

## **Current Standard:** **Read, Listen, and View Complex Information in English**

### **Literal Comprehension - Primary**

A student shall demonstrate comprehension of literally meaning through reading, listening, and viewing to nonfiction and fiction selections by:

- A. identifying main idea and some supporting details;
- B. retelling main events or ideas in sequence.
- C. pronouncing new words using phonic skills;
- D. reading aloud fluently with appropriate expression;
- E. demonstrating appropriate techniques for learning new vocabulary; and
- F. interpreting presentations of data.

### **Interpretation and Evaluation - Primary**

A student shall interpret and evaluate information from age-appropriate nonfiction and fiction selections by reading, listening, and viewing to:

- A. understand ideas not explicitly stated;
- B. make predictions based on information in the selection;
- C. draw conclusions based on information in the selection;
- D. compare and contrast elements of the story or selection;
- E. distinguish facts from opinions; and
- F. summarize ideas and identify tone in persuasive, fictional, and documentary presentations.

## **Revised Standard** **Reading, Viewing, and Listening – Primary**

**Purpose: Understand that written and spoken words connect to ideas purposefully and that the individual must be an active participant in order to comprehend essential ideas**

- A. A student shall demonstrate an understanding of:
  - 1. grade-appropriate sight words and listening vocabulary including synonyms and antonyms
  - 2. the print conventions of English
  - 3. the various purposes for reading, viewing, and listening, for example, for pleasure, to gain or evaluate information, or to apply knowledge
  - 4. characters, setting, and sequence of events in fiction selections
  - 5. topic, main idea, and supporting details in nonfiction selections
  - 6. reading, viewing, and listening to literary and nonfiction selections from a variety of genres, for example, folk tale, poetry, drama, realistic fiction, fantasy, information books, or biography

- B. A student shall demonstrate the ability to:
1. make sense of words and comprehend meaning in grade-appropriate fiction and nonfiction selections by
    - a. decoding words, for example, through the use of letter sounds, blends, digraphs, diphthongs, and word structures
    - b. integrating cueing systems, including graphophonic, structure, and meaning
  2. interact with grade-appropriate fiction and nonfiction selections during the reading, viewing, and listening process by
    - a. setting a purpose
    - b. activating prior knowledge
    - c. previewing the selection
    - d. monitoring and using self-correction strategies, for example, re-reading, noticing miscues, searching for cues, and asking for help
    - e. reflecting on the meaning of and responding to text
    - f. reading aloud fluently, with expression and accuracy
    - g. reading silently
  3. understand and interpret fiction and/or nonfiction by
    - a. making and supporting inferences
    - b. using information from illustrations, charts, graphs, and oral and media presentations to enhance comprehension
  4. critically read, view, and listen to grade-appropriate fiction and nonfiction selections by
    - a. comparing and contrasting elements, for example, characters, settings, ideas, or actions, of one or more selections
    - b. formulating questions pertaining to a selection that was read, viewed, or heard
  5. apply information in grade-appropriate nonfiction selections by using multiple-step instructions to perform an action

## **Current Standard:** **Read, Listen, and View Complex Information in English**

### **Literal Comprehension - Intermediate**

A student shall demonstrate comprehension of literal meaning by

- 1) reading, listening, and viewing of nonfiction and fiction selections to identify main ideas and support details, retell main events or ideas in sequence, pronounce new words using phonics, demonstrate techniques of improving and expanding vocabulary, and demonstrate an age-appropriate reading rate;
- 2) reading and applying technical instructions to perform an action;
- 3) using presentations of data to understand scientific or mathematical information; and
- 4) summarizing ideas and information from visual presentations.

### **Interpretation and Evaluation - Intermediate**

A student shall interpret and evaluate information from age-appropriate nonfiction and fiction selections by reading, listening, and viewing to:

- 1) distinguish fact from opinion in nonfiction selections;
- 2) interpret figurative language;
- 3) make predictions based on information in the selection;
- 4) compare and contrast settings, ideas, or actions;
- 5) understand ideas not stated explicitly in the selection; and
- 6) interpret effects of persuasive visual messages.

## **Revised Standard** **Reading, Viewing, and Listening – Intermediate**

**Purpose:**        **Go beyond the literal meaning of the selection and begin to show more sophisticated comprehension, including making inferences, analyzing, reacting to, and evaluating fiction and nonfiction selections**

- A. A student shall demonstrate an understanding of:
  1. grade-appropriate word study, including
    - a. sight words
    - b. reading and listening vocabulary, for example, synonyms, antonyms, homophones, and multiple meaning words
  2. text features, for example, chapter titles and captions
  3. the various purposes for reading, viewing and listening, for example, for pleasure, to gain or evaluate information, or to apply knowledge
  4. the organizational structure of story plots, for example, main problem, conflict, and resolution in fiction

5. the organizational structure of grade-appropriate nonfiction selections, including
    - a. topic, main idea, and details
    - b. compare and contrast, cause and effect, logical, and sequential order
  6. various genres, for example, fairy tale, mythology, folk tale, poetry, fable, fantasy, historical fiction, realistic fiction, biography, and autobiography
  7. literary devices used in literary selections, for example, personification, alliteration, onomatopoeia, simile, metaphor, and imagery
- B. A student shall demonstrate the ability to
1. make sense of words and comprehend meaning in grade-appropriate fiction and nonfiction selections by
    - a. decoding words, for example, through the use of vowel patterns, complex word families, syllabication, root words, and affixes
    - b. using word structure and context
  2. interact with grade-appropriate fiction and nonfiction selections during the reading, viewing, and listening process by
    - a. setting a purpose
    - b. activating prior knowledge
    - c. previewing the selection
    - d. using specific strategies to clear up confusing parts of the text, for example, pausing, rereading, viewing or listening to a selection again, consulting another source, representing information as a mental picture, drawing upon background information, and asking for help
    - e. reading, viewing, and listening to literary and nonfiction selections from a variety of genres and then reflecting on the meaning of and responding to the selection
    - f. reading narrative and expository text aloud with developmentally appropriate fluency, accuracy, pacing, intonation, and expression
  3. understand and interpret fiction and/or nonfiction by
    - a. summarizing print and non-print selections
    - b. making inferences and drawing conclusions that are supported with information from the selections
    - c. using information from illustrations, charts, graphs, maps, media, and oral presentations to enhance comprehension
  4. critically read, view and listen to grade-appropriate fiction and/or nonfiction selections by
    - a. comparing and contrasting information on the same topic from different sources
    - b. distinguishing fact from opinion
    - c. identifying author's purpose
    - d. formulating questions pertaining to a selection that was read, heard, or viewed
  5. apply information in grade-appropriate nonfiction selections by using multiple-step instructions to perform an action

## **Current Standard:** **Read, Listen, and View Complex Information in English**

### **Nonfiction – Middle School**

A student shall:

- 1) demonstrate the ability to comprehend, interpret, and evaluate information from a variety of nonfiction formats in reading, listening, and viewing; and
- 2) comprehend information from selections that address abstract or complex ideas by:
  - a. identifying main ideas and supporting details;
  - b. interpreting presentations of data in connection with other information in the text;
  - c. comparing and contrasting information on the same topic from different types of sources;
  - d. identifying differences in the points of views of the authors when given more than one selection on the same topic;
  - e. identifying statements of fact and opinion within a selection; and
  - f. using structural organizers within a selection to aid comprehension.

### **Technical – Middle School**

A student shall demonstrate the ability to comprehend technical from documents or electronic media by

- 1) knowing relevant technical vocabulary, use of tools, and safety procedures;
- 2) applying step-by-step directions using appropriate tools and safety procedures; and
- 3) showing an understanding of information from visual or graphic data.

### **Fiction – Middle School**

A student shall demonstrate the ability to comprehend, interpret, and evaluate information in fictional reading, listening, and viewing selections by:

- 1) retelling a story, including major characters, setting, sequence of events, and conflicts;
- 2) showing evidence of an ongoing process for expanding vocabulary;
- 3) interpreting literal and figurative language and imagery;
- 4) categorizing events, behavior, or characters;
- 5) predicting logical cause and effect sequence; and
- 6) evaluating fiction according to pre-established criteria.

## **Revised Standard**

### **Reading, Viewing, and Listening to Complex Information– Middle School**

**Purpose:**        **Make the transition to adult reading, listening, and viewing by gaining confidence with more difficult and complex fiction, nonfiction and technical selections**

- A. A student shall demonstrate an understanding of:
1. grade-appropriate word knowledge in order to read, view, or listen to a selection, including general, specific, and technical vocabulary
  2. text features intended to enhance comprehension in print, for example, bold-faced headings, italics, margin notes, color, introductions, and conclusions
  3. the various purposes for reading, viewing, and listening, for example, for pleasure, to gain or evaluate information, or to apply knowledge
  4. criteria for evaluation of fiction, for example, plot and character development, literary merit, thematic development, and use of language
  5. figurative language, literary devices, and imagery in fiction and nonfiction selections
  6. various literary and nonfiction genres, for example, short stories, novels, poetry, drama, editorials, or essays
  7. determining the patterns of organization in fiction, for example, genre; nonfiction, for example, compare and contrast, cause and effect, topical, chronological; and technical selections
  8. source evaluation, author's qualifications, bias, and evidence in nonfiction
- B. A student shall demonstrate the ability to:
1. make sense of words in order to comprehend meaning in grade-appropriate fiction and nonfiction selections
    - a. by using context clues; derivations, for example, roots, prefixes, and suffixes; and word origins.
    - b. by interpreting figurative language, literary devices, and imagery in fiction
  2. interact with grade-appropriate fiction and nonfiction selections during the reading, viewing, and listening process by
    - a. setting a purpose, activating prior knowledge, and previewing selections
    - b. monitoring and clarifying understanding of selections
    - c. adjusting rate based on purpose and difficulty in text
    - d. identifying transitional words in print and non-print selections
  3. comprehend and interpret grade-appropriate fiction, nonfiction, and technical selections by
    - a. paraphrasing events, ideas, or steps in sequence
    - b. recognizing and analyzing genres
    - c. interpreting ideas not explicitly stated, for example, main idea and conclusions
    - d. drawing conclusions and making predictions by using information or clues in the selection and by using prior knowledge; and interpreting presentations of data in selections

- e. organizing information to show the hierarchy of ideas within selections, for example, through plot lines, timelines, flow charts, and task-specific graphic organizers
4. evaluate elements of fiction in grade-appropriate selections according to pre-established criteria while reading, viewing, and listening to a variety of genres, for example short story, drama, mythology, folk tales, novels, and fantasy, by
  - a. describing characters and events, interpreting social practices, connecting selections with other selections or related experiences, critiquing, or judging
  - b. reflecting on the meaning of and responding to selections
  - c. identifying tone, character development, plot, imagery, literary merit, thematic development, and use of language
5. critically read, view and listen to grade-appropriate nonfiction or technical selections by
  - a. contrasting information on the same topic from different types of sources
  - b. identifying and contrasting information from both informative and persuasive selections on the same topic
  - c. recognizing stereotyping
  - d. identifying source documentation, author, and evidence in a selection
  - e. distinguishing fact from opinion in mixed statements
  - f. recognizing persuasion in print and non-print selections
  - g. identifying author's purpose and point of view when given more than one selection on the same topic
  - h. formulating questions pertaining to a selection that was read, viewed, or listened to
6. apply information in grade-appropriate nonfiction and technical selections by
  - a. following step-by-step directions using appropriate tools and procedures; and
  - b. identifying information in a selection that is needed to complete a task or make a decision.

## **Current Standard:** **Read, Listen, and View Complex Information in English**

### **Nonfiction – High School**

A student shall comprehend and evaluate complex information in varied nonfiction by reading, listening, and viewing varied English language selections containing complex information and, in these selections:

- A. identify main idea and supporting information;
- B. distinguish fact from opinion, fiction from nonfiction, or both;
- C. identify bias, point of view, and author's intent;
- D. identify relevant background information; and
- E. analyze and evaluate the credibility of evidence and source, the logic of reasoning, and how the type of communication shapes or limits information.

### **Technical Reading, Listening, and Viewing – High School**

- A. A student shall demonstrate the ability to read and apply technical information from varied English language documents or electronic media by applying information from technical reading, listening, and viewing selections in at least two of the following applications
  - 1) build or assemble from a plan;
  - 2) operate, maintain, or report from a technical manual;
  - 3) analyze a situation based on technical reading; and
  - 4) create a design based on technical reading.
- B. From the selected application in A, a student shall
  - 1) identify and select relevant information for completing the application;
  - 2) interpret specialized vocabulary;
  - 3) interpret information found in charts, graphs, tables, and other visual and graphic representations of data; and
  - 4) apply step-by-step procedures.

## **Revised Standard** **Reading, Viewing, and Listening to Complex Nonfiction and Technical** **Information – High School**

**Purpose: Interpret, analyze, apply and evaluate information presented in nonfiction and technical selections**

- A. A student shall demonstrate an understanding of:
  1. grade-appropriate word knowledge in order to read, view, and listen to nonfiction and technical selections, including but not limited to general, specific, and technical vocabulary
  2. features intended to enhance comprehension in print and non-print selections

3. the various purposes for reading, viewing, and listening to nonfiction and technical selections, for example, for pleasure, to gain or evaluate information, or to apply knowledge
  4. transitional and organizing words in print and non-print selections.
  5. patterns of organization in persuasive nonfiction
  6. various nonfiction and technical genres, for example, editorials, letters to the editor, contemporary essays, primary sources, taped interviews, films, documentaries, or satire; and pamphlets, how-to selections, directions, or manuals
  7. figurative language, imagery, and literary devices while reading, viewing, and listening to nonfiction selections
  8. critical evaluation of source, including internal and external authority, bias, evidence, purpose, and audience
  9. the logic of reasoning in nonfiction selections
- B. The student shall demonstrate the ability to:
1. make sense of words and improve comprehension in grade-appropriate selections by
    - a. using strategies, including context clues and derivation to acquire grade-appropriate vocabulary
    - b. interpreting figurative language and imagery in nonfiction selections, including symbolism, tone, irony, and satire
  2. interact with grade-appropriate nonfiction and technical selections by
    - a. setting a purpose, activating prior knowledge, and previewing selections
    - b. monitoring and clarifying understanding of selections
    - c. adjusting rate based on purpose and difficulty in text
    - d. identifying transitional words in print and non-print selections
  3. comprehend and interpret grade-appropriate nonfiction and technical selections by
    - a. restating and summarizing important ideas, events, and steps from oral presentations, video, film, or computer data manuals, for example, by taking notes, creating structural organizers, participating in discussions, or creating an abstract, précis, or synopsis
    - b. drawing conclusions and making predictions from multiple selections on the same topic
    - c. interpreting presentations of data in connection with other information in selections
    - d. differentiating persuasive patterns of organization, for example, problem-solution, thesis-evidence, opinion-reason
    - e. organizing information to clearly show the hierarchy of ideas within a selection

4. critically read, view, and listen to grade-appropriate nonfiction and technical selections by
  - a. determining whether the evidence given is appropriate, adequate, and accurate
  - b. evaluating the credibility and reliability of the source
  - c. evaluating bias and logic of reasoning
  - d. interpreting persuasive print and non-print selections
  - e. evaluating author's point of view, intended audience, and authority
  - f. formulating critical, evaluative questions relevant to a selection
  - g. evaluating how the type of communication shapes or limits the information
5. apply information in grade-appropriate nonfiction and technical selections by
  - a. following step-by-step directions, using appropriate tools and procedures, to build or assemble, maintain or repair, analyze a situation, or create a design
  - b. selecting relevant information from electronic media, print and non-print sources, and visual presentations in order to determine a course of action
  - c. selecting relevant information from electronic media, print and non-print sources, and visual presentations in order to complete an application