhance comprehension of text. 	<p>Apply comprehension monitoring strategies before, during, and after reading: predict and infer. W</p> <ul style="list-style-type: none"> ■ Make, confirm, and revise prediction based on prior knowledge and evidence from the text. ■ Cite passages from text to confirm or defend prediction and inferences. ■ Select, from multiple choices, a prediction or inference that could be made from the text (e.g., what the character will do next, what will happen to a character because of an event, what will happen because of an action). ■ Organize information to support a prediction or inference in a self-created graphic organizer to enhance text comprehension. 	<p>Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: predict and infer. W</p> <ul style="list-style-type: none"> ■ Make inferences based on implicit and explicit information drawn from text and provide justification for those inferences. ■ Make, confirm, and revise predictions based on prior knowledge and evidence from the text (e.g., using main idea statements, predict what kind of information the author will present next). ■ Select, from multiple choices, a prediction, inference, or assumption that could be made from the text. ■ Organize information to support a prediction or inference in a self-created graphic organizer. 	<p>Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. W</p> <ul style="list-style-type: none"> ■ Make inferences based on implicit and explicit information drawn from prior knowledge and text; provide justification for inferences. ■ Make predictions and inferences about an author's beliefs and cite text-based evidence to support prediction/inference (e.g., find text passages that support an inference that the author advocates economic change). ■ Read several accounts of the same event and make inferences about the impact each would have on the reader (e.g., discuss the emotional impact of a journal entry by a soldier's parent, a letter from a Union or Confederate soldier, and a newspaper article describing a Civil War battle). ■ Select, from multiple choices, a prediction, inference, or assumption that could be made from the text. ■ Organize information to support a prediction or inference in a self-created graphic organizer.

EALR 2: The student understands the meaning of what is read.

Component 2.1: Demonstrate evidence of reading comprehension.

GLE	K	1	2	3	4
2.1.6			<p>Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images.</p> <ul style="list-style-type: none"> ■ Use monitoring strategies to increase comprehension, including word recognition strategies, re-reading, and looking forward in the text. 	<p>Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> ■ Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies to regain meaning. ■ Generate and answer questions before, during, and after reading. ■ Draw, write about, or verbally describe the mental imagery that occurs while reading. ■ Organize images and information into a graphic organizer with teacher guidance, to enhance comprehension of text (e.g., add information to a partially completed organizer). 	<p>Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions in grade-level informational/expository text and/or literary/narrative text.</p> <ul style="list-style-type: none"> ■ Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies to regain meaning. ■ Generate and answer questions before, during, and after reading. ■ Draw, write about, or verbally describe the mental imagery that occurs while reading. ■ Organize information to monitor for meaning; generate and answer questions in a teacher-selected graphic organizer to enhance comprehension.
2.1.7			<p>Apply comprehension monitoring strategies during and after reading: summarize informational/expository text and literary/narrative text.</p> <ul style="list-style-type: none"> ■ Summarize the events or information in informational/expository text with teacher guidance (e.g., the important characteristics of certain animals or plants presented in text). ■ Summarize the plot/message in culturally relevant literary/narrative text with teacher guidance. ■ Organize summary information from informational/expository text and/or literary/narrative text into a teacher-provided graphic organizer to enhance text comprehension. 	<p>Apply comprehension monitoring strategies during and after reading: summarize grade-level literary/narrative text and informational/expository text. W</p> <ul style="list-style-type: none"> ■ Summarize the events or ideas in literary/narrative text, citing text-based evidence. ■ Summarize the events, information, or ideas in informational/expository text (e.g., the life cycle of a frog, characteristics of a desert, life events in a biography), citing text-based evidence. ■ Summarize the plot/message in culturally relevant literary/narrative text. ■ Select, from multiple choices, a sentence that best summarizes the story or informational/expository selection and support the choice with text evidence/details. ■ Organize summary information in a teacher-selected graphic organizer to enhance comprehension. 	<p>Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> ■ Summarize the events, information, or ideas in an informational/expository text (e.g., causes of an event like a war or a tornado, steps in building a snow cave). ■ Summarize the plot/message in culturally relevant literary/narrative text. ■ Select, from multiple choices, a sentence that best summarizes the story or informational selection. ■ Organize summary information in a teacher-selected graphic organizer to enhance comprehension.

Component 2.1: Demonstrate evidence of reading comprehension.

GLE	5	6	7	8	9/10
2.1.6	<p>Apply comprehension monitoring strategies to understand fiction, nonfiction, informational text, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies to regain meaning. Generate and answer questions about the text before, during, and after reading to aid comprehension. Use questioning strategies to comprehend text. Draw, write about, or verbally describe the mental images that occur while reading. Organize information in a graphic organizer that is appropriate to the text and purpose for reading in order to organize information and comprehend text. Use pre-, during, and after-reading tools designed to activate and record prior knowledge to understand text (e.g., prediction guides, KWL charts, DRTA). 	<p>Apply comprehension monitoring strategies to understand fiction, nonfiction, informational, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies to regain meaning. Generate and answer questions about the text before, during, and after reading to aid comprehension. Use questioning strategies to comprehend text. Organize images and information into a self-created graphic organizer to enhance comprehension of text. Use pre-, during, and after-reading tools designed to activate and record prior knowledge to understand text (e.g., semantic mapping, anticipation guide). 	<p>Apply comprehension monitoring strategies to understand fiction, nonfiction, informational text, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies to regain meaning. Generate and answer questions about the text before, during, and after reading to aid comprehension. Use questioning strategies to comprehend text. Create and describe mental images to understand text. Organize images and information into a self-created graphic organizer to enhance text comprehension. 	<p>Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies to regain meaning. Develop questions before, during, and after reading and use knowledge of questioning strategies to locate answers. Use mental imagery while reading. Organize images and information into a self-created graphic organizer to enhance text comprehension. 	<p>Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> Monitor for meaning and use comprehension repair strategies to regain meaning independently. Develop questions before, during, and after reading and use knowledge of questioning strategies to locate answers. Use mental imagery while reading. Organize images and information into a self-created graphic organizer to enhance text comprehension.
2.1.7	<p>Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text (e.g., newspaper or magazine articles). Summarize the plot/message in culturally relevant literary/narrative texts. Select, from multiple choices, a sentence that best summarizes the story or selection. Organize information using a graphic organizer appropriate for summarizing informational/expository text and literary/narrative text. 	<p>Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text. Summarize the plot/message in culturally relevant literary/narrative texts. Select, from multiple choices, a sentence that best summarizes the story or selection. Organize summary information for informational/expository text and/or literary/narrative text into a self-created graphic organizer to enhance text comprehension. 	<p>Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text. Summarize the plot in culturally relevant literary/narrative texts. Select, from multiple choices, a sentence that best summarizes the story or selection. Organize summary information for informational/expository text and/or literary/narrative text into a self-created graphic organizer to enhance text comprehension. 	<p>Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize text. W</p> <ul style="list-style-type: none"> Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details; makes connections among the key ideas from the entire text; uses own words in an objective voice; is accurate to the original text; and avoids interpretation or judgment. Create a literary summary that includes an introduction stating the theme and/or author's message supported by text-based evidence; use own words in an objective voice; is accurate to the original text. Select, from multiple choices, a sentence that best summarizes the text. Organize summary information for informational/expository, technical materials, and complex narratives into a self-created graphic organizer to enhance text comprehension. 	<p>Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. W</p> <ul style="list-style-type: none"> Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details; makes connections among the key ideas from the entire text; uses own words in an objective voice; is accurate to the original text; avoids interpretation or judgment; and uses an organizational pattern that supports the author's intent. Create a literary summary that includes an introduction stating the theme and/or author's message supported by text-based evidence; use own words in an objective voice; is accurate to the original text. Select, from multiple choices, a sentence that best summarizes the text. Organize summary information for informational/expository text, technical materials, and complex narratives into a self-created graphic organizer to enhance text comprehension.

EALR 2: The student understands the meaning of what is read.

Component 2.2: Understand and apply knowledge of text components to comprehend text.

GLE	K	1	2	3	4
2.2.1	<p>Know story sequence.</p> <ul style="list-style-type: none"> Retell familiar stories using a beginning, middle, and end. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.) 	<p>Know story sequence.</p> <ul style="list-style-type: none"> Retell stories with correct sequence of events. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.) 	<p>Understand story sequence.</p> <ul style="list-style-type: none"> Retell text focusing on the problem or events in sequence. (Note: Differences in story telling order exist between cultures. For example, some cultures tell the end of the story first.) 	<p>Understand sequence in informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> Explain story ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.) Explain steps in a process (e.g., problem solving in mathematics, life cycle of a butterfly). Select, from multiple choices, the order of ideas, facts, events (e.g., what happened first, next, last; the order in which ideas or facts were introduced). 	<p>Understand sequence in literary/narrative text and informational/expository text. W</p> <ul style="list-style-type: none"> Explain ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.) Recognize and explain literary/narrative text written out of sequence (e.g., flashbacks, tales from other cultures). Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon). Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).
2.2.2	<p>Understand features of printed text and electronic sources.</p> <ul style="list-style-type: none"> Identify page numbers and titles in text. Identify and use icons. 	<p>Understand and apply features of printed text and electronic sources to locate and understand information.</p> <ul style="list-style-type: none"> Identify and use title pages, table of contents, glossary, diagrams, and maps to find information. Identify and use icons, pull-down menus, and toolbars. 	<p>Understand and apply features of printed and electronic text to locate and comprehend text.</p> <ul style="list-style-type: none"> Identify and use grade-level-appropriate text features with teacher guidance. Interpret information from graphs and charts with teacher guidance. Identify and use icons and pull-down menus. 	<p>Apply knowledge of printed and electronic text features to locate and comprehend text. W</p> <ul style="list-style-type: none"> Identify and use grade-level appropriate text features. Explain how certain text features help you understand the selection. Interpret information from graphs, charts, diagrams, and tables. Identify, from multiple choices, where certain information/ideas might be found in the text. Use icons, pull-down menus, key word searches. 	<p>Apply features of printed and electronic text to locate and comprehend text. W</p> <ul style="list-style-type: none"> Identify and use grade-level appropriate text features. Explain how certain text features help you understand a selection. Interpret information from graphic features. Identify, from multiple choices, where certain information/ideas might be found in the text. Use icons, pull-down menus, key word searches on an electronic device.

Component 2.2: Understand and apply knowledge of text components to comprehend text.

GLE	5	6	7	8	9/10
2.2.1	<p>Apply understanding of time, order, and/or sequence to comprehend text. W</p> <ul style="list-style-type: none"> ■ Explain the use of flashbacks to convey meaning in literary/narrative text. ■ Explain the use of steps in a process to convey meaning in an informational/expository text (e.g., how a bill becomes law, stages in the colonization of early America). 	<p>Apply understanding of time, order, and/or sequence to aid comprehension of text.</p> <ul style="list-style-type: none"> ■ Explain the use of foreshadowing to convey meaning in literary/narrative text. ■ Explain the use of steps in a process to convey meaning in an informational/expository text (e.g., how to make pottery, steps in the oil refinery process). 	<p>Apply understanding of time, order, and/or sequence to aid comprehension of text.</p> <ul style="list-style-type: none"> ■ Explain an author's development of time and sequence through the use of literary devices (e.g., diary entries within a text) and/or the use of traditional/cultural organizational structures. ■ Explain the use of steps in a process to convey meaning in an informational/expository text (e.g., obtaining a passport, how the laser was discovered). 	<p>Analyze an author's use of time, order, and/or sequence to extend comprehension of text.</p> <ul style="list-style-type: none"> ■ Analyze an author's development of time and sequence through the use of literary devices such as foreshadowing, flashbacks, dream sequences, parallel episodes, and the use of traditional and/or cultural-based organizational patterns. ■ Explain the use of order or steps in a process to convey meaning in an informational/expository text (e.g., scientific experiments, legislative processes, mathematical procedures, Native American talking circles and ceremonies). 	
2.2.2	<p>Apply understanding of printed and electronic text features to locate information and comprehend text. W</p> <ul style="list-style-type: none"> ■ Locate information using grade-level appropriate text features. ■ Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow). ■ Use organizational features and electronic sources (such as headings and numberings, CD-ROM, Internet, pull-down menus, key word searches, and icons) to access information. ■ Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature. 	<p>Apply understanding of printed and electronic text features to locate information and comprehend text. W</p> <ul style="list-style-type: none"> ■ Locate information using grade-level appropriate text features. ■ Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a map of the world, draw a conclusion about why early civilizations thrived where they did). ■ Use organizational features and electronic sources (such as headings and numberings, CD-ROM, Internet, pull-down menus, key word searches, and icons) to access information. ■ Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature. ■ Explain how specific text features help you understand a selection (e.g., how a chapter heading helps you think about the chapter, how bold-face or italics signals a new term that can be found in the glossary). 	<p>Apply understanding of printed and electronic text features to locate information and comprehend text. W</p> <ul style="list-style-type: none"> ■ Locate information using grade-level appropriate text features. ■ Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a bar graph on how a demographic group spends its money, draw a conclusion about how the group spends its time). ■ Use organizational features and electronic sources (such as headings and numberings, CD-ROM, Internet, pull-down menus, key word searches, and icons) to access information. ■ Select from multiple choices, the purpose of a specific text feature, and/or information learned from a text feature. ■ Explain how specific text features help you understand a selection (e.g., how margin entries provide additional information to assist in comprehension, how specific symbols are used, such as the numeration for footnotes). 	<p>Apply understanding of complex organizational features of printed text and electronic sources. W</p> <ul style="list-style-type: none"> ■ Use text features to verify, support, or clarify meaning. ■ Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature. ■ Use the features of electronic information to communicate, gain information, or research a topic. 	<p>Apply understanding of complex organizational features of printed text and electronic sources. W</p> <ul style="list-style-type: none"> ■ Use text features to verify, support, or clarify meaning. ■ Use the features of electronic information to communicate, gain information, or research a topic.

EALR 2: The student understands the meaning of what is read.

Component 2.2: Understand and apply knowledge of text components to comprehend text.

GLE	K	1	2	3	4
2.2.3	<p>Understand story elements.</p> <ul style="list-style-type: none"> Identify story elements of character, setting, and important events with teacher guidance. 	<p>Understand story elements.</p> <ul style="list-style-type: none"> Identify and explain story elements. 	<p>Understand story elements.</p> <ul style="list-style-type: none"> Describe physical traits of characters and tell how they act. Retell the important events of a story. Describe the setting of a story. Identify the speaker/narrator in a story. 	<p>Understand story elements. W</p> <ul style="list-style-type: none"> Describe characters' physical traits and infer personality traits by what they say and do. Describe the problem faced by a character and how he/she/it solves the problem. Explain how the setting is important to the story. Identify the speaker (narrator) in a selection and explain first person point of view. Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character). 	<p>Understand and analyze story elements. W</p> <ul style="list-style-type: none"> Use knowledge of situation and characters' actions, motivations, feelings, and physical attributes to determine characters' traits. Identify the main events in a plot, including the cause and effect relationship in problem solving. Describe the components of setting and explain how and why setting is important to the story. Differentiate between first and third person point of view in a selection and explain the difference. Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).
2.2.4		<p>Understand simple organizational structures of text.</p> <ul style="list-style-type: none"> Predict text patterns using attribute and/or concept books. 	<p>Understand text organizational structures.</p> <ul style="list-style-type: none"> Recognize and use sentences, paragraphs, and chapter structure to understand the organization in both informational/expository text and literary/narrative text. Identify text written in the text organizational structures of <i>simple listing</i> and <i>sequential order</i>. 	<p>Apply understanding of simple text organizational structures.</p> <ul style="list-style-type: none"> Recognize and use previously learned text organizational structures of simple listing and sequential order to aid comprehension. Identify and use text written in the text organizational structures of <i>description</i> and <i>compare and contrast</i> to find and organize information and comprehend text. 	<p>Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast) to aid comprehension. Identify and use text written in the text organizational structure of <i>chronological order</i> to find and organize information and comprehend text.

Component 2.2: Understand and apply knowledge of text components to comprehend text.

GLE	5	6	7	8	9/10
2.2.3	<p>Understand and analyze story elements. W</p> <ul style="list-style-type: none"> Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits. Identify the major actions that define the plot and how actions lead to conflict or resolution. Explain the influence of setting on character and plot. Identify the narrator and explain which point of view is used in the text. Explain how a story would change if a different character narrated it. Identify the stated theme/message in text and support with evidence from the text. Identify common recurring themes/messages in books by the same author. Select, from multiple choices, words or selections that best describe specific story elements from the story, selection, or poem (e.g., character, setting, conflict). 	<p>Understand and analyze story elements. W</p> <ul style="list-style-type: none"> Use multiple sources of information from the text (e.g., character's own thoughts/words, what others say about the character) to describe how a character changes over time or how the character's action might contribute to the problem. Identify the major actions that define the plot and how actions lead to conflict or resolution. Explain the influence of setting on character and plot. Identify the point of view used (first, third, or omniscient point of view) in a story. Compare and contrast the same conflict from the point of view of two different characters. Identify the stated themes in text and support with evidence from the text. Identify common recurring themes in books by the same or different authors and support with evidence from the text. Select, from multiple choices, words or sentences that best describe specific story elements from the story, selection, or poem (e.g., character, setting, conflict). 	<p>Understand and analyze story elements. W</p> <ul style="list-style-type: none"> Use multiple sources of information from the text (e.g., character's own thoughts/words, what others say about the character, and how others react to the character) to describe how major and minor characters change over time. Identify the important events that lead to conflicts and explain how each does or does not contribute to the resolution. Explain the influence of setting on mood, character, and plot. Identify the point of view used (first, third, or omniscient point of view) and interpret how point of view influences the text. Explain how a story would change if the narrator's perspective changed. Identify implied themes in text and support with evidence from the text. Compare/contrast common recurring themes in books by the same or different authors. Select, from multiple choices, words or sentences that best describe specific story elements from the story, selection, or poem. 	<p>Understand and analyze story elements. W</p> <ul style="list-style-type: none"> Interpret how situations, actions, and other characters influence a character's personality and development. Explain how a story's plots and subplots contribute to (or don't advance) the conflict and resolution. Explain the influence of setting on mood, character, and plot. Explain the author's point of view and interpret how it influences the text. Compare/contrast common recurring themes in books by the same or different authors. 	<p>Analyze story elements. W</p> <ul style="list-style-type: none"> Interpret the interdependence and interaction of characters, theme, setting, conflict, and resolution (e.g., in a short story, novel, epic poem). Compare/contrast how recurring themes are treated by diverse authors or in different genres. Select, from multiple choices, a word or sentence that best describes a specific story element (e.g., character, conflict, resolution).
2.2.4	<p>Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast, chronological order) to aid comprehension. Identify and use text written in the text organizational structures of <i>cause and effect</i> and <i>order of importance</i> to find and organize information and comprehend text. Differentiate between text organizational structures of informational/expository text and literary/narrative text. 	<p>Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> Recognize and use previously taught text organizational structures (<i>simple listing, sequential order, description, comparison and contrast, chronological order, cause and effect, and order of importance</i>) to aid comprehension. Recognize and use text written in the text organizational structures of <i>process/procedural</i> to find and organize information and comprehend text. 	<p>Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> Recognize and use previously taught organizational structures (<i>simple listing, sequential order, description, comparison and contrast, chronological order, cause and effect, order of importance, and process/procedural</i>) to aid comprehension. Identify and use text written in <i>concept/definition</i> and <i>problem/solution</i> organizational structure to find and organize information and comprehend text. 	<p>Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> Recognize and use knowledge of previously taught text organizational structures (<i>description, comparison and contrast, sequential order, chronological order, cause and effect, order of importance, process/procedural, concept/definition, and problem/solution</i>) to aid comprehension. Identify text written in <i>episodic and generalization/principle</i> organizational structure to find and/or organize information and comprehend text. 	<p>Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> Recognize and use previously taught organizational structures (<i>description, comparison and contrast, sequential order, chronological order, cause and effect, order of importance, process/procedural, concept/definition, problem/solution, episodic, and generalization/principle</i>) to aid comprehension. Independently apply understanding of text structure to the acquisition, organization, and application of information.

EALR 2: The student understands the meaning of what is read.

Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

GLE	K	1	2	3	4
2.3.1	<p>Understand similarities within and between informational/expository text and literary/narrative text.</p> <ul style="list-style-type: none"> Identify similarities in characters and settings within and between culturally relevant literary/narrative texts read aloud and/or during shared reading. Identify common information about a topic within and between texts (e.g., all birds in the text build their nests on the ground). 	<p>Understand similarities and differences within and between informational/expository and literary/narrative text.</p> <ul style="list-style-type: none"> Explain similarities and differences in character, setting, and important events within and between culturally relevant literary/narrative texts which are read or listened to. Identify similar information about a topic contained in more than one informational/expository text. 	<p>Understand and analyze the relationship between and among literary/narrative text and informational/expository text.</p> <ul style="list-style-type: none"> Compare and contrast literary/narrative text elements in one story or between two stories. Compare and contrast facts in one text or between two informational/expository texts. Explain simple cause and effect relationships in literary/narrative text and informational/expository text. 	<p>Understand and analyze the relationship between and among literary/narrative text and informational/expository text. W</p> <ul style="list-style-type: none"> Compare and contrast information (e.g., facts and details, literary/narrative elements, different versions of the same story, time period, cultures) within text and between texts. Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two settings). Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections). Recognize and explain cause and effect relationships in literary/narrative text and informational/expository text, using evidence from the text. Select, from multiple choices, a sentence that explains the cause of events or the effects of actions. 	<p>Understand and analyze the relationship between and among literary/narrative text and informational/expository text. W</p> <ul style="list-style-type: none"> Compare and contrast plots, characters, and settings in multiple texts. Compare and contrast information (e.g., similar topics written in different genres such as a short story and a poem or magazine article and encyclopedia). Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two selections). Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections). Recognize and explain cause and effect relationships in informational/expository text and literary/narrative text, using evidence from the text. Select, from multiple choices, a sentence that explains the cause of events or the effects of actions.
2.3.2	<p>Understand concept of categories.</p> <ul style="list-style-type: none"> Sort objects by various attributes such as color, size, and purpose. Orally sort words by various attributes (e.g., food, animals, colors, shapes). 	<p>Understand concept of categories.</p> <ul style="list-style-type: none"> Sort words by various attributes (e.g., robins, parrots, and ducks are all birds). 	<p>Understand how to locate specific information.</p> <ul style="list-style-type: none"> Use alphabetical and numerical systems to locate information in dictionary or book. 	<p>Apply understanding of systems for organizing information.</p> <ul style="list-style-type: none"> Use alphabetical, numerical, and key word/topic systems to locate information on a specific topic or for a specific purpose in an encyclopedia or dictionary. 	<p>Apply understanding of systems for organizing information and analyze appropriate sources.</p> <ul style="list-style-type: none"> Use multiple organizational systems to locate information from reference and content area materials. Select appropriate resources for locating information (e.g., thesaurus, website, directory) on a specific topic or for a specific purpose.

Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

GLE	5	6	7	8	9/10
2.3.1	<p>Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. W</p> <ul style="list-style-type: none"> Find similarities and differences within and between texts using text-based evidence (e.g., facts and opinion in newspaper vs. poetry; authors' points of view in different works). Identify and interpret cause and effect relationships within a text using evidence from the text (e.g., how the transcontinental railroad influenced the development of the West). Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, setting, information). Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action). 	<p>Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. W</p> <ul style="list-style-type: none"> Find similarities and differences within and between texts using text-based evidence (e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial). Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, setting, information). Interpret cause and effect relationships within a literary/narrative text or informational/expository text using evidence from the text (e.g., how the time period [setting] of a novel determines a character's behavior, how a situation affected a character, what events either caused or resulted from a problem, or how one situation determines another such as the flow of the Nile dictating early life in Egypt). Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action). 	<p>Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. W</p> <ul style="list-style-type: none"> Find similarities and differences within and between texts using text-based evidence (e.g., the author's feelings and the poet's feelings; descriptions recorded in a science article vs. poetry; perspectives seen in newspaper articles vs. short story). Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, information/facts). Identify and interpret cause and effect relationships within a literary/narrative text or informational/expository text using evidence from the text (e.g., an article and a poem about wolves or a description of the Underground Railroad from a newspaper article, a short story, or a biographical sketch of a leader in the Underground Railroad). Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action). 	<p>Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. W</p> <ul style="list-style-type: none"> Compare and contrast information from multiple sources to gain a broader understanding of a topic (e.g., compare and contrast a variety of ecosystems using text-based evidence). Compare and contrast how characters react to the same event using text-based evidence. Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., characters, events, information/facts). Explain how certain actions cause certain effects (e.g., how the women's suffrage movement changed the face of politics today or how Indian boarding schools contributed to the loss of Native American languages and culture; how the internment of Japanese Americans during World War II affected traditional Japanese family structure). 	<p>Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. W</p> <ul style="list-style-type: none"> Compare conclusions drawn from multiple sources to determine similarities and differences. Integrate information from multiple sources to draw conclusions that go beyond those found in individual sources. Select, from multiple choices, a sentence that describes how a character's feelings compare to those of the author/poet about the same subject. Use literary themes within and across texts to interpret current issues, events, and/or how they relate to self. Explain how an action leads to long-lasting effects (e.g., environmental, economic, and/or political impact of off-shore drilling or strip mining; socioeconomic and psychological makeup of African-American individuals, families, and communities as a result of slavery).
2.3.2	<p>Analyze sources for information appropriate to a specific topic or for a specific purpose.</p> <ul style="list-style-type: none"> Select appropriate resources such as an atlas, newspaper, magazine, memos, directories, and/or schedules, to locate information on a specific topic or for a specific purpose. Sort information gathered from various sources by topic and judge the utility of the information for a specific purpose. 	<p>Analyze sources for information appropriate to a specific topic or for a specific purpose.</p> <ul style="list-style-type: none"> Select appropriate resources such as an atlas, newspaper, magazine, memo, directory, or schedule to locate information on a specific topic or for a specific purpose. Sort information gathered from various sources by topic and decide on the utility of the information for a specific purpose. 	<p>Analyze and synthesize information for a specific topic or purpose.</p> <ul style="list-style-type: none"> Integrate information from multiple sources for a variety of purposes (e.g., create a report, debate an issue, solve a problem). 	<p>Analyze and evaluate informational materials for relevance in meeting a specific purpose.</p> <ul style="list-style-type: none"> Examine information from a variety of sources, select appropriate information based on purpose, and defend selection citing evidence from text. 	<p>Evaluate informational materials, including electronic sources, for effectiveness.</p> <ul style="list-style-type: none"> Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (e.g., editorials), and support the decision.

EALR 2: The student understands the meaning of what is read.

Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

GLE	K	1	2	3	4
2.3.3			Understand literary/narrative devices. <ul style="list-style-type: none">Recognize similes, alliteration, and onomatopoeia in literary/narrative passages.	Understand literary/narrative devices. W <ul style="list-style-type: none">Explain similes, metaphors, alliterative sentences, and onomatopoeia and identify each in literary/narrative passages.	Understand literary/narrative devices. W <ul style="list-style-type: none">Explain the meaning of simile, personification, metaphor, idiom, and humor in literary/narrative passages.
2.3.4					

Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

GLE	5	6	7	8	9/10
2.3.3	<p>Understand the function (which makes the story more interesting) of literary devices. W</p> <ul style="list-style-type: none"> Recognize previously learned literary devices and explain how they make the story more interesting. Identify literary/narrative devices such as imagery, exaggeration, and dialogue and explain how they make the story more interesting. 	<p>Understand the functions (to make the story more interesting and convey a message) of literary devices. W</p> <ul style="list-style-type: none"> Recognize previously taught literary devices (simile, personification, humor, metaphor, idiom, imagery, exaggeration, and dialogue) and explain how they make the story more interesting and/or convey a message. Identify literary devices such as irony and sarcasm and explain how they make the story more interesting and/or convey a message. Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device. 	<p>Understand the functions (to make the story more interesting and convey a message) of literary devices. W</p> <ul style="list-style-type: none"> Recognize previously taught literary devices (simile, metaphor, idiom, imagery, exaggeration, irony, sarcasm, humor, and dialogue) and explain how they make the story more interesting and/or convey a message. Identify literary devices such as analogy and explain how they make the story more interesting and/or convey a message. Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device. 	<p>Evaluate the author’s use of literary devices to enhance comprehension. W</p> <ul style="list-style-type: none"> Judge the effectiveness of the author’s use of literary devices and explain their use to convey meaning. Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device. 	<p>Evaluate the author’s use of literary devices to enhance comprehension. W</p> <ul style="list-style-type: none"> Judge the effectiveness of the author’s use of literary devices and explain how they are used to convey meaning. Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device.
2.3.4				<p>Synthesize information from a variety of sources.</p> <ul style="list-style-type: none"> Integrate information from different sources (e.g., newspaper article, biographical sketch, poem, oral records) to draw conclusions about character traits and/or author’s assumptions. 	<p>Synthesize information from a variety of sources.</p> <ul style="list-style-type: none"> Integrate information from different sources to research and complete a project. Integrate information from different sources to form conclusions about author’s assumptions, biases, credibility, cultural and social perspectives, or world views.

EALR 2: The student understands the meaning of what is read.

Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

GLE	K	1	2	3	4
2.4.1	<p>Understand how to give personal responses and make connections to text.</p> <ul style="list-style-type: none"> Generate a personal response or make connections to text based on a teacher prompt using information from a culturally relevant read aloud and/or shared reading. 	<p>Understand how to give personal or text-based responses and make connections to text.</p> <ul style="list-style-type: none"> Generate a personal or text-based response and/or make connections to text based on teacher prompt using information from a culturally relevant reading or read aloud. 	<p>Understand how to draw simple conclusions and give a response to text.</p> <ul style="list-style-type: none"> Give a personal or text-based response to a passage using a teacher-generated prompt. Draw a simple conclusion from grade-level text with teacher guidance. 	<p>Understand how to draw conclusions and give a response to literary/narrative text and informational/expository text. W</p> <ul style="list-style-type: none"> Generate a personal or text-based response to text using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation). Draw a conclusion from grade-level text (e.g., how the story or information might be useful, to whom the story or information might be useful) and support with evidence from the text. 	<p>Apply the skills of drawing conclusions, providing a response, and expressing insights to literary/narrative text and informational/expository text. W</p> <ul style="list-style-type: none"> Give a personal response that demonstrates insight about text, using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation). Draw conclusions from text, citing text-based information to support the conclusion (e.g., how the story or information might be useful; to whom a story or information might be useful).
2.4.2	<p>Understand purposes of simple text.</p> <ul style="list-style-type: none"> Identify the purpose of everyday printed materials (e.g., signs, labels, newspapers, story books, lists, etc.). 	<p>Understand purposes of text.</p> <ul style="list-style-type: none"> Identify the purpose of printed materials (e.g., everyday materials, including lists, signs, cereal boxes; fairy tales; fables; and informational/expository trade books). 	<p>Understand that there are purposes for writing.</p> <ul style="list-style-type: none"> Identify common types of informational/expository and literary/narrative text and explain why they are read. 	<p>Understand the author’s purpose for and style of writing in both informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> Decide on the author’s purpose for writing a selection and support the decision with evidence/details from the text. Identify simple elements of style (word choice, sentence structure and length, literary devices) (with teacher guidance). 	<p>Analyze the author’s purpose for and style of writing in both literary/narrative text and informational/expository text. W</p> <ul style="list-style-type: none"> Determine the author’s purpose and support decision with evidence/details from text. Identify and explain how the author’s use of word choice, sentence structure and length, and/or literary/narrative devices affects the reader, using a variety of texts.

Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

GLE	5	6	7	8	9/10
2.4.1	<p>Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> ■ Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	<p>Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> ■ Draw a conclusion from grade-level text (e.g., what is the most important idea the author is trying to make in the story/poem/selection, how the selection might be useful to someone who wanted to do something related) and provide details to support the answer. ■ Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	<p>Analyze literary/narrative text and information/expository text to draw conclusions and develop insights. W</p> <ul style="list-style-type: none"> ■ Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection). ■ Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	<p>Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights. W</p> <ul style="list-style-type: none"> ■ Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection). ■ Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	<p>Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights. W</p> <ul style="list-style-type: none"> ■ Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection). ■ Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.
2.4.2	<p>Analyze how an author’s style of writing, including language choice, achieves the author’s purpose and influences an audience. W</p> <ul style="list-style-type: none"> ■ Identify and explain the author’s purpose (e.g., entertain, inform, explain, persuade). ■ Identify and explain how author’s use of word choice, sentence structure and length, and/or literary devices influences an audience. 	<p>Analyze how an author’s style of writing, including language choice, achieves the author’s purpose and influences an audience. W</p> <ul style="list-style-type: none"> ■ Identify and explain the author’s purpose. ■ Explain how author’s use of word choice, sentence structure and length, and/or literary devices contributes to imagery, suggests a mood, or otherwise influences an audience. 	<p>Analyze how an author’s style of writing, including language choice, achieves the author’s purpose and influences an audience. W</p> <ul style="list-style-type: none"> ■ Identify and explain the author’s purpose. ■ Explain how the author’s style of writing impacts the reader’s enjoyment and/or comprehension of the text. ■ Examine ways in which author’s style contributes to imagery, suggests a mood, or otherwise influences an audience. 	<p>Analyze author’s purpose and evaluate how an author’s style of writing influences different audiences. W</p> <ul style="list-style-type: none"> ■ Identify and discuss different authors’ use of sentence structure, literary devices, and word choice to impact tone, message, and/or reader’s reaction. ■ Explain and provide examples of how an author uses a wide variety of language structures to create an intended effect (e.g., words or phrases from another language, dialect, simile, and metaphor). ■ Examine the author’s use of language registry (e.g., frozen, formal, consultative, casual, intimate) and how this influences meaning and different audiences. ■ Select, from multiple choices, a sentence that explains why an author includes a specific technique. 	<p>Analyze author’s purpose and evaluate how an author’s style of writing influences different audiences. W</p> <ul style="list-style-type: none"> ■ Compare and contrast selected authors’ styles of writing to achieve a similar purpose. ■ Draw conclusions about style, tone, mood, meaning of prose, poetry, and/or drama based on the author’s word choice and use of figurative language. ■ Explain why an author uses particular language to create an intended effect (e.g., foreign words, dialect, connotative words, irony, rhetorical devices, simile, and metaphor), citing text-based evidence. ■ Select, from multiple choices, a sentence that explains why an author includes a specific technique. ■ Examine the author’s use of language registry (e.g., frozen, formal, consultative, casual, intimate) and how this influences meaning and different audiences. ■ Judge the effectiveness of the author’s use of language to create an intended effect.

EA LR 2: The student understands the meaning of what is read.

Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

GLE	K	1	2	3	4
2.4.3			<p>Understand there are facts and opinions.</p> <ul style="list-style-type: none"> ■ Explain the difference between a fact and an opinion with teacher guidance. 	<p>Understand the difference between fact and opinion. W</p> <ul style="list-style-type: none"> ■ Identify facts and opinions and explain the difference between them. ■ Select, from multiple choices, a statement that is a fact or an opinion. 	<p>Understand the difference between fact and opinion. W</p> <ul style="list-style-type: none"> ■ Identify facts and opinions; provide evidence from the text to support your answer. ■ Select, from multiple choices, a statement that is a fact or an opinion.
2.4.4				<p>Evaluate author’s effectiveness for a chosen audience. W</p> <ul style="list-style-type: none"> ■ Read an article and explain whether the author convinced the reader to think or act differently. 	<p>Evaluate author’s effectiveness for a chosen audience. W</p> <ul style="list-style-type: none"> ■ Read an article and decide if a chosen audience (e.g., teachers, parents, classmates) would agree or disagree with what the author says.
2.4.5				<p>Understand how to generalize from text. W</p> <ul style="list-style-type: none"> ■ Generalize about common characteristics of literary/narrative sub-genres. ■ Generalize by comparing characters in similar stories from different cultures (e.g., Cinderella/The Rough-Faced Girl or Little Red Riding Hood/Lon Po Po). 	<p>Understand how to generalize from text. W</p> <ul style="list-style-type: none"> ■ Generalize about a topic after reading more than one text (e.g., make generalizations about life on the prairie after reading several informational/expository and literary/narrative accounts of the migration west). ■ Generalize about characters and characteristics in similar stories from different cultures (e.g., the “trickster” type tales such as Coyote in Native American literature; animals in African folk tales like Ananzi (the spider); and Br’er Rabbit stories of the Deep South).

Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

GLE	5	6	7	8	9/10
2.4.3	<p>Analyze text for fact and opinion. W</p> <ul style="list-style-type: none"> ■ Distinguish between fact and opinion and provide supporting evidence from the text. ■ Select, from multiple choices, a statement that is a fact or an opinion. 	<p>Understand how to verify content validity. W</p> <ul style="list-style-type: none"> ■ Identify and explain when an author uses opinion to make a point. ■ Verify facts by checking sources for date of publication, bias, and accuracy. 	<p>Evaluate the author’s reasoning and the validity of the author’s position. W</p> <ul style="list-style-type: none"> ■ Judge the validity of the evidence the author uses to support his/her position (e.g., is the evidence dated, biased, inaccurate) and justify the conclusion. ■ Decide if the author’s ideas are solid and support your position. 	<p>Analyze and evaluate text for validity and accuracy. W</p> <ul style="list-style-type: none"> ■ Examine and critique the logic (reasoning, assumptions, and beliefs) and use evidence (existing and missing information; primary and secondary sources) in an author’s argument or defense of a claim. 	<p>Analyze and evaluate text for validity and accuracy. W</p> <ul style="list-style-type: none"> ■ Compare and contrast the logic (assumptions and beliefs) and use of evidence (existing and missing information; primary sources and secondary sources) used by two authors presenting similar or opposing arguments (e.g., articles by two political columnists that address the same issue). ■ Judge the accuracy of the information in a text, citing text-based evidence, author’s use of expert authority, author’s credibility to defend the evaluation.
2.4.4	<p>Understand author’s tone and use of persuasive devices. W</p> <ul style="list-style-type: none"> ■ Identify the author’s target audience(s) and cite examples of details and/or arguments that appeal to that audience. ■ Interpret the author’s tone and support the answer with text-based evidence. ■ Cite and explain examples of author’s use of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonials/endorsements). 	<p>Analyze the effectiveness of the author’s tone and use of persuasive devices for a target audience. W</p> <ul style="list-style-type: none"> ■ Determine the author’s target audience(s) and cite examples of details, facts, and/or arguments that appeal to that audience. ■ Interpret the author’s tone and support the answer with text-based evidence. ■ Describe the intended effects of persuasive devices and propaganda techniques. 	<p>Analyze and evaluate the effectiveness of the author’s tone and use of persuasive devices. W</p> <ul style="list-style-type: none"> ■ Judge the effectiveness of the author’s details and arguments for a particular audience and cite examples to justify the decision. ■ Identify the author’s tone and support the answer with text-based evidence. ■ Describe the intended effects of persuasive devices and propaganda techniques. 	<p>Analyze and evaluate the effectiveness of the author’s use of persuasive devices to influence an audience. W</p> <ul style="list-style-type: none"> ■ Examine and explain the intended effects of persuasive vocabulary (e.g., loaded words, exaggeration, emotional words, euphemisms) that the author uses to influence reader’s opinions or actions. ■ Examine and explain the intended effects of propaganda techniques the author uses to influence readers’ perspectives. ■ Judge the author’s effectiveness in the use of persuasive devices to influence an audience. 	<p>Analyze and evaluate the effectiveness of the author’s use of persuasive devices to influence an audience. W</p> <ul style="list-style-type: none"> ■ Identify the intended effects of persuasive vocabulary (e.g., loaded words, exaggeration, emotional words, euphemisms) that the author uses to influence readers’ opinions or actions. ■ Select, from multiple choices, a sentence that explains why an author uses a specific persuasive device. ■ Identify the intended effects of persuasive strategies the author uses to influence readers’ perspectives (e.g., peer pressure, bandwagon, repetition, testimonial, transfer).
2.4.5	<p>Understand how to extend information beyond the text to another text or to a broader idea or concept by generalizing. W</p> <ul style="list-style-type: none"> ■ Generalize after reading multiple texts (e.g., how characters show bravery or misuse power). ■ Explain how information in a text could be used to solve a problem and cite text-based examples (e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store). 	<p>Understand how to generalize/extend information beyond the text to another text or to a broader idea or concept. W</p> <ul style="list-style-type: none"> ■ Generalize about common themes, conflicts, and situations after reading multiple texts. ■ Explain how information in a text could be used to understand a similar situation or concept in another text and cite text-based examples (e.g., historical fiction about Egypt helps understand the role of the pharaohs). 	<p>Analyze ideas and concepts to generalize/extend information beyond the text. W</p> <ul style="list-style-type: none"> ■ Generalize about processes, concepts, and common themes after reading multiple texts. ■ Explain how information in a text could be applied to understand a similar situation or concept in another text and cite text-based examples (e.g., use the concept of symmetry learned in mathematics to understand the concept of symmetry in art). 	<p>Analyze text to generalize, express insight, or respond by connecting to other texts or situations. W</p> <ul style="list-style-type: none"> ■ Generalize about universal themes, human nature, cultural and historical perspectives, etc., from reading multiple texts. ■ Select, from multiple choices, a sentence that describes the most important idea, concept, or conclusion that can be drawn from the selection. ■ Provide a response to text that expresses an insight (e.g., author’s perspective, the nature of conflict) or use text-based information to solve a problem not identified in the text (e.g., use information in an article about fitness to design an exercise routine). 	<p>Analyze text to generalize, express insight, or respond by connecting to other texts or situations. W</p> <ul style="list-style-type: none"> ■ Generalize about universal themes, human nature, cultural or historical perspectives, etc., from reading multiple texts. ■ Select, from multiple choices, a sentence that represents a generalization that can be made from the story/poem/selection. ■ Provide a response to text that expresses an insight (e.g., author’s perspective, the nature of conflict) or use text-based information to solve a problem not identified in the text (e.g., use information from a variety of sources to write an editorial or make a presentation about world health issues).

EALR 2: The student understands the meaning of what is read.

Component 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

GLE	K	1	2	3	4
2.4.6					
2.4.7					

Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

GLE	5	6	7	8	9/10
2.4.6	<p>Understand ideas and concepts in multiple texts. W</p> <ul style="list-style-type: none"> ■ Explain an idea and/or concept, which occurs in multiple texts (e.g., bravery, misused power). 	<p>Analyze ideas and concepts in multiple texts. W</p> <ul style="list-style-type: none"> ■ Find the similarities and differences in how an idea or concept is expressed in multiple texts. ■ Compare the feeling of the authors and/or characters as expressed in multiple texts. ■ Select, from multiple choices, a sentence that tells how two pieces of information are alike or different. 	<p>Analyze ideas and concepts in multiple texts. W</p> <ul style="list-style-type: none"> ■ Differentiate between the similarities and differences in how an idea or concept is expressed in multiple texts. ■ Compare the feelings of the authors and/or characters as expressed in multiple texts. ■ Select, from multiple choices, a sentence that tells how two pieces of information are alike or different. 	<p>Analyze treatment of concepts within, among, and beyond multiple texts. W</p> <ul style="list-style-type: none"> ■ Compare and contrast treatments of similar concepts and themes within multiple texts (e.g., how the idea of coming of age is presented in multiple texts representing a variety of cultures). ■ Select, from multiple choices, a sentence that tells how two pieces of information are alike or different. 	<p>Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts. W</p> <ul style="list-style-type: none"> ■ Differentiate how a concept is presented and/or developed in and beyond texts (e.g., the role fear plays in war, prejudice, relationships, personal safety). ■ Compare the development of an idea or concept in multiple texts; decide which is best presented and developed and support the decision with text-based evidence. ■ Select, from multiple choices, a sentence that describes the most important idea, concept, or conclusion that can be drawn from the selection.
2.4.7	<p>Understand author’s perspective.</p> <ul style="list-style-type: none"> ■ Recognize author’s perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting literary/narrative text details or information text facts. 	<p>Analyze the reasoning and ideas underlying an author’s perspective, beliefs, and assumptions.</p> <ul style="list-style-type: none"> ■ Determine author’s perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting informational/expository text and literary/narrative text details or facts. ■ Infer and explain the author’s beliefs and assumptions, citing text-based reasons for choice (e.g., describe an author’s background and beliefs and explain how they influence the author’s perspective). ■ Select, from multiple choices, a sentence that describes the author’s or character’s reasoning or problem with the reasoning. 	<p>Analyze the reasoning and ideas underlying an author’s perspective, beliefs, and assumptions.</p> <ul style="list-style-type: none"> ■ Infer and explain the author’s beliefs and assumptions, citing text-based evidence for choice (e.g., describe an author’s background and beliefs and explain how they influence the author’s perspective). ■ Select, from multiple choices, a sentence that describes the author’s or character’s reasoning or problem with the reasoning. 	<p>Analyze and evaluate the reasoning and ideas underlying an author’s beliefs and assumptions within multiple texts.</p> <ul style="list-style-type: none"> ■ Examine informational/expository text and literary/narrative text to show how they reflect the heritage, traditions, and beliefs of the author. ■ Compare and critique two author’s beliefs and assumptions about a single topic or issue, citing text-based evidence, and decide which author presents the stronger argument. ■ Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence. ■ Select, from multiple choices, a sentence that identifies the author’s opinions, assumptions, and beliefs. ■ Select, from multiple choices, a sentence that describes the faulty reasoning of the author or character. 	<p>Analyze and evaluate the reasoning and ideas underlying an author’s beliefs and assumptions within multiple texts.</p> <ul style="list-style-type: none"> ■ Analyze literary/narrative text and informational/expository text to show how they reflect the heritage, traditions, and beliefs of the author. ■ Compare and contrast readings on the same topics by explaining how the authors reach the same or different conclusions based on differences and similarities in evidence, reasoning, assumptions, purposes, beliefs, and biases. ■ Select, from multiple choices, a sentence that describes the reasoning of a character or an author, both faulty and logical. ■ Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence.

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1: Read to learn new information.

GLE	K	1	2	3	4
3.1.1	<p>Understand that resources contain information needed to answer questions and solve problems.</p> <ul style="list-style-type: none">■ Listen to and talk about information from a variety of types of informational/expository text.■ Participate in whole-group discussions to generate questions and listen to informational/expository text for answers to those questions.	<p>Understand that resources answer questions and solve problems.</p> <ul style="list-style-type: none">■ Listen to and/or read a variety of types of informational/expository text to learn new information, answer questions, or solve problems with teacher guidance.	<p>Understand how to select and use appropriate resources.</p> <ul style="list-style-type: none">■ Identify print and non-print resource materials available to complete a task with teacher assistance, such as informational text and/or illustrations and graphics.■ Identify one resource and use it to answer a question with teacher assistance.	<p>Understand how to select and use appropriate resources.</p> <ul style="list-style-type: none">■ Identify two resources and use them to answer a question or solve a problem.	<p>Understand how to select and use appropriate resources.</p> <ul style="list-style-type: none">■ Collect and use information from a variety of resources to solve a problem or answer a question.

EALR 3: The student reads different materials for a variety of purposes.
Component 3.1: Read to learn new information.

GLE	5	6	7	8	9/10
3.1.1	<p>Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.</p> <ul style="list-style-type: none"> ■ Locate, select, and use a variety of library and Internet materials appropriate to a task or best suited to investigate a topic. ■ Follow multi-step written directions (e.g., explain the process for becoming a U.S. citizen, follow a recipe, build a model, complete a project). 	<p>Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.</p> <ul style="list-style-type: none"> ■ Locate, select, and use a variety of library, web-based, and Internet materials appropriate to the task or best suited to investigate the topic. ■ Use information from various sources to investigate a topic (e.g., read newspaper want ads, websites, catalogs, yellow pages to decide which products or services to buy). ■ Follow multi-step written directions (e.g., read a manual, complete a project or assignment). 	<p>Evaluate appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.</p> <ul style="list-style-type: none"> ■ Select the best sources from library, web-based, and Internet materials for a specific task or to investigate a topic and defend the selection. ■ Use information from various sources to investigate a topic (e.g., read newspaper want ads, websites, consumer reports, yellow pages to decide which products or services to buy). ■ Follow multi-step directions (e.g., open a locker, fill out school forms, read a technical manual, design a webpage). 	<p>Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <ul style="list-style-type: none"> ■ Examine resource materials to determine appropriate primary sources and secondary sources to use for investigating a question, topic, or issue (e.g., encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor). 	<p>Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <ul style="list-style-type: none"> ■ Examine materials to determine appropriate primary sources and secondary sources to use for investigating a question, topic, or issue (e.g., encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, oral records, research summaries, scientific and trade journals).

EALR 3: The student reads different materials for a variety of purposes.

Component 3.2: Read to perform a task.

GLE	K	1	2	3	4
3.2.1	<p>Understand that signs and labels convey information.</p> <ul style="list-style-type: none"> ■ Explain the meaning of labels and environmental print. 	<p>Understand how to read for information.</p> <ul style="list-style-type: none"> ■ Read and explain labels and environmental print. ■ Read and follow simple directions. ■ Use cover and title page information, page numbers, and simple maps to perform a task. 	<p>Understand information gained from reading to perform a specific task.</p> <ul style="list-style-type: none"> ■ Use signs, labels, and instructions to answer questions or complete a task using grade-level text. ■ Identify and use important words in a text to perform a task (e.g., math problem solving, follow multi-step directions). 	<p>Understand information gained from reading to perform a specific task.</p> <ul style="list-style-type: none"> ■ Use signs, labels, and instructions to answer questions or complete a task, using grade-level text. ■ Interpret information from common environmental print to solve a problem or perform a task (e.g., set up and run a science experiment using steps outlined in text). 	<p>Understand information gained from reading to perform a specific task.</p> <ul style="list-style-type: none"> ■ Interpret information from common environmental print to solve a problem or perform a task (e.g., use a catalog to choose items within a budget).
3.2.2			<p>Understand a variety of functional documents.</p> <ul style="list-style-type: none"> ■ Read and explain the information in functional documents that are used in a home setting to communicate information (e.g., shopping lists, TV schedules, advertisements, telephone messages). 	<p>Understand a variety of functional documents.</p> <ul style="list-style-type: none"> ■ Explain the information in functional documents that are used in a school setting to communicate information (e.g., notes home to family members, rules, newsletters, schedules). 	<p>Understand a variety of functional documents.</p> <ul style="list-style-type: none"> ■ Explain the information in functional documents related to hobbies or interests (e.g., skate boarding magazines, books about animals, e-mail, and letters from friends).

EALR 3: The student reads different materials for a variety of purposes.
Component 3.2: Read to perform a task.

GLE	5	6	7	8	9/10
3.2.1					
3.2.2	<p>Apply understanding of a variety of functional documents.</p> <ul style="list-style-type: none"> ■ Locate and use functional documents (e.g., informational/expository posters, advertisements, brochures). 	<p>Apply understanding of a variety of functional documents.</p> <ul style="list-style-type: none"> ■ Locate and use functional documents (e.g., newspapers, magazines, schedules, promotional materials). 	<p>Apply understanding of a variety of functional documents.</p> <ul style="list-style-type: none"> ■ Locate and use functional documents to perform a task (e.g., catalogs, magazines, schedules). 	<p>Apply understanding of complex information, including functional documents, to perform a task.</p> <ul style="list-style-type: none"> ■ Use functional documents to perform a task (e.g., read applications, legal documents, and use that information to perform everyday life functions). 	<p>Apply understanding of complex information, including functional documents, to perform a task.</p> <ul style="list-style-type: none"> ■ Read instructions, credit card or job applications, legal documents such as contracts, policies, and timetables, to perform everyday life functions (e.g., find employment, research colleges or trade schools, purchase goods and services, take vacations, locate people and places).

EALR 3: The student reads different materials for a variety of purposes.

Component 3.3: Read for career applications.

GLE	K	1	2	3	4
3.3.1					

Research indicates a strong link between understanding the way expository text is organized and text comprehension. Student success in school is closely related to the ability to comprehend expository text.

EALR 3: The student reads different materials for a variety of purposes.
Component 3.3: Read for career applications.

GLE	5	6	7	8	9/10
3.3.1				<p>Understand and apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p> <ul style="list-style-type: none"> ■ Select, use, monitor, and adjust appropriate strategies for different reading purposes (e.g., skim/scan for big ideas, close reading for details, inferring information from graphs and charts). ■ Use professional-level materials, including electronic information, that match career or academic interests to make decisions. ■ Select and use appropriate skills for reading a variety of documents (e.g., maps, graphs, blueprints, computer manuals). 	<p>Apply appropriate reading strategies for interpreting technical and nontechnical documents used in job-related settings.</p> <ul style="list-style-type: none"> ■ Select, use, monitor, and adjust appropriate strategies for different reading purposes (e.g., skim/scan for big ideas, close reading for details, inferring information from graphs and charts). ■ Read professional-level materials, including electronic information, that match career or academic interests and demonstrate understanding of the content. ■ Select and use appropriate skills for reading a variety of documents (e.g., tables, blueprints, electronic technology manuals, bills of lading, medical charts, mechanical manuals).

EALR 3: The student reads different materials for a variety of purposes.

Component 3.4: Read for literary/narrative experience in a variety of genres.

GLE	K	1	2	3	4
3.4.1	<p>Understand different perspectives of family, friendship, culture, and traditions found in literature.</p> <ul style="list-style-type: none"> Listen to, discuss a variety of literature representing different perspectives of family, friendship, culture and tradition, and generate a personal response. 	<p>Understand different perspectives of family, friendship, culture, and traditions found in literature.</p> <ul style="list-style-type: none"> Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response. 	<p>Understand different perspectives of family, friendship, culture, and traditions found in literature.</p> <ul style="list-style-type: none"> Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response. 	<p>Understand different perspectives of family, friendship, culture, and traditions found in literature.</p> <ul style="list-style-type: none"> Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response. 	
3.4.2	<p>Understand traditional and contemporary literature written in a variety of genres.</p> <ul style="list-style-type: none"> Listen to and provide a personal response to literature, including culturally relevant texts from a variety of genres, by drawing, performing, and explaining. 	<p>Understand traditional and contemporary literature written in a variety of genres.</p> <ul style="list-style-type: none"> Identify the characteristics of a variety of genres. Listen, read, and respond to literature from a variety of genres, including culturally relevant texts, by drawing, writing about, performing, and presenting. 	<p>Understand traditional and contemporary literature written in a variety of genres.</p> <ul style="list-style-type: none"> Identify and explain the characteristics of a variety of genres. Read and respond to literature from multiple genres using teacher prompts appropriate to the text and content. 	<p>Understand contemporary and traditional literature written in a variety of genres.</p> <ul style="list-style-type: none"> Explain the characteristics of a variety of genres. Respond to literature from multiple genres using teacher prompts appropriate to the text and content. 	<p>Understand contemporary and traditional literature written in a variety of genres.</p> <ul style="list-style-type: none"> Explain the characteristics of a variety of genres. Respond to literature from a variety of genres using teacher or self-generated prompts appropriate to the text and content.
3.4.3	<p>Understand that literature represents different cultures and traditions.</p> <ul style="list-style-type: none"> Identify and discuss the culture and/or traditions represented in a story with teacher guidance. 	<p>Understand that literature represents different cultures and traditions.</p> <ul style="list-style-type: none"> Identify and discuss the culture and/or traditions represented in a story with teacher guidance. 	<p>Understand a variety of literature representing different cultures and traditions.</p> <ul style="list-style-type: none"> Identify and discuss the culture and/or traditions represented in a story with teacher guidance. 	<p>Understand a variety of literature representing different cultures and traditions.</p> <ul style="list-style-type: none"> Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader. 	<p>Analyze a variety of literature representing different cultures and traditions.</p> <ul style="list-style-type: none"> Compare and contrast cultures and traditions from a variety of literature. Generalize about traditions after reading literature from various cultures (e.g., customs, ceremonies, celebrations).
3.4.4					

Component 3.4: Read for literary/narrative experience in a variety of genres.

GLE	5	6	7	8	9/10
3.4.1					
3.4.2	<p>Understand and analyze a variety of literary genres.</p> <ul style="list-style-type: none"> Examine and explain the characteristics of genres. Respond to literature written in a variety of genres based on given criteria (e.g., compare and contrast literary/narrative elements in texts written in different genres). 	<p>Understand and analyze a variety of literary genres.</p> <ul style="list-style-type: none"> Examine and explain various sub-genres of literary fiction based upon their characteristics. Respond to literature written in a variety of genres based on given criteria (e.g., compare and contrast story elements in texts written in different genres). 	<p>Analyze a variety of literary genres.</p> <ul style="list-style-type: none"> Respond to literature written in a variety of genres. Explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader. 	<p>Analyze traditional and contemporary literature written in a variety of genres.</p> <ul style="list-style-type: none"> Respond to literature written in a variety of genres (e.g., explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader). Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms (e.g., epic, sonnet, ballad, haiku, free verse). 	<p>Evaluate traditional and contemporary literature written in a variety of genres.</p> <ul style="list-style-type: none"> Critique author's choice of literary genres to convey a message. Explain how meaning is enhanced through various features of poetry, including sound (rhythm, repetition, alliteration), structure (meter, rhyme scheme), and graphic elements (line length, punctuation, word placement).
3.4.3	<p>Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.</p> <ul style="list-style-type: none"> Identify similarities and differences within and among multiple cultures or historical periods citing text-based evidence (e.g., laws in different cultures or historical periods). Identify and discuss recurring themes in literature (e.g., friendship, conflict). 	<p>Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.</p> <ul style="list-style-type: none"> Explain similarities and differences within and among multiple cultures or historical periods citing text-based evidence (e.g., marriage customs or family vs. community responsibilities). Identify and discuss recurring themes in literature (e.g., identity, struggle). 	<p>Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.</p> <ul style="list-style-type: none"> Identify multiple perspectives from a variety of cultures or historical periods as expressed in literary genres (e.g., changes in medical practices from 1800 to the present). Identify recurring themes in literature that reflect world wide social and/or economic change (e.g., social change such as characters that change their attitudes after learning about different cultures). 	<p>Analyze recurring themes in literature.</p> <ul style="list-style-type: none"> Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar conflicts. Identify and analyze recurring themes in literature across literary genres (e.g., themes of good vs. evil or heroism as expressed in plays, poetry, short stories). 	<p>Analyze recurring themes in literature.</p> <ul style="list-style-type: none"> Compare motivations and reactions of literary characters from different historical/cultural backgrounds when confronting similar conflicts. Characterize the presentation of a similar theme or topic across <i>genres</i> and explain how the selection of genre shapes the theme or topic.
3.4.4				<p>Analyze how great literary works from a variety of cultures contribute to the understanding of self, others, and the world.</p> <ul style="list-style-type: none"> Compare and contrast traditional, classic, and/or contemporary works of literature that deal with similar topics and problems (e.g., uses of power, family and community structures; meaning of loyalty, freedom, and responsibility). Relate literary works to the traditions, themes, and issues of the era they represent (e.g., the generation gap, women and children in the workforce). 	<p>Analyze and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.</p> <ul style="list-style-type: none"> Examine the ways in which works of literature are related to the issues and themes of their historical periods (e.g., the Gold Rush, civil rights movement, post-World War II Europe). Critique the contribution to society made by traditional, classic, and/or contemporary works of literature that deal with similar topics and problems (e.g., individual needs vs. needs of society, community maintenance, civil disobedience, humanity's relationship with nature).

EALR 4: The student sets goals and evaluates progress to improve reading.
Component 4.1: Assess reading strengths and need for improvement.

GLE	K	1	2	3	4
4.1.1		<p>Understand how to monitor reading progress.</p> <ul style="list-style-type: none"> ■ Explain own reading behaviors in teacher-led discussions/questioning. 	<p>Understand how to monitor own reading progress.</p> <ul style="list-style-type: none"> ■ Explain what good readers do and identify own good reader behaviors. ■ Graph progress (e.g., keep a fluency chart of rate and accuracy). 	<p>Apply strategies to monitor reading progress.</p> <ul style="list-style-type: none"> ■ Identify reading strengths and weaknesses with teacher assistance and select targets on which to work. ■ Track progress in reading achievement with graphs, charts, and checklists. 	<p>Apply strategies to monitor reading progress.</p> <ul style="list-style-type: none"> ■ Identify reading strengths and weaknesses and select targets on which to work. ■ Track progress in reading achievement with graphs, charts, and checklists.
4.1.2		<p>Understand how to set reading goals.</p> <ul style="list-style-type: none"> ■ Explain why setting a reading goal is important and set a reading goal with teacher guidance. 	<p>Understand how to set grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> ■ Set a reading goal and create a plan to meet that goal with teacher assistance. 	<p>Understand how to set grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> ■ Set two reading goals and create a plan to meet those goals with teacher assistance. 	<p>Apply strategies for setting grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> ■ Set reading goals, create a plan to meet those goals, and monitor progress toward implementing the plan with teacher assistance.

EALR 4: The student sets goals and evaluates progress to improve reading.
Component 4.1: Assess reading strengths and need for improvement.

GLE	5	6	7	8	9/10
4.1.1	<p><i>“Teaching reading really IS rocket science. It is an enormously complex task.”</i></p> <p>▫ Donald Langenberg, Ph.D. <i>Chair, National Reading Panel, University of Maryland</i></p>				
4.1.2	<p>Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> ■ Set reading goals and create a plan to meet those goals. ■ Monitor progress toward implementing the plan, making adjustments and corrections as needed. 	<p>Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> ■ Set reading goals and create a plan to meet those goals. ■ Monitor progress toward implementing the plan, making adjustments and corrections as needed. 	<p>Evaluate reading progress and apply strategies for setting grade-level-appropriate reading goals.</p> <ul style="list-style-type: none"> ■ Set reading goals and create a plan to meet those goals. ■ Monitor progress toward implementing the plan, making adjustments and corrections as needed. 	<p>Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.</p> <ul style="list-style-type: none"> ■ Set goals for reading and develop a reading improvement plan. ■ Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics, or strategy charts. 	<p>Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.</p> <ul style="list-style-type: none"> ■ Set goals for reading and develop a reading improvement plan. ■ Track reading progress through the use of such tools as portfolios, reflection journals, self-scoring rubrics.

EALR 4: The student sets goals and evaluates progress to improve reading.
Component 4.2: Develop interests and share reading experiences.

GLE	K	1	2	3	4
4.2.1	<p>Understand how readers choose books.</p> <ul style="list-style-type: none"> Choose books and share with others with teacher guidance. 	<p>Understand how readers choose books.</p> <ul style="list-style-type: none"> Identify favorite books and share reasons for the choice with others. Self-select books at an independent level and an instructional level. 	<p>Understand that readers have favorite books.</p> <ul style="list-style-type: none"> Select favorite subjects, authors, and/or books to share with others. Self-select books at an instructional level and an independent level. 	<p>Evaluate authors and books to select favorites.</p> <ul style="list-style-type: none"> Develop a list of favorite authors and books, including the reason each was selected for the list, and share with others. Self-select books to read at an instructional level and an independent level. 	<p>Evaluate authors, books, and genres to select favorites.</p> <ul style="list-style-type: none"> Discuss and share favorite authors, books, and genres with others. Explain reason for choices.

EALR 4: The student sets goals and evaluates progress to improve reading.
Component 4.2: Develop interests and share reading experiences.

GLE	5	6	7	8	9/10
4.2.1	<p>Evaluate books and authors to share common literary experiences.</p> <ul style="list-style-type: none"> ■ Recommend books to others and explain the reason for the recommendation. ■ Discuss common reading selections and experiences with others. 	<p>Evaluate books and authors to share common literary experiences.</p> <ul style="list-style-type: none"> ■ Recommend books to others and explain the reason for the recommendation. ■ Discuss common reading selections and experiences with others. 	<p>Evaluate books and authors to share common literary experiences.</p> <ul style="list-style-type: none"> ■ Recommend books to others and explain the reason for the recommendation. ■ Discuss common reading selections and experiences with others. 	<p>Evaluate books and authors to share reading experiences with others.</p> <ul style="list-style-type: none"> ■ Discuss responses to literary experiences and/or ideas gleaned from informational/expository text with others. 	<p>Evaluate books and authors to share reading experiences with others.</p> <ul style="list-style-type: none"> ■ Discuss responses to literary experiences and/or ideas gleaned from informational/expository text with others.

Glossary of Reading Terms

affixes: Groups of syllables (e.g., prefixes, such as anti- or post-, and suffixes, such as -ly or -ment) which, when added to a word or a root, alter the meaning of the word.

alliteration: The repetition of the same sound, usually of a consonant, at the beginning of two or more words of a sentence or line of poetry (e.g., “Andrew Alligator always eats alphabet soup”).

alliterative sentences: Repeating the same initial sound in two or more words of a sentence or line of poetry (e.g., Whitman’s line, “all summer in the sound of the sea”).

analogy: This is a comparison of two pairs that have the same relationship. The key is to discover the relationship between the first pair, so you can choose the correct second pair (i.e., part-to-whole, opposites).

analysis: Separation of a whole into its parts for individual study.

analyze: To compare in order to rank items by importance or to provide reasons. Identify the important parts that make up the whole and determine how the parts are related to one another.

anticipation guide: A flexible strategy used to activate students’ thoughts and opinions about a topic and to link their prior knowledge to new material. For example, a series of teacher generated statements about a topic that students respond to and discuss before reading.

antonyms: Words that mean the opposite (e.g., light is an antonym of dark).

assumptions: Statements or thoughts taken to be true without proof.

author’s craft: Stylistic choices the author makes regarding such components as plot, characterization, structure, scenes, and dialogue to produce a desired effect.

author’s perspective: The author’s subjective view as reflected in his/her written expression.

author’s purpose: The reason an author writes, such as to entertain, inform, or persuade.

author’s style: The author’s manner of helping the reader understand his/her written work.

author’s tone: The author’s attitude as reflected in the manner of the author’s written expression.

automaticity: Ability to recognize a word (or series of words) in text effortlessly and rapidly.

blend: In decoding, it is the reader’s act of sounding out and then combining the sounds in a word to assist in the pronunciation.

common consonant sounds: Speech sounds made by obstructing air flow causing audible friction in varying amounts. Common consonant sounds include: /b/, /k/, /d/, /f/, /g/, /h/, /j/, /l/, /m/, /n/, /p/, /kw/, /r/, /s/, /t/, /v/, /w/, /ks/, /y/, /z/.

common inflectional ending: A common suffix that changes the form or function of a word, but not its basic meaning, such as ‘-ed’ in ‘sprayed’, ‘-ing’ in ‘gathering’.

common sight words: Words that are immediately recognized as a whole and do not require word analysis for identification. These words usually have irregular spellings.

common vowel patterns: A vowel is the open sound. The mouth must be open to produce the sound of a vowel in a syllable. The most common vowel patterns are the sound/spellings that students encounter most frequently in text (e.g., a-e, ee, oi, ow, ou, oo).

comprehension monitoring strategies: Strategies used to monitor one’s reading by being aware of what one does understand and what one does not understand. The reader’s awareness determines which comprehension repair strategies to apply.

comprehension repair strategies: Strategies used by a reader to regain comprehension as a result of comprehension monitoring. These strategies include but are not limited to: re-reading, word recognition strategies, looking back, reading ahead, slowing down, paraphrasing by sections, using context, and taking notes. (Also referred to as “fix-up strategies”)

comprehension strategies: A procedure or set of steps to follow in order to enhance text understanding (e.g., making inferences, predicting outcomes).

concepts of print: Insights about the ways in which print works. Basic concepts about print include: identification of a book's front and back covers and title page; directionality (knowledge that readers and writers move from left to right, top to bottom, front to back); spacing (distance used to separate words); recognition of letters and words; connection between spoken and written language; understanding of the function of capitalization and punctuation; sequencing and locating skills.

content area vocabulary: Vocabulary found in specific subject areas (e.g., "integer" in math and "pioneer" in social studies).

content/academic text: Text from literature, science, social studies, math and other academic areas that students need to read to be academically successful in school.

content/academic vocabulary: Terms from literature, science, social studies, and math and other academic vocabulary that students need to know to be successful readers.

context: The social or cultural situation in which the spoken or written word occurs and is often used to refer to the material surrounding an unknown word.

context clues: Information from the surrounding text that helps identify a word or word group. These could be words, phrases, sentences, illustrations, syntax, typographic signals, definitions, examples, and restatements.

culturally relevant: Reading materials to which students in a classroom can identify or relate. Depending on the student cultural make-up in a classroom, relevant reading material can change from year to year.

directionality: Understanding that print progresses from left to right and top to bottom.

electronic sources: Resources for gathering information such as the Internet, television, radio, CD ROM encyclopedia, and so on.

elements of style: Word choice, voice, sentence structure, and sentence length.

environmental print: Any print found in the physical environment, such as street signs, billboards, labels, business signs.

figurative language: Word images and figures of speech used to enrich language (e.g., simile, metaphor, personification).

fluency: Ability to read a text quickly with accuracy and expression; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity.

foreshadowing: A literary technique of giving hints about an event before it happens.

functional document: A technical document such as a business letter, computer manual, or trade publication that assists one in getting information in order to perform a task.

generalize: Taking what is known and using it to make an inference about the nature of similar text. Generalizations lead to transferable understandings that can be supported by fact. They describe the characteristics of classes or categories of persons, places, living and non-living things, and events.

genre: Terms used to classify literary and informational works into categories (e.g., biography, mystery, historical fiction).

gist: The most central thought or idea in a text.

graphic features: Features that illustrate information in text such as graphs, charts, maps, diagrams, tables, etc.

graphic organizer: Organizers that provide a visual representation of facts and concepts from a text and their relationships within an organized frame.

icons: Symbols on a computer screen that represents a certain function, command or program on the computer's hard drive. When an icon is clicked on, some action is performed such as opening or moving a file, making computing more user-friendly.

idiom: A word used in a special way that may be different from the literal meaning (e.g. "you drive me crazy" or "hit the deck").

independent level: The level at which the student reads fluently with excellent comprehension. The accuracy with which the student reads is 95-100 percent.

infer: To understand something not directly stated in the text by using past experience and knowledge combined with the text.

inference: The reasoning involved in drawing a conclusion or making a logical judgment on the basis of indirect evidence and prior conclusions rather than direct evidence from the text.

inflectional endings: A letter or group of letters which when added to the end of a word does not change its part of speech, but adjusts the word to fit the meaning of the sentence (e.g., girl, girls, jump, jumped, big, bigger).

informational/expository text: A form of written composition that has as its primary purpose explanation or the communication of details, facts, and discipline- or content-specific information (e.g., content area textbooks, encyclopedias, biographies).

instructional level: The level at which the student can make maximum progress in reading with teacher guidance. The accuracy with which the student reads is 90-94%.

irony: The use of words to convey the opposite of their literal meaning; the words say one thing, but mean another.

key word searches: A key term or phrase used in order to begin an online search for specific information.

language registry: The systematic differences of language use determined by regional, social or situational changes (e.g., a child might say “yup” at home, but would be expected to say “yes” at school).

letter patterns: Common letter groupings that represent specific sounds (e.g., /ing/ in string and /ough/ in enough).

literary devices: Techniques used to convey or enhance an author’s message or voice (e.g., idiom, figurative language, exaggeration, dialogue, and imagery).

literary/narrative genres: Categories used to classify literary works, usually by form, technique, or content (e.g., novel, essay, short story, comedy, epic).

literary/narrative text: Text that describes action or events; usually includes a problem and resolution; usually, but not always fiction.

main idea: The gist of a passage; central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement in sentence form which gives the stated or implied major topic of a passage and the specific way in which the passage is limited in content or reference.

main ideas: Central thoughts of a passage expressed or implied in a word or phrase, the topic sentence of a paragraph; a statement in sentence form which gives the stated or implied major topic of passage and the specific way in which the passage is limited in content or reference.

mental imagery: Words or phrases that appeal to one or more of the five senses allowing the reader to form mental pictures or images while reading.

metaphor: A figure of speech that compares two things without using the word like or as (e.g., laughter is the best medicine).

mood: The emotional state of mind expressed by an author or artist in his/her work, or the emotional atmosphere produced by an artistic work.

multiple meaning words: Words with the same spelling and/or pronunciation which have more than one meaning depending on their context (e.g., “The wind blew,” and “Please wind the clock”).

non-technical documents: In this context, non-technical refers to documents (e.g., memos, lists, job applications) in which the content and vocabulary are not tied to a specific subject.

oddity tasks: In phonemic awareness, identifying which word in a set of three or four that has the “odd” sound (e.g., run, rug, and toy).

onomatopoeia: A term used to describe words whose pronunciations suggest their meaning (e.g., meow, buzz).

onset and rime: Parts of spoken language that are syllables. An onset is the initial consonant(s) sound of a syllable (the onset of bag is b-; of swim, is sw-). A rime is the part of the syllable that contains the vowel and all that follows it (the rime of bag is -ag; of swim, -im). Not all syllables or words have an onset, but they all have a rime (e.g., the word or syllable “out” is a rime without an onset).

oral language structure: Spoken language has five linguistic systems. They include the phonological (sounds of language), the syntactic (order and grammar), the semantic (meanings), the pragmatic (social interactive), and lexicon (vocabulary).

organizational features: Tools the author uses to organize ideas (e.g., captions and headings).

organizational structures: The organization of a text.

personification: A figure of speech in which nonhuman objects such as ideas, objects or animals, are given human characteristics (e.g., “flowers danced about the lawn”).

persuasive devices: A technique the author uses to move the reader to his/her point of view such as bias, overgeneralization, and association.

phoneme: The smallest unit of sound in a spoken word that makes a difference in the word’s meaning.

phonemic awareness: The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.

phonics: The understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language).

phonological awareness: A general understanding of the sound structure of words, including rhymes, syllables, and phonemes.

plot: The structure of the events in a story, usually including rising action, climax, and resolution.

point of view: The perspective from which a narrator tells the story. The three points of view are first person, third person, and omniscient.

predict: To foresee what might happen in a text based on a reader's background knowledge or schema.

prefix: An affix attached before a base word or root (e.g., re- in reprint).

primary sources: The original source of resource information (e.g., newspaper, letter, encyclopedia, book).

print conventions: The rules that govern the customary use of print in reading and writing including directionality of print, punctuation and capitalization.

prior knowledge: The knowledge that stems from previous experience. Note: prior knowledge is a key component of the schema theory of reading comprehension.

propaganda techniques: Methods used in creating propaganda such as bandwagon, peer pressure, repetition, and testimonials/endorsements.

pull-down menus: A computer term that refers to a list of words that appears when the cursor is on a menu item. Also called a drop down list box.

questioning strategies: In these strategies a reader may ask questions about a text before, during, and after reading and then searches for answers.(e.g., Question Answer Response (QAR), Survey, Question, Read, Recite, Review (SQ3R)

root words: Meaningful base form of a complex word, after all affixes are removed. A root may be independent, or free, as read in unreadable, or may be dependent, or bound, as liter (from the Greek for letter) in illiterate.

sarcasm: A remark used to "make fun of" or "put down" someone or something. The remark is not sincere and is actually intended to hurt someone's feelings.

scan: To examine or read something quickly, but selectively, for a purpose.

scanning: Examining or read something quickly, but selectively, for a purpose.

schema: The accumulated knowledge drawn from life experiences that a person has to help understand concepts, roles, emotions, and events.

secondary sources: Sources of information that are derived from primary or original sources.

segment: The act of separating the sounds in a word in order to assist decoding or spelling.

semantic mapping: A graphic display of a cluster of words that are meaningfully related.

sentence structure: Any of a number of basic sentence types in a language. The pattern or structure of word order in sentences, clauses, or phrases.

sequence: The arrangement or ordering of information, content, or ideas (e.g., chronological, easy to difficult, part to whole).

setting: The time(s) and place(s) in which a narrative takes place.

short vowel sounds: The sound of /a/ as in cat, /e/ as in hen, /i/ as in fit, /o/ as in hot, /u/ as in pup.

sight words: Words that are immediately recognized as wholes and do not require word analysis for identification.

simile: A figure of speech comparing two unlike things usually using like or as (e.g., "like ancient trees, we die from the top").

skim: To read or glance through quickly.

story elements: The critical parts of a story include character, setting, plot, problem, solution. At upper grades the terms problem and solution change to conflict and resolution.

story structure: The pattern of organization in narration that characterizes a particular type of story.

structural analysis: The identification of word-meaning elements, as re- and read in reread, to help understand the meaning of a word as a whole.

sub-genres: Genres within other genres (e.g., haiku is a sub-genre of poetry, and mystery is a sub-genre of fiction).

subplot: A minor collection of events in a novel or drama that have some connection with the main plot and should, (1) comment on, (2) complicate/defeat, or (3) support the main plot.

suffix: An affix attached to the end of a base, root, or stems that changes meaning or grammatical function of the word (e.g., -en added to ox to form oxen).

summarize: To determine what is important in the text, condense this information, and put it into the students' own words.

summary: A synthesis of the important ideas in a text presented in a condensed form.

syllabication: Division of words into syllables. A syllable is a word part that contains a vowel, or in spoken language a vowel sound (e.g., e-vent; news-pa-per; ver-y).

synonyms: A word having a similar meaning to the meaning of another word.

task-oriented text: Text written specifically to direct the reader as to how to complete a task.

technical: Content or vocabulary directly related to specific knowledge or information in a career or interest area.

text complexity: Text demands on the reader increase substantially throughout the grades. Items that influence complexity of text include: highly specialized vocabulary and concepts; abstract concepts presented with minimal context; increased concept load/density; readability considerations; and unique writing patterns in informational text.

text features: A prominent characteristic of a particular type of text such as chapter titles, sub-headings and bold faced words in a history text.

text organizational structures: Expository text is structured in certain ways. The five text structures that students are most likely to encounter are cause-effect, compare/contrast, description, problem/solution, and chronological or time order.

theme: A topic; a major idea or proposition broad enough to cover the entire scope of a literary work. A theme may be stated or implicit, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work.

unfamiliar text: Unseen or unpracticed reading material.

vocabulary strategies: A systematic plan to increase understanding of words (e.g., categorizing and classifying, semantic mapping, semantic feature analysis, concept of definition maps, analogies, using the dictionary and other reference materials, using word parts, using morphemic analysis, using context clues)

word families: A collection of words that share common orthographic rimes (e.g., thank, prank, dank).

word recognition strategies: Strategies for determining the pronunciation and meaning of words in print.

Cognitive Demand

Adapted from Bloom's Taxonomy of the Cognitive Domain

Cognitive Demand	Performance Indicator Terms
<p>Knowledge: Recall — Remembering previously learned materials.</p> <p><i>Evidence of Learning</i></p> <ul style="list-style-type: none"> Recognize common sight words in text (Grade K: 1.4.1). Memorize methods and procedures. Identify basic concepts and principles. 	<ul style="list-style-type: none"> Match Record Define Recognize Repeat Identify Memorize Sort Label/Name List Outline/Format State Recount
<p>Comprehension: Understand — Grasping the meaning of material: translation, interpretation, extrapolation.</p> <p><i>Evidence of Learning</i></p> <ul style="list-style-type: none"> Make, confirm and revise prediction based on prior knowledge and evidence from text. (Grade 5: 2.1.4) Translate equations to charts or graphs. Interpret the author's time and support the answer with text-based evidence. (Grade 6: 2.4.4) 	<ul style="list-style-type: none"> Locate Document/Support Identify Infer Restate Predict Paraphrase Illustrate Describe Show Summarize Express Cite Explain
<p>Application: Generalize — Using learned material in new situations.</p> <p><i>Evidence of Learning</i></p> <ul style="list-style-type: none"> Use monitoring strategies to increase comprehension. (Grade 1: 2.1.6) Apply laws, theories to practical situations. Solve mathematical problems; constructs charts and graphs. Adjust reading rate by speeding up or slowing down based on purpose. (Grade 8: 1.4.3) 	<ul style="list-style-type: none"> Select Test Use Demonstrate Manipulate Solve Organize Dramatize Imagine Frame

Cognitive Demand	Performance Indicator Terms
<p>Analysis: Breakdown — Breaking down material into its component parts so that it may be more easily understood.</p> <p><i>Evidence of Learning</i></p> <ul style="list-style-type: none"> Compare and contrast literary/narrative text elements in one story or between two stories. (Grade 2: 2.3.1) Generalize about processes, concepts, and common themes from multiple texts. (Grade 7: 2.4.5) Examine how an action leads to long-lasting effects. (Grade 9-10: 2.3.1) Debate relevancy of data. 	<ul style="list-style-type: none"> Examine Refute Classify Similarities/Differences Research Distinguish/Differentiate Debate/Defend Relate to Map Characterize Outline Compare/Contrast Generalize Conclude/Draw Conclusions
<p>Synthesis: Compose — Putting material together to form a new whole.</p> <p><i>Evidence of Learning</i></p> <ul style="list-style-type: none"> Integrate information from multiple sources for a variety of purposes. (Grade 7: 2.3.2) Write a creative short story, poem, music. Propose a plan for an experiment 	<ul style="list-style-type: none"> Propose Imagine/Speculate Plan Create Compose Invent Formulate Integrate Design Construct
<p>Evaluation: Judge — Judging according to a set of criteria stated by the evaluator.</p> <p><i>Evidence of Learning</i></p> <ul style="list-style-type: none"> Read an article and decide if a chosen audience would agree or disagree. (Grade 4: 2.4.4) Develop a list of favorite authors and books, including the reason each was selected. (Grade 3: 4.2.1) Judge the effectiveness of the author's use of literary devices. (Grade 6: 3.4.2) 	<ul style="list-style-type: none"> Evaluate Critique/Criticize Judge Choose/Justify Choice Weigh Scale Consider Appraise Recommend Select the Best/Tell Why

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