

High School Reading

Grade	Standard	Benchmark	Know/Appl	Indicator	Sub-Ind.	Assessed	(Non-Assessed Indicators)				Date		% Prof(+)		Comments
							▲ (Assessed Indicators)				Date	% Prof(+)	Date	% Prof(+)	
HS	1	1	K	1											
HS	1	2	K	1										adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i> .	
HS	1	3	K	1		▲								determines meaning of words or phrases using context clues (e.g., definitions, <i>restatements, examples, descriptions, comparison-contrast, clue words, cause-effect</i>) from sentences or paragraphs.	
HS	1	3	K	2										locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	
HS	1	3	K	3		▲								determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲ <i>prefixes</i> , and ▲ <i>suffixes</i> to understand complex words, including words in science, mathematics, and social studies.	
HS	1	3	K	4		▲								identifies, interprets, and analyzes the use of <i>figurative language</i> , including <i>similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism</i> .	
HS	1	3	K	5										discriminates between <i>connotative</i> and <i>denotative</i> meanings and interprets the <i>connotative</i> power of words.	
HS	1	4	K	1										identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i> .	
HS	1	4	K	2		▲								understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.	
HS	1	4	K	3										uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.	
HS	1	4	K	4										generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.	

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HS	1	4	K	5		▲	uses information from the text to make inferences and draw conclusions.					
HS	1	4	K	6		▲	analyzes and evaluates how authors use text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) to help achieve their purposes.					
HS	1	4	K	7		▲	compares and contrasts varying aspects (e.g., <i>characters' traits and motives, themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints, <i>authors' purposes, persuasive</i> techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.					
HS	1	4	K	8		▲	explains and analyzes <i>cause-effect</i> relationships in appropriate-level <i>narrative, expository, technical, and persuasive texts</i> .					
HS	1	4	K	9		▲	uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (stated and implied <i>main ideas</i> , main events, important details, underlying meaning) from appropriate-level <i>narrative, expository, technical, and persuasive texts</i> in logical or sequential order, clearly preserving the author's intent.					
HS	1	4	K	10		▲	identifies the <i>topic, main idea(s)</i> , supporting details, and <i>theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level texts.					
HS	1	4	K	11		▲	analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., <i>foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox</i>) work together to achieve his or her purpose for writing text.					
HS	1	4	K	12			establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).					
HS	1	4	K	13			follows directions presented in <i>technical text</i> .					

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HS	1	4	K	14		▲	identifies the author's position in a <i>persuasive</i> text, describes techniques the author uses to support that position (e.g., <i>bandwagon approach</i> , <i>glittering generalities</i> , <i>testimonials</i> , <i>citing authority</i> , <i>statistics</i> , other techniques that appeal to reason or emotion), and evaluates the <i>effectiveness</i> of these techniques and the credibility of the information provided.					
HS	1	4	K	15		▲	distinguishes between fact and opinion, and recognizes <i>propaganda</i> (e.g., advertising, media, politics, warfare), <i>bias</i> , and <i>stereotypes</i> in various types of appropriate-level texts.					
HS	2	1	K	1		▲	identifies and describes different types of <i>characters</i> (e.g., <i>protagonist</i> , <i>antagonist</i> , round, flat, static, dynamic) and analyzes the development of <i>characters</i> .					
HS	2	1	K	2		▲	analyzes the historical, social, and cultural contextual aspects of the <i>setting</i> and their influence on characters and events in the story or literary text.					
HS	2	1	K	3		▲	analyzes and evaluates how the author uses various <i>plot</i> elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the <i>plot</i> and make connections between events.					
HS	2	1	K	4			analyzes <i>themes</i> , tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.					
HS	2	1	K	5			identifies, analyzes, and evaluates the use of literary devices (e.g., <i>foreshadowing</i> , <i>flashback</i> , <i>irony</i> , <i>figurative language</i> , <i>imagery</i> , <i>symbolism</i> , <i>satire</i> , <i>allusion</i> , <i>paradox</i> , <i>dialogue</i> , <i>point of view</i> , <i>overstatement</i>) in a text.					
HS	2	2	K	1			recognizes ways that literature from different cultures presents similar <i>themes</i> differently across genres.					
HS	2	2	K	2			compares and contrasts works of literature that deal with similar <i>topics</i> and problems.					
HS	2	2	K	3			evaluates distinctive and shared characteristics of cultures through a variety of texts.					