

Grade by Grade Reading Content Standards (*DRAFT*)

2.0 General Reading Process: Phonics: Students will apply their knowledge of letter/sound relationships and word structure

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
<p>A. Phonics</p> <p>1. use a variety of phonics skills to read unfamiliar words</p> <p>a. apply phonics skills learned in grades K-2.</p> <p>b. break words and compound words into familiar parts.</p> <p>c. use root words, base words, prefixes and suffixes to decode words.</p>						

MSA Assessment questions are written at the indicator level (numbers), using the objective level (small letters) to provide parameters of the questions.

*Note: Sample passages to be added

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3.0 General Reading Process: Fluency: Students will read orally with accuracy and expression

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
<p>A. Fluency</p> <p>1. Read orally at an appropriate rate. a. Read independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) b. Read instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words are difficult for the reader) at a rate of 100-124 words a minute c. Read familiar text at a rate that is conversational and consistent.</p> <p>2. Read grade level text accurately. a. Read with 90% accuracy b. Read grade level text with expression c. Demonstrate appropriate use of phrasing d. Demonstrate appropriate use of pitch</p>	<p>A. Fluency</p> <p>1. Read orally at an appropriate rate. a. Read independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) b. Read instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words are difficult for the reader) at a rate of 115-140 words a minute c. Read familiar text at a rate that is conversational and consistent.</p> <p>2. Read grade level text accurately a. Read with 90% accuracy b. Read grade level text with expression c. Demonstrate appropriate use of phrasing d. Demonstrate appropriate use of pitch</p>	<p>A. Fluency</p> <p>1. Read orally at an appropriate rate. a. Read independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) b. Read instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words are difficult for the reader) at a rate of 125-150 words a minute c. Read familiar text at a rate that is conversational and consistent.</p> <p>2. Read grade level text accurately a. Read with 90% accuracy b. Read grade level text with expression c. Demonstrate appropriate use of phrasing d. Demonstrate appropriate use of pitch</p>	<p>A. Fluency</p> <p>1. Read orally at an appropriate rate. a. Read independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) b. Read instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words are difficult for the reader) at a rate of 135-170 words a minute c. Read familiar text at a rate that is conversational and consistent.</p> <p>2. Read grade level text accurately a. Read with 90% accuracy b. Read grade level text with expression c. Demonstrate appropriate use of phrasing d. Demonstrate appropriate use of pitch</p>	<p>A. Fluency</p> <p>1. Read orally at an appropriate rate. a. Read familiar text at a rate that is conversational and consistent. b. Adjust their rate of reading according to the demands of the text</p> <p>2. Read grade level text accurately a. Read with 90% accuracy b. Read grade level text with expression c. Demonstrate appropriate use of phrasing d. Demonstrate appropriate use of pitch</p>	<p>A. Fluency</p> <p>1. Read orally at an appropriate rate. a. Read familiar text at a rate that is conversational and consistent. b. Adjust their rate of reading according to the demands of the text</p> <p>2. Read grade level text accurately a. Read with 90% accuracy b. Read grade level text with expression c. Demonstrate appropriate use of phrasing d. Demonstrate appropriate use of pitch</p>	<p>A. Fluency</p> <p>1. Use a rate when reading that reflects high accuracy and meaningful expression a. Read familiar text at a rate that is conversational and consistent. b. Adjust their rate of reading according to the demands of the text</p>

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4.0 General Reading Process: Vocabulary: Students will use a variety of strategies and opportunities to understand word meanings and to increase vocabulary.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
<p>A. Vocabulary</p> <p>1. Apply context clues to determine the meaning of unfamiliar words a. Recognize and apply clues within the text, including definitions, examples, synonyms, comparison, contrast, and summary statements to read unfamiliar words.</p> <p>2. Analyze words to determine meanings of words a. Recognize and apply prefixes, suffixes, base words and word roots to determine meanings of words.</p> <p>3. Identify and classify words that show relationships including antonyms, synonyms, homophones, homographs, and homonyms.</p> <p>4. Use resources to determine meanings and other features of unknown words a. Use a classroom dictionary, textbook glossary and classroom thesaurus..</p>	<p>A. Vocabulary</p> <p>1. Apply context clues to determine the meaning of unfamiliar words a. Recognize and apply clues within the text, including definitions, examples, synonyms, comparison, contrast, cause and effect, and summary statements to read unfamiliar words.</p> <p>2. Analyze words to determine meanings of words a. Recognize and apply prefixes, suffixes, base words and word roots to determine meanings of words.</p> <p>3. Identify and classify words that show relationships including antonyms, synonyms, homophones, homographs, and homonyms.</p> <p>4. Use resources to determine meanings and other features of unknown words a. Use a classroom dictionary, textbook glossary, encyclopedia and classroom thesaurus</p>	<p>A. Vocabulary</p> <p>1. Apply context clues to determine the meaning of unfamiliar words a. Recognize and apply clues within the text, including definitions, examples, synonyms, comparison, contrast, cause and effect, and summary statements to read unfamiliar words. b. Students will distinguish between the literal and figurative use of words or phrases. c. Distinguish between denotations and connotations of words</p> <p>2. Analyze words to determine meanings of words a. Recognize and apply prefixes, suffixes, base words and word roots to determine meanings of words.</p> <p>3. Identify and classify words that show relationships including antonyms, synonyms, homophones, homographs, and homonyms.</p> <p>4. Use resources to determine meanings and other features of unknown words a. Use a classroom dictionary, textbook glossary, encyclopedia, and classroom thesaurus</p>	<p>A. Vocabulary</p> <p>1. Apply context clues to determine the meaning of unfamiliar words a. Apply clues such as synonyms, definitions, descriptions, comparisons, cause and effect, analogies and content knowledge to understand the meanings of words or phrases. b. Distinguish between the literal and figurative use of words or phrases. c. Distinguish between denotations and connotations of words</p> <p>2. Analyze words to determine meanings of words a. Apply prefixes, suffixes, base words and word roots to determine meanings of words. b. Explain relationships between and among words, e.g., specialized use of general vocabulary in specific content areas. c. Apply knowledge of word origins to determine the historical influences on English word meanings. d. Distinguish and explain “shades of meaning” for related words.</p> <p>4. Use resources to determine meanings and other features of unknown words a. Use a classroom dictionary, textbook glossary, encyclopedia, and classroom thesaurus</p>	<p>A. Vocabulary</p> <p>1. Apply context clues to determine the meaning of unfamiliar words a. Apply clues such as synonyms, definitions, descriptions, comparisons, analogies, and content knowledge to understand the meanings of words or phrases. b. Distinguish between the literal and figurative use of words or phrases. c. Distinguish between denotations and connotations of words</p> <p>2. Analyze words to determine meanings of words a. Explain relationships between and among words, e.g., specialized use of general vocabulary in specific content areas. b. Find similarities and adaptations in meaning for known words or word parts, including base words, prefixes, and suffixes, used in new contexts. c. Apply knowledge of word origins to determine the historical influences on English word meanings.</p> <p>4. Use resources to determine meanings and other features of unknown words a. Select and use appropriate references such as dictionaries (including glossaries and thesauri) or content references such as encyclopedias, Internet sites, and handbooks to determine appropriate meaning. b. Use a variety of electronic and print resources to determine the appropriate general and content definitions.</p>	<p>A. Vocabulary</p> <p>1. Apply context clues to determine the meaning of unfamiliar words a. Apply clues such as synonyms, definitions, descriptions, comparisons, analogies, and content knowledge to understand the meanings of words or phrases. b. Distinguish between the literal and figurative use of words or phrases. c. Distinguish between denotations and connotations of words</p> <p>2. Analyze words to determine meanings of words a. Explain relationships between and among words, e.g., specialized use of general vocabulary in specific content areas. b. Find similarities and differences in meaning by identifying examples and non-examples of an idea represented by a word. c. Find similarities and adaptations in meaning for known words or word parts, including base words, prefixes, and suffixes, used in contexts.</p> <p>4. Use resources to determine meanings and other features of unknown words a. Select and use appropriate references such as dictionaries (including glossaries and thesauri) or content references such as encyclopedias, Internet sites, and handbooks to determine appropriate meaning. b. Use a variety of electronic and print resources to determine the appropriate general and content definitions.</p>	<p>A. Vocabulary</p> <p>1. Apply context clues to determine the meaning of unfamiliar words a. Apply clues such as synonyms, definitions, descriptions, comparisons, analogies, and content knowledge to understand the meanings of words. b. Distinguish between the literal and figurative use of words or phrases. c. Distinguish between denotations and connotations of words.</p> <p>2. Demonstrate a conceptual understanding of grade level words a. Explain relationships between and among words, e.g., concept hierarchies, specialized use of general vocabulary in specific content areas. b. Find similarities and differences in meaning by identifying examples and non-examples of an idea represented by a word. c. Find similarities and adaptations in meaning for known words or word parts, including base words, prefixes, and suffixes, used in contexts.</p> <p>4. Use resources to confirm the meanings of words used in context. a. Select and use appropriate references such as dictionaries (including glossaries and thesauri) or content references such as encyclopedias, Internet sites, and handbooks to determine appropriate meaning. b. Use a variety of electronic and print resources to determine the appropriate general and content definitions.</p>

5.0 General Reading Process Standard Statement: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning)

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<p>A. Comprehension</p> <p>1. Apply comprehension skills to a variety of texts</p> <p>a. Read text representing diversity in authorship, perspective, and content</p> <p>b. Read text representing diversity in culture, including areas such as race, gender, disability, religion, and socio-economic background.</p> <p>2. Apply knowledge of organizational structure of text to interpret what they know and read.</p> <p>a. Recognize and examine sequential order</p> <p>b. Recognize and examine cause/effect relationships</p> <p>c. Recognize and examine similarities and differences</p> <p>4. Demonstrate knowledge of how to prepare for reading</p> <p>a. Identify a purpose for reading</p> <p>b. Make predictions to ask questions about the text by examining the title, cover, and illustrations/ photographs</p>	<p>A. Comprehension</p> <p>1. Apply comprehension skills to a variety of texts</p> <p>a. Read text representing diversity in authorship, perspective, and content</p> <p>b. Read text representing diversity in culture, including areas such as race, gender, disability, religion, and socio-economic background.</p> <p>2. Apply knowledge of organizational structure of text to interpret what they know and read</p> <p>a. Recognize and examine sequential order</p> <p>b. Recognize and examine cause/effect relationships</p> <p>c. Recognize and examine similarities and differences</p> <p>d. Use the following organizational elements:</p> <ul style="list-style-type: none"> • glossaries • headings • indexes <p>4. Demonstrate knowledge of how to prepare for reading</p> <p>a. Identify a purpose for reading</p> <p>b. Make predictions to ask questions about the text by examining the title, cover, and illustrations/ photographs</p>	<p>A. Comprehension</p> <p>1. Apply comprehension skills to a variety of texts</p> <p>a. Read text representing diversity in authorship, perspective, and content</p> <p>b. Read text representing diversity in culture, including areas such as race, gender, disability, religion, and socio-economic background.</p> <p>2. Apply knowledge of organizational structure of text to interpret what they know and read</p> <p>a. Recognize and examine sequential order</p> <p>b. Recognize and examine cause/effect relationships</p> <p>c. Recognize and examine similarities and differences</p> <p>d. Recognize and examine problem and solution</p> <p>e. Use the following organizational elements of both fiction and nonfiction to locate information from the text</p> <ul style="list-style-type: none"> • glossaries • chapter headings and sub headings • indexes <p>4. Demonstrate knowledge of how to prepare for reading</p> <p>a. Identify a purpose for reading</p> <p>b. Make predictions to ask questions about the text by examining the title, cover, and illustrations/ photographs</p>	<p>A. Comprehension</p> <p>1. Apply comprehension skills to a variety of texts</p> <p>a. Read text representing diversity in authorship, perspective, and content</p> <p>b. Read text representing diversity in culture, including areas such as race, gender, disability, religion, and socio-economic background.</p> <p>2. Apply knowledge of organizational structure of text to interpret what they know and read</p> <p>a. Identify and use arrangement by spatial order</p> <p>b. Identify and use organization by classification</p> <p>c. Identify and use organization by problem and solution</p> <p>d. Identify and use arrangement by order of importance</p> <p>e. Use the following organizational elements of both fiction and nonfiction to locate information from the text</p> <ul style="list-style-type: none"> • glossaries • chapter headings and sub headings • indexes • bibliographies <p>4. Demonstrate knowledge of how to prepare for reading</p> <p>a. Identify a purpose for reading</p> <p>b. Make predictions to ask questions about the text by examining the title, cover, and illustrations/ photographs</p>	<p>A. Comprehension</p> <p>1. Apply comprehension skills to a variety of texts</p> <p>a. Read text representing diversity in authorship, perspective, and content</p> <p>b. Read text representing diversity in culture, including areas such as race, gender, disability, religion, and socio-economic background.</p> <p>2. Apply knowledge of organizational structure of text to interpret what they know and read</p> <p>a. Identify and use arrangement by spatial order</p> <p>b. Identify and use organization by classification</p> <p>c. Identify and use organization by problem and solution</p> <p>d. Identify and use arrangement by order of importance</p> <p>e. Use the following organizational elements of both fiction and nonfiction to locate information from the text</p> <ul style="list-style-type: none"> • glossaries • chapter headings and sub headings • indexes • bibliographies <p>4. Demonstrate knowledge of how to prepare for reading</p> <p>a. Establish both a context and a purpose for reading.</p> <p>b. Activate prior knowledge and experience.</p>	<p>A. Comprehension</p> <p>1. Apply comprehension skills to a variety of texts</p> <p>a. Read text representing diversity in authorship, perspective, and content</p> <p>b. Read text representing diversity in culture, including areas such as race, gender, disability, religion, and socio-economic background.</p> <p>2. Apply knowledge of organizational structure of text to interpret what they know and read</p> <p>a. Apply knowledge of organizational patterns such as spatial order, organization by classification and division, sequence/enumeration, cause/effect, comparison/contrast, problem/solution, order of importance: least to most/most to least</p> <p>4. Demonstrate knowledge of how to prepare for reading</p> <p>a. Establish both a context and a purpose for reading.</p> <p>b. Activate prior knowledge and experience.</p>	<p>A. Comprehension</p> <p>1. Refine, extend and apply comprehension skills to a variety of text.</p> <p>a. Read texts representing diversity in culture, ethnicity, authorship, perspective and content.</p> <p>2. Recognize and use organizational structures of text to facilitate understanding.</p> <p>a. Apply knowledge of organizational patterns such as spatial order, organization by classification and division, sequence/enumeration, cause/effect, comparison/contrast, problem/solution, order of importance: least to most/most to least</p> <p>b. Explain how organizational patterns reinforce meaning and the author’s purpose.</p> <p>3. Apply knowledge of text features to facilitate and extend their understanding.</p> <p>a. Determine and analyze the impact of print features such as font style, size, and color.</p> <p>b. Determine and analyze the impact of graphic aids such as illustrations, photographs, captions, drawings and cartoons, sketches, maps, diagrams, graphs, charts/tables, and labels.</p> <p>c. Determine and analyze the impact of informational aids such as materials lists, timelines, glossaries, glossed words, by-lines, introductions, footnotes, and endnotes.</p> <p>d. Determine and analyze the impact of organizational aids such as indices, tables of contents, appendices, headings, subheadings, titles, subtitles, transitional words, and numbered steps.</p> <p>e. Determine and analyze the impact of online features such as hypertext links, sidebars, drop down menus, home pages, and site maps</p> <p>4. Demonstrate knowledge of how to prepare for reading</p> <p>a. Establish both a context and a purpose for reading.</p>

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<p>c. Make connections from their prior knowledge and experiences with the text</p> <p>5. Use comprehension strategies to check for understanding</p> <ol style="list-style-type: none"> Make and adjust predictions as they read. Ask and answer questions about the text. Identify information from the text to make inferences Identify information from the text to think about what was read and connect it to prior knowledge Identify information from the text to draw conclusions based on what they already know Summarize while reading Determine relationships between and among ideas in one or more texts. <p>6. Demonstrate the knowledge of monitoring strategies to check for understanding.</p> <ol style="list-style-type: none"> Resolve problems in understanding what they read by using one or more of the following: <ul style="list-style-type: none"> Reread the difficult part slowly and carefully Use own words to restate the difficult part Read on and revisit the difficult part; and Look back through the text to search for connections <p>7. Use strategies to demonstrate understanding text they have read</p> <ol style="list-style-type: none"> Recognize and explain what the text is mainly about (main idea) Recognize and explain what is directly stated in the text (details, literal meaning) Recognize and explain what is not directly stated in the text (implied or inferential meaning) 	<p>c. Make connections from their prior knowledge and experiences with the text</p> <p>5. Use comprehension strategies to check for understanding</p> <ol style="list-style-type: none"> Make and adjust predictions as they read. Ask and answer questions about the text. Identify information from the text to make inferences Identify information from the text to make generalizations Identify information from the text to think about what was read and connect it to prior knowledge; and Identify information from the text to draw conclusions based on what they already know Summarize while reading Determine relationships between and among ideas in one or more texts. <p>6. Demonstrate the knowledge of monitoring strategies to check for understanding.</p> <ol style="list-style-type: none"> Resolve problems in understanding what they read by using one or more of the following: <ul style="list-style-type: none"> Reread the difficult part slowly and carefully Use own words to restate the difficult part Read on and revisit the difficult part; and Look back through the text to search for connections Skim the text <p>7. Use strategies to demonstrate understanding text they have read</p> <ol style="list-style-type: none"> Recognize and explain what the text is mainly about (main idea) Recognize and explain what is directly stated in the text (details, literal meaning) Recognize and explain what is not directly stated in the text (implied or inferential meaning) 	<p>c. Make connections from their prior knowledge and experiences with the text</p> <p>5. Use comprehension strategies to check for understanding</p> <ol style="list-style-type: none"> Make and adjust predictions as they read. Ask and answer questions about the text. Identify information from the text to make inferences Identify information from the text to make generalizations Identify information from the text to think about what was read and connect it to prior knowledge; and Identify information from the text to draw conclusions based on what they already know Summarize while reading Determine relationships between and among ideas in one or more texts. <p>6. Demonstrate the knowledge of monitoring strategies to check for understanding.</p> <ol style="list-style-type: none"> Resolve problems in understanding what they read by using one or more of the following: <ul style="list-style-type: none"> Reread the difficult part slowly and carefully Use own words to restate the difficult part Read on and revisit the difficult part; and Look back through the text to search for connections Skim the text <p>7. Use strategies to demonstrate understanding text they have read</p> <ol style="list-style-type: none"> Recognize and explain what the text is mainly about (main idea) Recognize and explain what is directly stated in the text (details, literal meaning) Recognize and explain what is not directly stated in the text (implied or inferential meaning) 	<p>c. Make connections from their prior knowledge and experiences with the text</p> <p>5. Use comprehension strategies to check for understanding</p> <ol style="list-style-type: none"> Make and adjust predictions as they read. Ask and answer questions about the text. Identify information from the text to make inferences Identify information from the text to make generalizations Identify information from the text to think about what was read and connect it to prior knowledge; and Identify information from the text to draw conclusions based on what they already know Summarize while reading Determine relationships between and among ideas in one or more texts. <p>6. Demonstrate the knowledge of monitoring strategies to check for understanding.</p> <ol style="list-style-type: none"> Resolve problems in understanding what they read by using one or more of the following: <ul style="list-style-type: none"> Reread the difficult part slowly and carefully Use own words to restate the difficult part Read on and revisit the difficult part; and Look back through the text to search for connections Using graphic organizers and note taking <p>7. Use strategies to demonstrate understanding text they have read</p> <ol style="list-style-type: none"> Recognize and explain what the text is mainly about (main idea) Recognize and explain what is directly stated in the text (details, literal meaning) Recognize and explain what is not directly stated in the text (implied or inferential meaning) 	<p>c. Survey and preview the text.</p> <ol style="list-style-type: none"> Ask questions and make predictions about the text. <p>5. Use comprehension strategies to check for understanding</p> <ol style="list-style-type: none"> Make and adjust predictions as they read. Ask and answer questions about the text. Identify information from the text to make inferences Identify information from the text to make generalizations Identify information from the text to think about what was read and connect it to prior knowledge; and Identify information from the text to draw conclusions based on what they already know Summarize while reading Determine relationships between and among ideas in one or more texts. <p>6. Demonstrate the knowledge of monitoring strategies to check for understanding.</p> <ol style="list-style-type: none"> Assess their understanding and identify problems in comprehension by asking questions of themselves, the text, and the author. Apply a variety of strategies to check for understanding. Making connections between and among ideas in the text Using graphic organizers and other note taking techniques Rereading difficult parts to clarify understanding Summarizing important ideas and information during reading. Visualize information for deeper understanding <p>7. Use strategies to demonstrate understanding text they have read</p> <ol style="list-style-type: none"> Determine relationships between and among ideas in one or more texts. Recognize and explain what is directly stated in the text (details, literal meaning) Recognize and explain what is not directly stated in the text (implied or inferential meaning) 	<p>c. Survey and preview the text.</p> <ol style="list-style-type: none"> Ask questions and make predictions about the text. <p>5. Use comprehension strategies to check for understanding</p> <ol style="list-style-type: none"> Make and adjust predictions as they read. Ask and answer questions about the text. Identify information from the text to make inferences Identify information from the text to make generalizations Identify information from the text to think about what was read and connect it to prior knowledge; and Identify information from the text to draw conclusions based on what they already know Summarize while reading Determine relationships between and among ideas in one or more texts. <p>6. Demonstrate the knowledge of monitoring strategies to check for understanding.</p> <ol style="list-style-type: none"> Assess their understanding and identify problems in comprehension by asking questions of themselves, the text, and the author. Apply a variety of strategies to check for understanding. Making connections between and among ideas in the text Using graphic organizers and other note taking techniques Rereading difficult parts to clarify understanding Summarizing important ideas and information during reading. Visualize information for deeper understanding Identify and/or paraphrase information directly stated in the text <p>7. Use strategies to demonstrate understanding text they have read</p> <ol style="list-style-type: none"> Determine relationships between and among ideas in one or more texts. Form interpretations by drawing conclusions, confirming or refuting predictions, making generalizations, and forming new ideas. Synthesize ideas from one or more sources to form new understanding. 	<ol style="list-style-type: none"> Activate prior knowledge and experience. Survey and preview the text. Ask questions and make predictions about the text. <p>6. Monitor their understanding as they read.</p> <ol style="list-style-type: none"> Assess their understanding and identify problems in comprehension by asking questions of themselves, the text, and the author. Apply a variety of strategies to check for understanding. Rereading difficult parts to clarify understanding Making connections between and among ideas in the text Using graphic organizers and other note taking techniques Summarizing important ideas and information Visualize information for deeper understanding Identify and/or paraphrase information directly stated in the text
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Grade by Grade Reading Content Standards (DRAFT)

6.0 Reading Process Standard statement: Informational Text: Students will read and comprehend grade level appropriate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
<p>A. Informational Text</p> <p>1. Identify and use features of text when present and relevant to interpreting meaning</p> <p>a. Use print features when reading</p> <ul style="list-style-type: none"> • Large bold print • Font size/type • Colored print • Headings/subheadings • Italics • Labels • Captions • Numbered steps • Transitional words <p>b. Use graphic aids when reading</p> <ul style="list-style-type: none"> • Maps • Graphs • Charts/tables • Diagrams <p>c. Use illustrations when reading</p> <ul style="list-style-type: none"> • Photographs; and drawings <p>2. Read a variety of print materials to gain information</p> <p>a. Select and read print materials including:</p> <ul style="list-style-type: none"> • biographies • diaries and journals • articles • trade books • textbooks • grade appropriate reference materials • advertisements • letters <p>b. Distinguish among the various types of informational texts</p>	<p>A. Informational Text</p> <p>1. Identify and use features of text when present and relevant to interpreting meaning</p> <p>a. Use print features when reading</p> <ul style="list-style-type: none"> • Large bold print • Font size/type • Colored print • Headings/subheadings • Italics • Labels • Captions • Numbered steps • Transitional words <p>b. Use graphic aids when reading</p> <ul style="list-style-type: none"> • Maps • Graphs • Charts/tables • Diagrams <p>c. Use illustrations when reading</p> <ul style="list-style-type: none"> • Photographs; and drawings <p>2. Read a variety of print materials to gain information including:</p> <p>a. Select and read print materials including:</p> <ul style="list-style-type: none"> • biographies • diaries and journals • articles • trade books • textbooks • grade appropriate reference materials • advertisements • letters <p>b. Distinguish among the various types of informational texts</p>	<p>A. Informational Text</p> <p>1. Identify and use features of text when present and relevant to interpreting meaning</p> <p>a. Use print features when reading</p> <ul style="list-style-type: none"> • Large bold print • Font size/type • Colored print • Headings/subheadings • Italics • Labels • Captions • Numbered steps • Transitional words <p>b. Use graphic aids when reading</p> <ul style="list-style-type: none"> • Maps • Graphs • Charts/tables • Diagrams <p>c. Use illustrations when reading</p> <ul style="list-style-type: none"> • Photographs; and Drawings <p>2. Read a variety of print materials to gain information including:</p> <p>a. Select and read print materials including:</p> <ul style="list-style-type: none"> • biographies • diaries and journals • articles • trade books • textbooks • grade appropriate reference materials • advertisements • letters <p>b. Distinguish among the various types of informational texts</p>	<p>A. Informational Text</p> <p>1. Apply knowledge of text features to facilitate and extend their understanding</p> <p>a. Students will use structures and features of text when reading</p> <ul style="list-style-type: none"> • Large bold print • Font size/type • Colored print • Headings/subheadings • Titles/ Subtitles • Indices • Table of Contents • Italics • Labels • Captions • Numbered steps • Transitional words <p>b. Use graphic aids when reading</p> <ul style="list-style-type: none"> • Maps • Graphs • Charts/tables • Diagrams <p>c. Use illustrations when reading</p> <ul style="list-style-type: none"> • Photographs; and drawings <p>2. Read a variety of print materials to gain information</p> <p>a. Select and read primary and secondary sources of academic information.</p> <ul style="list-style-type: none"> • Textbooks • Trade books • Research and historical documents • Reference materials • Statistical documents • Autobiographies and biographies • Memoirs • Essays • Speeches • Web sites and other online materials • Periodicals • Features • Editorials • Articles • Reviews • Commentary/opinion editorials • Speeches <p>b. Select and read workplace</p>	<p>A. Informational Text</p> <p>1. Apply knowledge of text features to facilitate and extend their understanding</p> <p>a. Use structures and features of text such as font style, size, and color.</p> <p>b. Use graphic aids such as illustrations, photographs, captions, drawings and cartoons, sketches, maps, diagrams, graphs, charts/tables, and labels.</p> <p>c. Use informational aids such as materials lists, timelines, glossaries, glossed words, footnotes, and endnotes.</p> <p>d. Use organizational aids such as indices, tables of contents, appendices, headings, subheadings, titles, subtitles, transitional words, and numbered steps</p> <p>2. Read a variety of print materials to gain information</p> <p>a. Select and read primary and secondary sources of academic information.</p> <ul style="list-style-type: none"> • Textbooks • Trade books • Research and historical documents • Reference materials • Statistical documents • Autobiographies and biographies • Memoirs • Essays • Speeches • Web sites and other online materials • Periodicals • Features • Editorials • Articles • Reviews • Commentary/opinion editorials • Speeches <p>b. Select and read workplace</p>	<p>A. Informational Text</p> <p>1. Apply knowledge of text features to facilitate and extend their understanding</p> <p>a. Use print features such as font style, size, and color.</p> <p>b. Use graphic aids such as illustrations, photographs, captions, drawings and cartoons, sketches, maps, diagrams, graphs, charts/tables, and labels.</p> <p>c. Use informational aids such as materials lists, timelines, glossaries, glossed words, footnotes, and endnotes.</p> <p>d. Use organizational aids such as indices, tables of contents, appendices, headings, subheadings, titles, subtitles, transitional words, and numbered steps</p> <p>2. Select and read a variety of traditional and electronic informational text.</p> <p>a. Select and read primary and secondary sources of academic information including but not limited to:</p> <ul style="list-style-type: none"> • Textbooks • Trade books • Research and historical documents • Reference materials • Statistical documents • Autobiographies and biographies • Memoirs • Essays • Web sites and other online materials • Periodicals <ul style="list-style-type: none"> ✓ Features ✓ Editorials ✓ Articles ✓ Reviews ✓ Commentary/opinion editorials <p>b. Select and read workplace documents including but not limited to:</p>	

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*Note: Sample passages to be added.

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<p>3. Read a variety of print materials to be able to perform a task</p> <p>a. Read announcements of events</p> <ul style="list-style-type: none"> • Posters • Flyers; and • Invitations <p>b. Read forms</p> <p>c. Read questionnaires</p> <p>d. Read sets of directions</p> <ul style="list-style-type: none"> • Recipes • Rules • Classroom projects; and • Science experiments <p>e. Read menus</p> <p>f. Read surveys</p>	<p>3. Read a variety of print materials to be able to perform a task</p> <p>a. Read announcements of events</p> <ul style="list-style-type: none"> • Posters • Flyers; and • Invitations <p>b. Read forms</p> <p>c. Read questionnaires</p> <p>d. Read sets of directions</p> <ul style="list-style-type: none"> • Recipes • Rules • Classroom projects; and • Science experiments <p>e. Read menus</p> <p>f. Read surveys</p> <p>5. Recognize and examine purposeful</p>	<p>3. Read a variety of print materials to be able to perform a task</p> <p>a. Read announcements of events</p> <ul style="list-style-type: none"> • Posters • Flyers; and • Invitations <p>b. Read forms</p> <p>c. Read questionnaires</p> <p>d. Read sets of directions</p> <ul style="list-style-type: none"> • Recipes • Rules • Classroom projects; and • Science experiments <p>e. Read menus</p> <p>f. Read surveys</p> <p>5. Recognize and examine purposeful use of language</p>	<p>documents.</p> <ul style="list-style-type: none"> • Forms • Instructional manuals <p>c. Select and read personal interest materials.</p> <ul style="list-style-type: none"> • Catalogs • Brochures • Pamphlets • Advertisements • Popular periodicals • Instructional manuals • Web sites and other online materials <p>d. Distinguish among the various types of informational texts</p> <p>3. Read a variety of print materials to be able to perform a task</p> <p>a. Read announcements of events</p> <ul style="list-style-type: none"> • Posters • Flyers; and • Invitations <p>b. Read forms</p> <p>c. Read questionnaires</p> <p>d. Read sets of directions</p> <ul style="list-style-type: none"> • Recipes • Rules • Classroom projects; and • Science experiments <p>e. Read menus</p> <p>f. Read surveys</p>	<p>documents.</p> <ul style="list-style-type: none"> • Applications and forms • Instructional manuals <p>c. Select and read personal interest materials.</p> <ul style="list-style-type: none"> • Catalogs • Brochures • Pamphlets • Advertisements • Popular periodicals • Instructional manuals • Web sites and other online materials <p>d. Distinguish among the various types of informational texts</p> <p>4. Determine important ideas and messages in informational text.</p> <p>a. Identify and connect concepts in the text orally and in writing</p> <p>b. Distinguish relevance and usefulness of information.</p> <p>c. Determine the author's/text's purpose.</p> <p>d. Determine the author's argument, viewpoint, or perspective.</p> <p>e. Explain evidence to support an argument.</p> <p>f. Identify or compose a summary of the text or portion of text.</p> <p>g. Examine for similarities and differences between and among ideas within and across texts.</p> <p>h. State and support main ideas or messages with information from the text.</p> <p>5. Recognize and examine purposeful</p>	<p>documents.</p> <ul style="list-style-type: none"> • Applications and forms • Job descriptions and resumes • Instructional manuals <p>c. Select and read personal interest materials.</p> <ul style="list-style-type: none"> • Catalogs • Brochures • Pamphlets • Advertisements • Popular periodicals • Instructional manuals • Web sites and other online materials <p>d. Distinguish among the various types of informational texts</p> <p>4. Determine important ideas and messages in informational text.</p> <p>a. Determine the author's/text's purpose.</p> <p>b. Determine the author's argument, viewpoint, or perspective.</p> <p>c. Explain evidence to support an argument.</p> <p>d. Identify or compose a summary of the text or portion of text.</p> <p>f. Disregard details or ideas peripheral to the main idea or message</p> <p>f. Examine for similarities and differences between and among ideas within and across texts.</p> <p>g. State and support main ideas or messages with information from the text.</p> <p>5. Recognize and examine purposeful</p>	<ul style="list-style-type: none"> • Applications and forms • Job descriptions and resumes • Instructional manuals • Memos and other forms of internal communication • Legal and financial documents <p>c. Select and read personal interest materials including but not limited to:</p> <ul style="list-style-type: none"> • Catalogs • Brochures • Pamphlets • Advertisements • Popular periodicals • Instructional manuals • Web sites and other online materials <p>d. Distinguish among the various types of informational texts</p> <p>4. Determine important ideas and messages in informational text.</p> <p>a. Determine the author's/text's purpose.</p> <p>b. Determine the author's argument, viewpoint, or perspective.</p> <p>c. Identify or compose a summary of the text or portion of text.</p> <p>d. Disregard details or ideas peripheral to the main idea or message</p> <p>e. Examine for similarities and differences between and among ideas within and across texts.</p> <p>f. State and support main ideas or messages with information from the text.</p> <p>g. Synthesize ideas from one or more sources to form new understanding.</p>
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Grade by Grade Reading Content Standards (DRAFT)

<p>6. Recognize the organization of informational text to retrieve information and make interpretations.</p> <p>a. Use content area vocabulary to gain meaning from text</p> <p>b. Identify and connect concepts such as problem and solution, main idea and supporting details, fact and opinion in the text orally and in writing</p> <p>c. Distinguish relevance and usefulness of information</p> <p>d. Recognize and examine information within and across texts orally and in writing</p> <p>e. Identify the appropriateness of the title</p> <p>f. Identify and/or compose a topic sentence</p> <p>g. Identify and/or compose an appropriate summary</p>	<p>use of language</p> <p>a. Identify and distinguish elements of persuasive language</p> <p>b. Identify and distinguish elements of informative language</p> <p>6. Recognize the organization of informational text to retrieve information and make interpretations.</p> <p>a. Use content area vocabulary to gain meaning from text</p> <p>b. Identify and connect concepts such as problem and solution, main idea and supporting details, fact and opinion in the text orally and in writing</p> <p>c. Distinguish relevance and usefulness of information</p> <p>d. Recognize and examine information within and across texts orally and in writing</p> <p>e. Compare/contrast information</p> <p>f. Follow multi-step directions</p> <p>g. Identify and/or compose a topic sentence</p> <p>h. Identify and/or compose an appropriate summary</p> <p>7. Apply evaluative criteria when reading informational text.</p> <p>a. Determine the intended audience</p> <p>b. Identify information not included in an informational text that would be needed for a specific purpose</p> <p>c. Distinguish relevant from irrelevant information for a specific purpose in a text</p> <p>d. Identify and trace the development of an author's argument, point of view, or perspective in text</p> <p>e. Identify the appropriateness of the title</p>	<p>a. Identify and distinguish elements of persuasive language</p> <p>b. Identify and distinguish elements of informative language</p> <p>6. Recognize the organization of informational text to retrieve information and make interpretations.</p> <p>a. Use content area vocabulary to gain meaning from text.</p> <p>b. Identify and connect concepts such as problem and solution, main idea and critical or supporting details, fact and opinion in the text orally and in writing</p> <p>c. Distinguish relevance and usefulness of information</p> <p>d. Recognize and examine information within and across texts orally and in writing</p> <p>e. Compare/contrast information</p> <p>f. Follow multi-step directions</p> <p>g. Compose a summary of steps in a process</p> <p>h. Identify and/or compose a topic sentence</p> <p>i. Identify and/or compose an appropriate summary</p> <p>7. Apply evaluative criteria when reading informational text.</p> <p>a. Determine the intended audience</p> <p>b. Identify information not included in an informational text that would be needed for a specific purpose</p> <p>c. Distinguish relevant from irrelevant information for a specific purpose in a text</p> <p>d. Identify and trace the development of an author's argument, point of view, or perspective in text</p> <p>e. Identify the appropriateness of the title</p>	<p>5. Recognize and examine purposeful use of language</p> <p>a. Identify and distinguish elements of persuasive language</p> <p>b. Identify and distinguish elements of informative language</p> <p>6. Recognize the organization of informational text to retrieve information and make interpretations.</p> <p>a. Use content area vocabulary to gain meaning from text.</p> <p>b. Identify and connect concepts such as problem and solution, main idea and critical or supporting details, fact and opinion in the text orally and in writing</p> <p>c. Distinguish relevance and usefulness of information</p> <p>d. Recognize and examine information within and across texts orally and in writing</p> <p>e. Compare/contrast information</p> <p>f. Follow multi-step directions</p> <p>g. Compose a summary of steps in a process</p> <p>h. Identify and/or compose a topic sentence</p> <p>i. Identify and/or compose an appropriate summary</p> <p>7. Apply evaluative criteria when reading informational text.</p> <p>a. Identify usefulness of the text</p> <p>b. Recognize text features.</p> <p>c. Assess the adequacy of the author's details to support claims and assertions</p> <p>d. Assess whether the author adequately supports inferences</p> <p>e. Assess the appropriateness of an author's details to support claims and assertions.</p> <p>f. Recognize instances of propaganda.</p> <p>g. Recognize instances of persuasive techniques</p> <p>h. Determine the intended audience</p> <p>i. Identify and trace the development of an author's argument, point of view or perspective in text.</p> <p>j. Identify the topic of an informational</p>	<p>use of language</p> <p>a. Determine the tone of informational text.</p> <p>b. Analyze the author's use of language to influence the reader in informational and functional texts.</p> <p>7. Apply evaluative criteria when reading informational text.</p> <p>a. Identify usefulness of the text</p> <p>b. Evaluate text features to gain meaning.</p> <p>c. Assess the adequacy of the author's details to support claims and assertions</p> <p>d. Assess the appropriateness of an author's details to support claims and assertions.</p> <p>e. Recognize instances of propaganda.</p> <p>f. Recognize instances of persuasive techniques</p> <p>g. Evaluate the clarity of a text's organizational structure.</p> <p>h. Identify and trace the development of an author's argument, point of view or perspective in text.</p> <p>i. Analyze how authors use the structure and features of informational text</p>	<p>use of language</p> <p>a. Determine the tone of informational text.</p> <p>b. Identify and explain how word choice contributes to meaning and creates style.</p> <p>c. Identify and explain how elements of style, such as rhetorical questions, repetition, parallelism, hyperbole, and understatement, contribute to meaning.</p> <p>d. Analyze the author's use of language to influence the reader in informational and functional texts.</p> <p>7. Apply evaluative criteria when reading informational text.</p> <p>a. Determine the suitability of the text for the reading purpose.</p> <p>b. Determine whether the text is a reliable source.</p> <p>c. Determine the reliability of the information in the text.</p> <p>d. Determine the extent to which the text communicates bias.</p> <p>e. Determine whether the author's argument or position is presented clearly and effectively.</p> <p>f. Determine the extent to which additional information is needed to clarify or strengthen the author's argument or viewpoint.</p> <p>g. Identify and examine persuasive techniques.</p> <p>h. Analyze how authors use the structure</p>	<p>5. Recognize and examine purposeful use of language</p> <p>a. Determine the tone of informational text.</p> <p>b. Identify and explain how word choice contributes to meaning and creates style.</p> <p>c. Identify and explain how elements of style, such as rhetorical questions, repetition, parallelism, hyperbole, and understatement, contribute to meaning.</p> <p>7. Apply evaluative criteria when reading informational text.</p> <p>a. Determine the suitability of the text for the reading purpose.</p> <p>b. Determine whether the text is a reliable source.</p> <p>c. Determine the reliability of the information in the text.</p> <p>d. Determine the extent to which the text communicates bias.</p> <p>e. Determine whether the author's argument or position is presented clearly and effectively.</p> <p>f. Determine the extent to which additional information is needed to clarify or strengthen the author's argument or viewpoint.</p> <p>g. Identify and examine persuasive techniques.</p>
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			<p>text and determine the author's perspective towards it.</p> <p>k. Analyze how authors use the structure and features of informational text (functional documents) such as advertisements or flyers to achieve their purposes or to make information accessible and useable.</p> <p>l. Evaluate the appropriateness of a title for a text or portion of a text</p>	<p>(functional documents) such as advertisements or flyers to achieve their purposes or to make information accessible and useable.</p> <p>j. Evaluate the appropriateness of a title for a text or portion of a text</p>	<p>and features of informational text (functional documents) such as advertisements or flyers to achieve their purposes or to make information accessible and useable.</p> <p>i. Evaluate the appropriateness of a title for a text or portion of a text</p>	<p>h. Evaluate the appropriateness of a title for a text or portion of a text</p>
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Grade by Grade Reading Content Standards (DRAFT)

7.0 Literary Reading Process Standard Statement: Literacy: Comprehension of Literary Text – Students will read and comprehend appropriate literary texts

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
<p>A. Literary</p> <p>1. Read and recognize the characteristics of a variety of grade level appropriate literary texts representing diverse cultures, perspectives, and ethnicities.</p> <p>a. read literary texts including:</p> <ul style="list-style-type: none"> • Plays • Poems • Folklore, fairy tales and fables • Fantasy • Realistic fiction • Historical fiction <p>2. Recognize and apply knowledge of the organizational structure of literary text (story elements) to retrieve information and make interpretations.</p> <p>a. Recognize and examine the characters</p> <ol style="list-style-type: none"> 1) Students will recognize and discuss character traits, feelings, and actions 2) Students will recognize and discuss the influence of setting on characters' actions and 3) Students will determine what characters are like by what they say or do and how the author or illustrator portrays them. <p>b. Recognize and describe the setting</p> <p>c. State the problem</p> <p>d. Sequence the events</p> <p>e. State the solution</p> <p>f. Determine the obvious and underlying message, lesson learned, main idea or theme</p> <p>g. Identify or compose a summary of the text.</p>	<p>A. Literary</p> <p>1. Read and recognize the characteristics of a variety of grade level appropriate literary texts representing diverse cultures, perspectives, and ethnicities.</p> <p>a. read literary texts including:</p> <ul style="list-style-type: none"> • Plays • Poems • Folklore, fairy tales and fables • Fantasy • Realistic fiction • Historical fiction <p>2. Recognize and apply knowledge of the organizational structure of literary text (story elements) to retrieve information and make interpretations.</p> <p>a. Identify the main incidents of a plot and their cause and the influence of each event on future actions</p> <p>b. Recognize and discuss character traits, feelings, and actions</p> <p>c. Determine what characters are like by what they say or do and how the author or illustrator portrays them.</p> <p>d. Identify the setting and discuss its relationship to the mood of the text</p> <p>e. Identify the setting and discuss the relationship to the meaning of the text</p> <p>f. Determine the obvious and underlying message, lessons learned, moral, main idea or theme.</p> <p>g. Recognize and discuss the influence of setting, plot, character traits and motivations on that character's actions.</p> <p>h. Identify or compose a summary of the text.</p>	<p>A. Literary</p> <p>1. Read and recognize the characteristics of a variety of grade level appropriate literary texts representing diverse cultures, perspectives, and ethnicities.</p> <p>a. read literary texts including:</p> <ul style="list-style-type: none"> • Plays • Poems • Folklore, fairy tales and fables • Fantasy • Realistic fiction • Historical fiction • Legends • Myths <p>2. Recognize and apply knowledge of the organizational structure of literary text (story elements) to retrieve information and make interpretations.</p> <p>a. Identify the setting and discuss its relationship to the mood of the text</p> <p>b. Recognize and discuss character traits, feelings, and actions</p> <p>c. Recognize and discuss the influence of setting on characters' actions</p> <p>d. Determine what characters are like by what they say or do and how the author or illustrator portrays them.</p> <p>e. Recognize and discuss the influence of setting, plot, character traits and motivations on that character's actions</p> <p>f. Determine the obvious and underlying message, lessons learned, moral, main idea or theme.</p> <p>g. Identify or compose a summary that identifies one or more story elements.</p> <ul style="list-style-type: none"> • Plot • Setting • Characterization • Theme 	<p>A. Literary</p> <p>1. Read and recognize the characteristics of a variety of grade level appropriate literary texts representing diverse cultures, perspectives, and ethnicities.</p> <p>a. Identify the author's message and identify the characteristics of different forms of prose.</p> <ul style="list-style-type: none"> • Short story • Novel • Essay • Plays <p>b. Identify the characteristics of different forms of poetry.</p> <ul style="list-style-type: none"> • Ballad • Lyric • Couplet • Haiku <p>c. Compare and contrast the motivations and reactions of characters from different historical eras and connect them to prior experiences or the experiences of others</p> <p>2. Recognize and apply knowledge of the organizational structure of literary text (story elements) to retrieve information and make interpretations.</p> <p>a. Identify the setting and discuss its relationship to the mood of the text</p> <p>b. Recognize and discuss the influence of setting on characters' actions and</p> <p>c. Determine what characters are like by what they say or do and how the author or illustrator portrays them.</p> <p>d. Recognize and discuss the influence of setting, plot, character traits and motivations on that character's actions</p> <p>e. Explain how the theme represents a view or comment on life.</p> <p>f. Identify elements of plot and analyze how the resolution of the conflict is determined</p> <p>g. Compare and contrast the motivations and reactions of characters from different historical eras and connect them to prior experience or the experiences of others</p> <p>h. Compare and contrast one's personal</p>	<p>A. Literary</p> <p>1. Read and recognize the characteristics of a variety of grade level appropriate literary texts representing diverse cultures, perspectives, and ethnicities.</p> <p>a. Identify the author's message and identify the characteristics of different forms of prose.</p> <ul style="list-style-type: none"> • Short story • Novel • Essay • Plays <p>b. Identify the characteristics of different forms of poetry.</p> <ul style="list-style-type: none"> • Ballad • Lyric • Couplet • Haiku <p>c. Compare and contrast the motivations and reactions of characters from different historical eras and connect them to prior experiences or the experiences of others</p> <p>2. Apply knowledge of the characteristics of literary forms and genres to facilitate understanding</p> <p>a. Recognize and examine the author's approach to issues of time and sequence through the use of flashback, and foreshadowing.</p> <p>b. Recognize and examine the sequence of events and/or elements of plot</p> <p>c. Recognize and examine how organizational features of poetic text, such as line length, stanza divisions, and refrains, contribute to meaning.</p> <p>d. Recognize and examine how the structural features of dramatic texts, such as scenes and acts, contribute to meaning.</p> <p>e. Determine what characters are like by what they say or do and how the author or illustrator portrays them.</p> <p>f. Explain how the theme represents a view or comment on life.</p> <p>f. Identify elements of characterization and analyze how the qualities of the central characters determine the</p>	<p>A. Literary</p> <p>1. Read a variety of grade level appropriate literary text representing diverse cultures, perspectives, and ethnicities.</p> <p>a. Read a variety of literary forms and genres, including fiction (short story, novel, novella, vignette); nonfiction (personal essay, memoir, autobiography, biography); poetry (lyric, narrative, dramatic); and drama.</p> <p>b. Distinguish among literary forms and genres.</p> <p>c. Compare and contrast the motivations and reactions of characters from different historical eras and connect them to prior experiences or the experiences of others</p> <p>2. Apply knowledge of the characteristics of literary forms and genres to facilitate understanding</p> <p>a. Recognize and examine the author's approach to issues of time and sequence through the use of flashback, and foreshadowing.</p> <p>b. Recognize and examine the sequence of events and/or elements of plot</p> <p>c. Recognize and examine how organizational features of poetic text, such as line length, stanza divisions, and refrains, contribute to meaning.</p> <p>d. Recognize and examine how the structural features of dramatic texts, such as scenes and acts, contribute to meaning.</p>	<p>A. Literary</p> <p>1. Read a variety of grade level appropriate literary text representing diverse cultures, perspectives, and ethnicities.</p> <p>a. Read a variety of literary forms and genres, including fiction (short story, novel, novella, vignette); nonfiction (essay, memoir, autobiography, biography, and speech); classical, modern, and contemporary drama; and lyric, narrative, dramatic poetry.</p> <p>b. Analyze the way in which a literary text is related to the issues of an historical period or the cultural/regional perspective of the author.</p> <p>2. Apply knowledge of the characteristics of literary forms and genres to facilitate understanding</p> <p>a. Recognize and examine the author's approach to issues of time and sequence through the use of flashback, and foreshadowing.</p> <p>b. Recognize and examine the sequence of events and/or elements of plot</p> <p>c. Recognize and examine how organizational features of poetic text, such as line length, stanza divisions, and refrains, contribute to meaning.</p> <p>d. Recognize and examine how the structural features of dramatic texts, such as scenes, acts, epilogues, and prologues, contribute to meaning</p>

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<p>onomatopoeia is used to create meaning.</p> <p>6. Recognize and examine connections between and among elements in one or more texts.</p> <p>a. Identify and examine structural elements of poetry such as stanzas and refrains.</p> <p>b. Identify and examine structural elements of plays such as acts, scenes, stage directions, and dialogue.</p>	<p>c. Recognize and explain how onomatopoeia is used to create meaning</p> <p>d. Recognize and explain metaphor.</p> <p>e. Recognize and explain hyperbole.</p> <p>6. Recognize and examine connections between and among elements in one or more texts.</p> <p>a. Identify and examine structural elements of poetry such as stanzas and refrains.</p> <p>b. Identify and examine structural elements of plays such as acts, scenes, stage directions, and dialogue.</p>	<p>d. Recognize and explain how personification is used to create meaning</p> <p>e. Recognize and explain how allusion is used to create meaning</p> <p>f. Recognize and explain metaphor.</p> <p>g. Recognize and explain hyperbole</p> <p>6. Recognize and examine connections between and among elements in one or more texts.</p> <p>a. Identify and examine structural elements of poetry such as stanzas and refrains.</p> <p>b. Identify and examine structural elements of plays such as acts, scenes, stage directions, and dialogue.</p>	<ul style="list-style-type: none"> • Allusions • Idioms • Imagery <p>6. Recognize and examine connections between and among elements in one or more texts.</p> <p>a. Draw conclusions about characters by examining actions, words, thoughts, and motivations, as well as the reactions of other characters</p> <p>b. Identify and explain how the interactions among narrative elements, such as character, setting, conflict, point of view, mood, and plot, work together to contribute to meaning.</p> <p>c. Draw and support inferences about the relationship among the setting, the mood, and the meaning of the text.</p> <p>g. Identify and examine structural elements of poetry such as stanzas and refrains.</p>	<ul style="list-style-type: none"> • Allusions • Idioms • Imagery <p>6. Recognize and examine connections between and among elements in one or more texts.</p> <p>a. Draw conclusions about characters and speakers by examining their actions, words, thoughts, and motivations, as well as the reactions of other characters</p> <p>b. Identify and analyze characters' defining traits, motivations, and development throughout the text</p> <p>c. Identify and analyze details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text.</p> <p>d. Identify and analyze conflicts that motivate character and those that serve to drive the plot</p> <p>e. Identify and explain how the interactions among narrative elements, work together to contribute to meaning.</p> <p>f. Draw and support inferences about the relationship among the setting, the mood, and the meaning of the text.</p> <p>g. Identify and examine structural elements of poetry such as stanzas and refrains.</p>	<p>personification, onomatopoeia, allusions, hyperbole), contributes to meaning and creates style.</p> <p>d. Identify and explain how elements of style, such as rhetorical questions, repetition, and understatement, contribute to meaning</p> <p>6. Recognize and examine connections between and among elements in one or more texts.</p> <p>a. Draw conclusions about characters and speakers by examining their actions, words, thoughts, and motivations, as well as the reactions of other characters</p> <p>b. Identify and analyze characters' defining traits, motivations, and development throughout the text</p> <p>c. Identify and analyze details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text.</p> <p>d. Identify and analyze conflicts that motivate character and those that serve to drive the plot</p> <p>e. Identify and explain how the interactions among narrative elements work together to contribute to meaning.</p> <p>f. Draw and support inferences about the relationship among the setting, the mood, and the meaning of the text.</p> <p>g. Identify and examine structural elements of poetry such as stanzas and refrains.</p>	<p>language (simile, metaphor, personification, onomatopoeia, allusions, hyperbole), contributes to meaning and creates style.</p> <p>e. Identify and explain how elements of style, such as rhetorical questions, repetition, and understatement, contribute to meaning</p> <p>6. Recognize and examine connections between and among elements in one or more texts.</p> <p>a. Identify and analyze characters' defining traits, motivations, and development throughout the text</p> <p>b. Identify and analyze details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text.</p> <p>c. Identify and analyze conflicts that motivate characters and those that serve to drive the plot</p> <p>d. Identify and explain the effects of first or third person narration.</p> <p>e. Identify and explain how the interactions among narrative elements work together to contribute to meaning.</p> <p>f. Identify and explain how poetic elements, such as speaker, rhyme, and rhythm, work together to contribute to meaning.</p> <p>g. Identify and explain how dramatic elements, such as dialogue, stage directions, and characters, work together to contribute to meaning.</p>
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MSA Assessment questions are written at the indicator level (numbers), using the objective level (small letters) to provide parameters of the questions.

*Note: Sample passages to be added.