**Kindergarten Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

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| --- | --- | --- | --- |
| **K.5** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. hold printed material the correct way.
 |  |  |  |  |  |  |
| 1. identify the front and back covers of a book.
 |  |  |  |  |  |  |
| 1. distinguish the title page from all the other pages in a book.
 |  |  |  |  |  |  |
| 1. turn pages appropriately.
 |  |  |  |  |  |  |
| 1. distinguish print from pictures.
 |  |  |  |  |  |  |
| 1. follow text with a finger, pointing to each word as it is read from left to right and top to bottom.
 |  |  |  |  |  |  |
| 1. locate lines of text, words, letters, and spaces.
 |  |  |  |  |  |  |
| 1. match voice with print in syllables, words, and phrases.
 |  |  |  |  |  |  |
| 1. locate and name periods, question marks, and exclamation points.
 |  |  |  |  |  |  |

|  |  |  |  |
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| **K.6** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. apply knowledge that print conveys meaning.
 |  |  |  |  |  |  |
| 1. recognize and identify common signs, logos, and labels.
 |  |  |  |  |  |  |
| 1. explain that printed material provides information.
 |  |  |  |  |  |  |
| 1. read and explain their own drawings and writings.
 |  |  |  |  |  |  |
| 1. locate commonly used words and phrases in familiar text.
 |  |  |  |  |  |  |
| 1. recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.)
 |  |  |  |  |  |  |
| 1. recognize and identify their own first and last names.
 |  |  |  |  |  |  |

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| **K.7** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.
 |  |  |  |  |  |  |
| 1. match uppercase and lowercase letter pairs.
 |  |  |  |  |  |  |
| 1. produce the usual sounds of consonants, short vowels and initial consonant digraphs.
 |  |  |  |  |  |  |
| 1. demonstrate concept of word by:
	1. tracking familiar print from left to right and top to bottom; and
	2. matching spoken words to print including words with more than one syllable.
 |  |  |  |  |  |  |
| 1. write the grapheme (letter) that represents a spoken sound.
 |  |  |  |  |  |  |
| 1. use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.
 |  |  |  |  |  |  |
| 1. isolate initial consonants in single-syllable words (e.g., */t/* is the first sound in *top*).
 |  |  |  |  |  |  |
| 1. identify long and short sounds with common spellings for the five major vowels.
 |  |  |  |  |  |  |
| 1. distinguish between similarly spelled words by identifying sounds of the letters that differ.
 |  |  |  |  |  |  |
| 1. segment onsets and rimes and begin to blend to form the words.
 |  |  |  |  |  |  |

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| **K.8** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.
 |  |  |  |  |  |  |
| 1. identify new meanings for familiar words and apply them accurately (e.g., knowing *water* as a drink and learning the verb *water the flowers*).
 |  |  |  |  |  |  |
| 1. sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 |  |  |  |  |  |  |
| 1. use common adjectives to distinguish objects (e.g., the *small red* square; the *shy white* cat). (Students are not required to know the term adjective at this level.)
 |  |  |  |  |  |  |
| 1. ask and respond to questions about unknown words in a text.
 |  |  |  |  |  |  |
| 1. identify real-life connections between words and their use (e.g., places that are *loud*).
 |  |  |  |  |  |  |
| 1. use newly learned words in literacy tasks.
 |  |  |  |  |  |  |

**Kindergarten**

**Demonstrate comprehension of fictional texts**

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

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| --- | --- | --- | --- |
| **K.9** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. identify the roles of theauthor and theillustrator of selected texts.
 |  |  |  |  |  |  |
| 1. make ongoing predictions based on illustrations and text.
 |  |  |  |  |  |  |
| 1. describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict).
 |  |  |  |  |  |  |
| 1. link knowledge from their own experiences to make sense of and talk about a text.
 |  |  |  |  |  |  |
| 1. give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how.
 |  |  |  |  |  |  |
| 1. ask and respond to simple questions about the content of a book.
 |  |  |  |  |  |  |
| 1. use vocabulary from a story in discussions and retellings.
 |  |  |  |  |  |  |
| 1. retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end).
 |  |  |  |  |  |  |
| 1. use words to sequence events (e.g., *before*, *after*, and *next*).
 |  |  |  |  |  |  |
| 1. produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard read aloud.
 |  |  |  |  |  |  |
| 1. use descriptive language to talk about characters, settings, and events of a story.
 |  |  |  |  |  |  |
| 1. recognize various types of fictional texts (e.g., storybooks, poems).
 |  |  |  |  |  |  |

**Kindergarten**

**Demonstrate comprehension of nonfiction texts**

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

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| **K.10** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. make ongoing predictions based on graphics and text.
 |  |  |  |  |  |  |
| 1. relate pictures and illustrations to the text in which they appear.
 |  |  |  |  |  |  |
| 1. link knowledge from their own experiences to make sense of and talk about a text.
 |  |  |  |  |  |  |
| 1. identify the topic of a nonfiction selection.
 |  |  |  |  |  |  |
| 1. ask and respond to simple questions about the content of a book.
 |  |  |  |  |  |  |
| 1. discuss simple facts and information relevant to the topic.
 |  |  |  |  |  |  |
| 1. identify text features including titles, headings and pictures in text.
 |  |  |  |  |  |  |
| 1. identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
 |  |  |  |  |  |  |

**grade 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

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| --- | --- | --- | --- |
| **1.5** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. demonstrate concept of word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), and matching spoken words to print.
 |  |  |  |  |  |  |
| 1. identify letters, words, sentences, and ending punctuation (i.e., periods, question and quotation marks, and exclamation points).
 |  |  |  |  |  |  |
| 1. differentiate between letters and words by recognizing spaces between words in sentences and recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.
 |  |  |  |  |  |  |
| 1. read their own writing.
 |  |  |  |  |  |  |

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| **1.6** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. apply knowledge of letter sounds in single-syllable words by:
	1. recognizing beginning, medial, and ending phonemes;
	2. segmenting the phonemes in a word into their complete sequence of individual phonemes (e.g., top: /t/-/o/-/p/, jump: /j/-/u/-/m/-/p/); and
	3. blending phonemes to decode or spell a word.
 |  |  |  |  |  |  |
| 1. accurately decode unknown unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out.
 |  |  |  |  |  |  |
| 1. apply knowledge of word patterns to decode unfamiliar words by
2. recognizing word patterns (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends (e.g., the *l* and *r* blends; and digraphs, including *ch*, *sh*, *th*, and *wh*).
 |  |  |  |  |  |  |
| 1. use the consonant-vowel patterns CVC (e.g., pin), VC (e.g., in), and CVCC (e.g., wind), to decode and spell single-syllable words.
 |  |  |  |  |  |  |
| 1. use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words.
 |  |  |  |  |  |  |
| 1. use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables.
 |  |  |  |  |  |  |
| 1. read and spell simple two-syllable compound words.
 |  |  |  |  |  |  |
| 1. read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables.
 |  |  |  |  |  |  |
| 1. read and spell commonly used sight words.
 |  |  |  |  |  |  |

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| **1.7** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., *look*, *looks*, *looked*, *looking*).
 |  |  |  |  |  |  |
| 1. use sentence-level context as a clue to the meaning of words and phrases.
 |  |  |  |  |  |  |
| 1. use titles and pictures to make predictions about text.
 |  |  |  |  |  |  |
| 1. use pictures and/or rereading to confirm vocabulary choice.
 |  |  |  |  |  |  |
| 1. use information in the story to make predictions about vocabulary and text.
 |  |  |  |  |  |  |
| 1. notice when words or sentences do not make sense in context.
 |  |  |  |  |  |  |
| 1. use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud (prosody).
 |  |  |  |  |  |  |
| 1. use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension.
 |  |  |  |  |  |  |
| 1. use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension.
 |  |  |  |  |  |  |
| 1. reread and self-correct when text does not make sense.
 |  |  |  |  |  |  |

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| **1.8** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. understand and discuss the meanings of new words as presented in context.
 |  |  |  |  |  |  |
| 1. develop their vocabulary by listening to and reading a variety of texts (e.g., predictable, decodable, and narrative/expository texts written in the original, natural language of the authors).
 |  |  |  |  |  |  |
| 1. use words, pictures, and other clues from text to confirm or self-correct, rereading as necessary.
 |  |  |  |  |  |  |
| 1. ask for the meaning of unknown words and make connections to familiar words by:
	* 1. sorting words into categories (e.g., colors, animals);
		2. defining words by category and by one or more attributes (e.g., *a swan is a bird that swims*, *a cardinal is a red bird*); and
		3. identifying real-life connections between words and their use (e.g., places that are *safe*).
 |  |  |  |  |  |  |
| 1. use vocabulary from other content areas in literacy tasks.
 |  |  |  |  |  |  |

**Grade 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of fictional texts**

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

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| --- | --- | --- | --- |
| **1.9** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. preview reading material by looking at the book’s cover and illustrations and by reading titles and headings.
 |  |  |  |  |  |  |
| 1. set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection.
 |  |  |  |  |  |  |
| 1. identify who is telling the story at various points in a text.
 |  |  |  |  |  |  |
| 1. use knowledge from their own experience to make sense of and talk about a text.
 |  |  |  |  |  |  |
| 1. draw on prior knowledge to make and confirm predictions before, during, and after reading.
 |  |  |  |  |  |  |
| 1. ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection.
 |  |  |  |  |  |  |
| 1. identify and describe characters, settings, and important events in a story using details.
 |  |  |  |  |  |  |
| 1. use illustrations and details to describe characters, settings, and important events in a story.
 |  |  |  |  |  |  |
| 1. identify the main idea or theme of a short fiction selection.
 |  |  |  |  |  |  |
| 1. demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson.
 |  |  |  |  |  |  |
| 1. identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 |  |  |  |  |  |  |
| 1. read a wide variety of self-selected and teacher-selected stories and poems aloud.
 |  |  |  |  |  |  |
| 1. use expression and intonation to convey meaning when reading aloud (prosody).
 |  |  |  |  |  |  |
| 1. reread as necessary to confirm and self-correct word recognition and understanding.
 |  |  |  |  |  |  |
| 1. practice reading and rereading familiar stories, poems, and passages at their independent reading level to develop fluency, accuracy, and meaningful expression.
 |  |  |  |  |  |  |

**grade 1 NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of nonfiction texts**

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

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| --- | --- | --- | --- |
| **1.10** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. read with purpose and understanding.
 |  |  |  |  |  |  |
| 1. preview reading material by looking at the book’s cover and illustrations or other graphics and by reading titles and headings.
 |  |  |  |  |  |  |
| 1. set a purpose for reading by looking at the illustrations or other graphics, activating prior knowledge, and predicting the outcome of the selection.
 |  |  |  |  |  |  |
| 1. identify text features (e.g., illustrations, photographs, headings, charts and captions).
 |  |  |  |  |  |  |
| 1. use text features to locate facts and information in a text (e.g., headings, tables of contents, glossaries).
 |  |  |  |  |  |  |
| 1. distinguish between information provided by pictures or illustrations and information provided by words in the text.
 |  |  |  |  |  |  |
| 1. make and confirm predictions before, during, and after reading.
 |  |  |  |  |  |  |
| 1. ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection.
 |  |  |  |  |  |  |
| 1. read a wide variety of self-selected and teacher-selected informational texts aloud.
 |  |  |  |  |  |  |
| 1. read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines.
 |  |  |  |  |  |  |
| 1. identify the main idea and key details of a short nonfiction selection.
 |  |  |  |  |  |  |
| 1. identify the reasons an author gives to support points in a text.
 |  |  |  |  |  |  |
| 1. practice reading and rereading texts on their independent reading level to develop accuracy, fluency, and meaningful expression.
 |  |  |  |  |  |  |

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| **1.11** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. use simple reference materials.
 |  |  |  |  |  |  |
| 1. alphabetize a list of five to eight words according to first letter.
 |  |  |  |  |  |  |
| 1. use a picture dictionary to locate unfamiliar words.
 |  |  |  |  |  |  |

**grade 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **2.5** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. apply knowledge of consonants and consonant blends to decode and spell words.
 |  |  |  |  |  |  |
| 1. apply knowledge of consonant digraphs (*sh*, *wh*, *ch*, *th*) to decode and spell words.
 |  |  |  |  |  |  |
| 1. distinguish long and short vowels when reading one-syllable regularly spelled words.
 |  |  |  |  |  |  |
| 1. apply knowledge of the consonant-vowel patterns, such as CV (e.g., *go*), VC (e.g., *in*) , CVC (e.g., *pin*), CVCE (e.g., *take*), CVVC (e.g., *wait*), and CVCC (e.g., *wind*), to decode and spell words.
 |  |  |  |  |  |  |
| 1. apply knowledge of r-controlled vowel patterns to decode and spell words.
 |  |  |  |  |  |  |
| 1. read regularly spelled one- and two-syllable words automatically.
 |  |  |  |  |  |  |
| 1. decode regular multisyllabic words.
 |  |  |  |  |  |  |
| 1. use phonetic strategies and context to self-correct for comprehension.
 |  |  |  |  |  |  |
| 1. decode words with common prefixes and suffixes.
 |  |  |  |  |  |  |

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| **2.6** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. use meaning clues to support decoding.
 |  |  |  |  |  |  |
| 1. use surrounding words in a sentence to determine the meaning of a word.
 |  |  |  |  |  |  |
| 1. determine which of the multiple meanings of a word in context makes sense by using semantic clues.
 |  |  |  |  |  |  |
| 1. use knowledge of word order, including subject, verb, and adjectives, to check for meaning.
 |  |  |  |  |  |  |
| 1. use story structure, titles, pictures, and diagrams to check for meaning.
 |  |  |  |  |  |  |
| 1. use phonetic strategies, semantic clues, and syntax to reread and self-correct.
 |  |  |  |  |  |  |
| 1. reread to clarify meaning.
 |  |  |  |  |  |  |

|  |  |  |  |
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| **2.7** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. use knowledge of homophones (e.g., such as *pair* and *pear*).
 |  |  |  |  |  |  |
| 1. identify and recognize meanings of common prefixes and suffixes (e.g., un- *re-*, *mis-*, *dis-*, *-y*, *-ly*, *-er*, *-ed*, *-ing*, *-est*, *-ful*, *-less*, *-able*).
 |  |  |  |  |  |  |
| 1. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *sign*, *signal*).
 |  |  |  |  |  |  |
| 1. use common prefixes and suffixes to decode words.
 |  |  |  |  |  |  |
| 1. determine the meaning of words when a known prefix is added to a known word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall).
 |  |  |  |  |  |  |
| 1. supply synonyms and antonyms for a given word.
 |  |  |  |  |  |  |
| 1. use knowledge of antonyms when reading (e.g., *hot/cold*, *fast/slow*, *first/last*).
 |  |  |  |  |  |  |
| 1. use knowledge of synonyms when reading (e.g., *small/little*, *happy/glad*).
 |  |  |  |  |  |  |
| 1. demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., *Maria’s*).
 |  |  |  |  |  |  |
| 1. demonstrate an understanding of the meaning of contractions (e.g., *don’t- do not*).
 |  |  |  |  |  |  |
| 1. discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance).
 |  |  |  |  |  |  |
| 1. use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook).
 |  |  |  |  |  |  |
| 1. use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, through generating and answering questions.
 |  |  |  |  |  |  |

**Grade 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of fictional texts**

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

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| --- | --- | --- | --- |
| **2.8** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. set a purpose for reading.
 |  |  |  |  |  |  |
| 1. use prior knowledge to predict information, and to interpret pictures and diagrams.
 |  |  |  |  |  |  |
| 1. use titles and headings to generate ideas about the text.
 |  |  |  |  |  |  |
| 1. use information from the text to make predictions before, during and after reading.
 |  |  |  |  |  |  |
| 1. use information from a selection to confirm predictions (e.g., recall and/or return to the text to locate information to confirm predictions).
 |  |  |  |  |  |  |
| 1. find evidence to support predictions (e.g., return to text to locate information, support predictions, and answer questions).
 |  |  |  |  |  |  |
| 1. apply knowledge of story structure to predict what will happen next (e.g., beginning/middle/end, problem/solution).
 |  |  |  |  |  |  |
| 1. ask and answer simple who, what, when, where, why, and how questions to demonstrate understanding of main details and events in text.
 |  |  |  |  |  |  |
| 1. begin to skim for information to answer questions.
 |  |  |  |  |  |  |
| 1. explain how illustrations and images contribute to and clarify text.
 |  |  |  |  |  |  |
| 1. describe a character’s traits, feelings, and actions as presented in a story or poem.
 |  |  |  |  |  |  |
| 1. describe how characters in a story or poem respond to key events.
 |  |  |  |  |  |  |
| 1. describe the setting and important events of a story.
 |  |  |  |  |  |  |
| 1. identify the problems and solutions in stories.
 |  |  |  |  |  |  |
| 1. use information from illustrations and words to demonstrate comprehension of characters, settings, and plots.
 |  |  |  |  |  |  |
| 1. compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories).
 |  |  |  |  |  |  |
| 1. determine the main idea or theme of paragraphs or stories.
 |  |  |  |  |  |  |
| 1. begin to use knowledge of transition words (e.g., *first*, *next*, and *soon*), to understand how information is organized in sequence.
 |  |  |  |  |  |  |
| 1. organize information, using graphic organizers (e.g., story map, sequence of events).
 |  |  |  |  |  |  |
| 1. use the framework of beginning, middle, and end to summarize and retell story events.
 |  |  |  |  |  |  |
| 1. describe the structure of a story (e.g., beginning introduces the story, ending concludes the action).
 |  |  |  |  |  |  |
| 1. write responses to what they read (e.g., response logs, write the story with a new ending).
 |  |  |  |  |  |  |
| 1. practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody.
 |  |  |  |  |  |  |
| 1. pause at commas and periods during oral reading.
 |  |  |  |  |  |  |
| 1. apply phonics, meaning clues, and language structure to decode words and increase fluency.
 |  |  |  |  |  |  |

**grade 2 NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of nonfiction texts**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **2.9** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. Set a purpose for reading.
 |  |  |  |  |  |  |
| 1. Use prior knowledge to predict information.
 |  |  |  |  |  |  |
| 1. Interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text.
 |  |  |  |  |  |  |
| 1. Explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text.
 |  |  |  |  |  |  |
| 1. Use titles and headings to generate ideas about the text.
 |  |  |  |  |  |  |
| 1. Skim text for section headings, bold type, and picture captions to help set a purpose for reading.
 |  |  |  |  |  |  |
| 1. Use print clues, such a s bold type, italics, and underlining, to assist in reading.
 |  |  |  |  |  |  |
| 1. Use information from the text to make and revise predictions.
 |  |  |  |  |  |  |
| 1. Use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs charts, tables).
 |  |  |  |  |  |  |
| 1. Use information from a sequence to confirm predictions (e.g., return to the text locate information, support predictions and answer questions).
 |  |  |  |  |  |  |
| 1. Use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., first, second, next).
 |  |  |  |  |  |  |
| 1. Begin to skim text for information to answer specific questions.
 |  |  |  |  |  |  |
| 1. Use knowledge from their own experiences to make sense of an talk about a topic, recognizing similarities between: personal experiences and the text; the current text and other texts read; and what is known about the topic and what is discovered in the new text.
 |  |  |  |  |  |  |
| 1. Determine the main idea.
 |  |  |  |  |  |  |
| 1. Identify the sequence of steps in functional text such as recipes or other sets of directions.
 |  |  |  |  |  |  |
| 1. Follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments).
 |  |  |  |  |  |  |
| 1. Ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how).
 |  |  |  |  |  |  |
| 1. Locate information in texts to answer questions (e.g., use text features to locate and answer questions – headings, subheadings, bold print, charts, table of contents).
 |  |  |  |  |  |  |
| 1. Begin to use knowledge of transition words (signal words) (e.g., first, next, and soon), to understand how information is organized.
 |  |  |  |  |  |  |
| 1. Organize information, using graphic organizers.
 |  |  |  |  |  |  |
| 1. Write responses to what is read.
 |  |  |  |  |  |  |
| 1. Reread as necessary to confirm and self-correct for word accuracy and comprehension.
 |  |  |  |  |  |  |
| 1. Locate titles and page numbers, using table of contents.
 |  |  |  |  |  |  |
| 1. Use a table of contents to locate information in content-area books.
 |  |  |  |  |  |  |
| 1. Interpret pictures, captions, diagrams, and tables.
 |  |  |  |  |  |  |
| 1. Interpret information presented in bar graphs, charts, and pictographs.
 |  |  |  |  |  |  |
| 1. Use dictionaries, glossaries, and indices, to locate key facts or information.
 |  |  |  |  |  |  |
| 1. Consult reference materials as needed to spell, check spelling, and understand grade-appropriate words.
 |  |  |  |  |  |  |
| 1. Alphabetize words to the second and third letter.
 |  |  |  |  |  |  |
| 1. Locate words in reference materials, using first, second, and third letter.
 |  |  |  |  |  |  |
| 1. Locate guide words, entry words, and definitions in dictionaries and indices.
 |  |  |  |  |  |  |
| 1. Use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials).
 |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **2.10** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. locate titles and page numbers, using a table of contents.
 |  |  |  |  |  |  |
| 1. use a table of contents to locate information in content-area books.
 |  |  |  |  |  |  |
| 1. interpret pictures, captions, diagrams, and tables.
 |  |  |  |  |  |  |
| 1. interpret information presented in bar graphs, charts, and pictographs.
 |  |  |  |  |  |  |
| 1. use dictionaries, glossaries, and indices to locate key facts or information.
 |  |  |  |  |  |  |
| 1. consult reference materials as needed to spell, check spelling, and understand grade-appropriate words.
 |  |  |  |  |  |  |
| 1. alphabetize words to the second and third letter.
 |  |  |  |  |  |  |
| 1. locate words in reference materials, using first, second, and third letter.
 |  |  |  |  |  |  |
| 1. locate guide words, entry words, and definitions in dictionaries and indices.
 |  |  |  |  |  |  |
| 1. use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials).
 |  |  |  |  |  |  |

**grade 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **3.3b** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. apply knowledge of the change in tense (*-ed*), number (*-s*), and degree (*-er* and *-est*) signified by inflected endings to decode words.
 |  |  |  |  |  |  |
| 1. decode regular multisyllabic words to read fluently.
 |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **3.4 a – d, f – g**  | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| use knowledge of homophones (e.g., *be/bee*, *hear/here*, and *sea/see*) to understand unfamiliar words. |  |  |  |  |  |  |
| 1. apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*).
 |  |  |  |  |  |  |
| 1. c. apply knowledge of affixes, (e.g., prefixes such as *ex-, dis-, un-, re-, mis-, non-, pre-*; suffixes such as *-ly, -ful, -less, -able, -tion, -ness,* and *–ment*) to decode words.
 |  |  |  |  |  |  |
| 1. determine the meaning of new words formed when a known affix is added to the known word (e.g., *care/careless, heat/reheat*).
 |  |  |  |  |  |  |
| 1. use knowledge of synonyms (e.g., *big/large, mad/angry, ache/pain*).
 |  |  |  |  |  |  |
| 1. use knowledge of antonyms, (e.g., *asleep/awake, smile/frown, start/finish*).
 |  |  |  |  |  |  |
| 1. use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage.
 |  |  |  |  |  |  |
| 1. using context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.
 |  |  |  |  |  |  |
| 1. apply understanding of language structure to make meaning from text by
	1. using transition words of time sequence (e.g., *first, second, next, later, after,* and *finally*);
	2. using transition words of compare-contrast (e.g., *like, unlike, different, and same*); and
	3. using transition words of cause-effect (e.g., *because, if…then, when…then*).
	4. using vocabulary from history and social science, mathematics, and science; and
	5. using the glossary, dictionary, and thesaurus as reference resources to learn word meanings.
 |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **3.7 a – b**  | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. make decisions about which resource is best for locating a given type of information.
 |  |  |  |  |  |  |
| 1. locate selected information in encyclopedias, atlases, and other print and online reference materials.
 |  |  |  |  |  |  |
| 1. retrieve information from electronic sources.
 |  |  |  |  |  |  |
| 1. use the Internet to find information on a given topic.
 |  |  |  |  |  |  |

**Grade 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of fictional texts**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **3.5 c – j, l**  | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. use specific details to make, justify, and modify predictions by:
	1. identifying details from their own experiences and knowledge that supports their predictions;
	2. identifying information from the text that supports or contradicts a prediction; and
	3. revising predictions based on new understandings.
 |  |  |  |  |  |  |
| 1. gain meaning before, during, and after reading by:
	1. asking and answering questions about what is read to clarify meaning;
	2. asking and answering questions to predict what will happen next;
	3. understanding that sometimes two or more pieces of information need to be put together to answer a question;
	4. understanding that some questions are answered directly in the text;
	5. understanding that the answers to some questions must be inferred from the reader’s background experiences and knowledge; and
	6. understanding the basic lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures.
 |  |  |  |  |  |  |
| 1. apply knowledge of characterization by
	1. describing a character’s attributes (traits, motivations or feelings);
	2. using evidence from the text to support generalizations about the character;
	3. comparing and contrasting characters within a selection or between/among two or more selections; and
	4. explaining how the actions of characters contribute to the sequence of events.
 |  |  |  |  |  |  |
| 1. make generalizations about a character based on that character’s response to a problem, the character’s goal, and what the character says or thinks.
 |  |  |  |  |  |  |
| 1. apply knowledge of setting by:
	1. identifying the time and place of a story, using supporting details from the text; and
	2. identifying the details that make two settings similar or different.
 |  |  |  |  |  |  |
| 1. compare and contrast settings, characters, and events.
 |  |  |  |  |  |  |
| 1. identify the author’s purpose (e.g., entertain, inform, persuade).
 |  |  |  |  |  |  |
| 1. ask and answer questions about the text to demonstrate understanding.
 |  |  |  |  |  |  |
| 1. draw conclusions about text to make meaning.
 |  |  |  |  |  |  |
| 1. identify the problem (conflict) and solution, main idea or theme, and supporting details.
 |  |  |  |  |  |  |

**grade 3 NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of nonfiction texts**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **3.6 a, c - l** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. identify the author’s purpose (e.g., entertain, inform, persuade).
 |  |  |  |  |  |  |
| 1. use text formats such as the following to preview, set a purpose for reading, and locate information relevant to a given topic efficiently:
	1. content text features, such as headings and chapter layout by topic;
	2. functional formats, such as advertisements, flyers, and directions;
	3. specialized type, such as bold face and italics; and
	4. visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs.
 |  |  |  |  |  |  |
| 1. apply understanding of text structure to guide reading by:
	1. making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional;
	2. making predictions based on knowledge of literary forms, such as biography and autobiography; and
	3. identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.
 |  |  |  |  |  |  |
| 1. gain meaning before, during, and after reading by:
	1. asking and answering questions to clarify meaning;
	2. understanding that sometimes two or more pieces of information need to be put together to answer a question; and
	3. understanding that some questions are answered directly in the text.
 |  |  |  |  |  |  |
| 1. draw conclusions about what they have read.
 |  |  |  |  |  |  |
| 1. summarize major points in a selection.
 |  |  |  |  |  |  |
| 1. identify details that support the main idea of a nonfiction selection.
 |  |  |  |  |  |  |
| 1. state in their own words the main idea of a nonfiction selection.
 |  |  |  |  |  |  |
| 1. compare and contrast the characteristics of biographies and autobiographies.
 |  |  |  |  |  |  |
| 1. monitor their comprehension throughout the reading process by:
	1. becoming aware of when they do not understand;
	2. identifying exactly what is causing them difficulty; and
	3. generating their own questions to help integrate units of meaning.
 |  |  |  |  |  |  |
| 1. use text features to make meaning by:
	1. applying phonetic strategies;
	2. using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession;
	3. applying knowledge of simple and compound sentence structures;
	4. knowing when meaning breaks down and then rereading to self-correct; and
	5. using illustrations to gain information (e.g., maps, photographs).
 |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **3.7** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. make decisions about which resource is best for locating a given type of information.
 |  |  |  |  |  |  |
| 1. locate selected information in encyclopedias, atlases, and other print and online reference materials.
 |  |  |  |  |  |  |
| 1. retrieve information from electronic sources.
 |  |  |  |  |  |  |
| 1. use the Internet to find information on a given topic.
 |  |  |  |  |  |  |

**grade 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **4.4 a – c, e**  | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text).
 |  |  |  |  |  |  |
| 1. use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition.
 |  |  |  |  |  |  |
| 1. use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words.
 |  |  |  |  |  |  |
| 1. use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.
 |  |  |  |  |  |  |
| 1. derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), such as *read/red*, *no/know*, *hear/here.*
 |  |  |  |  |  |  |
| 1. use context to select the applicable definition of a word from a glossary or dictionary.
 |  |  |  |  |  |  |
| 1. identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning.
 |  |  |  |  |  |  |
| 1. determine the meaning of general academic and content-specific words or phrases in a text.
 |  |  |  |  |  |  |
| * 1. study word meanings across content areas.
 |  |  |  |  |  |  |

**Grade 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of fictional texts**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **4.5 a – e, g - j** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| * 1. explain the author’s purpose (e.g., to entertain, inform, or persuade).
 |  |  |  |  |  |  |
| * 1. describe how the choice of language, setting, characters, details, and other information contribute to the author’s purpose.
 |  |  |  |  |  |  |
| * 1. describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character’s thoughts).
 |  |  |  |  |  |  |
| * 1. understand that narrative nonfiction is a story based on facts.
 |  |  |  |  |  |  |
| 1. identify the facts contained in a piece of narrative nonfiction.
 |  |  |  |  |  |  |
| 1. identify the main idea or theme of a text and summarize using supporting details.
 |  |  |  |  |  |  |
| 1. identify the problem (conflict) and solution.
 |  |  |  |  |  |  |
| 1. identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel.
 |  |  |  |  |  |  |
| 1. refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.
 |  |  |  |  |  |  |
| 1. identify cause and effect relationships.
 |  |  |  |  |  |  |
| 1. make, confirm, or revise predictions.
 |  |  |  |  |  |  |
| 1. read familiar text with fluency, accuracy, and prosody.
 |  |  |  |  |  |  |
| 1. read with sufficient accuracy and fluency to support comprehension.
 |  |  |  |  |  |  |
| 1. become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).
 |  |  |  |  |  |  |

**grade 4 NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of nonfiction texts**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **4.6d** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. use text features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.
 |  |  |  |  |  |  |
| 1. understand how written text and accompanying illustrations connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations).
 |  |  |  |  |  |  |
| 1. generate questions to guide reading of text.
 |  |  |  |  |  |  |
| 1. explain author’s purpose (e.g., to entertain, persuade, inform).
 |  |  |  |  |  |  |
| 1. identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes.
 |  |  |  |  |  |  |
| 1. combine information from various places in the text to draw a conclusion.
 |  |  |  |  |  |  |
| 1. make simple inferences, using information from the text.
 |  |  |  |  |  |  |
| 1. identify cause and effect relationships.
 |  |  |  |  |  |  |
| 1. distinguish between fact and opinion.
 |  |  |  |  |  |  |

**grade 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **5.4 a – e, g** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. use context as a clue to infer the correct meanings of unfamiliar words and phrases.
 |  |  |  |  |  |  |
| 1. use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 |  |  |  |  |  |  |
| 1. apply knowledge of roots, affixes (prefixes and suffixes), synonyms, antonyms, and homophones.
 |  |  |  |  |  |  |
| 1. begin to learn about Greek and Latin affixes.
 |  |  |  |  |  |  |
| 1. understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation.
 |  |  |  |  |  |  |
| 1. understand how a prefix changes the meaning of a root word.
 |  |  |  |  |  |  |
| 1. identify when an author uses language figuratively.
 |  |  |  |  |  |  |
| 1. use word references and context clues to determine which meaning is appropriate in a given situation.
 |  |  |  |  |  |  |
| 1. identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.
 |  |  |  |  |  |  |
| 1. study cross-curricular vocabulary.
 |  |  |  |  |  |  |

**Grade 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of fictional texts**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **5.5 b – c, e – k**  | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. understand that characters are developed by:
	1. what is directly stated in the text;
	2. their speech and actions; and
	3. what other characters in the story say or think about them.
 |  |  |  |  |  |  |
| * 1. understand that some characters change during the story or poem and some characters stay the same.
 |  |  |  |  |  |  |
| * 1. understand that the main character has a conflict that usually gets resolved.
 |  |  |  |  |  |  |
| 1. identify the conflict or problem of the plot.
 |  |  |  |  |  |  |
| * 1. understand that plot is developed through a series of events.
 |  |  |  |  |  |  |
| 1. identify the events in sequence that lead to resolution of the conflict.
 |  |  |  |  |  |  |
| 1. discuss why an author might have used particular words and phrases.
 |  |  |  |  |  |  |
| 1. describe how an author’s choice of vocabulary contributes to the author’s style.
 |  |  |  |  |  |  |
| 1. identify and ask questions that clarify various points of view.
 |  |  |  |  |  |  |
| 1. identify main idea or theme.
 |  |  |  |  |  |  |
| 1. summarize supporting details from text.
 |  |  |  |  |  |  |
| 1. draw conclusions/make inferences from text.
 |  |  |  |  |  |  |
| 1. identify cause and effect relationships.
 |  |  |  |  |  |  |
| 1. make, confirm, or revise predictions.
 |  |  |  |  |  |  |

**grade 5 NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of nonfiction texts**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **5.6 a, c – j**  | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.
 |  |  |  |  |  |  |
| 1. skim material from print and digital texts to develop a general overview or to locate specific information.
 |  |  |  |  |  |  |
| 1. determine the main idea of a text and summarize supporting key details.
 |  |  |  |  |  |  |
| 1. identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.
 |  |  |  |  |  |  |
| 1. identify specific information in text that supports predictions.
 |  |  |  |  |  |  |
| 1. form opinions and draw conclusions from the selection.
 |  |  |  |  |  |  |
| 1. locate details to support opinions, predictions, and conclusions.
 |  |  |  |  |  |  |
| 1. identify cause and effect relationships following transition words signaling the pattern.
 |  |  |  |  |  |  |
| 1. distinguish between fact and opinion.
 |  |  |  |  |  |  |
| 1. identify, compare, and contrast relationships between characters, events, and facts.
 |  |  |  |  |  |  |
| 1. compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
 |  |  |  |  |  |  |

**grade 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **6.4 a – e**  | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience, auditory, audible.* .
 |  |  |  |  |  |  |
| 1. identify Latin and Greek roots of common English words as clues to the meaning.
 |  |  |  |  |  |  |
| 1. separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
 |  |  |  |  |  |  |
| 1. recognize common antonyms and synonyms.
 |  |  |  |  |  |  |
| 1. notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*.
 |  |  |  |  |  |  |
| 1. use context (e.g., the overall meaning of a sentence or paragraph; a word’s function in a sentence) as a clue to the meaning.
 |  |  |  |  |  |  |
| 1. recognize word relationships, such as:
2. synonyms – small: little;
3. antonyms – up: down;
4. object/action – ear: hear;
5. source/product – tree: lumber;
6. part/whole – paw: dog; and
7. animal/habitat – bee: hive.
 |  |  |  |  |  |  |
| 1. use context clues to determine meanings of unfamiliar words in text, such as:
	1. examples;
	2. restatements; and
	3. contrast.
 |  |  |  |  |  |  |
| 1. identify figurative language in text, including:
2. **simile** – figures of speech that use the words *like* or *as* to make
3. comparisons;
4. **hyperbole** – intentionally exaggerated figures of speech; and
5. **metaphor** – a comparison equating two or more unlike things
6. without using “like” or “as.”
 |  |  |  |  |  |  |
| consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning.  |  |  |  |  |  |  |

**Grade 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of fictional texts**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **6.5 a – d, f – k**  | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. understand setting as time and place.
 |  |  |  |  |  |  |
| 1. understand plot as:
2. the development of the central conflict and resolution;
3. the sequence of events in the story; and
4. the writer’s map for what happens, how it happens, to whom it
5. happens, and when it happens.
 |  |  |  |  |  |  |
| 1. understand that character traits are revealed by:
	1. what a character says;
	2. what a character thinks;
	3. what a character does; and
	4. how other characters respond to the character.
 |  |  |  |  |  |  |
| 1. determine a central idea or theme of a fictional text and how it is developed through specific details.
 |  |  |  |  |  |  |
| 1. understand internal and external conflicts in stories, including:
2. internal conflicts within characters;
3. external conflicts between characters; and
4. changes in characters as a result of conflicts and resolutions in the plot.
 |  |  |  |  |  |  |
| 1. describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.
 |  |  |  |  |  |  |
| 1. notice an author’s craft, including use of :
2. language patterns;
3. sentence variety;
4. vocabulary;
5. imagery; and
6. figurative language.
 |  |  |  |  |  |  |
| 1. recognize an author’s use of:
2. **simile** – figures of speech that use the words *like* or *as* to make comparisons;
3. **hyperbole** – intentionally exaggerated figures of speech; and

**3. metaphor** – a figure of speech that makes a comparison equating two or more unlike things without using “like” or “as.” |  |  |  |  |  |  |
| * + 1. recognize poetic forms, including:
1. **haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;
2. **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous;
3. **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm,
4. and refrain; and
5. **free verse –** poetry with neither regular meter nor rhyme scheme.
 |  |  |  |  |  |  |
| j. recognize poetic elements in prose and poetry, including:* 1. **rhyme** – recurring identical or similar final word sounds within or at
		1. the ends of lines of verse, e.g., *farm/harm*;
	2. **rhythm** – the recurring pattern of strong and weak syllabic stresses;
	3. **repetition** – repeated use of sounds, words, or ideas for effect and
		1. emphasis;
	4. **alliteration** – repetition of initial sounds, e.g., *picked a peck of*
		1. *pickled peppers*; and
	5. **onomatopoeia** – the use of a word whose sound suggests its
		1. meaning, e.g., *buzz*.
 |  |  |  |  |  |  |
| 1. recognize an author’s tone including serious, humorous, objective, and personal.
 |  |  |  |  |  |  |
| 1. use strategies for summarizing, such as graphic organizers.
 |  |  |  |  |  |  |
| 1. use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development.
 |  |  |  |  |  |  |
| 1. use graphic organizers to record changes in characters as a result of incidents in the plot.
 |  |  |  |  |  |  |
| 1. use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.
 |  |  |  |  |  |  |
| 1. analyze author’s use of figurative language.
 |  |  |  |  |  |  |
| 1. identify how transitional words signal an author’s organizationsuch as words indicating time, cause and effect, or indicating more information.
 |  |  |  |  |  |  |

**grade 6 NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Demonstrate comprehension of nonfiction texts**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **6.6 a, c – k** | **PA1** | **PA2** | **PA3** |
| **T1** | **ML** | **T2** | **M2** | **T3** | **M3** |
| 1. pose questions prior to and during the reading process based on text structures, such as:
	1. boldface and/or italics type;
	2. type set in color;
	3. vocabulary;
	4. graphics or photographs; and
	5. headings and subheadings.
 |  |  |  |  |  |  |
| 1. use specific and helpful clues in the context, including:
	1. **definitions** – which define words within the text;
	2. **signal words** – which alert readers that explanations or examples
	3. follow;
	4. **direct explanations** – which explain terms as they are introduced;
	5. **synonyms** – which provide a more commonly used term;
	6. **antonyms** – which contrast words with their opposites; and
	7. **inferences** – which imply meaning and help readers deduce meanings
 |  |  |  |  |  |  |
| 1. give evidence from the text to support conclusions.
 |  |  |  |  |  |  |
| 1. identify common patterns of organizing text including:
	1. chronological or sequential;
	2. comparison/contrast;
	3. cause and effect;
	4. problem-solution; and
	5. generalization or principle.
 |  |  |  |  |  |  |
| 1. predict and then read to validate or revise the prediction(s).
 |  |  |  |  |  |  |
| 1. identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.
 |  |  |  |  |  |  |
| 1. comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.
 |  |  |  |  |  |  |
| 1. recognize that a fact is something that can be proven, while an opinion is a personal feeling.
 |  |  |  |  |  |  |
| 1. determine a central idea of a text and recognize how details support that idea.
 |  |  |  |  |  |  |
| 1. use graphic organizers to show similarities and differences in the information found in several sources about the same topic.
 |  |  |  |  |  |  |
| 1. use strategies and rules for summarizing, such as the following:
2. delete trivia and redundancy;
3. substitute a general term for a list; and
4. find or create a main idea statement.
 |  |  |  |  |  |  |
| 1. summarize the text without providing a personal opinion.
 |  |  |  |  |  |  |
| 1. compare and contrast similar information across several texts.
 |  |  |  |  |  |  |