

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

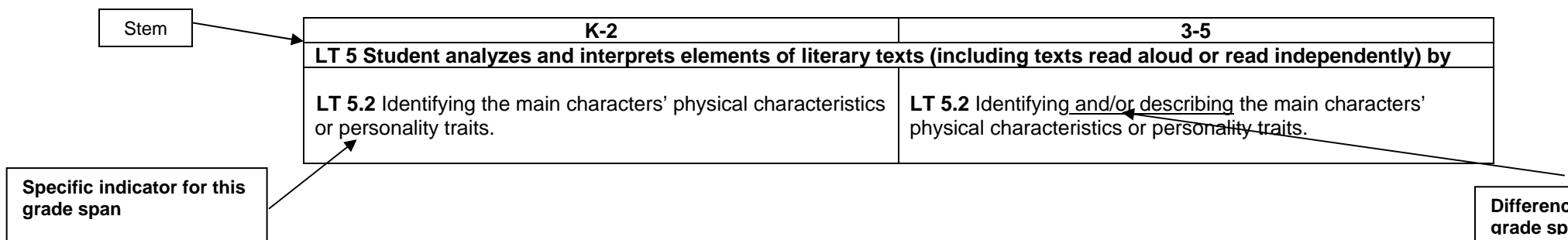
## **Reading**

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 Vocabulary Strategies and Breadth of Vocabulary	WID V	All grades
	Initial Understanding, Analysis and Interpretation of Literary Text	LT	All grades

## 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 their 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/actions/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> Discriminating among the sounds of language.</p> <p><b>ER 9.2</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 9.5</b> Recognizing pairs of rhyming words.</p>	<p><b>ER 9.1</b> Discriminating among the sounds of language.</p> <p><b>ER 9.2</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 9.3</b> <b>Blending</b> and <b>segmenting phonemes</b>.</p> <p><b>ER 9.3a</b> <b>Blending</b> and <b>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 9.3b</b> <b>Blending</b> and <b>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 9.4</b> <b>Blending</b> and <b>segmenting syllables and onset-rimes</b>.</p> <p><b>ER 9.5</b> Recognizing pairs of rhyming words.</p> <p><b>ER 9.6</b> <b>Counting syllables in words</b>.</p>	<p><b>ER 9.1</b> Discriminating among the sounds of language.</p> <p><b>ER 9.2</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 9.3</b> <b>Blending</b> and <b>segmenting phonemes</b>.</p> <p><b>ER 9.3a</b> <b>Blending</b> and <b>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 9.3b</b> <b>Blending</b> and <b>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 9.3c</b> <b>Deleting phonemes</b> in one syllable words. (e.g., Say crust. Say the word crust without the c.)</p> <p><b>ER 9.4</b> <b>Blending</b> and <b>segmenting syllables and onset-rimes</b>.</p> <p><b>ER 9.5</b> Recognizing pairs of rhyming words.</p> <p><b>ER 9.6</b> <b>Counting syllables in words</b>.</p>	<p><b>ER 9.1</b> Discriminating among the sounds of language.</p> <p><b>ER 9.2</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 9.3</b> <b>Blending</b> and <b>segmenting phonemes</b>.</p> <p><b>ER 9.3a</b> <b>Blending</b> and <b>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 9.3b</b> <b>Blending</b> and <b>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 9.3c</b> <b>Deleting phonemes</b> in one syllable words. (e.g., Say crust. Say the word crust without the c.)</p> <p><b>ER 9.4</b> <b>Blending</b> and <b>segmenting syllables and onset-rimes</b>.</p> <p><b>ER 9.5</b> Recognizing pairs of rhyming words.</p> <p><b>ER 9.6</b> <b>Counting syllables in words</b>.</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, pictures, symbols (e.g., Mayer-Johnson, punctuation marks) and objects.</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 follows charts or simple books with eye gaze).</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 parts of a book.</p> <p><b>ER 10.4a</b> Identifying a book’s front and back, print, illustrations.</p> <p><b>ER 10.5</b> Recognizing basic punctuation marks and their usage.</p> <p><b>ER 10.5a</b> Identifying periods and question marks in texts.</p> <p><b>ER 10.6</b> Demonstrating a one-to-one matching of spoken words to words in print.</p> <p><b>ER10.7</b> Demonstrating that objects and concepts can be represented in a variety of formats (e.g. line drawings, photographs, <b>environmental print</b>, symbols, or actions as appropriate to the student's</p>	<p><b>ER 10.1</b> Distinguishing between letters and words, pictures, symbols (e.g., Mayer-Johnson, punctuation marks) and objects.</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 follows charts or simple books with eye gaze).</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 parts of a book.</p> <p><b>ER 10.4a</b> Identifying a book’s front and back, print, illustrations.</p> <p><b>ER 10.4b</b> <u>Identifying a book’s title, author, illustrator, chapters.</u></p> <p><b>ER 10.5</b> Recognizing basic punctuation marks and their usage.</p> <p><b>ER 10.5a</b> Identifying periods and question marks in texts.</p> <p><b>ER 10.5b</b> <u>Recognizing that periods and question marks go at the end of sentences and have specific meaning – asking or telling.</u></p> <p><b>ER 10.6</b> Demonstrating a one-to-one matching of spoken words to</p>	<p><b>ER 10.1</b> Distinguishing between letters and words, pictures, symbols (e.g., Mayer-Johnson, punctuation marks) and objects.</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 follows charts or simple books with eye gaze).</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 parts of a book.</p> <p><b>ER 10.4a</b> Identifying a book’s front and back, print, illustrations.</p> <p><b>ER 10.4b</b> Identifying a book’s title, author, illustrator, chapters.</p> <p><b>ER 10.4c</b> <u>Identifying a book’s guide words, index, table of contents.</u></p> <p><b>ER 10.5</b> Recognizing basic punctuation marks and their usage</p> <p><b>ER 10.5a</b> Identifying periods and question marks in texts.</p> <p><b>ER 10.5 b</b> Recognizing 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, pictures, symbols (e.g., Mayer-Johnson, punctuation marks) and objects.</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 follows charts or simple books with eye gaze).</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 parts of a book.</p> <p><b>ER 10.4a</b> Identifying a book’s front and back, print, illustrations.</p> <p><b>ER 10.4b</b> Identifying a book’s title, author, illustrator, chapters.</p> <p><b>ER 10.4c</b> Identifying a book’s guide words, index, table of contents, charts, <u>graphs, diagrams, and maps.</u></p> <p><b>ER 10.5</b> Recognizing basic punctuation marks and their usage.</p> <p><b>ER 10.5a</b> Identifying periods and question marks in texts.</p> <p><b>ER 10.5b</b> <u>Recognizing that periods and question marks go at the end of sentences and have specific meaning – asking or telling.</u></p> <p><b>ER 10.5c</b> Recognizing that exclamation marks, commas, and</p>

<p>personal and classroom experiences).</p>	<p>words in print.</p> <p><b>ER10.7</b> Demonstrating that objects and concepts can be represented in a variety of formats (e.g. line drawings, photographs, <b>environmental print</b>, symbols, or actions as appropriate to the student's personal and classroom experiences).</p>	<p>asking or telling.</p> <p><b>ER 10.5c</b> <u>Recognizing that exclamation marks and commas have specific uses and meanings.</u></p> <p><b>ER 10.6</b> Demonstrating a one-to-one matching of spoken words to words in print.</p> <p><b>ER10.7</b> Demonstrating that objects and concepts can be represented in a variety of formats (e.g. line drawings, photographs, <b>environmental print</b>, symbols, or actions as appropriate to the student's personal and classroom experiences).</p>	<p><u>quotation marks have specific uses and meanings.</u></p> <p><b>ER 10.6</b> Demonstrating a one-to-one matching of spoken words to words in print.</p> <p><b>ER10.7</b> Demonstrating that objects and concepts can be represented in a variety of formats (e.g. line drawings, photographs, <b>environmental print</b>, symbols, or actions as appropriate to the student's personal and classroom experiences).</p>
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## Standard: Word Identification Skills and Strategies (WID 1)

WID 1. Student applies word identification and decoding strategies by			
K-2	3-5	6-8	High School
<p><b>WID 1.1</b> Identifying pictures, symbols, objects, and words</p> <p><b>WID 1.1a</b> Identifying pictures, symbols, objects, and words that represent self and others.</p> <p><b>WID 1.1b</b> Identifying pictures, symbols, objects, and words that represent actions and objects.</p> <p><b>WID 1.2</b> Generalizing use of pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments).</p> <p><b>WID 1.3</b> Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds.</p> <p><b>WID 1.4</b> Recognizing some letters in text and in the environment.</p> <p><b>WID 1.5</b> Identifying the primary sounds represented by some letters (sound-symbol correspondence).</p>	<p><b>WID 1.1</b> Identifying pictures, symbols, objects, and words</p> <p><b>WID 1.1a</b> Identifying pictures, symbols, objects, and words that represent self and others.</p> <p><b>WID 1.1b</b> Identifying pictures, symbols, objects, and words that represent actions and objects.</p> <p><b>WID 1.1c</b> Identifying pictures, symbols, objects, and words that represent <u>some abstract meanings</u>.</p> <p><b>WID 1.2</b> Generalizing use of pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments <u>and the community</u>).</p> <p><b>WID 1.3</b> Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds.</p> <p><b>WID 1.4</b> Recognizing <u>most</u> letters in text and in the environment.</p> <p><b>WID 1.5</b> Identifying the primary sounds represented by <u>most</u> letters (sound-symbol correspondence).</p>	<p><b>WID 1.1</b> Identifying pictures, symbols, objects, and words</p> <p><b>WID 1.1a</b> Identifying pictures, symbols, objects, and words that represent self and others.</p> <p><b>WID 1.1b</b> Identifying pictures, symbols, objects, and words that represent actions and objects.</p> <p><b>WID 1.1c</b> Identifying pictures, symbols, objects, and words that represent some abstract meanings.</p> <p><b>WID 1.2</b> Generalizing use of pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments, the community <u>and/or vocational settings</u>).</p> <p><b>WID 1.3</b> Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds.</p> <p><b>WID 1.4</b> Recognizing most letters in text and in the environment.</p> <p><b>WID 1.5</b> Identifying the primary sounds represented by most letters (sound-symbol correspondence).</p>	<p><b>WID 1.1</b> Identifying pictures, symbols, objects, and words:</p> <p><b>WID 1.1a</b> Identifying pictures, symbols, objects, and words that represent self and others.</p> <p><b>WID 1.1b</b> Identifying pictures, symbols, objects, and words that represent actions and objects.</p> <p><b>WID 1.1c</b> Identifying pictures, symbols, objects, and words that represent some abstract meanings.</p> <p><b>WID 1.2</b> Generalizing use of pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments, the community and/or vocational settings).</p> <p><b>WID 1.3</b> Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds.</p> <p><b>WID 1.4</b> Recognizing most letters in text and in the environment.</p> <p><b>WID 1.5</b> Identifying the primary sounds represented by most letters (sound-symbol correspondence).</p>

<p><b>WID 1.6</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 1.7</b> Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal and classroom experiences.</p>	<p><b>WID 1.6</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 1.7</b> Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom and <u>community</u> experiences.</p>	<p><b>WID 1.6</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 1.7</b> Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom, community, and <u>vocational</u> experiences.</p>	<p><b>WID 1.6</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 1.7</b> Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom, community and vocational experiences.</p>
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## 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 1.8</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 1.9</b> <u>Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multisyllabic 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 1.8</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 1.9</b> Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multisyllabic words.</p> <p><b>WID 1.9a</b> <u>Identifying word families.</u></p> <p><b>WID 1.9b</b> <u>Identifying prefixes and suffixes.</u></p> <p><b>WID 1.9c</b> <u>Recognizing variant spellings for consonants and vowels, e.g., bought).</u></p>	<p><b>WID 1.8</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 1.9</b> Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multisyllabic words.</p> <p><b>WID 1.9a</b> Identifying word families.</p> <p><b>WID 1.9b</b> Identifying prefixes and suffixes.</p> <p><b>WID 1.9c</b> Recognizing variant spellings for consonants and vowels, e.g., bought).</p>

## 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 words) to predict meanings.</p> <p><b>V 2.2</b> Using <b>context</b> clues in text (words and illustrations) to predict words or meanings.</p>	<p><b>V 2.1</b> Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meanings.</p> <p><b>V 2.2</b> Using <b>context</b> clues in text (words and illustrations) 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 words) to predict meanings.</p> <p><b>V 2.2</b> Using <b>context</b> clues in text (words and illustrations) 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, or thesauruses).</u></p>	<p><b>V 2.1</b> Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meanings.</p> <p><b>V 2.2</b> Using <b>context</b> clues in text (words and illustrations) to predict words or <b>meanings</b>.</p> <p><b>V 2.3</b> Using other resources to connect unknown words to known word.</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, 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 vocabulary (pictures, symbols, objects or words) that demonstrate 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 vocabulary to identify objects, actions, and events (e.g. student applies his/her vocabulary in school environments).</p>	<p><b>V 3.1</b> Identifying vocabulary (pictures, symbols, objects or words) that demonstrate 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 that vocabulary to identify <u>and/or describe objects, actions, and events</u> (e.g. student applies his/her vocabulary in school environments <u>and in the</u></p>	<p><b>V 3.1</b> Identifying vocabulary (pictures, symbols, objects or words) that demonstrate 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 that vocabulary to identify and/or describe objects, actions, and events (e.g. student applies his/her vocabulary in school environments, in the</p>	<p><b>V 3.1</b> Identifying vocabulary (pictures, symbols, objects or words) that demonstrate 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 vocabulary to identify objects, actions, and events (e.g. student applies his/her vocabulary in school environments, in the community and/or in vocational</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><b>V 3.4</b> Organizing vocabulary</p> <p><b>V 3.4a</b> Organizing vocabulary by category</p> <p><b>V 3.4b</b> Organizing vocabulary by feature</p>	<p><u>community</u>).</p> <p><b>V 3.3</b> Identifying and/or using <b>synonyms</b> (e.g., big/large) and <b>antonyms</b> (e.g., hot/cold).</p> <p><b>V 3.4</b> Organizing vocabulary</p> <p><b>V 3.4a</b> Organizing vocabulary by category</p> <p><b>V 3.4b</b> Organizing vocabulary by feature</p> <p><b>V 3.4c</b> Organizing vocabulary by <u>function</u></p> <p><b>V 3.5</b> <u>Selecting the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).</u></p>	<p>community, <u>and/or in vocational settings</u>).</p> <p><b>V 3.3</b> Identifying and/or using <b>synonyms</b> (e.g., big/large) and <b>antonyms</b> (e.g., hot/cold).</p> <p><b>V 3.4</b> Organizing vocabulary</p> <p><b>V 3.4a</b> Organizing vocabulary by category</p> <p><b>V 3.4b</b> Organizing vocabulary by feature</p> <p><b>V 3.4c</b> Organizing vocabulary by function</p> <p><b>V 3.5</b> <u>Selecting or explaining the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).</u></p> <p><b>V 3.6</b> <u>Explaining that words may have multiple meanings (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>settings).</p> <p><b>V 3.3</b> Identifying and/or using <b>synonyms</b> (e.g., big/large) and <b>antonyms</b> (e.g., hot/cold).</p> <p><b>V 3.4</b> Organizing vocabulary</p> <p><b>V 3.4a</b> Organizing vocabulary by category</p> <p><b>V 3.4b</b> Organizing vocabulary by feature</p> <p><b>V 3.4c</b> Organizing vocabulary by function</p> <p><b>V 3.5</b> <u>Selecting or explaining the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).</u></p> <p><b>V 3.6</b> <u>Explaining that words may have multiple meanings (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 3.8</b> <u>Identifying shades of meaning (e.g., the difference between cold and freezing).</u></p>
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# 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> Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).</p> <p><b>LT 4.3</b> Retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).</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 the main <b>character(s)</b> and <b>setting</b>.</p> <p><b>LT 4.1b</b> <u>Identifying major events</u></p> <p><b>LT 4.2</b> Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).</p> <p><b>LT 4.3</b> Retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).</p> <p><b>LT 4.4</b> <u>Summarizing or ordering the major events of a story.</u></p> <p><b>LT 4.5</b> <u>Distinguishing between literary and informational text.</u></p> <p><b>LT 4.6</b> <u>Distinguishing among a variety of types of literary text, such as poetry, plays, or fairy tales.</u></p>	<p><b>LT 4.1</b> Identifying literary and/or describing elements in a story.</p> <p><b>LT 4.1a</b> Identifying the <b>characters</b> and <b>setting</b>.</p> <p><b>LT 4.1b</b> Identifying major events, <u>problem/solution, or plot</u></p> <p><b>LT 4.1c</b> <u>Identifying or describing any significant changes in character or setting over time.</u></p> <p><b>LT 4.2</b> Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).</p> <p><b>LT 4.3</b> Retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).</p> <p><b>LT 4.4</b> Summarizing or ordering the major events, <u>as appropriate to text (e.g., poem, story, play).</u></p> <p><b>LT 4.5</b> Distinguishing between literary and informational text.</p> <p><b>LT 4.6</b> Distinguishing among a variety of types of literary text, such as poetry, plays, <u>fantasies, realistic fiction, or mysteries.</u></p>	<p><b>LT 4.1</b> Identifying literary and/or describing elements in a story.</p> <p><b>LT 4.1a</b> Identifying the <b>characters</b> and <b>setting</b>.</p> <p><b>LT 4.1b</b> Identifying major events, problem/solution, or plot</p> <p><b>LT 4.1c</b> Identifying or describing any significant changes in character or setting over time.</p> <p><b>LT 4.2</b> Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).</p> <p><b>LT 4.3</b> Retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).</p> <p><b>LT 4.4</b> Summarizing or ordering the major events, as appropriate to text (e.g., poem, story, play).</p> <p><b>LT 4.5</b> Distinguishing between literary and informational text.</p> <p><b>LT 4.6</b> Distinguishing among a variety of types of literary text, such as poetry, plays, fantasies, realistic fiction, or mysteries.</p>

**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 literary texts (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 5.2</b> Identifying the main characters' physical characteristics or personality traits.</p> <p><b>LT 5.3</b> Recognizing causes and effects (e.g., student responds to "Why did the first pig's house fall down?").</p>	<p><b>LT 5.1</b> Making predictions about what might happen next. <u><b>LT 5.1a</b> Telling why the prediction was made.</u></p> <p><b>LT 5.2</b> Identifying <u>and/or describing</u> the main characters' physical characteristics or personality traits.</p> <p><b>LT 5.3</b> Recognizing causes and effects (e.g., student responds to "Why did the boy run away?"). <b>LT 5.4</b> Making basic <b>inferences</b> about text. <b>LT 5.5</b> <u>Identifying who is telling the story.</u></p>	<p><b>LT 5.1</b> Making predictions about what might happen next. <b>LT 5.1a</b> Telling why the prediction was made. <b>LT 5.1b</b> <u>Making logical predictions based on evidence in the text.</u></p> <p><b>LT 5.2</b> Identifying and/or describing the main characters' physical characteristics or personality traits. <b>LT 5.2a</b> <u>Providing examples of words or actions that reveal characters' personality traits.</u> <b>LT 5.2b</b> <u>Identifying that a character's personality trait changes over time.</u></p> <p><b>LT 5.3</b> Recognizes causes and effects. <b>LT 5.3a</b> Making <b>inferences</b> about causes and effects. <b>LT 5.4</b> Making basic <b>inferences</b> about text. <b>LT 5.4a</b> Making basic <b>inferences</b> about problem, conflict, or solution. <b>LT5.4b</b> Making basic</p>	<p><b>LT 5.1</b> Making predictions about what might happen next. <b>LT 5.1a</b> Telling why the prediction was made <b>LT 5.1b</b> Making logical predictions based on evidence in the text. <b>LT 5.1c</b> <u>Explaining or supporting logical predictions.</u></p> <p><b>LT 5.2</b> Identifying and/or describing the main characters' physical characteristics or personality traits. <b>LT 5.2a</b> Providing examples of words or actions that reveal characters' personality traits. <b>LT 5.2b</b> Identifying that a character's personality trait changes over time. <b>LT 5.2c</b> <u>Identifying a character's motives.</u></p> <p><b>LT 5.3</b> Recognizes causes and effects. <b>LT 5.3a</b> Making <b>inferences</b> about causes and effects. <b>LT 5.4</b> Making basic <b>inferences</b> about text. <b>LT 5.4a</b> Making basic <b>inferences</b> about the problem, conflict, or solution. <b>LT5.4b</b> Making basic</p>

inferences about author's message or purpose.

**LT 5.5** Identifying who is telling the story.

**LT 5.6** Identifying literary devices as appropriate to genre such as, rhyme, repeated language, dialogue, description.

inferences about author's message or purpose.

**LT 5.5** Identifying who is telling the story.

**LT 5.6** Identifying literary devices as appropriate to genre such as, imagery, simple similes, metaphors.

**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 the connections made.</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 the connections made.

# 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 the features of informational texts.</p> <p><b>IT 7.1a</b> Identifying the title, illustrations, photographs, captions.</p> <p><b>IT 7.2</b> Obtaining information from the features of informational texts, such as the sequence of events from a daily schedule.</p> <p><b>IT 7.3</b> Using explicitly stated information to answer literal questions.</p> <p><b>IT 7.4</b> Identifying the differences between different types of informational material (e.g., schedule vs. menu).</p>	<p><b>IT 7.1</b> Identifying the features of informational texts.</p> <p><b>IT 7.1a</b> Identifying the title, illustrations, photograph, captions.</p> <p><b>IT 7.1b</b> <u>Identifying headings, charts, maps, diagrams.</u></p> <p><b>IT 7.2</b> Obtaining information from the features of informational texts (e.g., <u>student chooses menus from cookbooks</u>).</p> <p><b>IT 7.3</b> Using explicitly stated information to answer literal questions.</p> <p><b>IT 7.3a</b> <u>Using explicitly stated information to answer literal questions related to the main idea or key details.</u></p> <p><b>IT 7.4</b> Identifying the differences between different types of informational material (e.g., schedule vs. menu).</p> <p><b>IT 7.4a</b> <u>Identifying the purpose and/or characteristics of a variety of types of informational material.</u></p>	<p><b>IT 7.1</b> Identifying the features of informational texts.</p> <p><b>IT 7.1a</b> Identifying the title, illustrations, photographs, captions.</p> <p><b>IT 7.1b</b> Identifying headings/subheadings, charts, maps, diagrams.</p> <p><b>IT 7.1c</b> <u>Identifying bold face type, italics of informational texts</u></p> <p><b>IT 7.2</b> Obtaining information from the features of informational texts (e.g., <u>student gets a phone number from a phone book</u>).</p> <p><b>IT 7.3</b> Using explicitly stated information to answer literal questions.</p> <p><b>IT 7.3a</b> Using explicitly stated information to answer literal questions related to the main idea or key details.</p> <p><b>IT 7.4</b> Identifying the differences between different types of informational material (e.g., schedule vs. menu).</p> <p><b>IT 7.4a</b> Identifying the <u>purpose</u> and/or characteristics of a variety of types of informational material.</p> <p><b>IT 7.5</b> Locating and/or recording</p>	<p><b>IT 7.1</b> Identifying the features of informational texts.</p> <p><b>IT 7.1a</b> Identifying the title, illustrations, photographs, captions.</p> <p><b>IT 7.1b</b> Identifying headings/subheadings, charts, maps, diagrams.</p> <p><b>IT 7.1c</b> Identifying bold face type, italics of informational texts</p> <p><b>IT 7.2</b> Obtaining information from the features of informational texts (e.g., <u>student reads a prescription label</u>).</p> <p><b>IT 7.3</b> Using explicitly stated information to answer literal questions.</p> <p><b>IT 7.3a</b> Using explicitly stated information to answer literal questions related to the main idea or key details.</p> <p><b>IT 7.4</b> Identifying the differences between different types of informational material (e.g., schedule vs. menu).</p> <p><b>IT 7.4a</b> Identifying the purpose and/or characteristics of a variety of types of informational material.</p> <p><b>IT 7.5</b> Locating and/or recording</p>

	<p><b>IT 7.5</b> <u>Locating and/or recording information to show understanding, when given an organizational format.</u></p>	<p>information to show understanding when given <u>and/or provided a choice of organizational format.</u></p> <p><b>IT 7.6</b> <u>Charting, mapping, paraphrasing and/or summarizing the main/central idea or purpose of an informational text to show understanding.</u></p>	<p>information to show understanding when given and/or provided a choice of organizational format.</p> <p><b>IT 7.6</b> Charting, mapping, paraphrasing and/or summarizing the main/central idea <u>and supporting details</u> or purpose of an informational text to show understanding.</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 basic conclusions.</p> <p><b>IT 8.3</b> Recognizing simple 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 or locating supporting details.</u></p> <p><b>IT 8.2</b> Drawing basic <b>inferences</b> and/or conclusions.</p> <p><b>IT 8.3</b> Recognizing simple causes and effects within the text.</p> <p><b>IT 8.4</b> <u>Comparing facts and 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 <u>and</u> locating supporting details.</p> <p><b>IT 8.2</b> Drawing basic <b>inferences</b> and/or conclusions.</p> <p><b>IT 8.2a</b> <u>Identifying the purpose of text.</u></p> <p><b>IT 8.3</b> Recognizing <u>and</u> or making <b>inferences</b> about simple causes and effects within the text (e.g., <u>When given a text about growing plants, student is able to answer the question, "What would happen if the plant has no sunlight?"</u>).</p> <p><b>IT 8.4</b> Combining <u>and/or</u> comparing facts and details 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 <u>and</u> locating supporting details.</p> <p><b>IT 8.2</b> Drawing basic <b>inferences</b> and/or conclusions.</p> <p><b>IT 8.2a</b> Identifying the purpose of text.</p> <p><b>IT 8.3</b> Recognizing <u>and</u> or making <b>inferences</b> about simple causes and effects within the text (e.g., <u>When given a text about growing plants, student is able to answer the question, "What would happen if the plant has no sunlight?"</u>)</p> <p><b>IT 8.4</b> Combining <u>and/or</u> comparing facts and details 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.

**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** – Texts 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*).