

# SAU 50 READING CURRICULUM

## Preschool to Grade 8

Key: Inroduced Developing Appplied Not Yet Taught

Line #	NHCF	Reading Skills	PreK	K	1	2	3	4	5	6	7	8
1	ERS:1	<b>Early Reading Strategies - Phonemic Awareness and Phonological Knowledge (ERS:1)</b>										
2	n/a	Orally produce groups of words that begin with the same initial sound (alliteration)	I	D	A	A	A	A	A	A	A	A
3	n/a	Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)	I	D	A	A	A	A	A	A	A	A
4	K:1.1 - 1:1.1	Blend and segment syllables and onset rimes	N	I	A	A	A	A	A	A	A	A
5	n/a	Blend/segment spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat)	N	I	A	A	A	A	A	A	A	A
6	n/a	Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger)	N	N	D	A	A	A	A	A	A	A
7	2:1.1	Blend spoken phonemes to form a single syllable word (e.g., m/.../a/.../n/...makes man)	N	I	A	A	A	A	A	A	A	A
8	n/a	Blend two then three spoken syllables to say words	N	I	D	A	A	A	A	A	A	A
9	n/a	Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat)	N	I	D	A	A	A	A	A	A	A
10	1:1.2 - 2:1.2	Segment and blend spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/)	N	N	D	A	A	A	A	A	A	A
11	K:1.3 - 2:1.3	Identify and say the initial, medial and/or final sounds (not the letter) of a spoken word	N	I	D	A	A	A	A	A	A	A
12	n/a	Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., dog makes /d/.../o/.../g/)	N	I	D	A	A	A	A	A	A	A
13	1:1.4 - 2:1.4	Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change cow to how, pan to an)	N	D	A	A	A	A	A	A	A	A
14		Delete phonemes in one syllable words i.e. say crust without the "c"	N	N	D	A	A	A	A	A	A	A
15	n/a	Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man)	I	D	A	A	A	A	A	A	A	A
16	K:1.5 - 2:1.5	Recognize rhyming words (K)	I	D	A	A	A	A	A	A	A	A
17		Produce pairs of rhyming words (1-2)	N	D	A	A	A	A	A	A	A	A
18	n/a	Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., tiger makes /t/.../i/.../g/.../er/ using manipulatives)	N	N	D	A	A	A	A	A	A	A
19	n/a	Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite)	N	N	D	A	A	A	A	A	A	A

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20	n/a	Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words	N	N	D	A	A	A	A	A	A	A
21	1:1.6 - 2:1.6	Orally segment a 1-4 syllable word into its syllables.	N	I	D	A	A	A	A	A	A	A
22		<b>NO GLE'S FOR GRADES 3 - 8</b>										
23	<b>ERS:2</b>	<b>Concepts of Print</b>										
24	n/a	Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs)	I	A	A	A	A	A	A	A	A	A
25	n/a	Hold a book right side up and turn pages in the correct direction	I	A	A	A	A	A	A	A	A	A
26	n/a	Distinguish between uppercase and lowercase letters	I	D	A	A	A	A	A	A	A	A
27	K:2.1	Distinguish between printed letters and words	I	D	A	A	A	A	A	A	A	A
28	n/a	Recognize the concept of words by segmenting spoken sentences into individual words	I	I	A	A	A	A	A	A	A	A
29	K:2.2	Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page	I	D	A	A	A	A	A	A	A	A
30	K:2.3	Recognize that spoken words are represented in written language by specific sequences of letters by identifying first and last parts of a word	I	I	A	A	A	A	A	A	A	A
31	K:2.4	Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide	I	I	A	A	A	A	A	A	A	A
32	1:2.4 - 2:2.4	Identify the title, author, illustrator and table of contents of a book	I	I	D	A	A	A	A	A	A	A
33	1:2.5 - 2:2.5	Identify the distinguishing features of a sentence (e.g., capitalization, punctuation marks and their use)	N	I	D	A	A	A	A	A	A	A
34	n/a	Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences)	N	N	N	D	D	A	A	A	A	A
35	1:2.6 - 2:2.6	Demonstrate the one-to-one correlation between a spoken word and a printed word	I	D	A	A	A	A	A	A	A	A
36	n/a	Alphabetize a series of words to the first letter	N	N	D	A	A	A	A	A	A	A
37	n/a	Alphabetize a series of words to the second letter; to the third letter	N	N	I	D	D	A	A	A	A	A
38		<b>NO GLE'S GRADES 3 - 8</b>										
39	<b>F &amp; A</b>	<b>Fluency and Accuracy</b>										
40	1:1.1 - 8:1.1	Consistently read grade-level text with at least 90-94 percent accuracy	N	N	D	A	A	A	A	A	A	A
41	1:1.2 - 2:1.2	Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, use of punctuation and vocal patterns with accuracy at 50-80 wpm (gr. 1) and 80-100 wpm (gr. 2)	N	N	D	D	A	A	A	A	A	A

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42	1:1.3 - 8:1.3	Use punctuation, including commas, periods, italics, dialogue and question marks to guide reading of familiar text for fluency	N	N	D	D	D	D	A	A	A	A
43	n/a	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression)	N	N	D	D	D	D	D	A	A	A
44	<b>WID:1</b>	<b>Word Identification Skills and Strategies</b>										
45	K:1.1-1:1.1	Decode words, using knowledge of phonics, syllabication, and word parts	N	I	D	A	A	A	A	A	A	A
46	K:1.1-1:1.1	Recognize that a new word is created when a specific letter is changed, added, or removed	N	I	A	A	A	A	A	A	A	A
47	K:1.1-1:1.1	Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: ~Single letters (consonants and vowels) ~Consonant blends (e.g., bl, st, tr) ~Consonant digraphs (e.g., th, sh, ck), and ~Vowel digraphs and diphthongs (e.g., ea, ie, ee)	N	N	D	D	A	A	A	A	A	A
48	<b>2:1.1 - 3:1.1</b>	<b>Identify/Read multi-syllabic words fluently using knowledge of letters-sounds, syllable types or word patterns (2)</b>	N	N	D	A	A	A	A	A	A	A
49		<b>Identify/Read multi-syllabic words fluently including prefixes and suffixes (3)</b>	N	N	D	D	A	A	A	A	A	A
50	1:1.2 - 5:1.2	Use knowledge of base words to identify compound words	N	N	D	A	A	A	A	A	A	A
51	1:1.2 - 5:1.2	Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words	N	N	D	D	A	A	A	A	A	A
52	1:1.2 - 5:1.2	Read words with common spelling patterns (e.g., -ite, -ill, -ate)	N	I	A	D	A	A	A	A	A	A
53	1:1.2 - 5:1.2	Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading	N	N	D	D	D	A	A	A	A	A
54	1:1.2 - 5:1.2	Use knowledge of word order (syntax) and context to confirm decoding	N	N	D	D	D	A	A	A	A	A
55	1:1.2 - 5:1.2	Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly)	N	N	I	I	D	A	A	A	A	A
56	K:1.4 - 4:1.4	Recognize high frequency words and irregular sight words	N	I	D	D	A	A	A	A	A	A
57	K:1.4 - 4:1.4	Read common contractions fluently (e.g., I'm, I'll, can't, haven't, it's, aren't)	N	N	D	D	A	A	A	A	A	A
58	K:1.4 - 4:1.4	Read common abbreviations (e.g., Oct., Mr., Ave.) fluently	N	I	D	D	A	A	A	A	A	A
59	K:1.5	Identify letters of the alphabet (upper and lower case)	I	D	A	A	A	A	A	A	A	A
60	K:1.6	Say letter sounds represented by the single-lettered consonants and vowels	I	D	A	A	A	A	A	A	A	A
61		<b>NO ADDITIONAL GLE'S FOR GRADES 5-8 ALL STATE USE OF PREVIOUSLY NOTED SKILLS BUT AT THE APPROPRIATE GRADE LEVEL</b>										
62	<b>V:1-2</b>	<b>Vocabulary Strategies and Breadth</b>										
63	<b>V:1</b>	<b>Vocabulary Strategies</b>										

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64	K:1.1 - 1:1.1	Use prior knowledge to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot)	I	I	D	D	A	A	A	A	A	A
65	K:1.1 - 1:1.1	Use context to determine the relevant meaning of a word	N	N	D	D	A	A	A	A	A	A
66	K:1.1 - 1:1.1	Determine what words mean from how they are used in a sentence, heard or read	I	I	D	D	A	A	A	A	A	A
67	K:1.1 - 1:1.1	Use context to: identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast) identify the meaning of words with multiple meanings (e.g., definition, example, restatement, contrast) identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast)	N	N	D	D	D	D	A	A	A	A
68	n/a	Describe familiar objects and events in both general and specific language	I	I	D	D	A	A	A	A	A	A
69	n/a	Recognize that two words can make a compound word (e.g., sailboat, football, popcorn)	N	N	A	A	A	A	A	A	A	A
70	<b>2:1.1</b>	<b>Determine the meaning of multi-syllabic or compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday)</b>	N	N	D	A	A	A	A	A	A	A
71		<b>Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words</b>	N	N	N	D	D	D	A	A	A	A
72		<b>Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words</b>	N	N	I	D	D	D	A	A	A	A
73		<b>Use prior knowledge or context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot)</b>	N	N	D	D	D	A	A	A	A	A
74	n/a	Determine the effect of affixes on root words	N	N	I	I	D	D	A	A	A	A
75	<b>3:1.1 - 7:1.1 (appropriate to grade level material) not tested 8:1.1</b>	<b>Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words (3-5)</b>	N	N	N	I	D	D	D	A	A	A
76		<b>Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words (3-5)</b>	N	N	N	I	D	D	D	A	A	A
77		<b>Use prior knowledge or context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot)</b>	N	N	N	I	D	D	A	A	A	A

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78		Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, and CD-ROM and Internet when available (3-5)	N	N	N	I	D	D	D	A	A	A
79		Add use of thesaurus for previously stated functions (6)	N	N	N	N	I	D	D	A	A	A
80		Use common roots or word origins to determine word meanings (7)	N	N	N	N	I	I	D	D	D	D
81	K:2.1 - 1:2.1	Determine the meaning of common synonyms and antonyms	N	I	D	D	A	A	A	A	A	A
82	K:2.1 - 1:2.1	Use knowledge of root words and affixes to determine the meaning of unknown words	N	N	I	D	A	D	D	A	A	A
83	<b>V:2</b>	<b>Vocabulary Breadth</b>										
84	<b>2:2.1 - 3:2.1</b>	<b>Determine the meaning of common synonyms, antonyms, and homonyms (2)</b>	N	I	I	A	A	A	A	A	A	A
85		Classify common words into conceptual categories (e.g., animals, foods, toys) (2)	N	I	A	A	A	A	A	A	A	A
86		Add homonyms to above referenced skills (3)	N	N	N	D	D	D	A	A	A	A
87	<b>4:2.1 - 7:2.1</b> (appropriate to grade level material)	Determine the meaning of common synonyms, antonyms, and homonyms or SHADES of their meaning, i.e. cold vs. freezing (4-7)	N	N	N	I	D	D	D	D	A	A
88	n/a	Determine the difference between figurative language and literal language	N	N	N	I	I	D	D	D	A	A
89	<b>2:2.2 - 7:2.2</b> not tested 8:2.2	Select proper word(s) to use in context specific to the content (2)	N	N	D	D	D	D	A	A	A	A
90		Select proper word(s) used in context with multiple meanings (3)	N	N	N	I	D	D	A	A	A	A
91		Select proper word(s) using precise vocabulary (4)	N	N	N	I	D	D	D	A	A	A
92		Select proper word(s) or explain the use of words in context (content specific, multiple meanings or precise vocab) (5-7)	N	N	N	N	I	D	D	A	A	A
93	n/a	Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin)	N	N	N	N	N	N	I	I	D	D
94	<b>LT:1 - 4</b>	<b>Understanding, Analyzing, and Interpreting Literary Texts</b>										
95	<b>LT:1</b>	<b>Initial Understanding of Literary Texts</b>										
96	K:1.1 - 1:1.1	Identify elements of a story, including characters and setting	N	I	A	A	A	A	A	A	A	A
97	n/a	Describe literary elements of text including characters, plot (specific events, problem and solution), and setting	N	I	D	D	D	A	A	A	A	A

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98	2:1.1 - 7:1.1 (not tested 8:1.1)	Identify/describe elements of a story including characters, setting, problems and solutions and key events (2)	N	I	D	D	A	A	A	A	A	A
99		Identify/describe elements of a story including plot (3)	N	N	I	D	D	A	A	A	A	A
100		Identify/describe elements of a story including identifying any significant changes in character over time (4-6)	N	N	N	I	I	D	D	A	A	A
101		Identify/describe elements of a story including rising/falling action or climax (7)	N	N	N	N	N	I	D	D	A	A
102	K:1.2 - K:1.3	Participate (e.g., react, speculate, join in, question, read along) when predictably patterned selections of fiction and poetry are read aloud	I	D	A	A	A	A	A	A	A	A
103	1:1.2-2:1.2	Sequence a series of events in a literary selection	I	I	A	D	A	A	A	A	A	A
104	n/a	Retell or re-enact a story, placing the events in the correct sequence	N	I	D	D	A	A	A	A	A	A
105	3:1.2 - 7:1.2 (appropriate to grade level material) (not tested 8:1.2)	Paraphrase a story including key ideas/plot and placing the events in the correct sequence	N	I	D	D	D	D	A	A	A	A
106	1:1.3 - 8:1.3	Generate questions before, during and/or after a reading to enhance recall to gain understanding or to discover new information	N	I	D	D	D	D	D	A	A	A
107	n/a	Determine whether a literary selection, that is heard, is realistic or fantasy	N	I	A	A	A	A	A	A	A	A
108	n/a	Identify cause and effect of specific events in a literary selection	N	N	D	D	D	D	D	A	A	A
109	n/a	Identify words that the author selects in a literary selection to create a graphic visual experience	N	N	I	D	D	D	A	A	A	A
110	n/a	Compare (and contrast) literary elements across stories, including plots, settings, and characters	N	I	D	D	D	D	D	D	A	A
111	n/a	Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text	N	N	N	D	D	D	D	D	A	A
112	n/a	Identify the speaker or narrator in a literary selection	N	N	D	D	D	A	A	A	A	A
113	1:1.4	Identify differences between fiction and nonfiction/literary and informational	N	I	A	A	A	A	A	A	A	A
114	n/a	Identify figurative language, including metaphors, similes, personification, and idioms	N	N	N	I	I	D	D	D	A	A

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115	2:1.4 - 8:1.4	Distinguish between/among or identify fiction, nonfiction, poetry, plays, narratives, fairy tales, fables, tall tales, historical fiction, mysteries, or epics using knowledge of their structural elements	N	N	N	I	I	D	D	D	A	A
116	n/a	Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm	I	I	A	A	A	A	A	A	A	A
117	1:1.5 - 8:1.5	Identify devices that the author selects to create a rich auditory experience (e.g., rhyme, alliteration, onomatopoeia, assonance, consonance) in a literary selection	N	N	I	I	I	D	D	D	D	A
118	1:1.5 - 8:1.5	Identify literary devices appropriate to genre such as rhyme, rhythm, repetition, dialogue, alliteration, description, sensory images, similes, metaphors based on common literary allusions, imagery, exaggeration, foreshadowing, suspense, repetition, hyperbole or flashback (standard will be delineated at next review)	N	N	I	I	I	D	D	D	D	A
119	<b>LT:2 &amp; 3</b>	<b>Analysis and Interpretation of Literary Text Citing Evidence</b>										
120	K:2.1 - 2:2.1	Make predictions	I	I	D	D	A	A	A	A	A	A
121	K:2.1 - 2:2.1	Note reason(s) for predictions	I	I	D	D	A	A	A	A	A	A
122	<b>2:2.1-7:2.1 (not tested at 8:2.1)</b>	<b>State logical predictions of what might happen next (2-5 at grade level difficulty)</b>	N	N	N	D	D	D	A	A	A	A
123		<b>Justify/explain predictions on grade level readings (6-7 at grade level difficulty)</b>	N	N	N	N	D	D	D	D	A	A
124	K:2.2 - 1:2.2	Identify/describe main characters (e.g., traits, roles, similarities) within a literary selection	N	I	D	D	A	A	A	A	A	A
125	n/a	Distinguish between major characters and minor characters	N	N	I	D	D	D	A	A	A	A
126	n/a	Describe a character's personality traits and possible motives	N	N	N	D	I	D	D	A	A	A
127	<b>2:2.2</b>	<b>Identify relevant physical characteristics or personality traits of main characters</b>	N	I	I	D	D	A	A	A	A	A
128	n/a	Analyze how a character's traits influence that character's actions	N	N	N	N	I	D	D	D	A	A
129	n/a	Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters	N	N	N	N	I	D	D	D	A	A
130	n/a	Compare (and contrast) the characters, events, and setting in a literary selection	N	I	D	D	D	A	D	D	A	A
131	<b>3:2.2-7:2.2 (not tested 8:2.2)</b>	<b>Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations) and provide examples of thoughts/words/actions (3-4)</b>	N	N	N	I	D	D	D	A	A	A

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132		Using interactions that reveal such (5)	N	N	N	N	I	D	D	A	A	A
133		Cite examples of thoughts/words/actions/interactions that reveal traits (6-7)	N	N	N	N	I	D	D	D	A	A
134	n/a	Describe characterization (stereotype/antagonist/protagonist), based upon the thoughts, words, and actions of the character, the narrator's description, and other characters	N	N	N	N	N	I	D	D	A	A
135	1:2.3	Make inferences about the selection	N	N	I	I	D	D	D	D	A	A
136	n/a	Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution)	N	N	N	I	D	D	D	D	A	A
137	<b>2:2.3 - 7:2.3</b>	<b>Make inferences about the resolution of a problem or conflict in a plot (2-4)</b>	N	N	N	I	D	D	A	A	A	A
138		<b>Infer how the interaction of the plot/setting/character influence outcomes (5)</b>	N	N	N	N	I	D	D	D	A	A
139		<b>Infer causal relationships and the effect of external influences (6)</b>	N	N	N	N	N	I	D	D	A	A
140		<b>Infer internal influences (7)</b>	N	N	N	N	N	I	I	D	I	A
141	n/a	Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection	N	N	N	N	N	N	I	D	A	A
142	3:2.4	Identify who is telling the story	N	N	D	D	D	A	A	A	A	A
143	<b>4:2.4 - 7:2.4</b> (not tested in 8:2.4)	<b>Identify the speaker or narrator in a literary selection (4-5)</b>	N	N	N	N	D	D	A	A	A	A
144		<b>Explain how the narrator's point of view affects the readers' interpretation (6-7)</b>	N	N	N	N	N	N	I	D	A	A
145	2:2.5	Identify the author's basic message	N	I	D	D	D	A	A	A	A	A
146	<b>2:2.5 - 8:2.5</b> (not tested 8:2.5)	<b>Identify the moral/message in a literary selection (e.g., fables, folktales, fairytales, legends) (3)</b>	N	N	I	D	D	D	A	A	A	A
147		<b>Add theme (4-6)</b>	N	N	N	N	I	I	D	A	A	A
148		<b>Explain how the message/theme is supported in the text (7)</b>	N	N	N	N	N	I	I	D	D	A
149	n/a	Describe the motivations of major and minor characters	N	N	N	N	I	D	D	A	A	A
150	2:2.6 - 3:2.6	Identify main characters' possible motives	N	N	N	I	D	D	D	A	A	A
151	4:2.6 - 6:2.6	Determine causal relationships in a selection and character motivations	N	N	N	N	N	I	D	A	A	A
152	2:2.7 - 3:2.7	Recognize explicitly stated causes/effects	N	N	N	I	D	A	A	A	A	A
153	3:3.1	Identify characteristics and literary elements and devices (e.g., imagery, exaggeration) to interpret intended meanings	N	N	N	N	I	I	D	D	A	A
154	4:3.1	Demonstrate knowledge of use of literary devices to interpret literary works	N	N	N	N	N	N	I	D	A	A

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Line #	NHCF	Reading Skills	PreK	K	1	2	3	4	5	6	7	8
155	5:3.1 - 7:3.1 (not tested 8:3.1)	Demonstrate knowledge of use of literary devices to analyze literary works (5)	N	N	N	N	N	I	D	A	A	A
156		Including simile, metaphor and foreshadowing or suspense to analyze works (6)	N	N	N	N	N	I	I	A	A	A
157		Adding repetition, flashback and personification to analyze works (7)	N	N	N	N	N	N	I	D	A	A
158	5-7/3.1	Adding hyperbole, symbolism or use of punctuation to analyze works	N	N	N	N	N	N	I	D	A	A
159	6:3.2 - 7:3.2	Demonstrating knowledge of use of literary elements and devices (rhyme, alliteration, dialogue, flashback, onomatopoeia, repletion or idioms) to analyze literary works (6)	N	N	N	N	N	N	I	D	A	A
160	6:3.2 - 7:3.2	Add rhyme schemes, and metaphors to 6:3.2 (7)	N	N	N	N	N	N	I	D	A	A
161	<b>LT: 4</b>	<b>Generating a Personal Response</b>										
162	K:4.1 - 8:4.1	Compare stories at grade level to: ~personal experience ~prior knowledge ~other texts	N	I	D	D	A	A	A	A	A	A
163	4:4.2 - 8:4.2	Provide details to: ~support connections or judgments ~further support judgments that are ~interpretive/evaluative/analytical/reflective	N	N	N	N	I	D	D	D	D	D
164	<b>IT:1-2</b>	<b>Informational Text: Understanding, analyzing and interpreting Informational Text</b>										
165	<b>IT:1</b>	<b>Initial Understanding of Informational Text</b>										
166	n/a	Identify the purpose for reading informational text	N	I	D	D	A	A	A	A	A	A
167	n/a	Restate facts from listening to informational text	N	I	D	D	D	D	A	A	A	A
168	n/a	Identify the topic of informational text, heard or read	N	I	D	D	A	A	A	A	A	A
169	n/a	Identify organizational features (e.g., title, table of contents, heading, bold print) of informational text	N	N	I	D	D	A	A	A	A	A
170	K:1.1 - 1.1	Locating Information using text features (title and illustrations)	I	I	A	A	A	A	A	A	A	A
171	2:1.1 - 7:1.1	Locate Information using table of contents, glossary, charts, graphs, illustrations, diagrams (2)	N	N	I	D	D	A	A	A	A	A
172		Locate Information using transition words, bold or italicized text, headings, graphic organizers (3)	N	N	N	I	D	A	A	A	A	A
173		Locate Information using index, subheadings, maps, diagrams, tables, captions, timelines (4)	N	N	N	I	D	D	A	A	A	A

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174		Locate Information using citations (5)	N	N	N	N	N	I	D	D	A	A
175		Locate Information using transitional devices (7) (examples: chapter heading, bold headings, outlines)	N	N	N	N	N	N	I	D	A	A
176	K:1.2-1:1.2	Locate facts in response to questions about informational text	N	I	D	D	A	D	A	A	A	A
177	2:1.2-7:1.2 (not tested 8:1.2)	Answer explicit questions related to who, what, where, when, why, how about informational text, heard or read (2)	I	I	I	D	A	A	A	A	A	A
178		Answer explicit questions related to explicitly stated main ideas (3)	N	N	I	I	D	A	A	A	A	A
179		Answer explicit questions related to key details (4-6)	N	N	N	N	D	D	D	A	A	A
180		Answer explicit questions related to stating the main ideas with supporting details (7)	N	N	N	N	I	D	D	D	A	A
181	2:1.3	Locate and organize information in a specified format (graphic or textual)	N	N	I	D	D	D	D	A	A	A
182	3:1.3 - 7:1.3 (not tested 8:1.3)	Organize information to show understanding through charting or mapping main ideas and supporting details (3)	N	N	N	I	D	D	D	A	A	A
183		Organize information to show understanding paraphrasing and summarizing (4)	N	N	N	N	I	D	D	A	A	A
184		Organize information to show understanding comparing/contrasting (5-7)	N	N	N	N	I	D	D	D	A	A
185	1:1.4 - 8:1.4 (same as Literary 1:1.3-8:1.3)	Generate questions before, during and/or after a reading to enhance recall/understanding or gain new information	N	N	I	I	D	D	D	A	A	A
186	1:1.5 - 8:1.5 (includes practical and functional)	Distinguish between literary and informational text	N	I	D	A	A	A	A	A	A	A
187		Distinguish differences among a variety of informational texts	N	N	N	I	D	D	D	D	A	A
188		Identify characteristics of a variety of reference and practical/functional texts (dictionaries, glossaries, children's' magazines, content trade books, Internet sites, biographies, procedures/instructions, announcements, invitations, menus)	N	N	N	I	D	D	D	D	A	A
189	<b>IT: 2</b>	<b>Analysis and Interpretation</b>										
190	n/a	Identify the main idea and supporting details in informational text	N	N	I	I	D	D	D	D	A	A
191	n/a	Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in informational text	N	N	D	I	D	D	D	D	A	A

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Line #	NHCF	Reading Skills	PreK	K	1	2	3	4	5	6	7	8
192	K:2.1 - 1:2.1	Restate the main idea (explicit or implicit) and supporting details in informational text	N	N	I	I	I	D	D	D	A	A
193	n/a	Summarize orally, graphically or in writing the main idea and critical details of informational text	N	N	N	I	I	D	D	A	A	A
194	<b>2:2.1 - 7:2.1</b> (not tested 8:2.1)	<b>Connect information by combining or comparing facts within a text (2-3)</b>	N	N	I	D	D	D	A	A	A	A
195		<b>Connect information by across texts (4-6)</b>	N	I	N	I	D	D	D	A	A	A
196		<b>Connect information by to other related ideas (7)</b>	N	N	N	N	N	D	D	D	A	A
197	1:2.2	Identify text topic through titles	N	I	D	A	A	D	A	A	A	A
198	<b>2:2.2 - 3:2.2</b>	<b>Recognizing generalizations through titles or main ideas (2)</b>	N	N	N	D	A	A	A	A	A	A
199		<b>Recognizing generalizations through assertions or controlling ideas (3)</b>	N	N	N	I	D	D	D	A	A	A
200	n/a	Distinguish cause and effect	N	N	N	I	D	D	A	A	A	A
201	n/a	Identify cause and effect relationships (stated and implied)	N	N	N	I	I	I	D	A	A	A
202	<b>4:2.2 - 7:2.2</b> (not tested 8:2.2)	<b>Synthesizing information within or across texts</b>	N	N	N	N	N	N	D	D	D	D
203		<b>Evaluating same</b>	N	N	N	N	N	N	D	D	D	D
204	K:2.3-1:2.3	Make relevant inferences about informational text, supported by text evidence.	N	N	N	D	D	D	D	A	A	A
205		Draw valid conclusions based on information gathered from informational text.	I	N	N	D	D	D	D	A	A	A
206	n/a	Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the informational text	N	N	N	N	I	D	D	A	A	A
207	<b>2:2.3 - 7:2.3</b> (not tested 8:2.3)	<b>Make relevant inferences about informational text, supported by text evidence and draw valid conclusions based on information gathered from informational text (2)</b>	N	N	N	D	D	D	A	A	A	A
208		<b>Form judgments/opinions about central ideas (3)</b>	N	N	N	I	D	D	A	A	A	A
209		<b>Draw inferences including author's purpose or message (4)</b>	N	N	N	N	I	I	D	A	A	A
210		<b>Note if purpose is to entertain, persuade and/or explain (5-6)</b>	N	N	N	N	N	I	A	A	A	A
211		<b>Use supporting evidence to evaluate opinions/judgments/assertions (7)</b>	N	N	N	N	N	I	D	D	D	A
212		<b>Explain how the author's purpose may affect the interpretation of the text</b>	N	N	N	N	N	N	I	D	A	A
213	1:2.4	Identify facts in informational text	N	I	D	D	A	A	A	A	A	A

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Line #	NHCF	Reading Skills	PreK	K	1	2	3	4	5	6	7	8
214	3:2.4 - 7:2.4 (not tested 8:2.4)	Distinguish fact from opinion (3-5)	N	N	I	I	D	A	A	A	A	A
215		Identify bias/propaganda (6)	N	N	N	N	N	N	I	D	D	A
216		Identify conflicting/contrary information across texts (7)	N	N	N	N	N	I	I	D	D	A
217	2:2.5 - 7:2.5 (not tested 8:2.5)	Identify cause and effect relationships (stated and implied) (2)	N	N	N	D	D	D	A	A	A	A
218		Make inferences about causal relationships (3-7)	N	N	N	N	I	I	D	D	A	A
219	n/a	<b>Practical</b>										
220	n/a	Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues	N	I	D	A	A	A	A	A	A	A
221	n/a	Follow a set of written multi-step directions with/without picture cues to assist	N	N	I	A	D	D	A	A	A	A
222	n/a	Identify signs, symbols, labels, and captions in the environment	I	I	D	D	A	A	A	A	A	A
223	n/a	Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose	N	N	N	I	D	D	A	A	A	A
224	n/a	Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist	N	N	D	D	D	A	A	A	A	A
225	n/a	State the meaning of specific signs (e.g., traffic, safety, warning signs)	N	I	D	D	A	A	A	A	A	A
226	n/a	State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs)	N	N	I	D	D	A	A	A	A	A
227	n/a	Evaluate written directions or information for sequence and completeness (combined two standards from original document)	N	N	N	I	N	N	A	A	A	A
228	n/a	Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms)	N	N	I	D	D	A	A	A	A	A
229	n/a	Use information from text and text features to determine the sequence of activities needed to carry out a procedure	N	N	N	I	D	D	D	D	A	A
230	n/a	Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text	N	N	N	D	D	D	A	A	A	A
231	n/a	Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text	N	N	N	N	N	D	D	D	A	A
232	n/a	Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem	N	N	N	N	N	I	D	D	A	A

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Line #	NHCF	Reading Skills	PreK	K	1	2	3	4	5	6	7	8
233	n/a	Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions	N	N	N	N	N	I	D	D	A	A
234	n/a	<b>Persuasive</b>										
235	n/a	Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives	N	N	N	N	N	I	D	D	D	A
236	n/a	Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions	N	N	N	N	N	I	D	D	D	A
237	n/a	Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives	N	N	N	N	N	N	I	D	D	A
238	n/a	Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.	N	N	N	N	N	D	D	D	A	A
239	n/a	Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses	N	N	N	N	N	N	I	I	D	A
240	n/a	Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object	N	N	N	N	N	N	I	D	D	A
241	n/a	Identify specific instances of bias in persuasive text	N	N	N	N	N	N	I	I	D	D
242	n/a	Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text	N	N	N	N	N	N	N	I	D	D
243	n/a	Evaluate the appropriateness of an author's word choice for an intended audience	N	N	N	N	N	N	N	D	D	D
244	n/a	Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text	N	N	N	N	N	N	N	N	N	N
245	RS:1-2	<b>Reading Strategies</b>										
246		<b>PLEASE NOTE: These strategies are listed in the framework as a LOCAL responsibility. Therefore, no notations of grade levels have been included. The scope and sequence will be determined at the SAU level.</b>										
247		<b>Employ strategies to comprehend text that include</b>										
248		Noting when oral or written text fails to make sense	N	I	D	D	A	A	A	A	A	A
249		Self-monitoring and self-correcting while reading	N	N	D	D	A	A	A	A	A	A
250		Generating/answering clarifying (literal or inferential) questions	N	N	N	I	D	D	D	A	A	A
251		Constructing sensory images	N	N	I	D	D	D	A	A	A	A

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252		Use of prior knowledge and text features (italics, bold print, subheadings, transition words, etc)	N	I	I	I	D	D	A	A	A	A
253		Extracting information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text	N	I	D	D	D	D	A	A	A	A
254		Creating graphic organizers as described above	N	I	I	I	D	D	D	A	A	A
255		Applying knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension	N	N	N	N	D	D	D	D	A	A
256		Taking notes on content	N	N	N	I	I	D	D	D	D	A
257		<b>Make predictions / inferences</b>	N									
258		Based on title, cover, illustrations, and text	I	I	D	D	A	A	A	A	A	A
259		Of upcoming text from content/syntax, etc.	I	N	D	D	D	D	A	A	A	A
260		Based upon prior knowledge/experiences and text features (illustrations, titles, topic sentences, key words)	N	I	D	D	D	A	A	A	A	A
261		Of outcomes based on causation/causal relationships	N	N	N	N	D	D	D	D	A	A
262		Confirm predictions about text for accuracy	N	N	I	I	D	D	A	A	A	A
263		Compare a prediction about an action or event to what actually occurred within a text and note inaccuracies/misperceptions and what the basis of the error is	N	N	N	N	I	D	D	D	A	A
264		Connect information and events in text to experience and to other related text and sources	N	I	D	D	D	D	D	A	A	A
265		Compare/contrast text (literary/informational) information to other sources (personal experiences, observations of the world around, other information within the text and outside the text)	N	I	D	D	D	D	D	A	A	A
266	<b>B:1-3</b>	<b>Breadth of Reading</b>										
267		<b>PLEASE NOTE: These qualities are listed in the framework as LOCAL responsibility. Therefore, no notations of grade levels have been included. The scope and sequence will be determined at the SAU level.</b>										
268		Read frequently both in and out of school from a wide range of genres, kinds of text and a variety of authors	N	I	A	A	A	A	A	A	A	A
269		Read multiple texts for depth of understanding of the subject, an author, a theme, a genre or a function/purpose	N	I	D	D	A	A	A	A	A	A
270		Use primary and secondary sources for acquiring information	N	N	N	N	I	D	D	D	A	A

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271		Participate in discussions/writing exercises/blogs about text or respond to the ideas generated by them	N	N	D	D	D	D	D	A	A	A
272		Respond to others' comments and recommendations for reading materials	N	N	D	D	D	A	A	A	A	A
273		Identify potential/real sources of information both print and electronic	N	N	N	N	I	D	D	D	A	A
274		Evaluate information for relevance and completeness	N	N	N	N	I	D	D	D	D	A
275		Interpret information gathered or presented	N	N	N	N	I	D	D	D	D	A
276		Cite evidence for views/conclusions	N	N	N	N	N	I	D	D	D	A
277		Organize/present information gathered into a logical/thematic presentation, document or schema	N	N	I	I	I	D	D	D	A	A