

Standards, Benchmarks and Grade Level Indicators

Loess Hills AEA 13 Reading Consensus

Seventh Grade	<p>1.1 Word Analysis</p> <ul style="list-style-type: none"> • Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings). • Recognizes denotative and connotative meanings of words (literal and non-literal). • Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. (G) 	<p>1.1 Accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). (S) <p>1.2 Fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow, and meter that sounds like everyday speech. (S, V) • Varies reading rate to match purpose and difficulty of text. (S) <p>1.3 Self-monitoring and self-correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>1.4 Comprehension</p> <ul style="list-style-type: none"> • Extends ideas read from non-fiction. (C, G, MCGF) • Interprets new information by using prior knowledge and experience when reading non-fiction. (C, G, MCGF) • Draws conclusions supported by text. (C, G, MCGF) • Make connections between text/self/world. (C, G, MCGF) • Previews text and establishes a purpose for reading. • Understands theme, main ideas, and supporting details in literary texts. • Infer cause/effect relationships that are not stated explicitly. • Paraphrases and summarizes text including functional text. • Understands author use of figurative language (idioms, similes). • Reflects on what has been learned after reading and formulates responses to text. • Uses inductive and deductive reasoning to comprehend text. • Identifies author’s point of view and purpose to comprehend text. • Uses knowledge of text structures to comprehend fiction and non-fiction. 	<p>1.1 Independent Reading</p> <ul style="list-style-type: none"> • Reads from a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. (MCGF, V) • Uses personal criteria to select reading material. • Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). (MCGF) <p>1.2 Discussing literary and informative texts</p> <ul style="list-style-type: none"> • Recognizes that a text can elicit a variety of different responses from different readers. • Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). (L, S) • Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. (L, S, NV) • Recognize genre features and compare works by different authors in the same genre.
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Seventh Grade (CONTINUED)

- Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax).
- Understands elements of character development (character traits and motivation).
- Understands the use of language in literary works to convey mood, images, and meanings (i.e., dialect, dialogue, symbolism, hyperbole).
- Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life.
- Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents).
- Understands writing techniques used to influence the reader and accomplish the author's purpose (i.e., text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing).
- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).
- Recognize genre features and compare works by different authors in the same genre.

1.5 Vocabulary

- Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning).
- Extends, expands general and specialized reading vocabulary (subject area).

Eighth Grade

1.1 Word Analysis

- Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings).
- Recognizes denotative and connotative meanings of words (literal and non-literal).
- Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.

1.1 Accuracy

- Reads grade level appropriate material (90 percent or better accuracy with self-corrections). **(S)**

1.2 Fluency

- Reads with a rhythm, flow, and meter that sounds like everyday speech. **(S, V)**
- Varies reading rate to match purpose and difficulty of text. **(S)**

1.3 Self-monitoring and self-correcting strategies

- Monitors own reading strategies and makes modifications as needed.

1.4 Comprehension

- Extends ideas read from non-fiction. **(C, G, MCGF)**
- Interprets new information by using prior knowledge and experience when reading non-fiction. **(C, G, MCGF)**
- Draws conclusions supported by text. **(C, G, MCGF)**
- Make connections between text/self/world. **(C, G, MCGF)**
- Previews text and establishes a purpose for reading.
- Understands theme, main ideas, and supporting details in literary texts.
- Infer cause/effect relationships that are not stated explicitly.
- Paraphrases and summarizes text including functional text.
- Understands author use of figurative language (idioms, similes).
- Reflects on what has been learned after reading and formulates responses to text.
- Uses inductive and deductive reasoning to comprehend text.
- Identifies author's point of view and purpose to comprehend text.
- Uses knowledge of text structures to comprehend fiction and non-fiction.

1.1 Independent Reading

- Reads a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. **(MCGF, V)**
- Uses personal criteria to select reading material.
- Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). **(MCGF)**

1.2 Discussing literary and informative texts

- Recognizes that a text can elicit a variety of different responses from different readers.
- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). **(L, S)**
- Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. **(L, S, NV)**
- Recognize genre features and compare works by different authors in the same genre.

Eighth Grade (CONTINUED)

- Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax).
- Understands elements of character development (character traits and motivation).
- Understands the use of language in literary works to convey mood, images, and meanings (i.e., dialect, dialogue, symbolism, hyperbole).
- Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life.
- Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents).
- Identify and analyze literary elements (i.e., plot, setting, theme, character development, conflict, and resolution).
- Understands writing techniques used to influence the reader and accomplish the author's purpose (i.e., text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing).
- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).
- Recognize genre features and compare works by different authors in the same genre.

1.5 Vocabulary

- Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning).
- Extends, expands general and specialized reading vocabulary (subject area).

Ninth Grade

1.1 Word Analysis

- Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings).
- Recognizes denotative and connotative meanings of words (literal and non-literal).
- Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.

1.1 Accuracy

- Reads grade level appropriate material (90 percent or better accuracy with self-corrections).

1.2 Fluency

- Reads with a rhythm, flow, and meter that sounds like everyday speech. **(S, V)**
- Varies reading rate to match purpose and difficulty of text.

1.3 Self-monitoring and self-correcting strategies

- Monitors own reading strategies and makes modifications as needed.

1.4 Comprehension

- Extends ideas read from non-fiction. **(G, MCGF, V)**
- Interprets new information by using prior knowledge and experience when reading non-fiction. **(G, MCGF, V)**
- Draws conclusions supported by text. **(G, MCGF, V)**
- Make connections between text/self/world.
- Previews text and establishes a purpose for reading.
- Understands theme, main ideas, and supporting details in literary texts.
- Infer cause/effect relationships that are not stated explicitly.
- Paraphrases and summarizes text including functional text.
- Understands author use of figurative language (idioms, similes).
- Reflects on what has been learned after reading and formulates responses to text.
- Uses inductive and deductive reasoning to comprehend text.
- Identifies author's point of view and purpose to comprehend text.
- Uses knowledge of text structures to comprehend fiction and non-fiction.

1.1 Independent Reading

- Reads a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week.
- Uses personal criteria to select reading material.
- Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays).

1.2 Discussing literary and informative texts

- Recognizes that a text can elicit a variety of different responses from different readers.
- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). **(L, S)**
- Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. **(C, L, S, NV)**
- Recognize genre features and compare works by different authors in the same genre.

Ninth Grade (CONTINUED)

- Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax).
- Understands elements of character development (character traits and motivation).
- Understands the use of language in literary works to convey mood, images, and meanings (i.e., dialect, dialogue, symbolism, hyperbole).
- Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life.
- Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents).
- Identify and analyze literary elements (i.e., plot, setting, theme, character development, conflict, and resolution).
- Understands writing techniques used to influence the reader and accomplish the author's purpose (i.e., text structure, stereotypes, bias, sarcasm, criticism, praise, affection, literary, and technical devices such as flashback, irony, foreshadowing).
- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).
- Recognize genre features and compare works by different authors in the same genre.

1.5 Vocabulary

- Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning).
- Extends, expands general and specialized reading vocabulary (subject area).

Tenth Grade

1.1 Word Analysis

- Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings). **(MCGF)**
- Recognizes denotative and connotative meanings of words (literal and non-literal). **(MCGF)**
- Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. **(MCGF)**

1.1 Accuracy

- Reads grade level appropriate material (90 percent or better accuracy with self-corrections).

1.2 Fluency

- Reads with a rhythm, flow, and meter that sounds like everyday speech. **(S, V)**
- Varies reading rate to match purpose and difficulty of text.

1.3 Self-monitoring and self-correcting strategies

- Monitors own reading strategies and makes modifications as needed.

1.4 Comprehension

- Extends ideas read from non-fiction.
- Interprets new information by using prior knowledge and experience when reading non-fiction.
- Draws conclusions supported by text.
- Make connections between text/self/world. **(G)**
- Previews text and establishes a purpose for reading.
- Understands theme, main ideas, and supporting details in literary texts.
- Infer cause/effect relationships that are not stated explicitly.
- Paraphrases and summarizes text including functional text.
- Understands author use of figurative language (idioms, similes).
- Reflects on what has been learned after reading and formulates responses to text.
- Uses inductive and deductive reasoning to comprehend text.
- Identifies author's point of view and purpose to comprehend text. **(MCGF)**
- Uses knowledge of text structures to comprehend fiction and non-fiction.
- Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax).

1.1 Independent Reading

- Reads a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. **(G, MCGF)**
- Uses personal criteria to select reading material.
- Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays).

1.2 Discussing literary and informative texts

- Recognizes that a text can elicit a variety of different responses from different readers.
- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).
- Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. **(L, S, V)**
- Recognize genre features and compare works by different authors in the same genre.

Tenth Grade (CONTINUED)

- Understands elements of character development (character traits and motivation).
- Understands the use of language in literary works to convey mood, images and meanings (i.e., dialect, dialogue, symbolism, hyperbole).
- Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life. **(G)**
- Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents).
- Identify and analyze literary elements (i.e., plot, setting, theme, character development, conflict, and resolution).
- Understands writing techniques used to influence the reader and accomplish the author's purpose (i.e., text structure, stereotypes, bias, sarcasm, criticism, praise, affection, literary and technical devices such as flashback, irony, foreshadowing). **(G, MCGF)**
- Understands relationships between literature and its historical period, culture, and society (i.e., influence of historical context on form, style and point of view, social influences on author's description of characters, plot, and setting). **(G, MCGF)**
- Scans a passage to determine whether or not it contains relevant information. **(V)**
- Uses a variety of criteria to evaluate clarity and accuracy of information (i.e., author's bias, expertise of author, propaganda techniques, authenticity). **(C)**
- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).
- Recognize genre features and compare works by different authors in the same genre.

1.5 Vocabulary

- Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning).
- Extends, expands general and specialized reading vocabulary (subject area).

Eleventh Grade

1.1 Word Analysis

- Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings).
- Recognizes denotative and connotative meanings of words (literal and non-literal).
- Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.

1.1 Accuracy

- Reads grade level appropriate material (90 percent or better accuracy with self-corrections).

1.2 Fluency

- Reads with a rhythm, flow, and meter that sounds like everyday speech. **(S, V)**
- Varies reading rate to match purpose and difficulty of text.

1.3 Self-monitoring and self-correcting strategies

- Monitors own reading strategies and makes modifications as needed.

1.4 Comprehension

- Extends ideas read from non-fiction.
- Interprets new information by using prior knowledge and experience when reading non-fiction.
- Draws conclusions supported by text.
- Make connections between text/self/world. **(G)**
- Previews text and establishes a purpose for reading.
- Understands theme, main ideas, and supporting details in literary texts.
- Infer cause/effect relationships that are not stated explicitly.
- Paraphrases and summarizes text including functional text.
- Understands author use of figurative language (idioms, similes).
- Reflects on what has been learned after reading and formulates responses to text.
- Uses inductive and deductive reasoning to comprehend text.
- Identifies author's point of view and purpose to comprehend text.
- Uses knowledge of text structures to comprehend fiction and non-fiction.
- Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax).

1.1 Independent Reading

- Reads a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week.
- Uses personal criteria to select reading material.
- Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays).

1.2 Discussing literary and informative texts

- Recognizes that a text can elicit a variety of different responses from different readers. **(V)**
- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).
- Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. **(L)**
- Recognize genre features and compare works by different authors in the same genre.

Eleventh Grade (CONTINUED)

- Understands elements of character development (character traits and motivation).
- Analyzes the simple and complex actions (e.g., internal/external conflicts) between main and subordinate characters in literary works containing complex character structures.
- Understands the use of language in literary works to convey mood, images, and meanings (i.e., dialect, dialogue, hyperbole).
- Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life.
- Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents). **(C)**
- Identify and analyze literary elements (i.e., plot, setting, theme, character development, conflict, and resolution).
- Understands how themes are used across literary works and genres (e.g., universal themes in literature of different cultures, such as death and rebirth, initiation, love and duty, major themes in American literature, authors associated with major themes of specific eras). **(MCGF)**
- Understands writing techniques used to influence the reader and accomplish the author's purpose (i.e., text structure, stereotypes, bias, sarcasm, criticism, praise, affection, literary and technical devices such as flashback, irony, foreshadowing, symbolism). **(NV)**
- Understands relationships between literature and its historical period, culture, and society (i.e., influence of historical context on form, style and point of view, social influences on author's description of characters, plot, and setting).
- Scans a passage to determine whether or not it contains relevant information.
- Uses a variety of criteria to evaluate clarity and accuracy of information (i.e., author's bias, expertise of author, propaganda techniques, authenticity).
- Understands philosophical assumptions and basic beliefs underlying an author's purpose.

Eleventh Grade (CONTINUED)

- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).
- Recognize genre features and compare works by different authors in the same genre.

1.5 Vocabulary

- Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning).
- Extends, expands general and specialized reading vocabulary (subject area).

Twelfth Grade

1.1 Word Analysis

- Uses structural analysis to decode words (i.e., synonyms, antonyms, homonyms, multiple meanings).
- Recognizes denotative and connotative meanings of words (literal and non-literal). **(L, S, NV)**
- Uses knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases. **(G)**

1.1 Accuracy

- Reads grade level appropriate material (90 percent or better accuracy with self-corrections).

1.2 Fluency

- Reads with a rhythm, flow, and meter that sounds like everyday speech. **(S, V)**
- Varies reading rate to match purpose and difficulty of text.

1.3 Self-monitoring and self-correcting strategies

- Monitors own reading strategies and makes modifications as needed.

1.4 Comprehension

- Extends ideas read from non-fiction.
- Interprets new information by using prior knowledge and experience when reading non-fiction.
- Draws conclusions supported by text.
- Make connections between text/self/world. **(G, MCGF)**
- Previews text and establishes a purpose for reading.
- Understands theme, main ideas, and supporting details in literary texts.
- Infer cause/effect relationships that are not stated explicitly.
- Paraphrases and summarizes text including functional text.
- Understands author use of figurative language (idioms, similes).
- Reflects on what has been learned after reading and formulates responses to text.
- Uses inductive and deductive reasoning to comprehend text.
- Identifies author's point of view and purpose to comprehend text.
- Uses knowledge of text structures to comprehend fiction and non-fiction.
- Understands complex elements of plot development (i.e., use of subplots, parallel episodes, and climax).

1.1 Independent Reading

- Reads a diverse collection of fiction/non-fiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. **(C, G, MCGF, V)**
- Uses personal criteria to select reading material.
- Reads many types of genre (i.e., narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). **(C, G, MCGF, S, NV, V)**

1.2 Discussing literary and informative texts

- Recognizes that a text can elicit a variety of different responses from different readers.
- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). **(L, S)**
- Challenges other members of the group on accuracy of facts, providing supporting information, or logic of information stated. **(L, S)**
- Recognize genre features and compare works by different authors in the same genre.

Twelfth Grade (CONTINUED)

- Understands elements of character development (character traits and motivation).
- Analyzes the simple and complex actions (e.g., internal/external conflicts) between main and subordinate characters in literary works containing complex character structures.
- Understands the use of language in literary works to convey mood, images, and meanings (i.e., dialect, dialogue, hyperbole).
- Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life. **(G)**
- Knows the defining characteristics of a variety of informational text (i.e., textbooks, diaries, procedures, editorials, public documents). **(C)**
- Identify and analyze literary elements (i.e., plot, setting, theme, character development, conflict, and resolution).
- Understands how themes are used across literary works and genres (e.g., universal themes in literature of different cultures, such as death and rebirth, initiation, love and duty, major themes in American literature, authors associated with major themes of specific eras). **(G, MCGF, V)**
- Understands writing techniques used to influence the reader and accomplish the author's purpose (i.e., text structure, stereotypes, bias, sarcasm, criticism, praise, affection, literary, and technical devices such as flashback, irony, foreshadowing, symbolism).
- Understands relationships between literature and its historical period, culture, and society (i.e., influence of historical context on form, style and point of view, social influences on author's description of characters, plot and setting). **(G, MCGF)**
- Scans a passage to determine whether or not it contains relevant information. **(V)**
- Uses a variety of criteria to evaluate clarity and accuracy of information (i.e., author's bias, expertise of author, propaganda techniques, authenticity).
- Uses language and perspectives of literary criticism to evaluate literary works (e.g., evaluates aesthetic qualities of style, such as diction, tone, theme,

Twelfth Grade (CONTINUED)

mood, identifies ambiguities, subtleties, and incongruities in the text, compares reviews of literature). (V)

- Understands philosophical assumptions and basic beliefs underlying an author's purpose.
- Demonstrate skills of comprehension (i.e., summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme inferring).
- Recognize genre features and compare works by different authors in the same genre.

1.5 Vocabulary

- Uses a variety of strategies to extend reading vocabulary (i.e., analogies, similes, metaphors, to infer the meaning). (NV, V)
- Extends, expands general and specialized reading vocabulary (subject area).