

# **Rhode Island Alternate Assessment Grade Span Expectations**

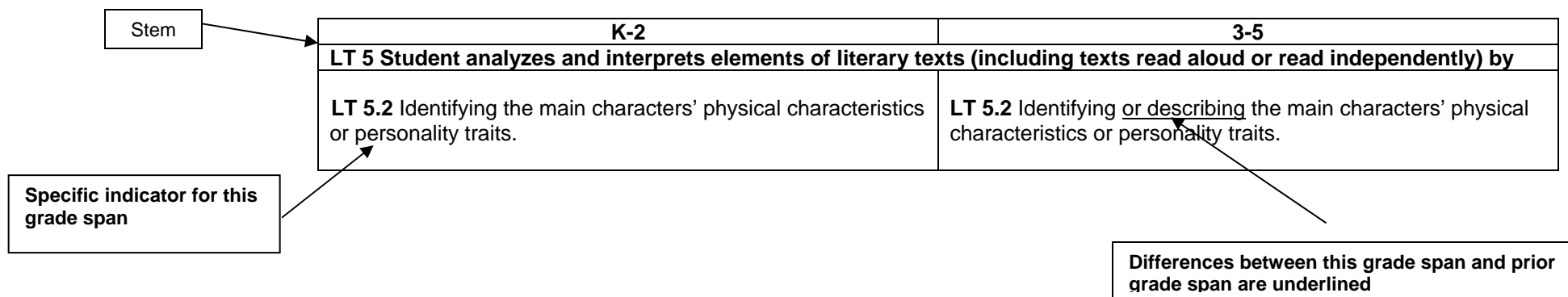
## **Reading**

The Rhode Island **Alternate Assessment Grade-Span Level Expectations** (AAGSEs) are derived and expanded from the New England Common Assessment Program (NECAP) Grade Level Expectations in mathematics, reading and writing and the NECAP Grade Span Expectations in science.

Each AAGSE begins with a statement in bold called the “stem”. Each stem remains the same across the grade span for a given AAGSE and is meant to communicate the main curriculum and instructional focus of the AAGSE across the grade spans. The language and order of the AAGSE stems are identical to the language and order of the stems in the NECAP GLEs.

The text in regular type within each AAGSE indicates how the AAGSE is specified at a given grade span. There are often several indicators for each AAGSE stem. Each indicator is coded. The language and order of the AAGSE indicators do not necessarily correspond to the language and order of the indicators within a corresponding GLE stem. Some are identical; some have been modified and adapted to make the AAGSE accessible; some have been added to describe concepts and skills already assumed by the GLEs; and some have been eliminated because they are inappropriate for students with significant cognitive disabilities.

Added concepts and skills are underlined.



Content Area*	Title of Strand	Code	Assessed Grades
Reading	Early Reading Strategies of Informational Text	ER	K-2
	Early Reading Strategies of Literary Text	ER	K-2
	Word Identification Skills and Strategies	WID	All grades
	Vocabulary Strategies and Breadth of Vocabulary	V	All grades
	Initial Understanding, Analysis and Interpretation of Literary Text	LT	All grades
	Initial Understanding, Analysis and Interpretation of Informational Text	IT	Middle School and High School

\*Each content area has four grade span assessments: K-2, 3-5, 6-8, and High School.

## Alternate Assessment Instructional Terms

<p><b>Communication:</b> eye gaze, pointing, touching, gesturing, voice response, augmentative communication devices, topic board, pictures, Braille, printed text (written word), head nod, signs/symbols (pic/tactile), objects, stamping</p>	<p><b>Participation:</b> to take an active role (physically or socially) in content related activities, routines, and with materials by exhibiting behaviors that are observable and measurable, such as: touch, see (visually engage), hear, taste, smell, reach, point, gesture, eye gaze.</p>	<p><b>Application:</b> transferring knowledge from content concepts to practical/concrete situations/activities/routines through the child's mode of participation.</p>
<p><b>Associate:</b> connect ideas using child's mode of communication.</p>	<p><b>Create:</b> develop an original representation of a math concept through the child's mode of participation. Develop an idea or representation of a concept through the child's mode of participation.</p>	<p><b>Awareness:</b> emergent knowledge.</p>
<p><b>Describe:</b> give characteristics, examples, and/or attributes through the child's mode of communication.</p>	<p><b>Engage:</b> student actively participates.</p>	<p><b>Compare:</b> identifying similarities and differences between two or more items.</p>
<p><b>Determine:</b> see Identify/Indicate</p>	<p><b>Explore:</b> student participates through manipulating/attending to content related materials.</p>	<p><b>Demonstrate:</b> apply knowledge to show (understand) comprehension of content concepts through the child's mode of communication and/or participation.</p>
<p><b>Discriminate:</b> using known information, the student makes appropriate responses within a group of two or more choices.</p>	<p><b>Locating:</b> using known information, the student makes an appropriate response.</p>	<p><b>Distinguish:</b> using known information, the student makes appropriate responses within a group of two or more choices.</p>
<p><b>Discuss:</b> a social exchange of content related information through the student's mode of communication.</p>	<p><b>Make decision:</b> based on given content information, make an appropriate choice related to the task.</p>	<p><b>Employ:</b> apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.</p>
<p><b>Identify/Indicate:</b> give an appropriate response by showing, naming, giving or selecting through the child's mode of communication.</p>	<p><b>Observation:</b> information gained via senses.</p>	<p><b>Obtain:</b> using known information, the student makes an appropriate response.</p>
<p><b>Justify:</b> based on information/data, support a content concept using the student's mode of communication.</p>	<p><b>Reproduce:</b> recreate a representation of a math concept through the child's mode of participation.</p>	<p><b>Reacting:</b> physical response to stimuli.</p>
<p><b>Pose:</b> a communicative act to request information through the child's mode of communication.</p>		<p><b>Show:</b> apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.</p>
<p><b>Predict:</b> based on given information, student will identify what comes next or what outcome is possible through the student's mode of communication.</p>		<p><b>Use:</b> apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.</p>

<b>Reading:</b> using the child's mode of receptive communication to derive meaning from text, symbols and numbers.		
<b>Recognize:</b> see Identify/Indicate		
<b>Represent:</b> show an understanding of a concept through the child's mode of communication.		
<b>Say:</b> a communication act to give information through the student's mode of communication.		
<b>Select:</b> see Identify.		
<b>Text:</b> pictures/symbols/objects//words		
<b>Writing:</b> using the child's mode of expressive communication to create or construct a tangible product that conveys meaning.		

## Standard: Early Reading Strategies (ER 9 and ER 10)

All students need ongoing opportunities to apply and practice reading strategies with many different types of text.

ER 9. Demonstrates <b>phonemic awareness</b> and applies phonological knowledge and skills by			
K-2	3-5	6-8	High School
<p><b>ER 9.1</b> Isolating <b>phonemes</b> in spoken syllables and single-syllable words (e.g., “Tell me the first sound in “mop.”” Tell me the last sound in “mop.” “Tell me the middle sound in “mop.””)</p> <p><b>ER 9.4</b> Identifying words, pictures or auditory representations that rhyme.</p>	<p><b>ER 9.1</b> Isolating <b>phonemes</b> in spoken syllables and single-syllable words (e.g., “Tell me the first sound in “mop.”” Tell me the last sound in “mop.” “Tell me the middle sound in “mop.””)</p> <p><b>ER 9.2</b> <b>Blending and segmenting phonemes.</b></p> <p><b>ER 9.2a</b> <b>Blending and segmenting phonemes</b> in one-syllable words (e.g., “What word do we get when we combine ‘mon’ and ‘key’?” The beginning of ‘sat’ is /s/. What is the rest of the word?”).</p> <p><b>ER 9.2b</b> <b>Blending and segmenting phonemes</b> in more complex one-syllable words, possibly including combinations of <b>blends</b> and <b>digraphs</b> (e.g., th-i-ck, t-r-a-sh).</p> <p><b>ER 9.3</b> <b>Blending and segmenting syllables and onset-rimes.</b></p> <p><b>ER 9.4</b> Identifying words, pictures or auditory representations that rhyme.</p> <p><b>ER 9.5</b> <u>Counting syllables in words.</u></p>	<p><b>ER 9.1</b> Not assessed at this grade span</p> <p><b>ER 9.2</b> <b>Blending and segmenting phonemes.</b></p> <p><b>ER 9.2a</b> <b>Blending and segmenting phonemes</b> in one-syllable words (e.g., “What word do we get when we combine ‘mon’ and ‘key’?” The beginning of ‘sat’ is /s/. What is the rest of the word?”).</p> <p><b>ER 9.2b</b> <b>Blending and segmenting phonemes</b> in more complex one-syllable words, possibly including combinations of <b>blends</b> and <b>digraphs</b> (e.g., th-i-ck, t-r-a-sh).</p> <p><b>ER 9.2c</b> <b>Deleting phonemes</b> in one-syllable words. (e.g., Say crust. Say the word crust without the c.)</p> <p><b>ER 9.3</b> <b>Blending and segmenting syllables and onset-rimes.</b></p> <p><b>ER 9.4</b> Not assessed at this grade span</p> <p><b>ER 9.5</b> Not assessed at this grade span</p>	<p><b>ER</b> Not assessed at this grade span</p>

## Standard: Early Reading Strategies (ER 10)

ER 10. Demonstrates awareness of concepts of print during shared and individual reading by...			
K-2	3-5	6-8	High School
<p><b>ER 10.1</b> Distinguishing between letters and words.</p> <p><b>ER 10.2</b> Demonstrating understanding that print materials are read top to bottom, left to right, front to back (e.g., student points or eye gazes to follow charts or books).</p> <p><b>ER 10.3</b> Identifying parts of a word (e.g., “Point to the beginning of the word.” Point to the end of the word”).</p> <p><b>ER 10.4</b> Identifying key features of a book.</p> <p><b>ER 10.4a</b> Identifying a book’s front, back, print, and illustrations.</p> <p><b>ER 10.5</b> Identifying basic punctuation marks and their usage.</p> <p><b>ER 10.5a</b> Identifying that periods and question marks go at the end of sentences and have specific meaning –</p>	<p><b>ER 10.1</b> Distinguishing between letters and words.</p> <p><b>ER 10.2</b> Demonstrating understanding that print materials are read top to bottom, left to right, front to back (e.g., student points or eye gazes to follow charts or books).</p> <p><b>ER 10.3</b> Not assessed at this grade span</p> <p><b>ER 10.4</b> Identifying key features of a book.</p> <p><b>ER 10.4a</b> Identifying a book’s front, back, print, and illustrations.</p> <p><b>ER 10.4b</b> <u>Identifying a book’s title, author, illustrator, and chapters.</u></p> <p><b>ER 10.4c</b> <u>Identifying a book’s guidewords, index, and table of contents.</u></p> <p><b>ER 10.5</b> Identifying basic punctuation marks and their usage.</p> <p><b>ER 10.5a</b> Identifying that periods and question marks go at the end of sentences and have specific meaning –</p>	<p><b>ER 10.1</b> Not assessed at this grade span</p> <p><b>ER 10.2</b> Not assessed at this grade span</p> <p><b>ER 10.3</b> Not assessed at this grade span</p> <p><b>ER 10.4</b> Identifying key features of a book.</p> <p><b>ER 10.4a</b> Not assessed at this grade span</p> <p><b>ER 10.4b</b> Identifying a book’s title, author, illustrator, and chapters.</p> <p><b>ER 10.4c</b> Identifying a book’s guidewords, index, and table of contents.</p> <p><b>ER 10.5</b> Identifying basic punctuation marks and their usage.</p> <p><b>ER 10.5a</b> Identifying that periods and question marks go at the end of sentences and have specific meaning –</p>	<p><b>ER 10.1</b> Not assessed at this grade span</p> <p><b>ER 10.2</b> Not assessed at this grade span</p> <p><b>ER 10.3</b> Not assessed at this grade span</p> <p><b>ER 10.4</b> Identifying key features of a book.</p> <p><b>ER 10.4a</b> Not assessed at this grade span</p> <p><b>ER 10.4b</b> Not assessed at this grade span</p> <p><b>ER 10.4c</b> Identifying a book’s guidewords, index, table of contents, <u>charts, graphs, diagrams, and maps.</u></p> <p><b>ER 10.5</b> Identifying basic punctuation marks and their usage.</p> <p><b>ER 10.5a</b> Not assessed at this grade span</p>

<p>telling or asking.</p> <p><b>ER 10.6</b> Demonstrating a one-to-one matching of spoken words to words in print.</p>	<p>telling or asking.</p> <p><b>ER 10.5b</b> Identifying that <u>exclamation marks and commas have specific uses/meanings.</u></p> <p><b>ER 10.6</b> Demonstrating a one-to-one matching of spoken words to words in print.</p>	<p>telling or asking.</p> <p><b>ER 10.5b</b> Identifying that exclamation marks, commas <u>and quotation marks</u> have specific uses/meanings.</p> <p><b>ER 10.6</b> Not assessed at this grade span</p>	<p><b>ER 10.5b</b> Identifying that exclamation marks, commas, and quotation marks have specific uses/meanings.</p> <p><b>ER 10.6</b> Not assessed at this grade span</p>
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# Standard: Word Identification Skills and Strategies (WID 1)

WID 1. Student applies word identification and/or decoding strategies by			
K-2	3-5	6-8	High School
<p><b>WID 1.1</b> Identifying pictures/symbols/objects/words that represent nouns and verbs.</p> <p><b>WID 1.1a</b> Identifying pictures/symbols/ objects/or words that represent self and others.</p> <p><b>WID 1.1b</b> Identifying pictures/symbols/ objects/words that represent verbs.</p> <p><b>WID 1.1c</b> Identifying pictures/symbols/objects/words that represent nouns.</p> <p><b>WID 1.2</b> Identifying most (more than half) letters of the alphabet.*</p> <p><b>WID 1.3</b> Identifying the primary sounds represented by some letters (sound-symbol correspondence).*</p> <p><b>WID 1.4</b> Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., <b>decodable</b>) one- or two-syllable words.*</p> <p><b>WID 1.5</b> Reading high-frequency words (e.g., including names and sight words).</p>	<p><b>WID 1.1</b> Identifying pictures/symbols/objects/ words that represent nouns and verbs.</p> <p><b>WID 1.1a</b> Identifying pictures/symbols/objects/words that represent self and others.</p> <p><b>WID 1.1b</b> Identifying pictures/symbols/objects/words that represent verbs.</p> <p><b>WID 1.1c</b> Identifying pictures/symbols/objects/words that represent nouns.</p> <p><b>WID 1.2</b> Identifying most (more than half) letters of the alphabet.*</p> <p><b>WID 1.3</b> Identifying the primary sounds represented by <u>most</u> letters (sound-symbol correspondence).*</p> <p><b>WID 1.4</b> Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., <b>decodable</b>) one- or two-syllable words.*</p> <p><b>WID 1.5</b> Reading high-frequency words (e.g., including names and sight words).</p>	<p><b>WID 1.1</b> Identifying pictures/symbols/objects/ words that represent nouns and verbs.</p> <p><b>WID 1.1a</b> Identifying pictures/symbols/objects/words that represent self and others.</p> <p><b>WID 1.1b</b> Identifying pictures/symbols/objects/words that represent verbs.</p> <p><b>WID 1.1c</b> Identifying pictures/symbols/objects/words that represent nouns.</p> <p><b>WID 1.2</b> Identifying most (more than half) letters of the alphabet.*</p> <p><b>WID 1.3</b> Identifying the primary sounds represented by most letters (sound-symbol correspondence).*</p> <p><b>WID 1.4</b> Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., <b>decodable</b>) one- or two-syllable words.*</p> <p><b>WID 1.5</b> Reading high-frequency words (e.g., names and sight words).</p>	<p><b>WID 1.1</b> Identifying pictures/symbols/objects/words that represent nouns and verbs.</p> <p><b>WID 1.1a</b> Identifying pictures/symbols/objects/words that represent self and others.</p> <p><b>WID 1.1b</b> Identifying pictures/symbols/objects/ words that represent verbs.</p> <p><b>WID 1.1c</b> Identifying pictures/symbols/objects/words that represent nouns.</p> <p><b>WID 1.2</b> Identifying most (more than half) letters of the alphabet.*</p> <p><b>WID1.3</b> Identifying the primary sounds represented by most letters (sound-symbol correspondence).*</p> <p><b>WID 1.4</b> Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., <b>decodable</b>) one- or two-syllable words.*</p> <p><b>WID 1.5</b> Reading high-frequency words (e.g., names and sight words).</p>

\*To meet these AAGSEs, students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.

## Standard: Word Identification Skills and Strategies (WID 1) (cont'd)

WID 1. Student applies word identification and decoding strategies by			
K-2	3-5	6-8	High School
	<p><b>WID 1.6</b> <u>Using knowledge of sounds and letter patterns (including common endings such as “-s,” “-ed,” “-ly,” “-ing”) to read regularly spelled one- or two-syllable words.*</u></p> <p><b>WID 1.7</b> <u>Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words (e.g., student matches words to other words with similar sounds by answering questions such as “Which word rhymes with the underlined word?” or “Which word has the same vowel sound as the word in the box?”).</u>*</p> <p><b>WID 1.7a</b> <u>Identifying word families.*</u></p>	<p><b>WID 1.6</b> Using knowledge of sounds and letter patterns (including common endings such as “-s,” “-ed,” “-ly,” “-ing”) to read regularly spelled one- or two-syllable words.*</p> <p><b>WID 1.7</b> Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words (e.g., student matches words to other words with similar sounds by answering questions such as “Which word rhymes with the underlined word?” or “Which word has the same vowel sound as the word in the box?”).</p> <p><b>WID 1.7a</b> Identifying word families.*</p> <p><b>WID 1.7b</b> <u>Identifying prefixes and suffixes.*</u></p> <p><b>WID 1.7c</b> <u>Identifying variant spellings for consonants and vowels (e.g., catalog/catalogue).*</u></p>	<p><b>WID 1.6</b> Using knowledge of sounds and letter patterns (including common endings such as “-s,” “-ed,” “-ly,” “-ing”) to read regularly spelled one- or two-syllable words.*</p> <p><b>WID 1.7</b> Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words (e.g., student matches words to other words with similar sounds by answering questions such as “Which word rhymes with the underlined word?” or “Which word has the same vowel sound as the word in the box?”).</p> <p><b>WID 1.7a</b> Identifying word families.*</p> <p><b>WID 1.7b</b> Identifying prefixes and suffixes.*</p> <p><b>WID 1.7c</b> Identifying variant spellings for consonants and vowels (e.g. meter/metre).*</p>

\*To meet these AAGSEs, students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used for these AAGSEs.

## Standard: Vocabulary Strategies and Breadth of Vocabulary (V 2, V 3)

V 2. Student identifies the meaning of unfamiliar vocabulary by			
K-2	3-5	6-8	High School
<p><b>V 2.1</b> Using provided cues (e.g., pictures, objects, textures, gestures and/or verbal) to predict meanings.</p> <p><b>V 2.2</b> Using <b>context clues</b> (words and illustrations) in text to predict words or meanings.</p>	<p><b>V 2.1</b> Using provided cues (e.g., pictures, objects, textures, gestures and/or verbal) to predict meanings.</p> <p><b>V 2.2</b> Using <b>context clues</b> (words and illustrations) in text to predict words or meanings.</p> <p><b>V 2.3</b> <u>Using other resources to connect unknown words to known words.</u></p> <p><b>V 2.3a</b> <u>Using prior knowledge and personal word banks.</u></p> <p><b>V 2.3b</b> <u>Using text features (e.g., illustrations, diagrams, charts).</u></p>	<p><b>V 2.1</b> Using provided cues (e.g., pictures, objects, textures, gestures and/or verbal) to predict meanings.</p> <p><b>V 2.2</b> Using <b>context clues</b> (words and illustrations) in text to predict words or meanings.</p> <p><b>V 2.3</b> Using other resources to connect unknown words to known words.</p> <p><b>V 2.3a</b> Using prior knowledge and personal word banks.</p> <p><b>V 2.3b</b> Using text features (e.g., illustrations, diagrams, charts).</p> <p><b>V 2.3c</b> <u>Using glossaries, dictionaries, and/or thesauruses.</u></p>	<p><b>V 2.1</b> Using provided cues (e.g., pictures, objects, textures, gestures and/or verbal) to predict meanings.</p> <p><b>V 2.2</b> Using <b>context clues</b> (words and illustrations) in text to predict words or meanings.</p> <p><b>V 2.3</b> Using other resources to connect unknown words to known words.</p> <p><b>V 2.3a</b> Using prior knowledge and personal word banks.</p> <p><b>V 2.3b</b> Using text features (e.g., illustrations, diagrams, charts).</p> <p><b>V 2.3c</b> Using glossaries, dictionaries, and/or thesauruses.</p>

V 3. Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by			
K-2	3-5	6-8	High School
<p><b>V 3.1</b> Identifying <b>vocabulary</b> that demonstrates knowledge of basic <b>pragmatic functions</b> (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).</p> <p><b>V 3.2</b> Using <b>vocabulary</b> to identify objects, actions, and/or events (e.g., student applies his/her vocabulary in school environments).</p>	<p><b>V 3.1</b> Identifying <b>vocabulary</b> that demonstrates knowledge of basic <b>pragmatic functions</b> (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).</p> <p><b>V 3.2</b> Using <b>vocabulary</b> to identify objects, actions and/or events (e.g., student applies his/her vocabulary in school environments <u>and in the</u></p>	<p><b>V 3.1</b> Identifying <b>vocabulary</b> that demonstrates knowledge of basic <b>pragmatic functions</b> (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).</p> <p><b>V 3.2</b> Using <b>vocabulary</b> to <u>describe</u> objects, actions and/or events.</p>	<p>V 3.1 Identifying <b>vocabulary</b> that demonstrates knowledge of basic <b>pragmatic functions</b> (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).</p> <p>V 3.2 Using <b>vocabulary</b> to describe objects, actions <u>and</u> events.</p>

<p><b>V 3.3</b> Identifying <b>synonyms</b> (e.g., big/large) and <b>antonyms</b> (e.g., hot/cold).</p>	<p><u>community</u>).</p> <p><b>V 3.3</b> Using <b>synonyms</b> (e.g., big/large) and <b>antonyms</b> (e.g., hot/cold).</p>	<p><b>V 3.3</b> Using <b>synonyms</b> (e.g., big/large) and <b>antonyms</b> (e.g., hot/cold).</p>	<p><b>V 3.3</b> Using <b>synonyms</b> (e.g., big/large) and <b>antonyms</b> (e.g., hot/cold).</p>
<p><b>V 3.3a</b> Identifying <b>synonyms</b> (e.g., big/large)</p> <p><b>V3.3b</b> Identifying <b>antonyms</b> (e.g., hot/cold).</p> <p><b>V 3.4</b> Organizing <b>vocabulary</b> by category, feature and function.</p> <p><b>V 3.4a</b> Organizing <b>vocabulary</b> by category</p> <p><b>V 3.4b</b> Organizing <b>vocabulary</b> by feature</p>	<p><b>V 3.3a</b> Using <b>synonyms</b> (e.g., big/large)</p> <p><b>V3.3b</b> Using <b>antonyms</b> (e.g., hot/cold).</p> <p><b>V 3.4</b> Organizing <b>vocabulary</b> by category, feature and function.</p> <p><b>V 3.4a</b> Organizing <b>vocabulary</b> by category</p> <p><b>V 3.4b</b> Organizing <b>vocabulary</b> by feature</p> <p><b>V 3.4c</b> Organizing <b>vocabulary</b> by function</p> <p><b>V 3.5</b> <u>Selecting the appropriate word to use in context of one or more sentences (e.g., student uses pictures or word banks to complete sentences or storyboards).</u></p>	<p><b>V 3.3a</b> Using <b>synonyms</b> (e.g., big/large)</p> <p><b>V3.3b</b> Using <b>antonyms</b> (e.g., hot/cold).</p> <p><b>V 3.4</b> Organizing <b>vocabulary</b> by category, feature and function.</p> <p><b>V 3.4a</b> Organizing <b>vocabulary</b> by category</p> <p><b>V 3.4b</b> Organizing <b>vocabulary</b> by feature</p> <p><b>V 3.4c</b> Organizing <b>vocabulary</b> by function</p> <p><b>V 3.5</b> Selecting the appropriate word to use in context of one or more sentences (e.g., student uses pictures or word banks to complete sentences or storyboards).</p> <p><b>V 3.6</b> <u>Identifying the multiple meanings of words (e.g., fall is a time of year and to fall is to trip).</u></p> <p><b>V 3.7</b> <u>Identifying homonyms and homophones.</u></p>	<p><b>V 3.3a</b> Using <b>synonyms</b> (e.g., big/large)</p> <p><b>V3.3b</b> Using <b>antonyms</b> (e.g., hot/cold).</p> <p><b>V 3.4</b> Organizing <b>vocabulary</b> by category, feature and function.</p> <p><b>V 3.4a</b> Organizing <b>vocabulary</b> by category</p> <p><b>V 3.4b</b> Organizing <b>vocabulary</b> by feature</p> <p><b>V 3.4c</b> Organizing <b>vocabulary</b> by function</p> <p><b>V 3.5</b> Selecting the appropriate word to use context of one or more sentences (e.g., student uses pictures or word banks to complete sentences or storyboards).</p> <p><b>V 3.6</b> Identifying the multiple meanings of words (e.g., fall is a time of year and to fall is to trip).</p> <p><b>V 3.7</b> Identifying homonyms and homophones.</p> <p><b>V 3.8</b> <u>Describing shades of meaning (e.g., the difference between cold and freezing).</u></p>

# Standard: Initial Understanding and Analysis and Interpretation of **Literary Texts** (LT 4, LT 5, LT 6)

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts.

LT 4. Student demonstrates initial understanding of elements of **literary texts** (including text read aloud, reading text independently, or in a guided manner) by

K-2	3-5	6-8	High School
<p><b>LT 4.1</b> Identifying literary elements in a story.</p> <p><b>LT 4.1a</b> Identifying the main <b>character(s)</b> and <b>setting</b>.</p> <p><b>LT 4.2</b> Answering simple questions about a story's content.</p> <p><b>LT 4.3</b> <b>Retelling</b> or ordering the key events in a story (e.g., In <i>Corduroy</i>, the student identifies the key events as a bear in search of a home and in search of a friend.)</p>	<p><b>LT 4.1</b> Identifying <u>and/or describing</u> literary elements in a story.</p> <p><b>LT 4.1a</b> Identifying <u>and/or describing</u> the main <b>character(s)</b> and <b>setting</b>.</p> <p><b>LT 4.1b</b> <u>Identifying and/or describing</u> major events.</p> <p><b>LT 4.2</b> Answering simple questions about a story's content.</p> <p><b>LT 4.3</b> <b>Retelling</b> or ordering the key events in a story (e.g., In <i>A Cricket in Times Square</i>, the student identifies the key events as the news stand burns and Chester plays music.)</p> <p><b>LT 4.4</b> <u>Summarizing the story</u>.</p> <p><b>LT 4.5</b> <u>Describing the difference between literary and informational text</u>.</p>	<p><b>LT 4.1</b> Describing literary elements in a story.</p> <p><b>LT 4.1a</b> Describing the <b>characters</b> and <b>setting</b>.</p> <p><b>LT 4.1b</b> Describing major events.</p> <p><b>LT 4.1c</b> Identifying the <u>problem/solution or plot</u>.</p> <p><b>LT 4.1d</b> Identifying significant changes in <b>character(s)</b> or <b>setting(s)</b> over time.</p> <p><b>LT 4.2</b> Answering simple questions about a story's content.</p> <p><b>LT 4.3</b> <b>Retelling</b> or ordering the key events in a story (e.g., In <i>Holes</i> the student identifies the key events as going to camp and digging holes.)</p> <p><b>LT 4.4</b> Summarizing the <u>text (e.g., poem, story, play)</u>.</p> <p><b>LT 4.5</b> Describing the difference between literary and informational text.</p>	<p><b>LT 4.1</b> Describing literary elements in a story.</p> <p><b>LT 4.1a</b> Describing the <b>characters</b> and <b>setting</b>.</p> <p><b>LT 4.1b</b> Describing major events.</p> <p><b>LT 4.1c</b> Identifying the problem/solution or plot.</p> <p><b>LT 4.1d</b> Identifying significant changes in <b>character(s)</b> or <b>setting(s)</b> over time.</p> <p><b>LT 4.2</b> Answering simple questions about a story's content.</p> <p><b>LT 4.3</b> <b>Retelling</b> or ordering the key events in a story (e.g., In <i>Romeo and Juliet</i>, the student identifies the key events as Romeo and Juliet meet, fall in love, and die.)</p> <p><b>LT 4.4</b> Summarizing the text (e.g., poem, story, play).</p> <p><b>LT 4.5</b> Describing the difference between literary and informational text.</p>

	<b>LT 4.6</b> <u>Describing the difference(s) between a variety of types of literary text, such as poetry, plays, or fairy tales.</u>	<b>LT 4.6</b> Describing the difference(s) among a variety of types of literary text, such as poetry, plays, fantasies, realistic fiction, or mysteries.	<b>LT 4.6</b> Describing the difference(s) among a variety of types of literary text, such as poetry, plays, fantasies, realistic fiction, or mysteries.
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**Standard: Initial Understanding and Analysis and Interpretation of **Literary Texts** (LT 4, LT 5, LT 6) (cont'd)**

<b>LT 5. Student analyzes and interprets elements of <b>literary texts</b> (including texts read aloud or read independently) by</b>			
<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>High School</b>
<p><b>LT 5.1</b> Making predictions about what might happen next.</p>	<p><b>LT 5.1</b> Making predictions about what might happen next in the text.</p> <p><b>LT 5.1a</b> <u>Make a prediction and explain why the prediction was made.</u></p>	<p><b>LT 5.1</b> Making predictions about what might happen next in the text.</p> <p><b>LT 5.1a</b> Make a prediction and explain why the prediction was made.</p> <p><b>LT 5.1b</b> <u>Using evidence in the text to make logical predictions.</u></p>	<p><b>LT 5.1</b> Making predictions about what might happen next in the text.</p> <p><b>LT 5.1a</b> Make a prediction and explain why the prediction was made.</p> <p><b>LT 5.1b</b> Using evidence in the text to make logical predictions.</p> <p><b>LT 5.1c</b> <u>Explaining or supporting logical predictions.</u></p>
<p><b>LT 5.2</b> Identifying the main characters' physical characteristics or personality traits.</p>	<p><b>LT 5.2</b> <u>Describing the main characters' physical characteristics and personality traits.</u></p> <p><b>LT 5.2a</b> <u>Identifying or describing the main characters' physical characteristics</u></p> <p><b>LT 5.2b</b> <u>Identifying or describing the main characters' personality traits.</u></p>	<p><b>LT 5.2</b> Describing the main characters' physical characteristics and personality traits.</p> <p><b>LT 5.2a</b> Identifying or describing the main characters' physical characteristics</p> <p><b>LT 5.2b</b> Identifying or describing the main characters' personality traits.</p> <p><b>LT 5.2c</b> <u>Providing examples of words or actions that reveal characters' personality traits.</u></p>	<p><b>LT 5.2</b> Describing the main characters' physical characteristics and personality traits.</p> <p><b>LT 5.2a</b> Identifying or describing the main characters' physical characteristics.</p> <p><b>LT 5.2b</b> Identifying or describing the main characters' personality traits.</p> <p><b>LT 5.2c</b> Providing examples of words or actions that reveal characters' personality traits.</p>

<p><b>LT 5.3</b> Identifying the relationship between causes and effects within <b>a literary text</b> (e.g., “The pig’s house fell down because _____” and “the house fell down and the pigs _____”).</p>	<p><b>LT 5.3</b> Identifying causes and effects within a <b>literary text</b> (e.g., student response to “What caused the boy to run away?”)</p> <p><b>LT 5.4</b> Making <b>inferences</b> about two or more aspects of a text (i.e., problem, conflict, solution, author’s purpose).</p> <p><b>LT 5.5</b> <u>Identifying who is telling the story.</u></p>	<p><b>LT 5.2d</b> <u>Identifying that a character’s personality trait changes over time.</u></p> <p><b>LT 5.3</b> Identifying causes and effects within a <b>literary text.</b></p> <p><b>LT 5.3a</b> Making <b>inferences</b> about causes and effects.</p> <p><b>LT 5.4</b> Making <b>inferences</b> about two or more aspects of a text (i.e., problem, conflict, solution, author’s purpose).</p> <p><b>LT 5.4a</b> Making <b>inferences</b> about problem, conflict, or solution.</p> <p><b>LT5.4b</b> Making <b>inferences</b> about author’s message or purpose.</p> <p><b>LT 5.5</b> Identifying who is telling the story.</p> <p><b>LT 5.6</b> <u>Identifying <b>literary devices</b> (e.g., rhyme, repeated language, dialogue, description) as appropriate to genre.</u></p>	<p><b>LT 5.2d</b> Identifying that a character’s personality trait changes over time.</p> <p><b>LT 5.2e</b> <u>Identifying a character’s motives.</u></p> <p><b>LT 5.3</b> Identifying causes and effects within a <b>literary text.</b></p> <p><b>LT 5.3a</b> Making <b>inferences</b> about causes and effects.</p> <p><b>LT 5.4</b> Making <b>inferences</b> about two or more aspects of a text (i.e., problem, conflict, solution, author’s purpose).</p> <p><b>LT 5.4a</b> Making <b>inferences</b> about the problem, conflict, or solution.</p> <p><b>LT5.4b</b> Making inferences about author’s message or purpose.</p> <p><b>LT 5.5</b> Identifying who is telling the story.</p> <p><b>LT 5.6</b> Identifying <b>literary devices</b> (e.g., imagery, simple similes, metaphors. rhyme) as appropriate to genre.</p>
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**Standard: Initial Understanding and Analysis and Interpretation of **Literary Texts**  
(LT 4, LT 5, LT 6) (cont'd)**

<b>LT 6. Student generates a personal response to what is read aloud or what is read independently through a variety of means by</b>			
<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>High School</b>
<b>LT 6.1</b> Connecting stories or other texts to personal experience, prior knowledge, or other texts.	<b>LT 6.1</b> Connecting stories or other texts to personal experience, prior knowledge, or other texts.	<b>LT 6.1</b> Connecting stories or other texts to personal experience, prior knowledge, or other texts.  <b>LT 6.2</b> <u>Providing relevant details to support connecting stories or other texts to personal experience, prior knowledge or other texts.</u>	<b>LT 6.1</b> Connecting stories or other texts to personal experience, prior knowledge, or other texts.  <b>LT 6.2</b> Providing relevant details to support connecting stories or other texts to personal experience, prior knowledge or other texts.

# Standard: Initial Understanding, Analysis, and Interpretation of **Informational Text** (IT 7, IT 8)

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts).

IT 7. Student demonstrates initial understanding of informational texts (expository and practical texts) by			
K-2	3-5	6-8	High School
<p><b>IT 7.1</b> Identifying key features of informational texts and their purpose.</p> <p><b>IT 7.1a</b> Identifying the title, illustrations/photographs, and captions.</p> <p><b>IT 7.2</b> Using features of informational text to obtain information (e.g. student uses the illustration on the cover to identify what the story is about.)</p> <p><b>IT 7.3</b> Using explicitly stated information to answer questions about the text (e.g. Where do penguins live?).</p>	<p><b>IT 7.1</b> Identifying key features of informational texts and their purpose.</p> <p><b>IT 7.1a</b> Identifying <u>and describing the purpose of</u> the title, illustrations/photographs, and captions.</p> <p><b>IT 7.1b</b> <u>Identifying headings, charts, maps, and diagrams.</u></p> <p><b>IT 7.2</b> Using features of informational text to obtain information (e.g., <u>student uses a table of contents to identify the key information on page 5).</u></p> <p><b>IT 7.3</b> Using explicitly stated information to answer questions about the text.</p> <p><b>IT 7.3a</b> <u>Using explicitly stated information to answer questions related to the main idea or key details.</u></p>	<p><b>IT 7.1</b> Identifying key features of informational texts and their purpose.</p> <p><b>IT 7.1a</b> Identifying and describing the purpose of the title, illustrations/photographs, and captions.</p> <p><b>IT 7.1b</b> Identifying <u>and describing the purpose of</u> headings/subheadings, charts, maps, and diagrams.</p> <p><b>IT 7.1c</b> <u>Identifying bold face type, and italics of</u> informational texts.</p> <p><b>IT 7.2</b> Using features of informational text to obtain information (e.g., <u>student uses a table to identify the month that has the most precipitation).</u></p> <p><b>IT 7.3</b> Using explicitly stated information to answer questions about the text.</p> <p><b>IT 7.3a</b> Using explicitly stated information to answer questions related to the main idea or key details.</p>	<p><b>IT 7.1</b> Identifying key features of informational texts and their purpose.</p> <p><b>IT 7.1a</b> Identifying and describing the purpose of the title, illustrations/photographs, and captions.</p> <p><b>IT 7.1b</b> Identifying and describing the purpose of headings/subheadings, charts, maps, and diagrams.</p> <p><b>IT 7.1c</b> Identifying <u>and describing the purpose of</u> bold face type and italics of informational texts.</p> <p><b>IT 7.2</b> Using features of informational text to obtain information (e.g., <u>student identifies the employment section of the newspaper to locate jobs in the town).</u></p> <p><b>IT 7.3</b> Using explicitly stated information to answer questions about the text.</p> <p><b>IT 7.3a</b> Using explicitly stated information to answer questions related to the main idea or key details.</p>

<p><b>IT 7.4</b> Identifying the differences in purpose and/or characteristics among different types of informational text (e.g., a schedule lists the progression of events and a <i>News-2-You</i> newspaper identifies current events).</p>	<p><b>IT 7.4</b> Identifying the differences in purpose and/or characteristics among different types of informational text.</p> <p><b>IT 7.5</b> <u>Using a provided organizational format to show an understanding of the information (e.g., organizing information by charting, mapping, paraphrasing and/or summarizing the main/central idea of an informational text.)</u></p>	<p><b>IT 7.4</b> Identifying the differences in purpose and/or characteristics among different types of informational text.</p> <p><b>IT 7.5</b> Using a provided organizational format to show an understanding of the information <u>(e.g., representing main ideas and supporting information using a bullet format).</u></p> <p><b>IT 7.6</b> <u>Choosing an organizational format that clearly conveys information.</u></p>	<p><b>IT 7.4</b> Identifying the differences in purpose and/or characteristics among different types of informational text.</p> <p><b>IT 7.5</b> Using a provided organizational format to show an understanding of the information <u>(e.g., representing main ideas and supporting information using a bullet format).</u></p> <p><b>IT 7.6</b> Choosing an organizational format that <u>appropriately</u> conveys information.</p>
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## Standard: Initial Understanding, Analysis, and Interpretation of Informational Text (IT 7, IT 8) (cont'd)

IT 8. Student analyzes and interprets informational text, citing evidence as appropriate by			
K-2	3-5	6-8	High School
<p><b>IT 8.1</b> Identifying the general topic of a text.</p> <p><b>IT 8.2</b> Drawing conclusions about a text.</p> <p><b>IT 8.3</b> Identifying causes and effects within the text.</p>	<p><b>IT 8.1</b> Identifying the general topic of a text.</p> <p><b>IT 8.1a</b> <u>Identifying main/central idea and locating supporting details.</u></p> <p><b>IT 8.2</b> Making <b>inferences</b> and/or drawing conclusions about central ideas that are relevant to the text.</p> <p><b>IT 8.3</b> Identifying causes and effects within the text.</p> <p><b>IT 8.4</b> <u>Comparing facts and supporting details within a text.</u></p>	<p><b>IT 8.1</b> Identifying the general topic of a text.</p> <p><b>IT 8.1a</b> Identifying main/central idea and locating supporting details.</p> <p><b>IT 8.2</b> Making <b>inferences</b>, drawing conclusions <u>and/or forming judgments/opinions</u> about central ideas that are relevant to the text.</p> <p><b>IT 8.3</b> Identifying <u>and/or making inferences</u> about causes and effects within the text (e.g., <u>When given a text about growing plants, the student is able to answer the question, "What would happen if the plant has no sunlight?"</u>).</p> <p><b>IT 8.4</b> <u>Distinguishing facts from opinions</u> within a text.</p>	<p><b>IT 8.1</b> Identifying the general topic of a text.</p> <p><b>IT 8.1a</b> Identifying main/central idea and locating supporting details.</p> <p><b>IT 8.2</b> Making <b>inferences</b>, drawing conclusions and/or forming judgments/opinions about central ideas that are relevant to the text.</p> <p><b>IT 8.3</b> Making <b>inferences</b> about causes and effects within the text (e.g., When given a text about growing plants, the student is able to answer the question, "What would happen if the plant has no sunlight?")</p> <p><b>IT 8.4</b> Distinguishing facts from opinions within a text.</p>

## **Glossary of terms:**

**Antonym** – A word that is opposite in meaning to another word (e.g., love/hate, hot/cold)

**Blend** – A combination of two or more letters in which the sounds of both letters are heard (e.g., br)

**Blending** – Combining individual phonemes to form words

**Character** – A person, animal or object that takes part in the action of a literary work. The main or major character is the most important and central to the action. A minor or supporting character is one who takes part in the action, but is not the focus of the attention.

**Conflict** – The problem or struggle in a story that triggers the action. Conflicts may be internal (struggles from within a character) or external.

**Context** – The set of facts or circumstances surrounding an event or a situation, explaining characters, or defining important ideas in a text; the background information the reader needs in order to fully understand the message of the text

**Context clues** – Information in the reading selection that helps the reader determine the meaning of unfamiliar words and phrases, such as illustrations or the meaning of other words in the text

**Decode** – The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondence

**Digraph** – A combination of two letters that produce a single sound (e.g., *sh*)

**Environmental print** – Printed material that surrounds the student in the classroom and in other settings

**Genre** – A category used to classify literary works, usually by form, technique, or content (e.g., Literature is commonly divided into three major genres: poetry, prose, and drama. Each genre, in turn, is divided into sub-genres.)

**Homonym** – One of two words that have the same sound and/or spelling but differ in meaning (e.g., *bear*--to carry, and *bear*--an animal)

**Homophone** – One of two words that are pronounced the same regardless of their spelling or meaning (e.g., hair/hare, or knight/night)

**Inference** – A deduction or conclusion made from facts that are suggested or implied rather than overtly stated (e.g., Mom said that I should study more and watch television less. I inferred that I should get better grades or the television would be taken out of my room.)

**Informational text** – Material (i.e., pictures, symbols, objects, words and text) that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text. Informational text can be REFERENCE materials, e.g., dictionaries, glossaries, magazines, encyclopedias, content trade books, newspapers, textbooks, biographies, Internet websites, etc. Informational text can also be PRACTICAL texts, e.g., procedures, instructions, announcements, invitations, book orders, recipes, menus, etc.

**Literary devices** – Tools used by the author to enliven and provide voice to the writing, such as dialogue, metaphors, etc.

**Literary elements** – The essential techniques used in literature, such as characterization, setting, plot, and theme

**Literacy materials** – Pictures, symbols, objects, words and text that convey meaning or are related to reading

**Literary text** – Text that tell a story to make a point, express a personal opinion, and/or to entertain

**Metaphor** – A figure of speech in which one thing is described in terms of another thing to make an implicit comparison; i.e., a comparison that does not use words such as “like” or “as” (e.g., “The sun was a shining lamp in the sky.”)

**Narrative** – A story, actual or fictional, expressed orally or in writing; a text that tells about a sequence of events

**Narrative text** – Material (i.e., pictures, symbols, objects, words, or printed text) that recounts or tells a story

**Onset-rimes** – The consonants preceding the vowel of a syllable--the onset-- and the vowel and any following consonants--the rime (e.g., in “pat,” “p-“is the onset and “-at” is the rime)

**Paraphrasing** – Restating the text or selection mostly in other (or in own) words

**Phoneme** – The smallest unit of sound in a spoken word; a speech sound that combines with other sounds in a language to make words

**Phonemic awareness** – The ability to hear, identify, and manipulate individual sounds in spoken words; involves blending, segmenting, deleting sounds, etc.

**Plot** – The plan, design, story line, or pattern of events in a work of fiction or a poem

**Pragmatic functions** – Common functions of communication (e.g., to refuse, accept, continue, respond to questions, comment, employ social language, ask questions, request clarification)

**Problem** – The conflict or struggle (internal or external) that causes the action in a story. An internal struggle takes place within the mind of a character, such as a struggle to make a decision, take an action, or overcome a feeling. An external conflict is one in which a character struggles against some outside force, such as another person or something in nature.

**Prose** – Writing that is not restricted in rhythm, measure, or rhyme; most writing that is not drama, poetry, or song is considered prose

**Retelling-** The process in which a reader, having read a story, describes what happens in it

**Segmenting** – Breaking words into their individual phonemes

**Setting** – The time and place of the action in a literary work. The setting includes all details of a place and time. In most stories, the setting serves as a backdrop or context in which the characters interact and the plot progresses

**Simile** – A figure of speech in which one thing is likened to another using an explicit comparison (that is, using the words “like” or “as”) to clarify or enhance an image (e.g., “I was as cold as an ice cube.”)

**Solution** – The resolution of the problem in a story, intended to bring the action to a satisfying end

**Summarizing** – Presenting the main/central points of a larger work in condensed form

**Synonym** – Two or more words that have highly similar meanings (e.g., *happy*, *glad*, and *cheerful*)

**Vocabulary** – A list or collection of words, or of words and phrases usually alphabetically arranged and explained or defined