

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											
HS	1	3	K	1	▲										
HS	1	3	K	2											
HS	1	3	K	3	▲										
HS	1	3	K	4	▲										
HS	1	3	K	5											
HS	1	4	K	1											
HS	1	4	K	2	▲										
HS	1	4	K	3											
HS	1	4	K	4											

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							▲ (Assessed Indicators)	Date	% Prof(+)	Date	% Prof(+)	
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.					