

KINDERGARTEN READING STANDARDS

DATE: _____

Assessment Performed by: _____

SKILLS PERFORMED BY CHILD

YES

NO

- | | | | |
|-----|--|--------------------------|--------------------------|
| 1. | Name all upper and lower case letters and identify the representative sounds. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Distinguish long and short vowel sounds. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Distinguish the initial and final sounds in single-syllable words. (example: pit/pat; bit/bat) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Describe how changing the first letter of a word changes the sound and meaning of the word | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Use pictures, illustrations, and personal knowledge to make and confirm predictions about stories | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | connect information found in stories to personal experience. | | |
| 6. | Identify and describe characters, settings, and key events | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Identify the role of both the author and illustrator | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Retell familiar stories using beginning, middle, and end | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Identify patterns of rhyming words. (example: poems, songs) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Describe how books, stories, poems reflect things people do | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Note similarities and differences in various stories and poems | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Identify the characteristics of a variety of simple genres (example: fairy tales, poems) | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Recognize similarities in stories written by the same author | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Identify everyday print materials that provide information (example: labels, newspapers) | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Distinguish between "make believe" and "real" in print materials | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Identify the main idea in simple print materials | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Identify appropriate sources of information to answer specific questions. (example: weather forecast, calendars) | <input type="checkbox"/> | <input type="checkbox"/> |

FIRST GRADE READING STANDARDS

DATE: _____

Assessment Performed by: _____

SKILLS PERFORMED BY CHILD

YES

NO

- | | | | |
|-----|---|--------------------------|--------------------------|
| 1. | Understand the relationship between spoken and written work | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Use knowledge of basic capitalization and punctuation when reading | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Beginning, middle, and ending sounds to form words while reading | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Read to confirm initial predictions about text | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Describe how personal knowledge and experience affects understanding of materials read | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Compare settings and characters presented by different authors | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Identify the problem or central idea in stories | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Explain the sequence of events in familiar stories | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Identify patterns of rhyming words and repeated phrases in various texts | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Explain what authors and illustrators do | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Recognize that different versions of the same story may be told in various cultures | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Explore a variety of worthy literary and narrative works (example: Caldecott books, picture books) | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Identify similarities and differences in stories written by the same author | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Explain the difference between fantasy and reality in print materials | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Restate the main idea of simple expository information | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Use appropriate sources to locate specific types of information (example: calendar, newspaper, encyclopedia, dictionary, atlas) | <input type="checkbox"/> | <input type="checkbox"/> |

SECOND GRADE READING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Use knowledge of consonants, consonant blends, and common vowel patterns to decode unfamiliar words	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognize common contractions, compound words, and abbreviations (example: can't, baseball, Jan)	<input type="checkbox"/>	<input type="checkbox"/>
3. Interpret information in text to confirm or reject initial predictions	<input type="checkbox"/>	<input type="checkbox"/>
4. Use context clues and prior knowledge to understand unfamiliar texts (example: pictures, diagrams)	<input type="checkbox"/>	<input type="checkbox"/>
5. Recognize specific strategies are needed to read different types of printed materials (example: math story problems, poetry, science book)	<input type="checkbox"/>	<input type="checkbox"/>
6. Use knowledge of sentence structure and punctuation when reading	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify rhythm, rhyme, and alliteration in poetry and prose	<input type="checkbox"/>	<input type="checkbox"/>
8. Compare plots, settings and characters presented by different authors in various texts	<input type="checkbox"/>	<input type="checkbox"/>
9. Identify simple figurative language in text (example: similes, idioms)	<input type="checkbox"/>	<input type="checkbox"/>
10. Explain major elements in text to form an understanding of stories and other materials (example: theme, main idea, problem/solution)	<input type="checkbox"/>	<input type="checkbox"/>
11. Describe cause and effect relationships in various text (example: why, what if, how, when)	<input type="checkbox"/>	<input type="checkbox"/>
12. Describe the role and contribution of authors and illustrators to print materials	<input type="checkbox"/>	<input type="checkbox"/>
13. Describe the characteristics of worthy literary and narrative works (example: Caldecott books, chapter books)	<input type="checkbox"/>	<input type="checkbox"/>
14. Compare/contrast different versions of the same story from various cultures	<input type="checkbox"/>	<input type="checkbox"/>
15. Compare/contrast stories and poems by different authors	<input type="checkbox"/>	<input type="checkbox"/>
16. Identify resources which provide factual information	<input type="checkbox"/>	<input type="checkbox"/>
17. Comprehend main idea and supporting details in simple expository information	<input type="checkbox"/>	<input type="checkbox"/>
18. Describe the structure of various reference materials (example: dictionary, thesaurus, atlas, CD-ROM)	<input type="checkbox"/>	<input type="checkbox"/>
19. Locate and paraphrase information within text to answer questions	<input type="checkbox"/>	<input type="checkbox"/>

THIRD GRADE READING STANDARDS

DATE: _____

Assessment Performed by: _____

SKILLS PERFORMED BY CHILD	YES	NO
1. Use decoding and word recognition skills to comprehend text (example: suffixes, prefixes, vowel patterns, syllable breaks, word families, sight words)	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate literal, interpretive, and/or critical comprehension by answering various how, why, and what-if questions	<input type="checkbox"/>	<input type="checkbox"/>
3. Make predictions about information/events in text, reread to extend initial impressions, and use prior knowledge to confirm or reject predictions	<input type="checkbox"/>	<input type="checkbox"/>
4. Determine appropriate strategies and rate of reading for different purposes (example: fiction for enjoyment, nonfiction for information)	<input type="checkbox"/>	<input type="checkbox"/>
5. Select appropriate context and semantic clues to construct meaning from text (example: homonyms, synonyms, antonyms)	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify various story elements in age appropriate text (example: character, setting, conflict, plot, theme)	<input type="checkbox"/>	<input type="checkbox"/>
7. Recognize the use of formal and figurative language in text	<input type="checkbox"/>	<input type="checkbox"/>
8. Distinguish between cause and effect, fact and opinion, and main idea and supporting details in expository text	<input type="checkbox"/>	<input type="checkbox"/>
9. Recognize organizational structures of fiction and nonfiction	<input type="checkbox"/>	<input type="checkbox"/>
10. Compare the lives of various people as described in biographies and auto-biographies	<input type="checkbox"/>	<input type="checkbox"/>
11. Understand the characteristics of a variety of simple genres (example: fiction, nonfiction, fantasy, fairy tales, poetry, plays, fables, folk tales)	<input type="checkbox"/>	<input type="checkbox"/>
12. Read from a variety of fictional and non-fictional works (example: Caldecott books, writing samples of local and regional authors)	<input type="checkbox"/>	<input type="checkbox"/>
13. Select literature appropriate for reading level, purpose, and interest	<input type="checkbox"/>	<input type="checkbox"/>
14. Respond to ideas, attitudes, and feelings expressed in literature by making personal connections	<input type="checkbox"/>	<input type="checkbox"/>
15. Understand the function of organizational features and use them to locate information (example: table of contents, index, glossary)	<input type="checkbox"/>	<input type="checkbox"/>
16. Use reference tools to locate information (example: dictionaries, maps and globes, encyclopedias, periodicals, Internet)	<input type="checkbox"/>	<input type="checkbox"/>
17. Understand commonly used technical terms in informational text	<input type="checkbox"/>	<input type="checkbox"/>

SKILLS PERFORMED BY CHILD	YES	NO
18. Compare information on the same topic found in several expository selections	<input type="checkbox"/>	<input type="checkbox"/>
19. Describe how the choice of language and information contributes to the clarity and usefulness of the material	<input type="checkbox"/>	<input type="checkbox"/>

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Use knowledge of word parts to determine meaning of unknown or unfamiliar words within a passage (example: prefixes, suffixes, root words)	<input type="checkbox"/>	<input type="checkbox"/>
2. Use text organization and prior knowledge to make predictions and comprehend information in various content areas (example: headings, graphics)	<input type="checkbox"/>	<input type="checkbox"/>
3. Select appropriate strategies and rate of reading for different purposes (example: fiction for enjoyment, nonfiction for information)	<input type="checkbox"/>	<input type="checkbox"/>
4. Make inferences using information derived indirectly from text (example: cause and effect)	<input type="checkbox"/>	<input type="checkbox"/>
5. Use appropriate context and semantic clues to construct meaning from text (example: pronoun referents, noun-verb agreement)	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify the main incidents of the plot, their causes and how they influence future action	<input type="checkbox"/>	<input type="checkbox"/>
7. Determine the causes of literary action in various texts (example: character traits and motivation; uniqueness of the situation and setting)	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify and define the presence of figurative language and rhyme scheme in literary works (example: simile, metaphor, exaggeration)	<input type="checkbox"/>	<input type="checkbox"/>
9. Describe the author's use of various techniques to influence readers' opinions, feelings, and actions (example: appeal of characters in a picture book, logic and believability of claims, use of figurative language)	<input type="checkbox"/>	<input type="checkbox"/>
10. Describe the structural differences of various imaginative forms of literature (example: fantasies, fables, myths, legends, and fairy tales)	<input type="checkbox"/>	<input type="checkbox"/>
11. Compare tales from different cultures	<input type="checkbox"/>	<input type="checkbox"/>
12. Compare use of fact and fantasy in historical fiction with other forms of literature	<input type="checkbox"/>	<input type="checkbox"/>
13. Demonstrate familiarity with a variety of award-winning literary selections	<input type="checkbox"/>	<input type="checkbox"/>
14. Discern literature appropriate for reading level and purpose	<input type="checkbox"/>	<input type="checkbox"/>
15. Compare life experiences to situations/events found in literature	<input type="checkbox"/>	<input type="checkbox"/>
16. Use text and graphic features to categorize information and gain meaning from informational materials (example: topic sentences, key words, diagrams, illustrations, charts, maps)	<input type="checkbox"/>	<input type="checkbox"/>
17. Use reference tools to manage information (example: maps and globes, software/CD ROM, video materials, Internet)	<input type="checkbox"/>	<input type="checkbox"/>

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

- | | | | |
|-----|--|--------------------------|--------------------------|
| 18. | Evaluate new information and hypotheses by testing against known information and ideas | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Make inferences about the validity of text after reading several passages or articles on the same topic | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Describe how the choice of language and information contributes to the usefulness of materials for specific purposes | <input type="checkbox"/> | <input type="checkbox"/> |

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Use knowledge of root words, prefixes, and suffixes to determine meaning of unknown words	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply knowledge of word origins, derivations, and idioms to determine meaning of words and phrases	<input type="checkbox"/>	<input type="checkbox"/>
3. Use different reading strategies to comprehend text (example: skimming, scanning, and finding information to support particular ideas)	<input type="checkbox"/>	<input type="checkbox"/>
4. Locate information in text to support opinions, predictions, and conclusions	<input type="checkbox"/>	<input type="checkbox"/>
5. Apply appropriate context and semantic clues to construct meaning from text (example: punctuation and sentence structure)	<input type="checkbox"/>	<input type="checkbox"/>
6. Explain how the main problems or conflicts of various plots are developed and resolved (example: fables, myths, folk tales)	<input type="checkbox"/>	<input type="checkbox"/>
7. Determine the author's underlying theme or message through the actions, motives, and appearances of characters in various works of fiction	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe the function and effect of key literary elements and devices in various texts (example: cause-and-effect relationships, imagery, symbolism, rhythmical patterns)	<input type="checkbox"/>	<input type="checkbox"/>
9. Describe how an author's choice of vocabulary and style contribute to the quality and enjoyment of selections	<input type="checkbox"/>	<input type="checkbox"/>
10. Identify and analyze the distinguishing organizational patterns of various literary forms (example: non-fiction, fiction, drama, poetry)	<input type="checkbox"/>	<input type="checkbox"/>
11. Explain the commonalities of mythical patterns and symbols found in literature from different eras and cultures	<input type="checkbox"/>	<input type="checkbox"/>
12. Recognize that a work of literature reflects the author's viewpoints, experiences, heritage, and/or beliefs	<input type="checkbox"/>	<input type="checkbox"/>
13. Recognize that literature can be used to better understand the culture of the time period	<input type="checkbox"/>	<input type="checkbox"/>
14. Critique and compare literary selections for a variety of elements/purposes	<input type="checkbox"/>	<input type="checkbox"/>
15. Define the attributes of personally appealing reading materials	<input type="checkbox"/>	<input type="checkbox"/>
16. Use text organizers to predict and categorize information in print materials (example: type headings and graphics)	<input type="checkbox"/>	<input type="checkbox"/>
17. Use reference tools to retrieve and manage information (example: interactive software, CD ROM, video materials, Internet)	<input type="checkbox"/>	<input type="checkbox"/>

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

- | | | | |
|-----|---|--------------------------|--------------------------|
| 18. | Draw inferences, conclusions, or generalizations about text and support them with textual evidence and experience | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Compare information about one topic found in different selections or texts | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Use various resources to acquire information for different purposes (example: preparing a report) | <input type="checkbox"/> | <input type="checkbox"/> |

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Construct meaning from text using context and semantic clues (example: situation, word order)	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognize direct and implied meaning to extend understanding of materials read	<input type="checkbox"/>	<input type="checkbox"/>
3. Ask questions and make predictions about information or the message found in text	<input type="checkbox"/>	<input type="checkbox"/>
4. Explain how the meaning of words may be changed by the use of non-standard English, dialect, and idioms	<input type="checkbox"/>	<input type="checkbox"/>
5. Use background knowledge and experience to comprehend text	<input type="checkbox"/>	<input type="checkbox"/>
6. Connect main ideas and concepts to other sources and related topics	<input type="checkbox"/>	<input type="checkbox"/>
7. Determine the organizational structures and patterns in various literary texts (example: books of fiction/nonfiction, newspapers, magazines)	<input type="checkbox"/>	<input type="checkbox"/>
8. Explain how character and plot development are used in a selection to support a central conflict or story line	<input type="checkbox"/>	<input type="checkbox"/>
9. Identify and understand types of figurative language (example: similes, personification, alliteration)	<input type="checkbox"/>	<input type="checkbox"/>
10. Describe how the author's style elicits response from the reader	<input type="checkbox"/>	<input type="checkbox"/>
11. Describe the mood or meaning conveyed in poetry through word choice, rhythm, repetition, and rhyme	<input type="checkbox"/>	<input type="checkbox"/>
12. Explore a variety of literary works representative of various cultures and times	<input type="checkbox"/>	<input type="checkbox"/>
13. Explain how literature can be used to better understand other time periods and events	<input type="checkbox"/>	<input type="checkbox"/>
14. Describe how the text reflects an author's attitudes, traditions, and heritage	<input type="checkbox"/>	<input type="checkbox"/>
15. Choose reading materials that are appropriate for enjoyment and/or assignment/project completion	<input type="checkbox"/>	<input type="checkbox"/>
16. Determine the quality of literary works based upon established criteria (example: Newbery books, approved book lists)	<input type="checkbox"/>	<input type="checkbox"/>
17. Distinguish fact from opinion in newspapers, magazines and other print media	<input type="checkbox"/>	<input type="checkbox"/>
18. Use text organizers to locate and categorize information in print materials (example: headings, subheadings, graphics)	<input type="checkbox"/>	<input type="checkbox"/>

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

- | | | | |
|-----|---|--------------------------|--------------------------|
| 19. | Draw conclusions and make inferences based on explicit and implied information | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Read to acquire information for different purposes (example: preparing a research report) | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Use reference tools to retrieve and manage information (example: interactive software, CD ROM, video materials, Internet) | <input type="checkbox"/> | <input type="checkbox"/> |

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Infer word meanings through the use of context clues (example: antonyms, homonyms, analogies)	<input type="checkbox"/>	<input type="checkbox"/>
2. Use direct and implied meaning to interpret materials read	<input type="checkbox"/>	<input type="checkbox"/>
3. Make predictions about the information or message that may be found in various texts	<input type="checkbox"/>	<input type="checkbox"/>
4. Recognize the origins and meanings of foreign words frequently used in English	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe how prior knowledge may affect understanding of new knowledge	<input type="checkbox"/>	<input type="checkbox"/>
6. Connect the content and ideas in a specific text to other topics and related content areas	<input type="checkbox"/>	<input type="checkbox"/>
7. Use organizational patterns and structures to comprehend meaning of text	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe setting, plot, characterization, and theme or conflict in various literary texts	<input type="checkbox"/>	<input type="checkbox"/>
9. Describe the effect of specific word choices in text (example: jargon, dialect, sensory or figurative language)	<input type="checkbox"/>	<input type="checkbox"/>
10. Describe how authors use characters, point-of-view, and tone to create meaning	<input type="checkbox"/>	<input type="checkbox"/>
11. Determine the relationship between expressed purposes and characteristics of different forms of poetry (example: lyric, epic, elegy, ode, sonnet)	<input type="checkbox"/>	<input type="checkbox"/>
12. Analyze a variety of contemporary and classic works (example: fiction, poetry, prose, drama, non-fiction)	<input type="checkbox"/>	<input type="checkbox"/>
13. Describe connections between historical and cultural influences and literary selections	<input type="checkbox"/>	<input type="checkbox"/>
14. Describe how the text is the expression of an author's thoughts interpreted through the reader's prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>
15. Justify the selection of various reading materials for enjoyment or information	<input type="checkbox"/>	<input type="checkbox"/>
16. Analyze the quality of literary works according to established criteria (example: interest, noteworthy author, theme/relevance)	<input type="checkbox"/>	<input type="checkbox"/>
17. Compare and contrast information about one topic contained in different selections	<input type="checkbox"/>	<input type="checkbox"/>
18. Describe how word choice and language structure convey an author's viewpoint in newspaper and magazine articles and critical reviews	<input type="checkbox"/>	<input type="checkbox"/>

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

- | | | | |
|-----|---|--------------------------|--------------------------|
| 19. | Describe bias, stereotyping, and propaganda techniques found in expository text | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Synthesize information to apply in decision-making or task completion | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Use available technology to gather, organize, and retrieve information (example: print resources, CD-ROM, Internet) | <input type="checkbox"/> | <input type="checkbox"/> |

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Use context clues to determine the meaning of unfamiliar words (example: antonyms, homonyms)	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognize and use direct, implied, and inferential meanings to extend understanding of materials read (example: denotation, connotation, reasoning)	<input type="checkbox"/>	<input type="checkbox"/>
3. Make reasonable predictions about the content or message of various materials before reading	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply knowledge of word origins and derivations to extend vocabulary development	<input type="checkbox"/>	<input type="checkbox"/>
5. Use prior knowledge and experience to confirm, revise, or reject predictions made about materials being read	<input type="checkbox"/>	<input type="checkbox"/>
6. Relate the content and ideas in a selection to other concepts, topics, or sources	<input type="checkbox"/>	<input type="checkbox"/>
7. Examine how logic, structure, and organizational patterns enhance the meaning of text	<input type="checkbox"/>	<input type="checkbox"/>
8. Evaluate the structural elements of plot development and how conflicts are addressed and resolved (example: subplots, parallel episodes)	<input type="checkbox"/>	<input type="checkbox"/>
9. Explain the use of symbols or figurative language	<input type="checkbox"/>	<input type="checkbox"/>
10. Analyze the relationship between author's style, literary form, and the intended influence on the reader	<input type="checkbox"/>	<input type="checkbox"/>
11. Compare and contrast the use of the poetic elements of word choice, dialogue, rhyme, rhythm, and voice	<input type="checkbox"/>	<input type="checkbox"/>
12. Analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author	<input type="checkbox"/>	<input type="checkbox"/>
13. Analyze the relationships between a work of literature and the context in which it was created (example: period, ideas, customs, outlooks of a people)	<input type="checkbox"/>	<input type="checkbox"/>
14. Compare/contrast literature from different eras or cultures which deal with similar situations or conflicts	<input type="checkbox"/>	<input type="checkbox"/>
15. Provide rationale for selecting specific personal reading materials or genres of literature	<input type="checkbox"/>	<input type="checkbox"/>
16. Evaluate the quality of literary works according to established criteria (example: focus, clarity, interest)	<input type="checkbox"/>	<input type="checkbox"/>

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
17. Compare original text to a summary for accuracy (example: inclusion of main ideas and critical details, extent to which it conveys the original meaning)	<input type="checkbox"/>	<input type="checkbox"/>
18. Assess the adequacy, accuracy, and appropriateness of details used to support an author's claims and assertions (example: facts, illustrations, anecdotes, quotes)	<input type="checkbox"/>	<input type="checkbox"/>
19. Read and follow instructions to assemble a model or simple structure	<input type="checkbox"/>	<input type="checkbox"/>
20. Analyze and synthesize information to make informed decisions	<input type="checkbox"/>	<input type="checkbox"/>
21. Determine the appropriate technology to gather, organize, and retrieve information (example: computer software, Internet)	<input type="checkbox"/>	<input type="checkbox"/>

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Use etymology (word origins) to determine meaning of words	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply various context clues to determine word meaning	<input type="checkbox"/>	<input type="checkbox"/>
3. Discern the relationship between word pairs in analogies (example: synonyms/ antonyms, connotation/denotation)	<input type="checkbox"/>	<input type="checkbox"/>
4. Analyze the effect syntax and word choice have on the reader's comprehension of text	<input type="checkbox"/>	<input type="checkbox"/>
5. Use various pre-reading strategies to increase comprehension of what is read (example: skimming, scanning, word-webbing, scaffolding, questioning)	<input type="checkbox"/>	<input type="checkbox"/>
6. Confirm, reject, or revise predictions made about text	<input type="checkbox"/>	<input type="checkbox"/>
7. Connect and synthesize main ideas and concepts to determine relationships with other sources or topics	<input type="checkbox"/>	<input type="checkbox"/>
8. Extend comprehension by combining new information with prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>
9. Evaluate new information in relationship to past experience/knowledge	<input type="checkbox"/>	<input type="checkbox"/>
10. Analyze the effect personal knowledge has on the interpretation of text	<input type="checkbox"/>	<input type="checkbox"/>
11. Analyze the relationships among elements of literature (example: tone, character, point-of-view, theme)	<input type="checkbox"/>	<input type="checkbox"/>
12. Explain the effect voice, persona, and narrator have on the tone, characterization, plot and credibility of text	<input type="checkbox"/>	<input type="checkbox"/>
13. Analyze and trace an author's development of time and sequence, including the use of complex literary devices (example: foreshadowing and flashbacks)	<input type="checkbox"/>	<input type="checkbox"/>
14. Analyze the effect of points-of-view in narrative text (example: first vs third, limited vs objective)	<input type="checkbox"/>	<input type="checkbox"/>
15. Evaluate the relationship between author's style and literary effect in works of poetry, drama, fiction, and non-fiction	<input type="checkbox"/>	<input type="checkbox"/>
16. Compare/contrast similar themes across genres (types of literature) to determine how the genre shapes the message	<input type="checkbox"/>	<input type="checkbox"/>
17. Analyze the structural characteristics and functions of literary forms and genres (example: satire, parody; poetry, drama)	<input type="checkbox"/>	<input type="checkbox"/>
18. Explain how the use of sound devices supports the subject and mood (example: rhyme, rhythm, onomatopoeia)	<input type="checkbox"/>	<input type="checkbox"/>

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
19. Analyze the effect of figurative language in various genres (example: personification, simile, metaphor)	<input type="checkbox"/>	<input type="checkbox"/>
20. Determine the quality of reading materials by analyzing texts for their practical, informational, or aesthetic value (example: define the criteria that determines a classic literary work)	<input type="checkbox"/>	<input type="checkbox"/>
21. Examine literary selections from several critical and personal perspectives	<input type="checkbox"/>	<input type="checkbox"/>
22. Evaluate literary criticism for its accuracy, clarity, and insight	<input type="checkbox"/>	<input type="checkbox"/>
23. Read and critique literary works from a variety of eras and a variety of cultures (example: ancient, Renaissance, contemporary; American, Greek, Native American, British)	<input type="checkbox"/>	<input type="checkbox"/>
24. Analyze the influence of historical context on the form, style, and point-of-view of a written work	<input type="checkbox"/>	<input type="checkbox"/>
25. Recognize possible differences between author's intent and the reader's interpretation	<input type="checkbox"/>	<input type="checkbox"/>
26. Analyze an author's explicit and implicit philosophical beliefs and assumptions about a subject	<input type="checkbox"/>	<input type="checkbox"/>
27. Analyze how a specific literary selection presents a view or comment on life and supports or contradicts contemporary views	<input type="checkbox"/>	<input type="checkbox"/>
28. Use the reading process to understand directions and procedures (example: directions for home and auto repair, schedules, maps)	<input type="checkbox"/>	<input type="checkbox"/>
29. Read and follow instructions to use computer software, assemble or construct models or equipment, or complete a project	<input type="checkbox"/>	<input type="checkbox"/>
30. Ascertain the difference between fact, reasoned judgment, and opinion in various texts	<input type="checkbox"/>	<input type="checkbox"/>
31. Analyze information for clarity, relevance, point-of-view, credibility, and supporting data	<input type="checkbox"/>	<input type="checkbox"/>
32. Locate, synthesize, and use information from multiple sources to solve problems and make decisions (example: newspapers, magazines, electronic media, public documents)	<input type="checkbox"/>	<input type="checkbox"/>
33. Analyze the effect of bias, stereotyping, unsupported inferences, fallacious reasoning, and propaganda techniques in expository text	<input type="checkbox"/>	<input type="checkbox"/>
34. Use the media center for study and research (example: computerized data, cataloging systems, Reader's Guide, reference books)	<input type="checkbox"/>	<input type="checkbox"/>

