

FastBridge Learning

*aReading*TM Score Interpretation Guide

To assist teachers with understanding their students' *aReading* scores, this interpretation guide organizes score information by score ranges, skill categories, and skill descriptions with accompanying instructional recommendations. Starting in the 2018-2019 school year the *aReading* reports will provide skills information based on the Common Core State Standards (CCSS). In the online reports and in this Guide, all score ranges include skill information for one or more of the following categories:

- **Foundational Skills:** Includes skills related to mastery of the concepts of print, alphabetic principle, and other basic conventions of the English writing system.
- **Informational Reading:** Includes skills related to understanding and responding to content area texts (i.e., non-fiction).
- **Language:** Includes skills related to listening and speaking in English.
- **Reading Literature:** Includes skills related to understanding and responding to literary texts (i.e., fiction).

The *aReading* scores are listed according to bands of 50 points each starting at 350 and ending at 750. Each score band lists the skill categories included, descriptions of the skills, and instructional recommendations to teach each skill.

Range	Skill Category	Skill Description	Instructional Recommendations
<350	Language	Determine meaning of new, unknown, and multi-meaning words	Pre-teach the meaning of all new words in reading passages
350-400	Foundational Skills	Applies phonics and word analysis to decode; demonstrates letter-sound correspondence; identifies long and short vowel sound-to-letter associations	Teach letter-sound correspondence and word level blending for short and long vowel syllables
		Understands organization and features of print	Teach left-to-right and top to bottom text direction
		Understands spoken words, syllables, and sounds; recognizes and produces rhymes; counts syllables; blends and segments onset-rimes	Teach students to identify the first, last, and middle sound in spoken words and provide opportunities for them to practice rhyming, blending, and segmenting words
	Informational Reading	Ask and answer questions about unknown words in a text	Teach students to underline or highlight and look up the meaning for any words in a passage that are new, then re-read the passage
		Identify the front cover, back cover, and title page of a book	Teach students how to identify the title, author(s), and publisher of a book
		Name the author and illustrator of a text and clarify the role of each	Provide opportunities for students to name and explain the author and illustrator of a text they have read
	Language	Determine meaning of new, unknown, and multi-meaning words	Pre-teach the meaning of all new words in reading passages

Range	Skill Category	Skill Description	Instructional Recommendations
400-450	Foundational Skills	Applies phonics and word analysis to decode; demonstrates letter-sound correspondence; identifies long and short vowel sound-to-letter associations	Teach letter-sound correspondence and word level blending for short and long vowel syllables
		Understands organization and features of print	Teach left-to-right and top to bottom text direction
		Understands spoken words, syllables, and sounds; recognizes and produces rhymes; counts syllables; blends and segments onset-rimes	Teach students to identify the first, last, and middle sound in spoken words and provide opportunities for them to practice rhyming, blending, and segmenting words
		Applies phonics and word analysis to decode; knows letter-sound correspondence for consonant digraphs, final -e and vowel teams; decodes by syllable	Teach the rules for long vowel sounds in syllables and words with consonant-vowel-consonant-final -e spelling; teach the pronunciation of /ch/, /ck/, /sh/, /th/, /wh/; teach short and long vowel syllables and how to segment words with short and long vowels into syllables
	Informational Reading	Ask and answer questions about unknown words in a text	Teach students to underline or highlight and look up the meaning for any words in a passage that are new, then re-read the passage
		Identify the front cover, back cover, and title page of a book	Teach students how to identify the title, author(s), and publisher of a book
		Name the author and illustrator of a text and clarify the role of each	Provide opportunities for students to name and explain the author and illustrator of a text they have read
	Language	Determine meaning of new, unknown, and multi-meaning words	Pre-teach the meaning of all new words in reading passages
		Determine word meaning; use sentence context, affixes, and roots as clues to meaning	Teach Greek and Latin word roots, teach affix meanings and rules.
	Reading Literature	Describe the relationship between illustrations and the story	Have students read stories with detailed illustrations and explain the meaning of the illustrations to peers and/or the teacher
		Compare and contrast the adventures and experiences of characters in familiar stories	Teach students to identify, list, describe, and compare all the main characters in a story
		Identify words and phrases in stories that appeal to feelings and senses	Teach students the meaning of words that describe character feelings and experiences
		Explain differences between books that tell stories and books that give information	Teach the definitions and characteristics of expository. Teach the definitions and characteristics of expository and narrative texts and have students identify examples of each narrative texts and have students identify examples of each.
		Identify who is telling the story at various points in the text	Teach the role of a story narrator and how certain text features such as first-person wording (e.g., "I think...") reveals the narrator
		Use illustrations and details to describe characters, settings or events	Have students read and provide oral summaries of illustrated stories
		Compare and contrast the adventures and experiences of characters	Have students identify and list character traits and experiences, then compare them.

Range	Skill Category	Skill Description	Instructional Recommendations
450-500	Foundational Skills	Applies phonics and word analysis to decode; demonstrates letter-sound correspondence; identifies long and short vowel sound-to-letter associations	Teach letter-sound correspondence and word level blending for short and long vowel syllables
		Understands organization and features of print	Teach left-to-right and top to bottom text direction
		Understands spoken words, syllables, and sounds; recognizes and produces rhymes; counts syllables; blends and segments onset-rimes	Teach students to identify the first, last, and middle sound in spoken words and provide opportunities for them to practice rhyming, blending, and segmenting words
		Applies phonics and word analysis to decode; knows letter-sound correspondence for consonant digraphs, final -e and vowel teams; decodes by syllable	Teach the rules for long vowel sounds in syllables and words with consonant-vowel-consonant-final -e spelling; teach the pronunciation of /ch/, /ck/, /sh/, /th/, /wh/; teach short and long vowel syllables and how to segment words with short and long vowels into syllables
		Understands spoken words, syllables, and sounds; distinguishes long from short vowel sounds; isolates initial, middle, and final sounds	Teach students to identify the first, last, and middle sound in spoken words and provide opportunities for them to practice rhyming, blending, and segmenting words
		Applies phonics and word analysis to decode; distinguishes long and short vowels in one-syllable words; decodes words with common vowel teams, prefixes, suffixes	Have students practice decoding new words in short and long-vowel syllables; teach vowel team and affix decoding rules.
		Understands organization of print and sentences	Teach students the typical organization of books and other written texts.
		Applies phonics and word analysis to decode; identifies meaning of common prefixes and suffixes; decodes words with common Latin suffixes and multisyllable words	Have students practice decoding multisyllable words including those with affixes. Include such words in daily reading activities across content areas.
	Informational Reading	Ask and answer questions about unknown words in a text	Teach students to underline or highlight and look up the meaning for any words in a passage that are new, then re-read the passage
		Identify the front cover, back cover, and title page of a book	Teach students how to identify the title, author(s), and publisher of a book
		Name the author and illustrator of a text and clarify the role of each	Provide opportunities for students to name and explain the author and illustrator of a text they have read
		Ask and answer who, what, where, when, why, and how to demonstrate understanding of key details	Teach students comprehension strategies such as listing questions about a text before they read it and then answering the questions afterwards (e.g., KWL, SQ3R)
		Identify the main topic of a multi-paragraph text	Teach students the purpose and to identify the thesis sentence in a paragraph and provide opportunities to practice finding the thesis.
		Describe connection between events, scientific ideas or concepts, or steps in a text	Teach students to create a flowchart or timeline of events.
		Determine meaning of general academic and domain-specific words and phrases	Teach students to locate the meaning of subject-matter vocabulary and to use the words correctly in oral and written work.
		Use text features and search tools to locate topic information	Teach students the organization and layout of subject matter textbooks and have them practice finding specific resources such as chapter headings, the index, and glossary.

Range	Skill Category	Skill Description	Instructional Recommendations
450-500	Informational Reading	Distinguish reader and author points of view	Have students take notes while reading subject matter texts noting the author's main points and then list and describe differences with their own opinions.
		Use information from illustrations and text words to demonstrate understanding	Have students make predictions about the content of informational text based on illustrations and titles, then compare their predictions with the content after reading it.
		Describe logical connection between specific sentences and paragraphs	Teach students paragraph organization, including introduction, body, and closing sentences and have students practice writing paragraphs with such structure.
		Compare and contrast important points and key details presented in two texts	Have students identify and list text details from both texts and then explain how they are similar or different.
		Determine the meaning of words or phrases in a text	Teach students word meaning strategies such as root word identification, affix meanings, and syllabification; teach dictionary and glossary use.
		Describe the overall structure of events, ideas, concepts or information in a text	Teach students to write short summaries of content-area reading texts.
		Compare - contrast a firsthand and secondhand account of the same event/topic	Have students read primary and secondary sources about the same events and tell or write about how the texts were similar and different.
		Reference details and examples when explaining the explicit and implicit text meaning	Teach students the meaning of explicit and implicit texts, provide examples and non-examples, and provide students with opportunities to practice identifying such texts.
		Determine the main idea; explain how key details support this idea; summarize	Teach students to identify and underline the main idea of paragraphs, sections, and chapters in a text and provide opportunities to practice such identification.
		Explain events, procedures, ideas, or concepts, including what happened and why, in the text	Have students write summaries of content area readings.
	Language	Determine word meaning; use sentence context, affixes, and roots as clues to meaning	Teach Greek and Latin word roots, teach affix meanings and rules.
		Know standard English grammar; prints letters; uses appropriate parts of speech and sentence construction	Teach students basic sentence grammar (e.g., subjects and verbs) and to write simple sentences.
		Know standard writing conventions; uses appropriate capitalization, punctuation, and spelling	Teach students capitalization and punctuation common spelling rules (e.g., F, L, S pattern) and correct spelling errors in all written work.
		Determine word meaning; use sentence context, prefixes, roots, compound words, glossaries/dictionaries as clues to word meaning	Teach students word meaning strategies such as root word identification, affix meanings, and syllabification; teach dictionary and glossary use.
		Understand word relationships; sort by categories of concepts, attributes, connections and shades of meaning	Have students sort words according to their meanings.
		Know standard English grammar; accurately use collective, reflexive nouns, past tense irregular verbs, modifiers, simple/compound sentences	Teach correct noun and pronoun usage; teach correct spelling and use of irregular verbs and have students practice through sentence writing.

Range	Skill Category	Skill Description	Instructional Recommendations
450-500	Language	Know standard writing conventions; uses appropriate capitalization, punctuation, and spelling patterns; consults reference as needed	Teach and correct student use of capitalization, punctuation, and spelling. Teach students how to use paper and online resources to locate the correct spelling of new words.
		Know different language conventions; compare formal and informal uses of English	Teach rules for contractions and have students practice using them in written work.
		Understand figurative language and word relationships; explain and understand meaning/use of similes, metaphors, idioms, antonyms and synonyms	Teach the meaning and purpose of similes, metaphors, idioms, antonyms and synonyms; provide students with daily practice in identifying and using similes, metaphors, idioms, antonyms and synonyms.
		Determine word meaning; use sentence context, affixes, roots, compound words, glossaries/dictionaries as clues to meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Know standard English grammar; know and use variety of parts of speech; subject-verb-pronoun agreements; complex sentence construction	Have students practice writing for a variety of purposes and provide corrective feedback on accuracy of grammar.
		Understand word relationships; identify real-life connections between words and use; distinguish verbs and adjectives with similar meaning	Teach all 8 parts of speech and have students identify the part of speech for all words in sentences.
	Reading Literature	Describe the relationship between illustrations and the story	Have students read stories with detailed illustrations and explain the meaning of the illustrations to peers and/or the teacher
		Compare and contrast the adventures and experiences of characters in familiar stories	Teach students to identify, list, describe, and compare all the main characters in a story
		Identify words and phrases in stories that appeal to feelings and senses	Teach students the meaning of words that describe character feelings and experiences
		Explain differences between books that tell stories and books that give information	Teach the definitions and characteristics of expository and narrative texts and have students identify examples of each
		Identify who is telling the story at various points in the text	Teach the role of a story narrator and how certain text features such as first-person wording (e.g., "I think..." reveals the narrator
		Use illustrations and details to describe characters, settings or events	Have students read and provide oral summaries of illustrated stories
		Compare and contrast the adventures and experiences of characters	Have students identify and list character traits and experiences, then compare them.
		Use information from illustrations and words to demonstrate understanding	Have students look at illustrations and story titles before reading a text and predict the story events.
		Compare and contrast two or more versions of the same story	Have students read two versions of the same story and list similarities and differences.
		Ask and answer questions about key details	Teach students comprehension strategies such as listing questions about a text before they read it and then answering the questions afterwards (e.g., KWL, SQ3R)
		Retell stories with key details; understand the central message or lesson	Have students write or tell the main ideas of a story.
		Describe characters, settings, and major events in a story	Teach strategies as "Story Grammar Marker" and have students write or tell the plot of a story.

Range	Skill Category	Skill Description	Instructional Recommendations
450-500	Reading Literature	Ask and answer questions about key details in a text	Have students apply comprehension strategies such as asking questions before reading and answering them afterwards.
		Recount stories and determine their central message, lesson, or moral	Have students use tools such as Story-Grammar-Marker to summarize a story's plot and explain it to others.
		Describe how characters in a story respond to major events and challenges	Teach students how to analyze a character in a story and use character traits to predict and answer questions about the story.
		Ask and answer questions to demonstrate understanding of a literature text	Teach students to use story prediction and question strategies during and after reading.
		Recount stories and determine their central message, lesson, or moral and explain how conveyed through key text details	Teach students how to write a plot summary that includes quotations from the text that support each plot element.
		Describe characters in a story	Have students write character "biographies."
		Determine the meaning of literal and nonliteral words and phrases	Teach students how words can be used in both literal and non-literal ways and provide examples and non-examples of such use; have students sort examples of literal and non-literal sentences.
		Refer to parts of stories, dramas, and poems when writing or speaking about a text	Teach students how to use quotations, citations, and references from literature when speaking and writing about a text.
		Distinguish reader's point of view from that of the narrator or characters	Have students write summaries of character perspectives and they compare them with their own views.
		Explain how illustrations contribute to the words in a story	Have students read a story and then write captions for all illustrations.
		Compare and contrast themes, settings, and plots of stories by the same author	Have students use story plot summaries from two or more stories by the same author to tell or write how they are similar or different.
		Describe how words / phrases have rhythm and meaning in a story, poem, or song	Teach students to clap out the rhythm in poems and songs.
		Describe the overall structure of a story	Have students write story plot summaries.
		Acknowledge differences in the points of view of characters	Have students act out characters from a story and show how their points of view differ.
		Identify where a visual or oral presentation reflects specific descriptions and directions	Have students write descriptions of pictures or oral stories.
		Compare and contrast the treatment of similar themes and topics	Have students use story plot summaries from two or more texts and identify similarities and differences.
		Determine the meaning of words and phrases including allusions to mythology	Have students annotate texts and provide summaries of key events.
		Refer to the structural elements of a poem	Teach students the major types of poetry structure and provide opportunities to read and identify different types of poems.
		Compare and contrast narrator points of view	Read literary texts with different narrator styles and compare these differences orally and in writing.

Range	Skill Category	Skill Description	Instructional Recommendations
500-550	Foundational Skills	Applies phonics and word analysis to decode; demonstrates letter-sound correspondence; identifies long and short vowel sound-to-letter associations	Teach letter-sound correspondence and word level blending for short and long vowel syllables
		Understands organization and features of print	Teach left-to-right and top to bottom text direction
		Understands spoken words, syllables, and sounds; recognizes and produces rhymes; counts syllables; blends and segments onset-rimes	Teach students to identify the first, last, and middle sound in spoken words and provide opportunities for them to practice rhyming, blending, and segmenting words
		Applies phonics and word analysis to decode; knows letter-sound correspondence for consonant digraphs, final -e and vowel teams; decodes by syllable	Teach the rules for long vowel sounds in syllables and words with consonant-vowel-consonant-final -e spelling; teach the pronunciation of /ch/, /ck/, /sh/, /th/, /wh/; teach short and long vowel syllables and how to segment words with short and long vowels into syllables
		Understands spoken words, syllables, and sounds; distinguishes long from short vowel sounds; isolates initial, middle, and final sounds	Teach students to identify the first, last, and middle sound in spoken words and provide opportunities for them to practice rhyming, blending, and segmenting words
		Applies phonics and word analysis to decode; distinguishes long and short vowels in one-syllable words; decodes words with common vowel teams, prefixes, suffixes	Have students practice decoding new words in short and long-vowel syllables; teach vowel team and affix decoding rules.
		Understands organization of print and sentences	Teach students the typical organization of books and other written texts.
		Applies phonics and word analysis to decode; identifies meaning of common prefixes and suffixes; decodes words with common Latin suffixes and multisyllable words	Have students practice decoding multisyllable words including those with affixes. Include such words in daily reading activities across content areas.
		Applies phonics and word analysis to decode; uses letter-sound correspondences and syllabication patterns to read unfamiliar, multisyllabic words	Have students practice decoding unfamiliar multisyllable words including those from specific content areas (e.g., math, science).
		Applies phonics and word analysis to decode; uses letter-sound correspondences, syllabication, and morphology patterns to read unfamiliar, multisyllabic words	Have students practice decoding unfamiliar multisyllable words including those from specific content areas (e.g., math, science).
	Informational Reading	Ask and answer who, what, where, when, why, and how to demonstrate understanding of key details	Teach students comprehension strategies such as listing questions about a text before they read it and then answering the questions afterwards (e.g., KWL, SQ3R)
		Identify the main topic of a multi-paragraph text	Teach students the purpose and to identify the thesis sentence in a paragraph and provide opportunities to practice finding the thesis.
		Describe connection between events, scientific ideas or concepts, or steps in a text	Teach students to create a flowchart or timeline of events.
		Determine meaning of general academic and domain-specific words and phrases	Teach students how to locate the meaning of subject-matter vocabulary and to use the words correctly in oral and written work.

Range	Skill Category	Skill Description	Instructional Recommendations
500-550	Informational Reading	Use text features and search tools to locate topic information	Teach students the organization and layout of subject matter textbooks and have them practice finding specific resources such as chapter headings, the index, and glossary.
		Distinguish reader and author points of view	Have students take notes while reading subject matter texts noting the author's main points and then list and describe differences with their own opinions.
		Use information from illustrations and text words to demonstrate understanding	Have students make predictions about the content of informational text based on illustrations and titles, then compare their predictions with the content after reading it.
		Describe logical connection between specific sentences and paragraphs	Teach students paragraph organization, including introduction, body, and closing sentences and have students practice writing paragraphs with such structure.
		Compare and contrast important points and key details presented in two texts	Have students identify and list text details from both texts and then explain how they are similar or different.
		Determine the meaning of words or phrases in a text	Teach students word meaning strategies such as root word identification, affix meanings, and syllabification; teach dictionary and glossary use.
		Describe the overall structure of events, ideas, concepts or information in a text	Teach students to write short summaries of content-area reading texts.
		Compare - contrast a firsthand and secondhand account of the same event/topic	Have students read primary and secondary sources about the same events and tell or write about how the texts were similar and different.
		Reference details and examples when explaining the explicit and implicit text meaning	Teach students the meaning of explicit and implicit texts, provide examples and non-examples, and provide students with opportunities to practice identifying such texts.
		Determine the main idea; explain how key details support this idea; summarize	Teach students to identify and underline the main idea of paragraphs, sections, and chapters in a text and provide opportunities to practice such identification.
		Explain events, procedures, ideas, or concepts, including what happened and why, in the text	Have students write summaries of content area readings.
		Determine the meaning of words / phrases in a text	Teach students how to locate the meaning of subject-matter vocabulary and to use the words correctly in oral and written work.
		Know and use various text features to locate key information	Teach students textbook organization and provide opportunities to locate content details using such organization.
		Identify the main purpose of a text	Teach students to identify the primary topic and purpose of content area texts and provide opportunities to practice such identification.
		Ask and answer questions to demonstrate understanding of an informational text	Provide students with opportunities to use text prediction and question strategies during and after reading.
		Determine the main idea of a text and identify key details that support it	Have students write summaries of content area readings.
		Describe relationship between events, ideas, concepts, or steps in a text, using language related to time, sequence, and cause/effect	Teach students vocabulary terms for time, sequence, causes, and effects and provide opportunities to read and write texts that use these terms.
		Understands key details in grade-level text	Have students write summaries of content area readings.
		Knows main topic and can retell text	Have students write summaries of content area readings.

Range	Skill Category	Skill Description	Instructional Recommendations
500-550	Informational Reading	Connects two pieces of information from text	Have students write summaries of content area readings.
		Interpret information presented visually, orally, or quantitatively and explain how it contributes to understanding the text	Have students write summaries that interpret how illustrations, tables, and figures contribute to the overall meaning of the text.
		Explain how an author uses reasons and evidence to support points in text	Have students write summaries that highlight the key reasons and evidence in the text.
		Integrate information from two texts on the same topic	Have students write summaries that compare and contrast details from two informational texts.
		Cite textual evidence to support analysis of the explicit and implicit meaning from informational texts	Teach students how to use quotations, citations, and references to explicit and implicit ideas in informational texts.
		Determine central idea of text and how it's conveyed through details	Have students write summaries that include the main idea and details from informational texts.
		Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text	Have students select one individual, event, or idea in an informational text and explain orally or in writing how it was developed in the text.
		Determine two or more central ideas; provide summary	Have students write summaries of content area texts that include multiple central ideas.
		Analyze interactions between individuals, events, and ideas in a text	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Determine central idea and analyze its development; provide an objective summary	Have students write summaries that include the main idea and objective of the content area texts.
		Analyze how a text makes connections and distinctions between individuals, ideas, or events	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Cite textual evidence to support analysis text meaning.	Require students to use quotations, citations, and references analyzing informational texts.
		Determine central ideas and analyze their development; summarize the text	Have students write summaries of content area texts.
		Analyze ideas or events and explain how individuals, ideas, or events interact and develop.	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Efficiently draw on information from multiple print or digital sources	Have students gather, analyze and write reports using multiple print or digital sources.
		Explain how author uses reasons and evidence to support particular points	Have students write summaries that highlight the key reasons and evidence in the text.
		Integrate information from several texts on the same topic	Have students gather, analyze and write reports using multiple print sources.
		Cite textual evidence to support analysis of what the explicit and implicit meaning in the text	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Determine a central idea and analyze its development in the text	Have students write summaries of content area texts.
		Analyze how the author unfolds an analysis or series of ideas or events in the text	Have students write summaries of content area texts that include event sequences and chronological events.
		Quote accurately from a text when explaining what it says explicitly and implicitly	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.

Range	Skill Category	Skill Description	Instructional Recommendations
500-550	Informational Reading	Determine two or more main ideas; explain key details; summarize the text	Have students write summaries of content-area texts.
		Explain relationships between two or more individuals, events, ideas or concepts	Have students write summaries of content area texts that include interactions among individuals, events, ideas, or concepts.
		Determine meaning of words and phrases as they are used in a text	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how a particular part of the text fits into the overall structure	Assign students to read different parts of the same text and then have them work together in groups to explain and discuss how the parts contribute to the overall text (e.g., Jigsaw Activity, Reciprocal Teaching).
		Determine author's point of view/purpose and explain how it's conveyed	Have students write interpretive essays in which they identify and explain the author's purpose and message.
		Determine the meaning of words and phrases as they are used in a text; analyze word choice on meaning and tone; include analogies to other text	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze the structure an author uses to organize a text	Assign students to annotate informational texts and identify the text structure.
		Determine author's point of view or purpose in a text and analyze how it differs from others	Have students write interpretive essays in which they identify and explain the author's purpose and message and then compare it with other perspectives.
		Analyze the structure of a specific paragraph in a text	Assign students to annotate specific paragraphs in informational texts and identify the text structure.
		Determine an author's point of view and analyze how it addresses conflicting views	Have students write interpretive essays in which they identify and explain the author's purpose and message and then discuss whether this view considers other viewpoints.
		Determine the meaning of words and phrases in a text	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Compare - contrast structure of events, ideas, concepts or information in two or more texts	Have students write summaries and discuss content area texts that include interactions among individuals, events, ideas, or concepts in two or more texts.
		Analyze multiple accounts of the same event or topic; note similarities and differences in viewpoints	Have students read primary sources about the same event and then write and discuss how the accounts are the same or different.
	Language	Determine word meaning; use sentence context, affixes, and roots as clues to meaning	Teach Greek and Latin word roots, teach affix meanings and rules.
		Know standard English grammar; prints letters; uses appropriate parts of speech and sentence construction	Teach students basic sentence grammar (e.g., subjects and verbs) and to write simple sentences.
		Know standard writing conventions; uses appropriate capitalization, punctuation, and spelling	Teach students capitalization and punctuation common spelling rules (e.g., F, L, S pattern) and correct spelling errors in all written work.
		Determine word meaning; use sentence context, prefixes, roots, compound words, glossaries/dictionaries as clues to word meaning	Teach students word meaning strategies such as root word identification, affix meanings, and syllabification; teach dictionary and glossary use.
		Understand word relationships; sort by categories of concepts, attributes, connections and shades of meaning	Have students sort words according to their meanings.

Range	Skill Category	Skill Description	Instructional Recommendations
500-550	Language	Know standard English grammar; accurately use collective, reflexive nouns, past tense irregular verbs, modifiers, simple/compound sentences	Teach correct noun and pronoun usage; teach correct spelling and use of irregular verbs and have students practice through sentence writing.
		Know standard writing conventions; uses appropriate capitalization, punctuation, and spelling patterns; consults reference as needed	Teach and correct student use of capitalization, punctuation, and spelling. Teach students how to use paper and online resources to locate the correct spelling of new words.
		Know different language conventions; compare formal and informal uses of English	Teach rules for contractions and have students practice using them in written work.
		Understand figurative language and word relationships; explain and understand meaning/use of similes, metaphors, idioms, antonyms and synonyms	Teach the meaning and purpose of similes, metaphors, idioms, antonyms and synonyms; provide students with daily practice in identifying and using similes, metaphors, idioms, antonyms and synonyms.
		Determine word meaning; use sentence context, affixes, roots, compound words, glossaries/dictionaries as clues to meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Know standard English grammar; know and use variety of parts of speech; subject-verb-pronoun agreements; complex sentence construction	Have students practice writing for a variety of purposes and provide corrective feedback on accuracy of grammar.
		Understand word relationships; identify real-life connections between words and use; distinguish verbs and adjectives with similar meaning	Teach all 8 parts of speech and have students identify the part of speech for all words in sentences.
		Understand word relationships; distinguish literal, nonliteral, and shades of abstract word meaning; identify real-life connections between words and use	Have students provide oral and written descriptions of how phrases and stories compare with real-life situations.
		Determine word meaning; use sentence context, affixes, patterns, roots, reference materials to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Understand figurative language and word relationships; uses similes, metaphors, idioms, adages, and proverbs; antonyms, synonyms, and homographs	Provide students will opportunities to practice identifying and using similes, metaphors, idioms, antonyms and synonyms.
		Determine word meaning; use context, definitions, restatements, Greek/Latin affixes and roots, reference materials as clues to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Understand and interpret figurative language and word relationships; distinguish words with similar meaning	Provide students with opportunities to use similes, metaphors, idioms, antonyms and synonyms.
		Determine word meaning; use context, cause/effect, comparisons, Greek/Latin affixes and roots, reference materials as clues to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Know standard writing conventions; use accurate punctuation in multiple contexts; spell correctly	Assign students to write essays about various topics on a regular basis and provide corrective feedback on grammar, punctuation, and spelling.

Range	Skill Category	Skill Description	Instructional Recommendations
500-550	Language	Determine or clarify word meaning in grade level reading; use context, Greek/Latin affixes and roots, reference materials to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
	Reading Literature	Use illustrations and details to describe characters, settings or events	Have students read and provide oral summaries of illustrated stories
		Compare and contrast the adventures and experiences of characters	Have students identify and list character traits and experiences, then compare them.
		Ask and answer questions about key details	Teach students comprehension strategies such as listing questions about a text before they read it and then answering the questions afterwards (e.g., KWL, SQ3R)
		Retell stories with key details; understand the central message or lesson	Have students write or tell the main ideas of a story.
		Describe characters, settings, and major events in a story	Teach strategies as "Story Grammar Marker" and have students write or tell the plot of a story.
		Ask and answer questions about key details in a text	Have students apply comprehension strategies such as asking questions before reading and answering them afterwards.
		Recount stories and determine their central message, lesson, or moral	Have students use tools such as Story-Grammar-Marker to summarize a story's plot and explain it to others.
		Describe how characters in a story respond to major events and challenges	Teach students how to analyze a character in a story and use character traits to predict and answer questions about the story.
		Ask and answer questions to demonstrate understanding of a literature text	Teach students to use story prediction and question strategies during and after reading.
		Recount stories and determine their central message, lesson, or moral and explain how conveyed through key text details	Teach students how to write a plot summary that includes quotations from the text that support each plot element.
		Describe characters in a story	Have students write character "biographies."
		Determine the meaning of literal and nonliteral words and phrases	Teach students how words can be used in both literal and non-literal ways and provide examples and non-examples of such use; have students sort examples of literal and non-literal sentences.
		Refer to parts of stories, dramas, and poems when writing or speaking about a text	Teach students how to use quotations, citations, and references from literature when speaking and writing about a text.
		Distinguish reader's point of view from that of the narrator or characters	Have students write summaries of character perspectives and then compare them with their own views.
		Explain how illustrations contribute to the words in a story	Have students read a story and then write captions for all illustrations.
		Compare and contrast themes, settings, and plots of stories by the same author	Have students use story plot summaries from two or more stories by the same author to tell or write how they are similar or different.
		Describe how words / phrases have rhythm and meaning in a story, poem, or song	Teach students to clap out the rhythm in poems and songs.
		Describe the overall structure of a story	Have students write story plot summaries.
		Acknowledge differences in the points of view of characters	Have students act out characters from a story and show how their points of view differ.

Range	Skill Category	Skill Description	Instructional Recommendations
500-550	Reading Literature	Identify where a visual or oral presentation reflects specific descriptions and directions	Have students write descriptions of pictures or oral stories.
		Compare and contrast the treatment of similar themes and topics	Have students use story plot summaries from two or more texts and identify similarities and differences.
		Determine the meaning of words and phrases including allusions to mythology	Have students annotate texts and provide summaries of key events.
		Refer to the structural elements of a poem	Teach students the major types of poetry structure and provide opportunities to read and identify different types of poems.
		Compare and contrast narrator points of view	Read literary texts with different narrator styles and compare these differences orally and in writing.
		Refer to details and examples when explaining what the text says implicitly and explicitly	Provide students with opportunities to practice identifying implicit and explicit sections of texts.
		Summarize a text and determine its theme	Have students write summaries of literature they have read and include the main theme of the story.
		Describe a character, setting, or event in a story or drama	Have students write detailed descriptions of specific features of a story (e.g., characters, settings, or events).
		Accurately quote a text when explaining explicit and implicit meaning	Teach students how to use quotations, citations, and references from literature when speaking and writing about explicit and implicit ideas.
		Summarize a text and determine its theme from details	Have students write story plot summaries.
		Compare and contrast two or more characters, settings, or events	Have students write story plot summaries that compare and contrast characters, settings or events.
		Analyze how visual and multimedia elements contribute to a text	Have students explain how visual and other media provide additional information beyond the text.
		Compare and contrast stories from the same genre	Have students write story plot summaries for stories from different genres.
		Cite textual evidence to support analysis of what the text says explicitly and implicitly	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Analyze how complex characters develop over the course of a text	Have student write character "biographies."
		Compare and contrast reading vs. listening or viewing the text	Have students read selected literary works and then watch plays or movies of the same work.
		Compare and contrast texts in different forms or genres in terms approach to similar themes and topics	Have students read stories, plays, poems, and other works about the same topic and then discuss and write about how the works are similar and different.
		Compare and contrast stories in different media and their effects on different techniques	Have students read selected literary works and then watch plays or movies of the same work and discuss whether the works are the same or different across media.
		Compare and contrast a fictional portrayal of a time, place, or character and its historical equivalent	Have students read primary source and fictional accounts of historical events and then compare how the depictions are similar or different.

Range	Skill Category	Skill Description	Instructional Recommendations
500-550	Reading Literature	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from the Bible	Teach students the historical role of the Christian Bible in European and U.S. culture and provide opportunities to read modern works that include references to Bible accounts.
		Cite textual evidence to support analysis of explicit and implicit information from literary texts	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Determine a theme or central idea of a text and analyze its development	Teach students how to conduct critical analysis of literary texts and provide opportunities to apply these skills.
		Describe how a plot unfolds in a series of episodes	Have students write plot summaries that include quotations from the text that support each plot element.
		Analyze how particular elements of a story interact	Have students write plot summaries that include quotations from the text that support each plot element.
		Analyze how particular parts of a story propel action, reveal aspects of a character, or provoke a decision	Have students write plot summaries that include quotations from the text that support each plot element.

Range	Skill Category	Skill Description	Instructional Recommendations
550-600	Foundational Skills	Understands spoken words, syllables, and sounds; recognizes and produces rhymes; counts syllables; blends and segments onset-rimes	Teach students to identify the first, last, and middle sound in spoken words and provide opportunities for them to practice rhyming, blending, and segmenting words
		Understands spoken words, syllables, and sounds; distinguishes long from short vowel sounds; isolates initial, middle, and final sounds	Teach students to identify the first, last, and middle sound in spoken words and provide opportunities for them to practice rhyming, blending, and segmenting words
		Applies phonics and word analysis to decode; distinguishes long and short vowels in one-syllable words; decodes words with common vowel teams, prefixes, suffixes	Have students practice decoding new words in short and long-vowel syllables; teach vowel team and affix decoding rules.
		Applies phonics and word analysis to decode; identifies meaning of common prefixes and suffixes; decodes words with common Latin suffixes and multisyllable words	Have students practice decoding multisyllable words including those with affixes. Include such words in daily reading activities across content areas.
		Applies phonics and word analysis to decode; uses letter-sound correspondences and syllabication patterns to read unfamiliar, multisyllabic words	Have students practice decoding unfamiliar multisyllable words including those from specific content areas (e.g., math, science).
		Applies phonics and word analysis to decode; uses letter-sound correspondences, syllabication, and morphology patterns to read unfamiliar, multisyllabic words	Have students practice decoding unfamiliar multisyllable words including those from specific content areas (e.g., math, science).
	Informational Reading	Determine meaning of general academic and domain-specific words and phrases	Teach students how to locate the meaning of subject-matter vocabulary and to use the words correctly in oral and written work.
		Use text features and search tools to locate topic information	Teach students the organization and layout of subject matter textbooks and have them practice finding specific resources such as chapter headings, the index, and glossary.
		Distinguish reader and author points of view	Have students take notes while reading subject matter texts noting the author's main points and then list and describe differences with their own opinions.
		Determine the meaning of words or phrases in a text	Teach students word meaning strategies such as root word identification, affix meanings, and syllabification; teach dictionary and glossary use.
		Describe the overall structure of events, ideas, concepts or information in a text	Teach students to write short summaries of content-area reading texts.
		Compare - contrast a firsthand and secondhand account of the same event/topic	Have students read primary and secondary sources about the same events and tell or write about how the texts were similar and different.
		Reference details and examples when explaining the explicit and implicit text meaning	Teach students the meaning of explicit and implicit texts, provide examples and non-examples, and provide students with opportunities to practice identifying such texts.
		Determine the main idea; explain how key details support this idea; summarize	Teach students to identify and underline the main idea of paragraphs, sections, and chapters in a text and provide opportunities to practice such identification.
		Explain events, procedures, ideas, or concepts, including what happened and why, in the text	Have students write summaries of content area readings.
		Determine the meaning of words / phrases in a text	Teach students how to locate the meaning of subject-matter vocabulary and to use the words correctly in oral and written work.

Range	Skill Category	Skill Description	Instructional Recommendations
550-600	Informational Reading	Know and use various text features to locate key information	Teach students textbook organization and provide opportunities to locate content details using such organization.
		Identify the main purpose of a text	Teach students to identify the primary topic and purpose of content area texts and provide opportunities to practice such identification.
		Ask and answer questions to demonstrate understanding of an informational text	Provide students with opportunities to use text prediction and question strategies during and after reading.
		Determine the main idea of a text and identify key details that support it	Have students write summaries of content area readings.
		Describe relationship between events, ideas, concepts, or steps in a text, using language related to time, sequence, and cause/effect	Teach students vocabulary terms for time, sequence, causes, and effects and provide opportunities to read and write texts that use these terms.
		Understands key details in grade-level text	Have students write summaries of content area readings.
		Knows main topic and can retell text	Have students write summaries of content area readings.
		Connects two pieces of information from text	Have students write summaries of content area readings.
		Interpret information presented visually, orally, or quantitatively and explain how it contributes to understanding the text	Have students write summaries that interpret how illustrations, tables, and figures contribute to the overall meaning of the text.
		Explain how an author uses reasons and evidence to support points in text	Have students write summaries that highlight the key reasons and evidence in the text.
		Integrate information from two texts on the same topic	Have students write summaries that compare and contrast details from two informational texts.
		Cite textual evidence to support analysis of the explicit and implicit meaning from informational texts	Teach students how to use quotations, citations, and references to explicit and implicit ideas in informational texts.
		Determine central idea of text and how it's conveyed through details	Have students write summaries that include the main idea and details from informational texts.
		Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text	Have students select one individual, event, or idea in an informational text and explain orally or in writing how it was developed in the text.
		Determine two or more central ideas; provide summary	Have students write summaries of content area texts that include multiple central ideas.
		Analyze interactions between individuals, events, and ideas in a text	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Determine central idea and analyze its development; provide an objective summary	Have students write summaries that include the main idea and objective of the content area texts.
		Analyze how a text makes connections and distinctions between individuals, ideas, or events	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Cite textual evidence to support analysis text meaning.	Require students to use quotations, citations, and references analyzing informational texts.
		Determine central ideas and analyze their development; summarize the text	Have students write summaries of content area texts.
		Analyze ideas or events and explain how individuals, ideas, or events interact and develop.	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.

Range	Skill Category	Skill Description	Instructional Recommendations
550-600	Informational Reading	Efficiently draw on information from multiple print or digital sources	Have students gather, analyze and write reports using multiple print or digital sources.
		Explain how author uses reasons and evidence to support particular points	Have students write summaries that highlight the key reasons and evidence in the text.
		Integrate information from several texts on the same topic	Have students gather, analyze and write reports using multiple print sources.
		Cite textual evidence to support analysis of what the explicit and implicit meaning in the text	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Determine a central idea and analyze its development in the text	Have students write summaries of content area texts.
		Analyze how the author unfolds an analysis or series of ideas or events in the text	Have students write summaries of content area texts that include event sequences and chronological events.
		Quote accurately from a text when explaining what it says explicitly and implicitly	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Determine two or more main ideas; explain key details; summarize the text	Have students write summaries of content-area texts.
		Explain relationships between two or more individuals, events, ideas or concepts	Have students write summaries of content area texts that include interactions among individuals, events, ideas, or concepts.
		Determine meaning of words and phrases as they are used in a text	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how a particular part of the text fits into the overall structure	Assign students to read different parts of the same text and then have them work together in groups to explain and discuss how the parts contribute to the overall text (e.g., Jigsaw Activity, Reciprocal Teaching).
		Determine author's point of view/purpose and explain how it's conveyed	Have students write interpretive essays in which they identify and explain the author's purpose and message.
		Determine the meaning of words and phrases as they are used in a text; analyze word choice on meaning and tone; include analogies to other text	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze the structure an author uses to organize a text	Assign students to annotate informational texts and identify the text structure.
		Determine author's point of view or purpose in a text and analyze how it differs from others	Have students write interpretive essays in which they identify and explain the author's purpose and message and then compare it with other perspectives.
		Analyze the structure of a specific paragraph in a text	Assign students to annotate specific paragraphs in informational texts and identify the text structure.
		Determine an author's point of view and analyze how it addresses conflicting views	Have students write interpretive essays in which they identify and explain the author's purpose and message and then discuss whether this view considers other viewpoints.
		Determine the meaning of words and phrases in a text	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Compare - contrast structure of events, ideas, concepts or information in two or more texts	Have students write summaries and discuss content area texts that include interactions among individuals, events, ideas, or concepts in two or more texts.

Range	Skill Category	Skill Description	Instructional Recommendations
550-600	Informational Reading	Analyze multiple accounts of the same event or topic; note similarities and differences in viewpoints	Have students read primary sources about the same event and then write and discuss how the accounts are the same or different.
		Integrate information from different media/format to develop a coherent understanding	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.
		Evaluate the argument and claims in a text; distinguish between reasonable and unreasonable claims	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Compare and contrast one author's presentation of events with that of another	Have students read two or more accounts of an event and write an essay that compares and contrasts the two accounts.
		Compare and contrast a text with other media versions; analyze each type of portrayal	Have students read a text account of an event and view or listen to other media about the same event, then write an essay that compares and contrasts the two accounts.
		Evaluate the argument and specific claims in a text & assess reasoning	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Analyze how two or more authors write differently about the same topic	Have students read two or more accounts of an event and write an essay that identifies differences in the two accounts.
		Evaluate advantages / disadvantages of different mediums used to present topic/idea	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.
		Analyze two or more texts that provide conflicting information on the same topic and clarify where they disagree	Have students read two or more accounts of an event and write an essay that identifies differences in the two accounts.
		Determine the meaning of words and phrases as they are used in a text; analyze cumulative impact of word choice on meaning and tone	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how an author's ideas or claims are developed and refined by parts of the text	Have students read assigned texts and then write essays in which they identify and explain the parts of the text support the author's main ideas.
		Determine author's point of view/purpose and analyze how an author uses rhetoric as support	Teach the meaning of rhetoric and provide students examples and opportunities to identify and describe rhetorical arguments.
		Analyze various accounts of a subject told in different media	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.
		Evaluate the argument and specific claims in a text; assess if reasoning is valid	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Analyze seminal U.S. documents of historical and literary significance	Assign students to read and analyze primary source documents related to U.S. history and culture (e.g., Declaration of Independence; Emancipation Proclamation).
		Evaluate advantages/disadvantages of different mediums to present a topic/idea	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.

Range	Skill Category	Skill Description	Instructional Recommendations
550-600	Informational Reading	Evaluate the argument and claims in a text; assess whether reasoning is sound and if evidence is relevant	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Analyze two or more texts with conflicting information on the same topic and identify where they disagree	Have students read two or more texts about the same topic and write an essay that identifies differences in the two accounts.
		Determine the meaning of words and phrases as used in a text; include figurative, connotative, and technical meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze a paragraph's structure and how specific sentences help to refine key concepts	Have students read assigned paragraphs and highlight, then explain, how each sentence contributes to the overall meaning.
		Analyze a paragraph's structure and how specific sentences help to refine key concepts	Have students read assigned paragraphs and highlight, then explain, how each sentence contributes to the overall meaning.
	Language	Know standard English grammar; prints letters; uses appropriate parts of speech and sentence construction	Teach students basic sentence grammar (e.g., subjects and verbs) and to write simple sentences.
		Know standard writing conventions; uses appropriate capitalization, punctuation, and spelling	Teach students capitalization and punctuation common spelling rules (e.g., F, L, S pattern) and correct spelling errors in all written work.
		Determine word meaning; use sentence context, prefixes, roots, compound words, glossaries/dictionaries as clues to word meaning	Teach students word meaning strategies such as root word identification, affix meanings, and syllabification; teach dictionary and glossary use.
		Understand word relationships; sort by categories of concepts, attributes, connections and shades of meaning	Have students sort words according to their meanings.
		Understand figurative language and word relationships; explain and understand meaning/use of similes, metaphors, idioms, antonyms and synonyms	Teach the meaning and purpose of similes, metaphors, idioms, antonyms and synonyms; provide students with daily practice in identifying and using similes, metaphors, idioms, antonyms and synonyms.
		Determine word meaning; use sentence context, affixes, roots, compound words, glossaries/dictionaries as clues to meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Know standard English grammar; know and use variety of parts of speech; subject-verb-pronoun agreements; complex sentence construction	Have students practice writing for a variety of purposes and provide corrective feedback on accuracy of grammar.
		Understand word relationships; identify real-life connections between words and use; distinguish verbs and adjectives with similar meaning	Teach all 8 parts of speech and have students identify the part of speech for all words in sentences.
		Understand word relationships; distinguish literal, nonliteral, and shades of abstract word meaning; identify real-life connections between words and use	Have students provide oral and written descriptions of how phrases and stories compare with real-life situations.
		Determine word meaning; use sentence context, affixes, patterns, roots, reference materials to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.

Range	Skill Category	Skill Description	Instructional Recommendations
550-600	Language	Understand figurative language and word relationships; uses similes, metaphors, idioms, adages, and proverbs; antonyms, synonyms, and homographs	Provide students will opportunities to practice identifying and using similes, metaphors, idioms, antonyms and synonyms.
		Determine word meaning; use context, definitions, restatements, Greek/Latin affixes and roots, reference materials as clues to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Understand and interpret figurative language and word relationships; distinguish words with similar meaning	Provide students with opportunities to use similes, metaphors, idioms, antonyms and synonyms.
		Determine word meaning; use context, cause/effect, comparisons, Greek/Latin affixes and roots, reference materials as clues to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Know standard writing conventions; use accurate punctuation in multiple contexts; spell correctly	Assign students to write essays about various topics on a regular basis and provide corrective feedback on grammar, punctuation, and spelling.
		Determine or clarify word meaning in grade level reading; use context, Greek/Latin affixes and roots, reference materials to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Interpret figures of speech (hyperbole, paradox); analyze nuances in words with similar meaning	Provide students will opportunities to practice identifying and using similes, metaphors, idioms, antonyms and synonyms.
		Know standard writing conventions; use hyphenation; spell correctly	Assign and provide corrective feedback on weekly writing assignments.
	Reading Literature	Ask and answer questions about key details in a text	Have students apply comprehension strategies such as asking questions before reading and answering them afterwards.
		Recount stories and determine their central message, lesson, or moral	Have students use tools such as Story-Grammar-Marker to summarize a story's plot and explain it to others.
		Describe how characters in a story respond to major events and challenges	Teach students how to analyze a character in a story and use character traits to predict and answer questions about the story.
		Ask and answer questions to demonstrate understanding of a literature text	Teach students to use story prediction and question strategies during and after reading.
		Recount stories and determine their central message, lesson, or moral and explain how conveyed through key text details	Teach students how to write a plot summary that includes quotations from the text that support each plot element.
		Describe characters in a story	Have students write character "biographies."
		Determine the meaning of literal and nonliteral words and phrases	Teach students how words can be used in both literal and non-literal ways and provide examples and non-examples of such use; have students sort examples of literal and non-literal sentences.
		Refer to parts of stories, dramas, and poems when writing or speaking about a text	Teach students how to use quotations, citations, and references from literature when speaking and writing about a text.
		Distinguish reader's point of view from that of the narrator or characters	Have students write summaries of character perspectives and then compare them with their own views.
		Explain how illustrations contribute to the words in a story	Have students read a story and then write captions for all illustrations.

Range	Skill Category	Skill Description	Instructional Recommendations
550-600	Reading Literature	Compare and contrast themes, settings, and plots of stories by the same author	Have students use story plot summaries from two or more stories by the same author to tell or write how they are similar or different.
		Determine the meaning of words and phrases including allusions to mythology	Have students annotate texts and provide summaries of key events.
		Refer to the structural elements of a poem	Teach students the major types of poetry structure and provide opportunities to read and identify different types of poems.
		Compare and contrast narrator points of view	Read literary texts with different narrator styles and compare these differences orally and in writing.
		Refer to details and examples when explaining what the text says implicitly and explicitly	Provide students with opportunities to practice identifying implicit and explicit sections of texts.
		Summarize a text and determine its theme	Have students write summaries of literature they have read and include the main theme of the story.
		Describe a character, setting, or event in a story or drama	Have students write detailed descriptions of specific features of a story (e.g., characters, settings, or events).
		Accurately quote a text when explaining explicit and implicit meaning	Teach students how to use quotations, citations, and references from literature when speaking and writing about explicit and implicit ideas.
		Summarize a text and determine its theme from details	Have students write story plot summaries.
		Compare and contrast two or more characters, settings, or events	Have students write story plot summaries that compare and contrast characters, settings or events.
		Analyze how visual and multimedia elements contribute to a text	Have students explain how visual and other media provide additional information beyond the text.
		Compare and contrast stories from the same genre	Have students write story plot summaries for stories from different genres.
		Cite textual evidence to support analysis of what the text says explicitly and implicitly	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Analyze how complex characters develop over the course of a text	Have student write character "biographies."
		Compare and contrast reading vs. listening or viewing the text	Have students read selected literary works and then watch plays or movies of the same work.
		Compare and contrast texts in different forms or genres in terms approach to similar themes and topics	Have students read stories, plays, poems, and other works about the same topic and then discuss and write about how the works are similar and different.
		Compare and contrast stories in different media and their effects on different techniques	Have students read selected literary works and then watch plays or movies of the same work and discuss whether the works are the same or different across media.
		Analyze the extent to which a filmed or live production stays faithful to or departs from a text or script	Have students read selected literary works and then watch plays or movies of the same work and discuss whether the works are the same or different across media.
		Analyze the extent to which a filmed or live production stays faithful to or departs from a text or script	Have students read selected literary works and then watch plays or movies of the same work and discuss whether the works are the same or different across media.

Range	Skill Category	Skill Description	Instructional Recommendations
550-600	Reading Literature	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from the Bible	Teach students the historical role of the Christian Bible in European and U.S. culture and provide opportunities to read modern works that include references to Bible accounts.
		Cite textual evidence to support analysis of explicit and implicit information from literary texts	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Determine a theme or central idea of a text and analyze its development	Teach students how to conduct critical analysis of literary texts and provide opportunities to apply these skills.
		Describe how a plot unfolds in a series of episodes	Have students write plot summaries that include quotations from the text that support each plot element.
		Analyze how particular elements of a story interact	Have students write plot summaries that include quotations from the text that support each plot element.
		Analyze how particular parts of a story propel action, reveal aspects of a character, or provoke a decision	Have students write plot summaries that include quotations from the text that support each plot element.
		Determine the meaning of words and phrases as they are used in text including figurative and connotative meanings; analyze tone	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze an author's choices concerning how to structure parts of a text	Have students write plot summaries that include critical descriptions of text structure.
		Analyze when point of view requires distinguishing what is directly stated versus what is really meant	Teach students how to interpret and understand explicit and implicit character dialog in relation to how what is said might mean something different.
		Determine the meaning of words and phrases including figurative language	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Explain how chapters, scenes, or stanzas fits together to provide overall structure	Teach students the structure and purpose of literary text structures and provide opportunities to practice identifying and locating details in texts.
		Describe how a narrator's point of view influences event descriptions	Teach students how the narrator role controls a story's perspective and provide students multiple examples of different narrators to read and interpret.
		Analyze the representation of a subject or scene in two different artistic mediums	Have students read selected literary works and then watch plays or movies of the same work and discuss whether the depictions of specific characters or scenes are the same or different across media.
		Analyze how an author draws on and transforms source material in a specific work	Teach students how to recognize allusions to specific types of source material (e.g., Classical motifs, religious themes) and provide examples for discussion.
		Determine the meaning of words and phrases as they are used in a text; include figurative, connotative and technical meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings to compare with predictions.
		Analyze how parts of a text fit into the overall structure	Have students write plot summaries that include quotations from the text that support each plot element.
		Explain how an author develops the narrator's point of view	Have students write plot summaries that include quotations documenting the narrator's point of view.

Range	Skill Category	Skill Description	Instructional Recommendations
550-600	Reading Literature	Determine the meaning of words and phrases	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings to compare with predictions.
		Analyze how a drama's or poem's form or structure contributes to its meaning	Teach the structure of common dramatic and poetic works and provide opportunities for students to discuss their role in the effects of the works.
		Analyze how an author develops and contrasts different points of view across characters	Have students describe and compare the points of view of multiple characters in the same work.
		Compare and contrast text structures and analyze contributions to meaning/style	Teach the most commonly used structure of literary works and provide opportunities for students to discuss their role in the effects of the works.
		Analyze how different character & audience points of view contribute to suspense or humor	Have students describe and compare the points of view of multiple characters in the same work in relation to suspense and humor.
		Determine the meaning of words and phrases as they are used in text including figurative and connotative meanings; analyze word choices	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the to compare with predictions.
		Analyze how an author's choices about text structure help create mystery, tension, and surprise	Have students read literary works that include mystery, tension, and surprise and then discuss or write about how the text structure contributed to the effects.
		Analyze a particular point of view or cultural experience reflected in literature from another place in the world	Assign literature from multiple cultural perspectives and geographical locations and have students discuss and write about how location and culture influences perspective.
		Cite textual evidence to support analysis of what is said explicitly and implicitly in text	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Determine two or more themes or central ideas of a text; analyze their development	Have students use plot summaries to identify and discuss two or more themes and how they were developed in the story.
		Analyze the impact of the author's choices about developing and relating story elements	Have students use plot summaries to identify and discuss how the author's choices in the story structure influences the work.
		Analyze multiple interpretations of a story, drama, or poem	Have students read reviews and interpretations of literary works and discuss or write comparisons of the works.
		Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature	Have students write essays that compare the characters, themes and events in U.S. literary works from multiple centuries.

Range	Skill Category	Skill Description	Instructional Recommendations
600-650	Foundational Skills	Applies phonics and word analysis to decode; identifies meaning of common prefixes and suffixes; decodes words with common Latin suffixes and multisyllable words	Have students practice decoding multisyllable words including those with affixes. Include such words in daily reading activities across content areas.
	Informational Reading	Reference details and examples when explaining the explicit and implicit text meaning	Teach students the meaning of explicit and implicit texts, provide examples and non-examples, and provide students with opportunities to practice identifying such texts.
		Determine the main idea; explain how key details support this idea; summarize	Teach students to identify and underline the main idea of paragraphs, sections, and chapters in a text and provide opportunities to practice such identification.
		Explain events, procedures, ideas, or concepts, including what happened and why, in the text	Have students write summaries of content area readings.
		Ask and answer questions to demonstrate understanding of an informational text	Provide students with opportunities to use text prediction and question strategies during and after reading.
		Determine the main idea of a text and identify key details that support it	Have students write summaries of content area readings.
		Describe relationship between events, ideas, concepts, or steps in a text, using language related to time, sequence, and cause/effect	Teach students vocabulary terms for time, sequence, causes, and effects and provide opportunities to read and write texts that use these terms.
		Cite textual evidence to support analysis of the explicit and implicit meaning from informational texts	Teach students how to use quotations, citations, and references to explicit and implicit ideas in informational texts.
		Determine central idea of text and how it's conveyed through details	Have students write summaries that include the main idea and details from informational texts.
		Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text	Have students select one individual, event, or idea in an informational text and explain orally or in writing how it was developed in the text.
		Determine two or more central ideas; provide summary	Have students write summaries of content area texts that include multiple central ideas.
		Analyze interactions between individuals, events, and ideas in a text	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Determine central idea and analyze its development; provide an objective summary	Have students write summaries that include the main idea and objective of the content area texts.
		Analyze how a text makes connections and distinctions between individuals, ideas, or events	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Cite textual evidence to support analysis text meaning.	Require students to use quotations, citations, and references analyzing informational texts.
		Determine central ideas and analyze their development; summarize the text	Have students write summaries of content area texts.
		Analyze ideas or events and explain how individuals, ideas, or events interact and develop.	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Cite textual evidence to support analysis of what the explicit and implicit meaning in the text	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Determine a central idea and analyze its development in the text	Have students write summaries of content area texts.

Range	Skill Category	Skill Description	Instructional Recommendations
600-650	Informational Reading	Analyze how the author unfolds an analysis or series of ideas or events in the text	Have students write summaries of content area texts that include event sequences and chronological events.
		Quote accurately from a text when explaining what it says explicitly and implicitly	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Determine two or more main ideas; explain key details; summarize the text	Have students write summaries of content-area texts.
		Explain relationships between two or more individuals, events, ideas or concepts	Have students write summaries of content area texts that include interactions among individuals, events, ideas, or concepts.
		Determine meaning of words and phrases as they are used in a text	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how a particular part of the text fits into the overall structure	Assign students to read different parts of the same text and then have them work together in groups to explain and discuss how the parts contribute to the overall text (e.g., Jigsaw Activity, Reciprocal Teaching).
		Determine author's point of view/purpose and explain how it's conveyed	Have students write interpretive essays in which they identify and explain the author's purpose and message.
		Determine the meaning of words and phrases as they are used in a text; analyze word choice on meaning and tone; include analogies to other text	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze the structure an author uses to organize a text	Assign students to annotate informational texts and identify the text structure.
		Determine author's point of view or purpose in a text and analyze how it differs from others	Have students write interpretive essays in which they identify and explain the author's purpose and message and then compare it with other perspectives.
		Analyze the structure of a specific paragraph in a text	Assign students to annotate specific paragraphs in informational texts and identify the text structure.
		Determine an author's point of view and analyze how it addresses conflicting views	Have students write interpretive essays in which they identify and explain the author's purpose and message and then discuss whether this view considers other viewpoints.
		Integrate information from different media/format to develop a coherent understanding	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.
		Evaluate the argument and claims in a text; distinguish between reasonable and unreasonable claims	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Compare and contrast one author's presentation of events with that of another	Have students read two or more accounts of an event and write an essay that compares and contrasts the two accounts.
		Compare and contrast a text with other media versions; analyze each type of portrayal	Have students read a text account of an event and view or listen to other media about the same event, then write an essay that compares and contrasts the two accounts.

Range	Skill Category	Skill Description	Instructional Recommendations
600-650	Informational Reading	Evaluate the argument and specific claims in a text & assess reasoning	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Analyze how two or more authors write differently about the same topic	Have students read two or more accounts of an event and write an essay that identifies differences in the two accounts.
		Evaluate advantages / disadvantages of different mediums used to present topic/idea	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.
		Analyze two or more texts that provide conflicting information on the same topic and clarify where they disagree	Have students read two or more accounts of an event and write an essay that identifies differences in the two accounts.
		Determine the meaning of words and phrases as they are used in a text; analyze cumulative impact of word choice on meaning and tone	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how an author's ideas or claims are developed and refined by parts of the text	Have students read assigned texts and then write essays in which they identify and explain the parts of the text support the author's main ideas.
		Determine author's point of view/purpose and analyze how an author uses rhetoric as support	Teach the meaning of rhetoric and provide students examples and opportunities to identify and describe rhetorical arguments.
		Analyze various accounts of a subject told in different media	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.
		Evaluate the argument and specific claims in a text; assess if reasoning is valid	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Analyze seminal U.S. documents of historical and literary significance	Assign students to read and analyze primary source documents related to U.S. history and culture (e.g., Declaration of Independence; Emancipation Proclamation)
		Evaluate advantages/disadvantages of different mediums to present a topic/idea	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.
		Evaluate the argument and claims in a text; assess whether reasoning is sound and if evidence is relevant	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Analyze two or more texts with conflicting information on the same topic and identify where they disagree	Have students read two or more texts about the same topic and write an essay that identifies differences in the two accounts.
		Determine the meaning of words and phrases as used in a text; include figurative, connotative, and technical meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze a paragraph's structure and how specific sentences help to refine key concepts	Have students read assigned paragraphs and highlight, then explain, how each sentence contributes to the overall meaning.
		Analyze a paragraph's structure and how specific sentences help to refine key concepts	Have students read assigned paragraphs and highlight, then explain, how each sentence contributes to the overall meaning.
	Language	Determine word meaning; use sentence context, prefixes, roots, compound words, glossaries/dictionaries as clues to word meaning	Teach students word meaning strategies such as root word identification, affix meanings, and syllabification; teach dictionary and glossary use.

Range	Skill Category	Skill Description	Instructional Recommendations
600-650	Language	Determine word meaning; use sentence context, affixes, roots, compound words, glossaries/dictionaries as clues to meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Know standard English grammar; know and use variety of parts of speech; subject-verb-pronoun agreements; complex sentence construction	Have students practice writing for a variety of purposes and provide corrective feedback on accuracy of grammar.
		Understand word relationships; identify real-life connections between words and use; distinguish verbs and adjectives with similar meaning	Teach all 8 parts of speech and have students identify the part of speech for all words in sentences.
		Determine word meaning; use sentence context, affixes, patterns, roots, reference materials to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Understand figurative language and word relationships; uses similes, metaphors, idioms, adages, and proverbs; antonyms, synonyms, and homographs	Provide students will opportunities to practice identifying and using similes, metaphors, idioms, antonyms and synonyms.
		Determine word meaning; use context, definitions, restatements, Greek/Latin affixes and roots, reference materials as clues to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Understand and interpret figurative language and word relationships; distinguish words with similar meaning	Provide students with opportunities to use similes, metaphors, idioms, antonyms and synonyms.
		Determine word meaning; use context, cause/effect, comparisons, Greek/Latin affixes and roots, reference materials as clues to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Know standard writing conventions; use accurate punctuation in multiple contexts; spell correctly	Assign students to write essays about various topics on a regular basis and provide corrective feedback on grammar, punctuation, and spelling.
		Determine or clarify word meaning in grade level reading; use context, Greek/Latin affixes and roots, reference materials to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Interpret figures of speech (hyperbole, paradox); analyze nuances in words with similar meaning	Provide students will opportunities to practice identifying and using similes, metaphors, idioms, antonyms and synonyms.
		Know standard writing conventions; use hyphenation; spell correctly	Assign and provide corrective feedback on weekly writing assignments.
	Reading Literature	Ask and answer questions to demonstrate understanding of a literature text	Teach students to use story prediction and question strategies during and after reading.
		Recount stories and determine their central message, lesson, or moral and explain how conveyed through key text details	Teach students how to write a plot summary that includes quotations from the text that support each plot element.
		Describe characters in a story	Have students write character "biographies."
		Refer to details and examples when explaining what the text says implicitly and explicitly	Provide students with opportunities to practice identifying implicit and explicit sections of texts.
		Summarize a text and determine its theme	Have students write summaries of literature they have read and include the main theme of the story.

Range	Skill Category	Skill Description	Instructional Recommendations
600-650	Reading Literature	Describe a character, setting, or event in a story or drama	Have students write detailed descriptions of specific features of a story (e.g., characters, settings, or events).
		Cite textual evidence to support analysis of what the text says explicitly and implicitly	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Analyze how complex characters develop over the course of a text	Have student write character "biographies."
		Compare and contrast reading vs. listening or viewing the text	Have students read selected literary works and then watch plays or movies of the same work.
		Compare and contrast texts in different forms or genres in terms approach to similar themes and topics	Have students read stories, plays, poems, and other works about the same topic and then discuss and write about how the works are similar and different.
		Compare and contrast stories in different media and their effects on different techniques	Have students read selected literary works and then watch plays or movies of the same work and discuss whether the works are the same or different across media.
		Analyze the extent to which a filmed or live production stays faithful to or departs from a text or script	Have students read selected literary works and then watch plays or movies of the same work and discuss whether the works are the same or different across media.
		Analyze how a modern work of fiction draws on themes, patterns of events, or character types from the Bible	Teach students the historical role of the Christian Bible in European and U.S. culture and provide opportunities to read modern works that include references to Bible accounts.
		Cite textual evidence to support analysis of explicit and implicit information from literary texts	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Determine a theme or central idea of a text and analyze its development	Teach students how to conduct critical analysis of literary texts and provide opportunities to apply these skills.
		Describe how a plot unfolds in a series of episodes	Have students write plot summaries that include quotations from the text that support each plot element.
		Analyze how particular elements of a story interact	Have students write plot summaries that include quotations from the text that support each plot element.
		Analyze how particular parts of a story propel action, reveal aspects of a character, or provoke a decision	Have students write plot summaries that include quotations from the text that support each plot element.
		Determine the meaning of words and phrases as they are used in text including figurative and connotative meanings; analyze tone	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze an author's choices concerning how to structure parts of a text	Have students write plot summaries that include critical descriptions of text structure.
		Analyze when point of view requires distinguishing what is directly stated versus what is really meant	Teach students how to interpret and understand explicit and implicit character dialog in relation to how what is said might mean something different.
		Determine the meaning of words and phrases including figurative language	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Explain how chapters, scenes, or stanzas fits together to provide overall structure	Teach students the structure and purpose of literary text structures and provide opportunities to practice identifying and locating details in texts.

Range	Skill Category	Skill Description	Instructional Recommendations
600-650	Reading Literature	Describe how a narrator's point of view influences event descriptions	Teach students how the narrator role controls a story's perspective and provide students multiple examples of different narrators to read and interpret.
		Analyze the representation of a subject or scene in two different artistic mediums	Have students read selected literary works and then watch plays or movies of the same work and discuss whether the depictions of specific characters or scenes are the same or different across media.
		Analyze how an author draws on and transforms source material in a specific work	Teach students how to recognize allusions to specific types of source material (e.g., Classical motifs, religious themes) and provide examples for discussion.
		Determine the meaning of words and phrases as they are used in a text; include figurative, connotative and technical meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how parts of a text fit into the overall structure	Have students write plot summaries that include quotations from the text that support each plot element.
		Explain how an author develops the narrator's point of view	Have students write plot summaries that include quotations documenting the narrator's point of view.
		Determine the meaning of words and phrases	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how a drama's or poem's form or structure contributes to its meaning	Teach the structure of common dramatic and poetic works and provide opportunities for students to discuss their role in the effects of the works.
		Analyze how an author develops and contrasts different points of view across characters	Have students describe and compare the points of view of multiple characters in the same work.
		Compare and contrast text structures and analyze contributions to meaning/style	Teach the most commonly used structure of literary works and provide opportunities for students to discuss their role in the effects of the works.
		Analyze how different character & audience points of view contribute to suspense or humor	Have students describe and compare the points of view of multiple characters in the same work in relation to suspense and humor.
		Determine the meaning of words and phrases as they are used in text including figurative and connotative meanings; analyze word choices	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how an author's choices about text structure help create mystery, tension, and surprise	Have students read literary works that include mystery, tension, and surprise and then discuss or write about how the text structure contributed to the effects.
		Analyze a particular point of view or cultural experience reflected in literature from another place in the world	Assign literature from multiple cultural perspectives and geographical locations and have students discuss and write about how location and culture influences perspective.
		Cite textual evidence to support analysis of what is said explicitly and implicitly in text	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Determine two or more themes or central ideas of a text; analyze their development	Have students use plot summaries to identify and discuss two or more themes and how they were developed in the story.

Range	Skill Category	Skill Description	Instructional Recommendations
600-650	Reading Literature	Analyze the impact of the author's choices about developing and relating story elements	Have students use plot summaries to identify and discuss how the author's choices in the story structure influences the work.
		Analyze multiple interpretations of a story, drama, or poem	Have students read reviews and interpretations of literary works and discuss or write comparisons of the works.
		Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature	Have students write essays that compare the characters, themes and events in U.S. literary works from multiple centuries.

Range	Skill Category	Skill Description	Instructional Recommendations
650+	Informational Reading	Reference details and examples when explaining the explicit and implicit text meaning	Teach students the meaning of explicit and implicit texts, provide examples and non-examples, and provide students with opportunities to practice identifying such texts.
		Determine the main idea; explain how key details support this idea; summarize	Teach students to identify and underline the main idea of paragraphs, sections, and chapters in a text and provide opportunities to practice such identification.
		Explain events, procedures, ideas, or concepts, including what happened and why, in the text	Have students write summaries of content area readings.
		Cite textual evidence to support analysis of the explicit and implicit meaning from informational texts	Teach students how to use quotations, citations, and references to explicit and implicit ideas in informational texts.
		Determine central idea of text and how it's conveyed through details	Have students write summaries that include the main idea and details from informational texts.
		Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text	Have students select one individual, event, or idea in an informational text and explain orally or in writing how it was developed in the text.
		Determine two or more central ideas; provide summary	Have students write summaries of content area texts that include multiple central ideas.
		Analyze interactions between individuals, events, and ideas in a text	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Determine central idea and analyze its development; provide an objective summary	Have students write summaries that include the main idea and objective of the content area texts.
		Analyze how a text makes connections and distinctions between individuals, ideas, or events	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Cite textual evidence to support analysis text meaning.	Require students to use quotations, citations, and references analyzing informational texts.
		Determine central ideas and analyze their development; summarize the text	Have students write summaries of content area texts.
		Analyze ideas or events and explain how individuals, ideas, or events interact and develop.	Have students write summaries of content area texts that include interactions among individuals, events, or ideas.
		Cite textual evidence to support analysis of what the explicit and implicit meaning in the text	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Determine a central idea and analyze its development in the text	Have students write summaries of content area texts.
		Analyze how the author unfolds an analysis or series of ideas or events in the text	Have students write summaries of content area texts that include event sequences and chronological events.
		Determine meaning of words and phrases as they are used in a text	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how a particular part of the text fits into the overall structure	Assign students to read different parts of the same text and then have them work together in groups to explain and discuss how the parts contribute to the overall text (e.g., Jigsaw Activity, Reciprocal Teaching).
		Determine author's point of view/purpose and explain how it's conveyed	Have students write interpretive essays in which they identify and explain the author's purpose and message.

Range	Skill Category	Skill Description	Instructional Recommendations
650+	Informational Reading	Determine the meaning of words and phrases as they are used in a text; analyze word choice on meaning and tone; include analogies to other text	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze the structure an author uses to organize a text	Assign students to annotate informational texts and identify the text structure.
		Determine author's point of view or purpose in a text and analyze how it differs from others	Have students write interpretive essays in which they identify and explain the author's purpose and message and then compare it with other perspectives.
		Analyze the structure of a specific paragraph in a text	Assign students to annotate specific paragraphs in informational texts and identify the text structure.
		Determine an author's point of view and analyze how it addresses conflicting views	Have students write interpretive essays in which they identify and explain the author's purpose and message and then discuss whether this view considers other viewpoints.
		Integrate information from different media/format to develop a coherent understanding	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.
		Evaluate the argument and claims in a text; distinguish between reasonable and unreasonable claims	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Compare and contrast one author's presentation of events with that of another	Have students read two or more accounts of an event and write an essay that compares and contrasts the two accounts.
		Compare and contrast a text with other media versions; analyze each type of portrayal	Have students read a text account of an event and view or listen to other media about the same event, then write an essay that compares and contrasts the two accounts.
		Evaluate the argument and specific claims in a text & assess reasoning	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Analyze how two or more authors write differently about the same topic	Have students read two or more accounts of an event and write an essay that identifies differences in the two accounts.
		Evaluate advantages / disadvantages of different mediums used to present topic/idea	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.
		Analyze two or more texts that provide conflicting information on the same topic and clarify where they disagree	Have students read two or more accounts of an event and write an essay that identifies differences in the two accounts.
		Determine the meaning of words and phrases as they are used in a text; analyze cumulative impact of word choice on meaning and tone	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how an author's ideas or claims are developed and refined by parts of the text	Have students read assigned texts and then write essays in which they identify and explain the parts of the text support the author's main ideas.
		Determine author's point of view/purpose and analyze how an author uses rhetoric as support	Teach the meaning of rhetoric and provide students examples and opportunities to identify and describe rhetorical arguments.
		Analyze various accounts of a subject told in different media	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.

Range	Skill Category	Skill Description	Instructional Recommendations
650+	Informational Reading	Evaluate the argument and specific claims in a text; assess if reasoning is valid	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Analyze seminal U.S. documents of historical and literary significance	Assign students to read and analyze primary source documents related to U.S. history and culture (e.g., Declaration of Independence; Emancipation Proclamation)
		Evaluate advantages/disadvantages of different mediums to present a topic/idea	Have students read or watch informational media about the same topic and discuss or write about the major conclusions from multiple sources.
		Evaluate the argument and claims in a text; assess whether reasoning is sound and if evidence is relevant	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Analyze two or more texts with conflicting information on the same topic and identify where they disagree	Have students read two or more texts about the same topic and write an essay that identifies differences in the two accounts.
		Determine the meaning of words and phrases as used in a text; include figurative, connotative, and technical meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze a paragraph's structure and how specific sentences help to refine key concepts	Have students read assigned paragraphs and highlight, then explain, how each sentence contributes to the overall meaning.
		Analyze a paragraph's structure and how specific sentences help to refine key concepts	Have students read assigned paragraphs and highlight, then explain, how each sentence contributes to the overall meaning.
	Language	Determine word meaning; use sentence context, affixes, patterns, roots, reference materials to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Determine word meaning; use context, definitions, restatements, Greek/Latin affixes and roots, reference materials as clues to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Understand and interpret figurative language and word relationships; distinguish words with similar meaning	Provide students with opportunities to use similes, metaphors, idioms, antonyms and synonyms.
		Know standard writing conventions; use accurate punctuation in multiple contexts; spell correctly	Assign students to write brief essays about various topics on a regular basis and provide corrective feedback on grammar, punctuation, and spelling.
		Determine or clarify word meaning in grade level reading; use context, Greek/Latin affixes and roots, reference materials to determine word meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Interpret figures of speech (hyperbole, paradox); analyze nuances in words with similar meaning	Provide students will opportunities to practice identifying and using similes, metaphors, idioms, antonyms and synonyms.
		Know standard writing conventions; use hyphenation; spell correctly	Assign and provide corrective feedback on frequent writing assignments.
	Reading Literature	Refer to details and examples when explaining what the text says implicitly and explicitly	Provide students with opportunities to practice identifying implicit and explicit sections of texts.

Range	Skill Category	Skill Description	Instructional Recommendations
650+	Reading Literature	Summarize a text and determine its theme	Have students write summaries of literature they have read and include the main theme of the story.
		Describe a character, setting, or event in a story or drama	Have students write detailed descriptions of specific features of a story (e.g., characters, settings, or events).
		Cite textual evidence to support analysis of what the text says explicitly and implicitly	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Analyze how complex characters develop over the course of a text	Have student write character "biographies."
		Compare and contrast reading vs. listening or viewing the text	Have students read selected literary works and then watch plays or movies of the same work.
		Compare and contrast texts in different forms or genres in terms approach to similar themes and topics	Have students read stories, plays, poems, and other works about the same topic and then discuss and write about how the works are similar and different.
		Compare and contrast stories in different media and their effects on different techniques	Have students read selected literary works and then watch plays or movies of the same work and discuss whether the works are the same or different across media.
		Analyze the extent to which a filmed or live production stays faithful to or departs from a text or script	Have students read selected literary works and then watch plays or movies of the same work and discuss whether the works are the same or different across media.
		Analyze how a modern work of fiction draws on themes, patterns of events, or character types from the Bible	Teach students the historical role of the Christian Bible in European and U.S. culture and provide opportunities to read modern works that include references to biblical accounts.
		Cite textual evidence to support analysis of explicit and implicit information from literary texts	Require students to use quotations, citations, and references when analyzing implicit and explicit examples in informational texts.
		Determine a theme or central idea of a text and analyze its development	Teach students how to conduct critical analysis of literary texts and provide opportunities to apply these skills.
		Describe how a plot unfolds in a series of episodes	Have students write plot summaries that include quotations from the text that support each plot element.
		Analyze how particular elements of a story interact	Have students write plot summaries that include quotations from the text that support each plot element.
		Analyze how particular parts of a story propel action, reveal aspects of a character, or provoke a decision	Have students write plot summaries that include quotations from the text that support each plot element.
		Determine the meaning of words and phrases as they are used in text including figurative and connotative meanings; analyze tone	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze an author's choices concerning how to structure parts of a text	Have students write plot summaries that include critical descriptions of text structure.
		Analyze when point of view requires distinguishing what is directly stated versus what is really meant	Teach students how to interpret and understand explicit and implicit character dialog in relation to how what is said might mean something different.

Range	Skill Category	Skill Description	Instructional Recommendations
650+	Reading Literature	Analyze the representation of a subject or scene in two different artistic mediums	Have students read selected literary works and then watch plays or movies of the same work and discuss how the depictions of specific characters or scenes are the same and different across media.
		Analyze how an author draws on and transforms source material in a specific work	Teach students how to recognize allusions to specific types of source material (e.g., Classical motifs, religious themes) and provide examples for discussion.
		Determine the meaning of words and phrases as they are used in a text; include figurative, connotative and technical meaning	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how parts of a text fit into the overall structure	Have students write plot summaries that include quotations from the text that support each plot element.
		Explain how an author develops the narrator's point of view	Have students write plot summaries that include quotations documenting the narrator's point of view.
		Analyze how a drama's or poem's form or structure contributes to its meaning	Teach the structure of common dramatic and poetic works and provide opportunities for students to discuss their role in the effects of the works.
		Analyze how an author develops and contrasts different points of view across characters	Have students describe and compare the points of view of multiple characters in the same work.
		Compare and contrast text structures and analyze contributions to meaning/style	Teach the most commonly used structure of literary works and provide opportunities for students to discuss their role in the effects of the works.
		Analyze how different character & audience points of view contribute to suspense or humor	Have students describe and compare the points of view of multiple characters in the same work in relation to suspense and humor.
		Determine the meaning of words and phrases as they are used in text including figurative and connotative meanings; analyze word choices	Have students read texts with new vocabulary, underline all new words, predict the meaning of the words, and look up the meanings in dictionaries to compare with predictions.
		Analyze how an author's choices about text structure help create mystery, tension, and surprise	Have students read literary works that include mystery, tension, and surprise and then discuss or write about how the text structure contributed to the effects.
		Analyze a particular point of view or cultural experience reflected in literature from another place in the world	Assign literature from multiple cultural perspectives and geographical locations and have students discuss and write about how location and culture influences perspective.
		Cite textual evidence to support analysis of what is said explicitly and implicitly in text	Have students highlight text while reading to identify examples of persuasive arguments and then discuss or write about the evidence supporting or refuting the arguments.
		Determine two or more themes or central ideas of a text; analyze their development	Have students use plot summaries to identify and discuss two or more themes and how they were developed in the story.
		Analyze the impact of the author's choices about developing and relating story elements	Have students use plot summaries to identify and discuss how the author's choices in the story structure influences the work.
		Analyze multiple interpretations of a story, drama, or poem	Have students read reviews and interpretations of literary works and discuss or write comparisons of the works.
		Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature	Have students write essays that compare the characters, themes and events in U.S. literary works from multiple centuries.