Illinois Reading Assessment Framework Grades 3–8

State Assessments Beginning

Spring 2006

Illinois State Board of Education

Acknowledgements

The following individuals have made significant contributions toward the revision of this document since its original posting in October 2003. See page 20 for December 2004 updates.

Lisa Fink
Grade 3–4 Teacher
Leal School
Urbana District #116
Urbana, IL

Jean C. Gewin
Writing Workshop Teacher, retired
Logan Junior High District #115
Princeton, IL

Diane Hampel
Program Coordinator
Educational Support Programs
Danville School District #118
Danville, IL

Phyllis Hostmeyer
Language Arts Consultant
Madison County ROE #41
Edwardsville, IL

Derek Kilmartin
Elementary Teacher
Northwest School
LaSalle, IL

Rebecca Phillips
Principal Performance Consultant
Curriculum and Instruction
Illinois State Board of Education
Springfield, IL

Linda L. Slife
Grade 5 Teacher
Martin Luther King Gifted School
Rockford Public Schools
Rockford, IL

Judie Steinhauser
Principal Performance Consultant
Student Assessment
Illinois State Board of Education
Springfield, IL

Introduction to the Illinois Reading Assessment Framework
Grades 3–8

The Illinois Reading Assessment Framework is designed to assist educators, test developers, policy makers, and the public by clearly defining those elements of the Illinois Learning Standards that are suitable for state testing. It is not designed to replace a local reading curriculum and should not be considered a state reading curriculum. The Framework defines the reading content that will be assessed in the Illinois Standards Achievement Test (ISAT) beginning with the 2005-2006 school year.

Assessment Objectives

The Framework contains assessment objectives, clear and concise statements of testable material at each grade level. Each assessment objective aligns to the Illinois Learning Standards and, in most cases, to the Performance Descriptors posted on the Illinois State Board of Education Web site (www.isbe.net/ils). Each year's assessment will measure a sample of the content in the Framework with sufficient overlap from year to year to allow for annual comparisons. The assessment objectives listed for each grade level may be measured on any given assessment in any given year. One should not presume that every objective will be measured every year. The Framework communicates the range of objectives that may be assessed at a given grade level.

Content Emphasis

While the precise content on each year's tests will vary from year to year, the relative emphasis on the State Goals and Illinois Learning Standards will not. The proportion of each year's tests devoted to each category is clearly specified in the Reading Content Category Table on page 9. These percents are estimates used to guide the general distribution of items throughout the test.

Framework Structure

This document employs a general organizational structure designed for ease of use. Each State Goal for reading is the main organizer, followed by the Illinois Learning Standards for reading within each of these State Goals. Each assessment objective has a unique identifier with three components.

> *Example: 1.3.01*

1	3	01
State Goal	*Grade Level*	*Objective Number*

The first component, *"1,"* indicates the numbered State Goal as defined in the Illinois Learning Standards. The second component, *"3,"* indicates the grade level. The third component, *"01,"* indicates that this is the first assessment objective for this State Goal at this grade level.

Cognitive Complexity
Cognitive complexity refers to the level of reasoning called for by an assessment objective. An item can be easy even if the text is complex. For example, given a difficult passage and a question with wording taken directly from the text, a reader may find the answer easily by scanning the text. Because this type of test item requires only matching words or phrases, the reader can accomplish the task without having an understanding of the passage as a whole. Within the Reading Framework a reader must demonstrate the following skills: understand the text in its entirety, focus on specific parts, think beyond what is directly stated, and connect the information in the text with prior knowledge and/or experience. These skills are not independent of each other. What distinguishes them are the complexity and thoroughness of a reader's response and the difficulty of the reading material. Regardless of age or level of ability, all readers use them.

Passage Selection
The choice of passages is critical for an accurate measurement of student achievement in Reading. State Goal 2 requires Illinois students to "Read and understand literature representative of various societies, eras, and ideas." In a number of cases, the reading skills being measured across grades 3–8 are similar, but the passages students will be asked to read and interpret increase in difficulty and sophistication.

Passages for state tests should be of the highest quality. Where possible, approximately 50% of passages on the state assessment should be selected from published works of literature or literary nonfiction. While the selection of such passages must take into account the appropriateness of the material for the age of the students, as well as for the assessment context, the chosen passages should not be simplified or tampered with. On any given test, the passages should include works by both classic and contemporary writers and address a range of cultures.

The difficulty of the passages should be designed to address a range of skill levels; while most passages on a test should provide a reasonable challenge for students who are meeting grade–level expectations, a significant proportion should be accessible to students who may not yet be at grade–level academic functioning (such as students working on enabling skills), in order to provide accurate data on what these students know and can do. Thus, at grades 3–5, approximately 80% of passages should be judged to be at or near grade level (e.g., less than one year above or below), while approximately 20% of passages should be 1–2 years below grade level. At grades 6–8, approximately 75% of passages should be at or near grade level, while approximately 25% of passages should be 1–2.5 years below grade level. The degree of challenge of the content, as well as the reading level, should be considered. Where helpful, research–validated readability formulas should inform, but not replace, expert judgment in determining the grade level of passages.

(It is worth noting that the inclusion of such proportions of below grade–level passages does not necessarily mean that a higher percentage of assessed students will be designated as meeting state standards when compared to a test with all passages at grade level. The setting of the state achievement standard—the "cut" for meeting state standards—will have the greatest impact on the overall degree of challenge of the assessment. A fairly challenging assessment could include passages with the range of difficulty described above.)

Excerpt from *Illinois Learning Standards*[1]

The *Illinois Learning Standards for English Language Arts* goals and standards were developed using the 1985 State Goals for Language Arts, various state and national standards drafts, and local education standards contributed by team members. Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.

English language arts includes reading, writing, speaking, listening and the study of literature. In addition, students must be able to study, retain and use information from many sources. Through the study of the English language arts, students should be able to read fluently, understanding a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. As students progress, a structured study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras.

APPLICATIONS OF LEARNING
Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

SOLVING PROBLEMS
Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.
Solving problems demands that students be able to read and listen, comprehend ideas, ask and answer questions, clearly convey their own ideas through written and oral means, and explain their reasoning. Comprehending reading materials and editing and revising writing are in themselves forms of complex problem solving. The ability to locate, acquire and organize information from various sources, print and electronic, is essential to solving problems involving research. In all fields—English language arts, mathematics, science, social studies, and others, the command of language is essential in stating and reasoning through problems and conveying results.

COMMUNICATING
Express and interpret information and ideas.
Communication is the essence of English language arts, and communication surrounds us today in many forms. Individuals and groups of people exchange ideas and information—oral and written—at lunch tables, through newspapers and magazines, and through radio, television and on-line computer services. From the simplest, shortest conversations to the most complex technical manuals, language is the basis of all human communication. A strong command of reading, writing, speaking and listening is vital for communicating in the home, school, workplace, and beyond.

---

[1] Illinois State Board of Education (1997). *Illinois Learning Standards*

USING TECHNOLOGY
Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.
Computers and telecommunications have become basic means for creating messages and relaying information. In offices and homes, people write using word processors. Audio and visual media are used for both creative and practical forms of communication. The use of on-line services is now commonplace among researchers, authors, farmers and auto mechanics. Skilled use of these technologies provides students with necessary opportunities to search and process information, be in touch with experts, prepare documents, and learn and communicate in new, more effective ways.

WORKING ON TEAMS
Learn and contribute productively as individuals and as members of groups.
In sports, the workplace, family and elsewhere, teamwork requires skill in the use of language. People must speak clearly and listen well as they share ideas, plans, instructions and evaluations. In researching and bringing outside information to a team, individuals must be able to search, select and understand a variety of sources. Documenting progress and reporting results demand the ability to organize information and convey it clearly. Those who can read, write, speak and listen well are valuable contributors in any setting where people are working together to achieve shared goals.

MAKING CONNECTIONS
Recognize and apply connections of important information and ideas within and among learning areas.
The parts of English language arts are closely interconnected. Reading and writing provide the means to receive and send written messages. Likewise, listening and speaking enable people to receive and send oral information. Speaking and writing are the creative components, while listening and reading are the receptive components of language through which people access knowledge and demonstrate its applications. Proficiency in these skills clearly supports learning in all academic areas.

STATE GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

STANDARD 1A
Apply word analysis and vocabulary skills to comprehend selections.

STANDARD 1B
Apply reading strategies to improve understanding and fluency.

STANDARD 1C
Comprehend a broad range of reading materials.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

STANDARD 2A
Understand how literary elements and techniques are used to convey meaning.

STANDARD 2B
Read and interpret a variety of literary works.

Reading Content Category Table

Grade	3	4	5	6	7	8
State Goal 1 – Reading	**70%**	**70%**	**70%**	**67%**	**67%**	**67%**
Standard 1A – Vocabulary Development	**14%**	**14%**	**14%**	**12%**	**12%**	**12%**
Words in Isolation	7%	7%	7%	6%	6%	6%
Words in Context	7%	7%	7%	6%	6%	6%
Standards 1B, 1C – Reading Strategies	**10%**	**10%**	**10%**	**10%**	**10%**	**10%**
Standard 1C – Reading Comprehension	**46%**	**46%**	**46%**	**45%**	**45%**	**45%**
Literal or Simple Inference	8%	8%	8%	7%	7%	7%
Summarizing and Main Idea	10%	10%	10%	8%	8%	8%
Sequencing and Ordering	7%	7%	7%	7%	7%	7%
Drawing Conclusions Based on Evidence	8%	8%	8%	9%	9%	9%
Interpreting Instructions	7%	7%	7%	7%	7%	7%
Author's Purpose and Design	6%	6%	6%	7%	7%	7%
State Goal 2 – Literature	**30%**	**30%**	**30%**	**33%**	**33%**	**33%**
Standard 2A – Literary Elements and Techniques	**22%**	**22%**	**22%**	**25%**	**25%**	**25%**
Story and Literary Structure	8%	8%	8%	9%	9%	9%
Characterization	7%	7%	7%	8%	8%	8%
Literary Terms and Devices	7%	7%	7%	8%	8%	8%
Standard 2B – Variety of Literary Works	**8%**	**8%**	**8%**	**8%**	**8%**	**8%**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Reading – State Goal 1

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
STANDARD 1A – VOCABULARY DEVELOPMENT					
Words in Isolation					
1.3.01 Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes List) (e.g., use knowledge of the prefix dis- to determine the meaning of disrespect).	**1.4.01** Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ish to determine the meaning of foolish).	**1.5.01** Determine the meaning of an unknown word using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ian to determine the meaning of guardian).	**1.6.01** Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).	**1.7.01** Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).	**1.8.01** Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).
1.3.02 Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., misspelled, unfinished).	**1.4.02** Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., precooked, realistic).		**1.6.02** Given words that are spelled alike, identify them as homonyms.	**1.7.02** Use etymologies to determine the meanings of words.	**1.8.02** Use etymologies to determine the meanings of words.
1.3.03 Identify words that begin with the same sound (including consonant digraphs, different letters having the same sound, and silent letters—e.g., knight and new).	**1.4.03** Determine the meaning of unknown compound words by applying knowledge of known individual words (e.g., watchman).				
1.3.04 Identify words having the same vowel sound (e.g., date and slave).					
1.3.05 Identify rhyming words with different spelling patterns (e.g., feet and neat, light and kite).					
1.3.06 Determine the meaning of unknown compound words by applying knowledge of individual known words (e.g., baseball).					

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8

STANDARD 1A – VOCABULARY DEVELOPMENT (Continued)

Words in Context

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.07 Determine the meaning of unknown words using within-sentence clues.	**1.4.04** Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	**1.5.02** Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	**1.6.03** Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	**1.7.03** Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	**1.8.03** Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
1.3.08 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	**1.4.05** Use synonyms to define words	**1.5.03** Use synonyms to define words.	**1.6.04** Determine the connotation of a word using word, sentence, and cross-sentence clues.	**1.7.04** Determine the connotation of a word using word, sentence, and cross-sentence clues.	**1.8.04** Determine the connotation of a word using word, sentence, and cross-sentence clues.
1.3.09 Use synonyms to define words.	**1.4.06** Use antonyms to define words.	**1.5.04** Use antonyms to define words.	**1.6.05** Use synonyms and antonyms to define words.	**1.7.05** Use synonyms and antonyms to determine the implied meanings of words.	
1.3.10 Use antonyms to define words.	**1.4.07** Determine the word that best fits a given context.	**1.5.05** Determine the meaning of a word in context when the word has multiple meanings.	**1.6.06** Determine the meaning of a word in context when the word has multiple meanings.	**1.7.06** Determine the meaning of a word in context when the word has multiple meanings.	**1.8.05** Determine the meaning of a word in context when the word has multiple meanings.
1.3.11 Determine the word that best fits a given context.					
	1.4.08 Determine the correct use of homonyms using context clues.	**1.5.06** Determine the correct use of homonyms, idioms, and analogies using context clues.			

Reading – State Goal 1

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
STANDARDS 1B, 1C – READING STRATEGIES					
1.3.12 Activate prior knowledge to establish purpose for reading a given passage.	**1.4.09** Activate prior knowledge to establish purpose for reading a given passage.	**1.5.07** Establish and adjust purposes for reading.	**1.6.07** Make and verify predictions based on prior knowledge and text.	**1.7.07** Make and verify predictions based on prior knowledge and text.	**1.8.06** Make and verify predictions based on prior knowledge and understanding of genres.
1.3.13 Identify probable outcomes or actions.	**1.4.10** Identify probable outcomes or actions.	**1.5.08** Identify probable outcomes or actions.	**1.6.08** Identify probable outcomes or actions.	**1.7.08** Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational, narrative).	**1.8.07** Clarify an understanding of text by creating outlines, notes, or other visual representations.
1.3.14 Use information in illustrations to help understand a reading passage.	**1.4.11** Use information in charts, graphs, and diagrams to help understand a reading passage.	**1.5.09** Use information in tables, maps, and charts to help understand a reading passage.	**1.6.09** Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational).	**1.7.09** Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.	**1.8.08** Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.
1.3.15 Determine which illustrations support the meaning of a passage.	**1.4.12** Determine the purpose of features of informational text (e.g., bold print, key words, graphics).	**1.5.10** Determine the purpose of features of informational text (e.g., bold print, organization of content, key words, graphics).	**1.6.10** Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.	**1.7.10** Locate and interpret information found in headings, graphs, and charts.	
1.3.16 Determine which charts and graphs support the meaning of a passage.	**1.4.13** Distinguish between minor and significant details in a passage.	**1.5.11** Distinguish between minor and significant details in a passage.	**1.6.11** Locate and interpret information found in headings, graphs, and charts.	**1.7.11** Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.	**1.8.09** Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
				1.7.12 Relate information in the passage to other readings on the same topic.	**1.8.10** Relate information in the passage to other readings.

Reading – State Goal 1

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
STANDARDS 1B, 1C – READING STRATEGIES (Continued)					
1.3.17 Identify explicit and implicit main ideas.	**1.4.14** Identify explicit and implicit main ideas.	**1.5.12** Identify explicit and implicit main ideas.	**1.6.12** Identify explicit and implicit main ideas.	**1.7.13** Identify cause and effect organizational patterns in fiction and nonfiction.	**1.8.11** Identify cause and effect organizational patterns in fiction and nonfiction.
1.3.18 Locate information using simple graphic organizers such as Venn diagrams.	**1.4.15** Demonstrate understanding by using graphic organizers (e.g., Venn Diagrams and semantic webs) to represent passage content.	**1.5.13** Demonstrate understanding by using sophisticated graphic organizers (e.g., cause-effect organizers, semantic webs) to represent passage content.	**1.6.13** Identify cause and effect organizational patterns in fiction and nonfiction.	**1.7.14** Identify compare and contrast organizational patterns in fiction and nonfiction.	**1.8.12** Identify compare and contrast organizational patterns in fiction and nonfiction.
1.3.19 Make comparisons across reading passages (e.g., topics, story elements).	**1.4.16** Make comparisons across reading passages (e.g., topics, story elements).	**1.5.14** Make comparisons across reading passages (e.g., topics, story elements, themes).			**1.8.13** Identify proposition and support organizational patterns in fiction and nonfiction.
		1.5.15 Identify cause and effect organizational patterns in fiction.			

Reading – State Goal 1

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8

STANDARD 1C – READING COMPREHENSION

Literal or Simple Inference

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.20 Determine the answer to a literal or simple inference question regarding the meaning of a passage.	**1.4.17** Determine the answer to a literal or simple inference question regarding the meaning of a passage.	**1.5.16** Determine the answer to a literal or simple inference question regarding the meaning of a passage.	**1.6.14** Determine the answer to a literal or simple inference question regarding the meaning of a passage.	**1.7.15** Determine the answer to a literal or simple inference question regarding the meaning of a passage.	**1.8.14** Determine the answer to a literal or simple inference question regarding the meaning of a passage.

Summarizing and Main Idea

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.21 Distinguish the main ideas and supporting details in informational text.	**1.4.18** Distinguish the main ideas and supporting details in informational text.	**1.5.17** Distinguish the main ideas and supporting details in any text.	**1.6.15** Distinguish the main ideas and supporting details in any text.	**1.7.16** Distinguish the main ideas and supporting details in any text.	
1.3.22 Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).	**1.4.19** Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).	**1.5.18** Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).			**1.8.15** Compare an original text to a summary to determine whether the summary accurately captures the key ideas.
	1.4.20 Summarize a story passage or text, or identify the best summary.	**1.5.19** Summarize a story or nonfiction passage, or identify the best summary.	**1.6.16** Summarize a story or nonfiction passage, or identify the best summary.	**1.7.17** Summarize a story or nonfiction passage, or identify the best summary.	**1.8.16** Summarize a story or nonfiction passage, or identify the best summary.

Sequencing and Ordering

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.23 Identify or summarize the order of events in a story.	**1.4.21** Identify or summarize the order of events in a story.	**1.5.20** Identify or summarize the order of events in a story or nonfiction account.	**1.6.17** Identify or summarize the order of events in a story or nonfiction account.	**1.7.18** Identify or summarize the order of events in a story or nonfiction account.	**1.8.17** Identify the outcome or conclusion of a story or nonfiction account, based on previous occurrences or events.
		1.5.21 Identify the causes of events in a story or nonfiction account.	**1.6.18** Identify the causes of events in a story or nonfiction account.	**1.7.19** Identify the causes of events in a story or nonfiction account.	**1.8.18** Identify the causes of events in a story or nonfiction account.

Reading – State Goal 1

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8

STANDARD 1C – READING COMPREHENSION (Continued)

Drawing Conclusions Based on Evidence

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.24 Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.	**1.4.22** Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.	**1.5.22** Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	**1.6.19** Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	**1.7.20** Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.	**1.8.19** Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
1.3.25 Differentiate between fact and opinion.	**1.4.23** Differentiate between fact and opinion.	**1.5.23** Differentiate between fact and opinion.	**1.6.20** Distinguish between fact and opinion.	**1.7.21** Differentiate between fact and opinion in a persuasive essay or excerpt.	**1.8.20** Differentiate between conclusions that are based on fact and those that are based on opinion.
1.3.26 Draw conclusions from information in maps, charts, and graphs.	**1.4.24** Draw conclusions from information in maps, charts, graphs, and diagrams.	**1.5.24** Draw conclusions from information in maps, charts, graphs, and diagrams.	**1.6.21** Interpret an image based on information provided in a passage.		**1.8.21** Explain information presented in a nonfiction passage using evidence from the passage.
		1.5.25 Interpret an image based on information provided in a passage.			**1.8.22** Use information from a variety of sources to explain a situation or decision or to solve a problem.

Interpreting Instructions

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.27 Determine whether a set of simple instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).	**1.4.25** Determine whether a set of complex instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).	**1.5.26** Determine whether a set of complex instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).	**1.6.22** Determine whether a set of complex, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).	**1.7.22** Determine whether a set of technical, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).	**1.8.23** Determine whether a set of technical, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).

Author's Purpose and Design

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.28 Identify the author's purpose for writing a fiction or nonfiction text, (e.g., to entertain or to inform).	**1.4.26** Identify the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).	**1.5.27** Determine the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).	**1.6.23** Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.	**1.7.23** Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.	**1.8.24** Determine the author's purpose as represented by the choice of genre, and literary devices employed.
		1.5.28 Determine how authors and illustrators express their ideas.	**1.6.24** Determine how illustrators use art to express their ideas.	**1.7.24** Determine how illustrators use art to express their ideas.	**1.8.25** Determine why some points are illustrated.

Reading – State Goal 2

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8

STANDARD 2A – LITERARY ELEMENTS AND TECHNIQUES

Story and Literary Structure

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2.3.01 Differentiate among the literary elements of plot, character, and setting.	**2.4.01** Differentiate among the literary elements of plot, character, setting, and theme.	**2.5.01** Differentiate among the literary elements of plot, character, setting, and theme.	**2.6.01** Identify elements of fiction: plot, character, setting, theme, character foils.	**2.7.01** Identify elements of fiction: character, theme, conflict, point of view, plot, setting, and flashback.	**2.8.01** Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback.
2.3.02 Identify main and supporting characters.	**2.4.02** Distinguish between main and supporting characters.	**2.5.02** Identify events important to the development of the plot and subplot.	**2.6.02** Explain how plot, setting, character, and theme contribute to the meaning of a literary selection.	**2.7.02** Explain how character, theme, conflict, and point of view contribute to the meaning of a literary selection.	**2.8.02** Explain how theme, rising action, falling action, conflict, point of view, and resolution contribute to the meaning and a reader's interpretation of a literary selection.
2.3.03 Identify events important to the development of the plot.	**2.4.03** Identify events important to the development of the plot and subplot.	**2.5.03** Identify setting, including how setting affects the plot.	**2.6.03** Interpret literary passages using the following element of literary structure: exposition.		
2.3.04 Identify setting (i.e., place and time period).	**2.4.04** Identify setting, including how setting affects the plot.				
2.3.05 Identify author's message.	**2.4.05** Identify author's message.	**2.5.04** Identify the author's message or theme.	**2.6.04** Identify the author's message or theme.	**2.7.03** Identify the author's message or theme.	**2.8.03** Identify the author's message or theme.
	2.4.06 Compare stories to personal experience, prior knowledge, or other stories.	**2.5.05** Compare stories to personal experience, prior knowledge, or other stories.	**2.6.05** Compare stories to personal experience, prior knowledge, or other stories.	**2.7.04** Compare stories to personal experience, prior knowledge, or other stories.	**2.8.04** Compare stories to personal experience, prior knowledge, or other stories
2.3.06 Explain outcomes using the following literary elements: problem/conflict, resolution.	**2.4.07** Explain outcomes using the following literary elements: rising action, climax.	**2.5.06** Interpret literary passages using the following elements of literary structure: rising action, and falling action/resolution.			
		2.5.07 Recognize points of view in narratives (e.g., first person).	**2.6.06** Recognize points of view in narratives (e.g., first person).	**2.7.05** Recognize points of view in narratives (e.g., first person).	**2.8.05** Recognize points of view in narratives. (e.g., first person).

Reading – State Goal 2

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8

STANDARD 2A – LITERARY ELEMENTS AND TECHNIQUES (Continued)

Characterization

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2.3.07 Determine what characters are like by what they say or do by how the author or illustrator portrays them.	**2.4.08** Determine what characters are like by what they say or do by how the author or illustrator portrays them.	**2.5.08** Determine what characters are like by what they say or do by how the author or illustrator portrays them.	**2.6.07** Determine what characters are like by what they say or do by how the author or illustrator portrays them.	**2.7.06** Determine what characters are like by what they say or do or by how the author or illustrator portrays them.	**2.8.06** Determine what characters are like by their words, thoughts, and actions, as well as how other characters react to them.
2.3.08 Determine character motivation.	**2.4.09** Determine character motivation.	**2.5.09** Determine character motivation.	**2.6.08** Determine character motivation.	**2.7.07** Determine character motivation.	**2.8.07** Determine character motivation.
2.3.09 Identify and compare characters' attributes in a story.	**2.4.10** Determine the causes of characters' actions (other than motivation).	**2.5.10** Determine the causes of characters' actions (other than motivation).	**2.6.09** Compare or contrast the behavior of two characters.	**2.7.08** Compare or contrast the behavior of two characters.	**2.8.08** Identify conflict or contradiction within a character or a character's behavior.
		2.5.11 Explain the relationship between main and supporting characters.	**2.6.10** Explain the relationship between main and supporting characters.	**2.7.09** Explain the relationship between main and supporting characters.	**2.8.09** Explain the relationship between main and supporting characters.

Literary Terms and Devices

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	2.4.11 Identify and interpret figurative language (e.g., metaphor, simile, idiom).	**2.5.12** Identify and interpret figurative language (e.g., metaphor, alliteration, personification).	**2.6.11** Identify and interpret figurative language or literary devices: (e.g., sensory detail, simile, rhyme, repetition, metaphors, alliteration, personification).	**2.7.10** Identify literary devices: (e.g., alliteration, imagery, sensory detail, simile, rhyme, repetition, subtle metaphors, alliteration, personification).	**2.8.10** Identify literary devices: (e.g., figurative language, hyperbole, understatement, symbols, dialogue).
	2.4.12 Identify examples of poetic devices using sound, (e.g., alliteration, onomatopoeia, rhyme scheme, consonance)	**2.5.13** Identify examples of poetic devices using sound, such as alliteration, onomatopoeia, rhyme scheme, unrhymed verse.	**2.6.12** Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the meaning of a literary selection.	**2.7.11** Explain how the literary devices (e.g., alliteration, imagery, metaphor) contribute to the meaning of a literary selection.	**2.8.11** Explain how the literary devices (e.g., imagery, metaphor, figurative language dialogue) contribute to the meaning of a literary selection.
			2.6.13 Identify verbal irony.	**2.7.12** Identify varieties of irony, including situational irony.	**2.8.12** Identify varieties of irony, including dramatic irony.

Reading – State Goal 2

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
STANDARD 2B – VARIETY OF LITERARY WORKS					
2.3.10 Identify the following forms and genres: story, poem, fairy tale, tall tale, fable, nonfiction, and essay.	**2.4.13** Identify the following forms and genres: myth or legend, story, folk tale, nonfiction, poem.	**2.5.14** Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.	**2.6.14** Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.	**2.7.13** Identify various subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.	**2.8.13** Identify various subcategories of genres: poetry, drama (comedy and tragedy), science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.
	2.4.14 Identify whether a given nonfiction passage is narrative, persuasive, or expository.	**2.5.15** Identify whether a given passage is narrative, persuasive, or expository.	**2.6.15** Identify whether a given passage is narrative, persuasive, or expository.	**2.7.14** Identify whether a given passage is narrative, persuasive, or expository.	

Reading – Roots and Affixes

This list indicates what may be covered on the vocabulary items of the state assessment.

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Part	**Example**	**Part**	**Example**	**Part**	**Example**	**Part**	**Example**	**Part**	**Example**	**Part**	**Example**
-ed	(e.g., talked, helped)	**-able, -ible**	(e.g., dependable, edible)	**-age**	(e.g., package, usage)	**ambi-**	(e.g., ambidextrous, ambivalent)	**anti-**	(e.g., antagonist, antacid)	**acid, acri**	(e.g., acidic, acrimonious)
-ing	(e.g., walking, barking)	**-al**	(e.g., natural, rental)	**-ate**	(e.g., generate, dictate)	**arch**	(e.g., archenemy, archbishop)	**astro**	(e.g., astronomy, astrophysics)	**ad-**	(e.g., addict, advise)
-s, -es	(e.g., dogs, lunches)	**-ance**	(e.g., reluctance, tolerance)	**auto**	(e.g., automobile, automatic)	**bene**	(e.g., beneficial, benefactor)	**calor**	(e.g., caloric, scald)	**anthrop**	(e.g., anthropoid, anthropology)
-er	(e.g., bigger, brighter) [means "more," not "one who"]	**bi-**	(e.g., bicycle, bivalve, triangle)	**co- (con-, com-, coll-)**	(e.g., coincidence, congregate, combine, collision)	**bio**	(e.g., biology, biography)	**-cide**	(e.g., fratricide, suicide)	**-ary**	(e.g., dictionary, dietary)
-est	(e.g., biggest, brightest)	**ex-**	(e.g., exclude, expel)	**demo**	(e.g., democratic, demographic)	**cycle**	(e.g., bicycle, cyclone)	**corp**	(e.g., corporal, corporation)	**aud**	(e.g., audible, auditory)
-less	(e.g., careless, helpless)	**fact**	(e.g., factory, manufacture)	**dict**	(e.g., predict, dictionary)	**de-**	(e.g., deform, depend)	**cred**	(e.g., credibility, incredible)	**bin-**	(e.g., binary, binomial)
-ar, -er, -or	(e.g., liar, fighter, inspector) [means "one who"]	**geo**	(e.g., geography, geology)	**en-**	(e.g., encourage, enslave, employ)	**di-**	(e.g., divide, divorce)	**dorm**	(e.g., dormitory, dormant)	**cata-**	(e.g., catacombs, catatonic)
dis-	(e.g., disobey, disappear)	**-ic**	(e.g., heroic, realistic)	**graph**	(e.g., graphic, photograph)	**duct**	(e.g., introduction, deduct)	**epi**	(e.g., epicenter, episode)	**circ, circum-**	(e.g., circumference, circumstance)
-en	(e.g., tighten, eaten)	**il-, ir-**	(e.g., illegal, irregular)	**human**	(e.g., humanity, inhuman)	**ex-**	(e.g., excel, excite)	**eu-**	(e.g., eulogy, eureka)	**helio**	(e.g., heliotherapy, heliotrope)
-ful	(e.g., thankful, beautiful)	**in-, im-**	(e.g., immigrate, immature, indigestion)	**inter-**	(e.g., interaction, interfere, interstate)	**fore-**	(e.g., foreword, forewarned)	**flex**	(e.g., flexible, reflex)	**hydra, hydro**	(e.g., hydrate, hydraulic)

Reading – Roots and Affixes (Continued)

This list indicates what may be covered on the vocabulary items of the state assessment.

Grade 3 Part	Example	Grade 4 Part	Example	Grade 5 Part	Example	Grade 6 Part	Example	Grade 7 Part	Example	Grade 8 Part	Example
-ly	(e.g., happily, slowly)	**-ish**	(e.g., childish, babyish)	**-ion, -ian**	(e.g., location, celebration, guardian)	**-ous**	(e.g., famous, various)	**macro-**	(e.g., macroeconomics, macrocosm)	**-ive**	(e.g., definitive, derivative)
re-	(e.g., redo, rebuild, rewrite)	**non-**	(e.g., nonsense, nonstop)	**-ity**	(e.g., clarity, enmity)	**para-**	(e.g., paranormal, parameter)	**mar, mari**	(e.g., marine, mariner)	**mal-**	(e.g., malady, malaria)
un-	(e.g., unable, unfinished)	**over**	(e.g., overdone)	**-ize**	(e.g., economize, homogenize)	**-ship**	(e.g., friendship, relationship)	**micro-**	(e.g., microcosm, microphone)	**mid-**	(e.g., midnight, midwife)
-y	(e.g., sleepy, dirty, faulty)	**port**	(e.g., transport, portable)	**-ment**	(e.g., contentment, nourishment)	**super-**	(e.g., superman, superintendent)	**mono-**	(e.g., monomania, mononucleosis)	**-ness**	(e.g., kindness, lightness)
		pre-	(e.g., preview, precooked)	**meter**	(e.g., thermometer, barometer)	**sym-, syn-, sys**	(e.g., symmetry, synonym, system)	**peri-**	(e.g., periscope, periodic)	**ob-**	(e.g., obituary, obese)
		struct	(e.g., construct, destruct)	**mis-**	(e.g., misguide, misinterpret)	**tempo**	(e.g., temporal, contemporary)	**pseudo-**	(e.g., pseudonym)	**omni**	(e.g., omnipotent, omnipresent)
		tri	(e.g., tricycle, triangle)	**multi-**	(e.g., multimillionaire, multitude)	**ultra-**	(e.g., ultraviolet, ultrasonic)	**semi-**	(e.g., semimonthly, semicircle)	**pater, part**	(e.g., paternal, patrimony)
				-ous	(e.g., humorous, mysterious)	**vale, vali**	(e.g., validity, valor)	**-ure**	(e.g., puncture, lecture)	**spect**	(e.g., spectacular, inspect)
				pro-	(e.g., production, proceed)					**theo**	(e.g., theocracy, theology)
				sphere	(e.g., spherical, hemisphere,)					**under-**	(e.g., underdone, undermine)
				sub	(e.g., subnormal, submarine)						
				trans-	(e.g., transportation, transcontinental)						
				-ual	(e.g., usual, gradual)						

Updates New to the December 2004 Document Include the Following:

1. Enabling objectives references and the enabling objectives percent chart were removed.

2. Three objectives previously listed as enabling objectives were added to Goal 1, grade 3. They are numbered 1.3.03, 1.3.04, and 1.3.05.

1.3.03 Identify words that begin with the same sound (including consonant digraphs, different letters having the same sound, and silent letters—e.g., knight and new).
1.3.04 Identify words having the same vowel sound (e.g., date and slave).
1.3.05 Identify rhyming words with different spelling patterns (e.g., feet and neat, light and kite).

3. Assessment objectives for Goal 1 grade 3 (1.3.03 and beyond) have been renumbered to reflect this update.