READING

ELAR TEKS Vertical Alignment

Grades K–English IV

The *English Language Arts and Reading (ELAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *ELAR TEKS* document. After kindergarten, the *ELAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–English IV, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

READING

Students read and understand a wide variety of literary and informational texts.

Guide to the ELAR TEKS Reading Strand Across Grade Levels

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
Beginning Reading/Print Awareness K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand how English is written and printed.	
Beginning Reading/Phonological Awareness K 1 2 3 4 5 6 7 8 9 10 11 12	Students display phonological awareness.	
Beginning Reading/Phonics K 1 2 3 4 5 6 7 8 9 10 11 12	Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. (Grades 1, 2) Students will continue to apply earlier standards with greater depth in increasingly complex texts.	
Beginning Reading/Strategies K 1 2 3 4 5 6 7 8 9 10 11 12	Students comprehend a variety of texts drawing on useful strategies as needed.	
Fluency K 1 2 3 4 5 6 7 8 9 10 11 12	Students read grade level text with fluency and comprehension.	
Vocabulary Development K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand new vocabulary and use it when reading and writing.	**E/LAS (English/Language Arts Standards):** **Reading**: B. Understand new vocabulary and concepts and use them accurately in reading speaking, and writing.

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
Comprehension of Literary Text/Theme and Genre K 1 2 3 4 5 6 7 8 9 10 11 12	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	**E/LAS: Reading**: C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
Comprehension of Literary Text/Poetry K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	**E/LAS: Reading**: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
Comprehension of Literary Text/Drama K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	**E/LAS: Reading**: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
Comprehension of Literary Text/Fiction K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	**E/LAS: Reading**: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
Comprehension of Literary Text/Literary Nonfiction K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.	**E/LAS: Reading**: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
Comprehension of Literary Text/Sensory Language K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.	

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
Comprehension Text/Independent Reading K 1 2 3 4 5 6 7 8 9 10 11 12	Students read independently for sustained periods of time and provide evidence of their reading.	**CDS (Cross-Disciplinary Standards):** D: Academic behaviors. E: Work habits.
Comprehension of Informational Text/Culture and History K 1 2 3 4 5 6 7 8 9 10 11 12	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	**E/LAS: Reading**: C. Describe analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
Comprehension of Informational Text/Expository Text K 1 2 3 4 5 6 7 8 9 10 11 12	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	**E/LAS: Reading**: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
Comprehension of Informational Text/Persuasive Text K 1 2 3 4 5 6 7 8 9 10 11 12	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	**E/LAS: Reading**: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
Comprehension of Informational Text/Procedural Text K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand how to glean and use information in procedural texts and documents.	**E/LAS: Reading**: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
Comprehension Skills (Figure 19) K 1 2 3 4 5 6 7 8 9 10 11 12	Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed critical readers.	**CDS: I. Key Cognitive Skills**. D. Academic Behaviors **CDS: II. Foundational Skills.** A. Reading across the curriculum.

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
Media Literacy K 1 2 3 4 5 6 7 8 9 10 11 12	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	**E/LAS: Listening**. A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews) **CDS: I. Key Cognitive Skills.** B. Reasoning **CDS: II. Foundational Skills.** E. Technology

ELAR TEKS **Reading** Strand Vertical Alignment

K	1st	2nd
Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:		
1(A) recognize that spoken words can be represented by print for communication;	1(A) recognize that spoken words are represented in written English by specific sequences of letters;	
1(B) identify upper- and lower-case letters;	1(B) identify upper- and lower-case letters;	
1(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;		
1(D) recognize the difference between a letter and a printed word;		
	1(C) sequence the letters of the alphabet;	
1(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);	1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	1(A) distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).
1(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right;	1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;	
1(G) identify different parts of a book (e.g., front and back covers, title page).	1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	

K	1st
Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:	
2(A) identify a sentence made up of a group of words;	
2(B) identify syllables in spoken words;	
2(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");	2(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);
	2(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);
	2(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);
2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	
2(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");	
2(F) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat);	
2(G) blend spoken phonemes to form one-syllable words (e.g., /m/…/a/…/n/ says man);	2(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);
2(H) isolate the initial sound in one-syllable spoken words;	2(E) isolate initial, medial, and final sounds in one-syllable spoken words;
2(i) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ …/o/ …/g/).	2(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).

READING

K	1st	2nd	3rd
Reading/Beginning Reading Skills/Phonics. (Grades K, 3) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to: (Grades 1, 2) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:			
3(A) identify the common sounds that letters represent;	3(A) decode words in context and in isolation by applying common letter-sound correspondences, including:	2(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences, including:	1(A) decode multisyllabic words in context and independent of context by applying common spelling patterns, including:
	(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;	(i) single letters (consonants and vowels);	
	(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;		
	(iii) consonant blends (e.g., bl, st);	(ii) consonant blends (e.g., thr, spl);	
	(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;	(iii) consonant digraphs (e.g., ng, ck, ph);	
	(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and –igh;	(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);	
	(vi) vowel diphthongs including oy, oi, ou, and ow;		
			(i) dropping the final "e" and add endings such as –ing, -ed, or –able (e.g., use, using, used, usable);
			(ii) doubling final consonants when adding an ending (e.g., hop to hopping);
			(iii) changing the final "y" to "i" (e.g., baby to babies);
			(iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly);
			(v) using knowledge of derivational affixes (e.g., -de, -ful, -able);
	3(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;		

K	1st	2nd	3rd

Reading/Beginning Reading Skills/Phonics (cont.)

K	1st	2nd	3rd
3(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);	3(C) use common syllabication patterns to decode words, including:	2(B) use common syllabication patterns to decode words including:	1(B) use common syllabication patterns to decode words including:
	(i) closed syllable (CVC) (e.g., mat, rab-bit);	(i) closed syllable (CVC) (e.g., pic-nic, mon-ster);	(i) closed syllable (CVC) (e.g., mag-net, splen- did);
	(ii) open syllable (CV) (e.g., he, ba-by)	(ii) open syllable (CV) (e.g., ti-ger);	(ii) open syllable (CV) (e.g., ve-to);
	(iii) final stable syllable (e.g., ap-ple, a-ble);	(iii) final stable syllable (e.g., sta-tion, tum-ble);	(iii) final stable syllable (e.g., puz-zle, con-trac-tion);
	(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);	(iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);	
	(v) vowel digraphs and diphthongs (e.g., boy- hood, oat-meal);	(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);	(v) vowel digraphs and diphthongs (e.g., ei-ther);
	(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or;	(v) r-controlled vowels (e.g., per-fect, cor-ner).	(iv) r-controlled vowels (e.g., fer-ment, car- pool);
3(C) recognize that new words are created when let-ters are changed, added, or deleted;			
	3(E) read base words with inflectional endings (e.g., plurals, past tenses);	2(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);	
	3(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);	2(C) decode words by applying knowledge of com-mon spelling patterns (e.g., -ight, -ant);	1(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);
	3(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);		
		2(E) identify and read abbreviations (e.g., Mr., Ave.);	
	3(G) identify and read contractions (e.g., isn't, can't);	2(F) identify and read contractions (e.g., haven't, it's);	1(D) identify and read contractions (e.g., I'd, won't);
3(D) identify and read at least 25 high-frequency words from a commonly used list.	3(H) identify and read at least 100 high-frequency words from a commonly used list;	2(G) identify and read at least 300 high-frequency words from a commonly used list;	
	3(i) monitor accuracy of decoding.	2(H) monitor accuracy of decoding.	1(E) monitor accuracy in decoding.

Reading/Beginning Reading/Strategies.
Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

K	1st	2nd	3rd
4(A) predict what might happen next in text based on the cover, title, and illustrations;	4(A) confirm predictions about what will happen next in text by "reading the part that tells";	3(A) use ideas (e.g., illustrations, titles, topic sen-tences, key words, and foreshadowing) to make and confirm predictions;	2(A) use ideas (e.g., illustrations, titles, topic sen-tences, key words, and foreshadowing clues) to make and confirm predictions;
4(B) ask and respond to questions about texts read aloud.	4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;	3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;	2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;
	4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	3(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	2(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:												
	5(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	4(A)	3(A)	1(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	1(A)	1(A) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	1(A)	1(A)				
Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:												
5(A) identify and use words that name actions, directions, positions, sequences, and locations;	6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);											
		5(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);	4(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;	2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	2(A)	2(A)	2(A)	2(A)	1(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	1(A)	1(A)	1(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;
5(B) recognize that compound words are made up of shorter words;	6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);											

Reading/Vocabulary Development (cont.)

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
	6(C) determine what words mean from how they are used in a sentence, either heard or read;	5(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	2(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;	2(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	2(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;	1(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	1(B)	1(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	1(B)
5(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures);	6(D) identify and sort words into conceptual categories (e.g., opposites, living things);	5(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;	4(C) identify and use antonyms, synonyms, homographs, and homophones;	2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:___, or girl:woman as boy:____);	2(C) produce analogies with known antonyms and synonyms;	2(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: _____ or pen:ink as book: _____);	2(C) complete analogies that describe part to whole or whole to part;	2(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);	1(C) produce analogies that describe a function of an object or its description;	1(C) infer word meaning through the identification and analysis of analogies and other word relationships;		1(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);
			4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles);	2(D) identify the meaning of common idioms;	2(D) identify and explain the meaning of common idioms, adages, and other sayings;	2(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., *RSVP, que sera sera*);	2(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., *habeus corpus, e pluribus unum, bona fide, nemesis*);	2(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna);	1(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo*);	1(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., *glasnost, avant-garde, coup d'état*); and	1(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words;	1(D) analyze and explain how the English language has developed and been influenced by other languages;

READING

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV

Reading/Vocabulary Development (cont.)

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
5(D) use a picture dictionary to find words.	6(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	5(D) alphabetize a series of words and use a dictionary or a glossary to find words.	4(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	2(E)	2(E)	2(E)	1(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	1(E)	1(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	1(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.

Reading/Comprehension of Literary Text/Theme and Genre.

Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
6(A) identify elements of a story including setting, character and key events;												
6(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	7(A) connect the meaning of a well-known story or fable to personal experiences;	6(A) identify moral lessons as themes in well-known fables, legends, myths, or stories;	5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories;	3(A) summarize and explain the lesson or message of a work of fiction as its theme;	3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;	3(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	3(A) describe multiple themes in a work of fiction;	3(A) analyze literary works that share similar themes across cultures;	2(A) analyze how the genre of texts with similar themes shapes meaning;	2(A) compare and contrast differences in similar themes expressed in different time periods;	2(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	2(A) compare and contrast works of literature that express a universal theme;
6(C) recognize sensory details;												

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Reading/Comprehension of Literary Text/Theme and Genre (cont.)												
6(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.	7(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.	6(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	5(B) compare and contrast the settings in myths and traditional folktales.	3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	3(B) describe the phenomena explained in origin myths from various cultures;	3(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures;	3(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories);	3(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths);	2(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature;	2(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature;	2(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films;	2(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions;
					3(C) explain the effect of a historical event or movement on the theme of a work of literature.	3(C) compare and contrast the historical and cultural settings of two literary works.	3(C) analyze how place and time influence the theme or message of a literary work.	3(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	2(C) relate the figurative language of a literary work to its historical and cultural setting.	2(C) relate the figurative language of a literary work to its historical and cultural setting.	2(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	2(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.
Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:												
7(A) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	8(A) respond to and use rhythm, rhyme, and alliteration in poetry.	7(A) describe how rhyme, rhythm, and repetition interact to create images in poetry.	6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	4(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	4(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	4(A) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	4(A) analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.	4(A) compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	3(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	3(A) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	3(A) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	3(A) evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV

Reading/Comprehension of Literary Text/Drama.

Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
		8(A) identify the elements of dialogue and use them in informal plays.	7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	5(A) describe the structural elements particular to dramatic literature.	5(A) analyze the similarities and differences between an original text and its dramatic adaptation.	5(A) explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.	5(A) explain a playwright's use of dialogue and stage directions.	5(A) analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	4(A) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	4(A) analyze how archetypes and motifs in drama affect the plot of plays.	4(A) analyze the themes and characteristics in different periods of modern American drama.	4(A) evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.

Reading/Comprehension of Literary Text/Fiction.

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
8(A) retell a main event from a story read aloud;	9(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;	9(A) describe similarities and differences in the plots and settings of several works by the same author;	8(A) ... 6(A) sequence and summarize the plot's main events and explain their influence on future events;		6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	6(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	6(A) explain the influence of the setting on plot development;	6(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;	5(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	5(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;	5(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	5(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;
8(B) describe characters in a story and the reasons for their actions.	9(B) describe characters in a story and the reasons for their actions and feelings.	9(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	8(B) ... 6(B) describe the interaction of characters including their relationships and the changes they undergo;		6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts;	6(B) recognize dialect and conversational voice and explain how authors use dialect to convey character;	6(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;	6(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict;	5(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	5(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	5(B) analyze the internal and external development of characters through a range of literary devices;	5(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;

Reading/Comprehension of Literary Text/Fiction (cont.)

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
			8(C) identify whether the narrator or speaker of a story is first or third person.	6(C)	6(C) explain different forms of third-person points of view in stories.	6(C) describe different forms of point-of-view, including first- and third-person.	6(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	6(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	5(C) analyze the way in which a work of fiction is shaped by the narrator's point of view;	5(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction;	5(C) analyze the impact of narration when the narrator's point of view shifts from one character to another;	5(C) compare and contrast the effects of different forms of narration across various genres of fiction;
									5(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	5(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.	5(D) demonstrate familiarity with works by authors in American fiction from each major literary period.	5(D) demonstrate familiarity with works of fiction by British authors from each major literary period.

Reading/Comprehension of Literary Text/Literary Nonfiction.

Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
	10(A) determine whether a story is true or a fantasy and explain why.	10(A) distinguish between fiction and nonfiction.	9(A) explain the difference in point of view between a biography and autobiography.	7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	7(A) identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	7(A) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	7(A) analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	6(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	6(A) evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	6(A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	6(A) analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:												
	11(A) recognize sensory details in literary text.	11(A) recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	10(A) identify language that creates a graphic, visual experience and appeals to the senses.	8(A) identify the author's use of similes and metaphors to produce imagery.	8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text.	8(A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	8(A) determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	8(A) explain the effect of similes and extended metaphors in literary text.	7(A) explain the role of irony, sarcasm, and paradox in literary works.	7(A) explain the function of symbolism, allegory, and allusions in literary works.	7(A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	7(A) analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.
Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:												
	12(A) read independently for a sustained period of time.	12(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	11(A) 9(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).		9(A) read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).							

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV

Reading/Comprehension of Informational Text/Culture and History.

Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
9(A) identify the topic of an informational text heard.	13(A) identify the topic and explain the author's purpose in writing about the text.	13(A) identify the topic and explain the author's purpose in writing the text.	12(A) identify the topic and locate the author's stated purposes in writing the text.	10(A) explain the difference between a stated and an implied purpose for an expository text.	10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	9(A) compare and contrast the stated or implied purposes of different authors writing on the same topic.	9(A) explain the difference between the theme of a literary work and the author's purpose in an expository text.	9(A) analyze works written on the same topic and compare how the authors achieved similar or different purposes.	8(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	8(A) analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	8(A) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	8(A) analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.

Reading/Comprehension of Informational Text/Expository Text.

Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
10(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	14(A) restate the main idea, heard or read;	14(A) identify the main idea in a text and distinguish it from the topic;	13(A) identify the details or facts that support the main idea;	11(A) summarize the main idea and supporting details in text in ways that maintain meaning;	11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;	10(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	10(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;	10(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	9(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;	9(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;	9(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	9(A)
10(B) retell important facts in a text, heard or read;	14(B) identify important facts or details in text, heard or read;	14(B) locate the facts that are clearly stated in a text;	13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	11(B) distinguish fact from opinion in a text and explain how to verify what is a fact;	11(B) determine the facts in text and verify them through established methods;	10(B) explain whether facts included in an argument are used for or against an issue;	10(B) distinguish factual claims from commonplace assertions and opinions;	10(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	9(B) differentiate between opinions that are substantiated and unsubstantiated in the text;	9(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;	9(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	9(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;

Reading/Comprehension of Informational Text/Expository Text (cont.)

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
10(C) discuss the ways authors group information in text;	14(C) retell the order of events in a text by referring to the words and/or illustrations;	14(C) describe the order of events or ideas in a text;	13(C) identify explicit cause and effect relationships among ideas in texts;	11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;	11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;	10(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint;	10(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text;	10(C) / 9(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns;		9(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns;	9(C)	9(C)
10(D) use titles and illustrations to make predictions about text.	14(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	14(D) use text features (e.g., tables of contents, index, headings) to locate specific information in text.	13(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	11(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information;							
					11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	10(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.	10(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	10(D)	9(D) synthesize and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	9(D)	9(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	9(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.

Reading/Comprehension of Informational Text/Persuasive Text.
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
			14(A) identify what the author is trying to persuade the reader to think or do.	12(A) explain how an author uses language to present information to influence what the reader thinks or does.	12(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	11(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence;	11(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument;	11(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents;	10(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience;	10(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments;	10(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts;	10(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text;
					12(B) recognize exaggerated, contradictory, or misleading statements in text.	11(B) identify simply faulty reasoning used in persuasive texts.	11(B) identify such rhetorical and logical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.	11(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.	10(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	10(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.	10(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	10(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.

Reading/Comprehension of Informational Text/Procedural Text.
Students understand how to glean and use information in procedural texts and documents. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
11(A) follow pictorial directions (e.g., recipes, science experiments);	15(A) follow written multi-step directions with picture cues to assist with understanding;	15(A) follow written multi-step directions;	15(A) follow and explain a set of written multi-step directions;	13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe);	13(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures;	12(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures;	12(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures;	12(A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams;	11(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications);	11(A) evaluate text for the clarity of its graphics and its visual appeal;	11(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts);	11(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text;

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV

Reading/Comprehension of Informational Text/Procedural Text (cont.)

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
11(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	15(B) explain the meaning of specific signs and symbols (e.g., map features).	15(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	15(B) locate and use specific information in graphic features of text.	13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	12(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	12(B) explain the function of the graphical components of a text.	12(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.	11(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	11(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	11(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	11(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.

Reading/Media Literacy.

Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
12(A) identify different forms of media (e.g., advertisements, newspapers, radio programs) (with adult assistance);	16(A) recognize different purposes of media (e.g., to inform, to entertain) (with adult assistance);	16(A) recognize different purposes of media (e.g., informational, entertainment);	16(A) understand how communication changes when moving from one genre of media to another;	14(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	13(A) explain messages conveyed in various forms of media;	13(A) interpret both explicit and implicit messages in various forms of media;	13(A) evaluate the role of media in focusing attention on events and informing opinion on issues;	12(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	12(A)	12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	12(A)
12(B) identify techniques used in media (e.g., sound, movement) (with adult assistance).	16(B) identify techniques used in media (e.g., sound, movement).	16(B) describe techniques used to create media messages (e.g., sound, graphics);	16(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound);	14(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects);	14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);	13(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages;	13(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	13(B)	12(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	12(B)	12(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	12(B)

Reading/Media Literacy (cont.)

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
					14(C) identify the point of view of media presentations;	13(B) recognize how various techniques influence viewers' emotions;	13(C) evaluate various ways media influences and informs audiences;	13(C) evaluate various techniques used to create a point of view in media and the impact on audience;	12(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet);	12(C) examine how individual perception or bias in coverage of the same event influences the audience;	12(C) evaluate the objectivity of coverage of the same event in various types of media;	12(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose;
		16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).	16(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	14(C)	14(D) analyze various digital media venues for levels of formality and informality.	13(D)	13(D) assess the correct level of formality and tone for successful participation in various digital media.	13(D)	12(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	12(D)	12(D) evaluate changes in formality and tone across various media for different audiences and purposes.	12(D)