

**K-12 Scope and Sequence of TESTABLE Indicators ( ▲ 's ONLY)**

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 1: The student uses skills in alphabetics to construct meaning from text.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>High School</b>
▲ Identifies sounds of both upper and lower case letters of the alphabet. (Letter-sound Relationships)									
▲ Identifies names of both upper and lower case letters of the alphabet.	▲ Identifies names of both upper and lower case letters of the alphabet.								
▲ Demonstrates phonemic awareness skills by hearing and orally manipulating sounds (e.g., ▲ phoneme isolation, ▲ identification, ▲ categorization, blending, segmentation, deletion, addition, substitution). (Phonemic Awareness)	▲ Identifies and manipulates phonemes in spoken words (e.g., phoneme isolation, identification, categorization, ▲ blending, ▲ segmentation, ▲ deletion, ▲ addition, ▲ substitution).  (Phonemic Awareness)								
	▲ Identifies onsets and rimes in spoken words (e.g., alliteration, intonation, rhyme).  (Phonological Awareness)								

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Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
<p>▲ Demonstrates an understanding of graphemes and phonemes (i.e., sound-symbol relationships) in written and spoken language.</p> <p>(Phonics)</p>	<p>▲ Uses knowledge of letter-sound correspondences (e.g., consonant-vowel patterns, blends, digraphs, word families) when reading unknown words.</p> <p>(Phonics)</p>	<p>▲ Uses knowledge of developmentally appropriate decoding skills (e.g., consonant-vowel combinations, blends, digraphs, word families) when reading unknown words.</p> <p>(Phonics)</p>							

**K-12 Scope and Sequence of TESTABLE Indicators ( ▲ 's ONLY)**

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 2: The student reads fluently.**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
		▲ Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at instructional or independent reading levels.							

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**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 3: The student expands vocabulary.**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
		▲ Determines the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs.	▲ Determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	▲ Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	▲ Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	▲ Determines the meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.	▲ Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.	▲ Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.	▲ Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.
		▲ Determines meaning of words through knowledge of word structure (e.g., ▲ base words, ▲ compound nouns, ▲ contractions, inflectional endings).	▲ Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.	▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.	▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.
						▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, hyperbole, onomatopoeia, personification, and idioms.	▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, and idioms.	▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, ▲ idioms, ▲ imagery, and symbolism.	▲ Identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.

**K-12 Scope and Sequence of TESTABLE Indicators ( ▲ 's ONLY)**

**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
			<p>▲ Understands the purpose of text features (e.g., ▲ title, ▲ graphs and charts, ▲ table of contents, ▲ pictures /illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>	<p>▲ Understands the purpose of text features (e.g., title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/ illustrations, ▲ boldface type, ▲ italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>	<p>▲ Understands the purpose of text features (e.g., title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/ illustrations, ▲ boldface type, ▲ italics, ▲ glossary, ▲ index, ▲ headings, ▲ subheadings, topic and summary sentences, ▲ captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>	<p>▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>	<p>▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>	<p>▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>	<p>▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>
		<p>▲ Uses ▲ illustrations, ▲ text, and prior knowledge to make inferences and draw conclusions.</p>	<p>▲ Uses information from the text to make inferences and draw conclusions.</p>	<p>▲ Uses information from the text to make inferences and draw conclusions.</p>	<p>▲ Uses information from the text to make inferences and draw conclusions.</p>	<p>▲ Uses information from the text to make inferences and draw conclusions.</p>	<p>▲ Uses information from the text to make inferences and draw conclusions.</p>	<p>▲ Uses information from the text to make inferences and draw conclusions.</p>	<p>▲ Uses information from the text to make inferences and draw conclusions.</p>
			<p>▲ Identifies text structure (e.g., ▲ sequence, ▲ problem-solution, comparison-</p>	<p>▲ Identifies text structure (e.g., sequence, problem-solution, comparison-</p>	<p>▲ Identifies text structure (e.g., sequence, problem-solution, comparison-</p>	<p>▲ Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast,</p>	<p>▲ Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast,</p>	<p>▲ Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast,</p>	<p>▲ Analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution,</p>

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			contrast, description, cause-effect).	contrast, description, cause-effect).	contrast, description, cause-effect).	description, cause-effect) helps support comprehension of text.	description, cause-effect) helps support comprehension of text.	description, cause-effect) helps support comprehension of text.	comparison-contrast, description, cause-effect) to achieve their purposes.
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**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
	▲ Sequences events according to basic story structure of beginning, middle, and end.	▲ Sequences events according to basic story structure of beginning, middle, and end.							
			▲ Compares and contrasts information (e.g., topics, characters) in a text.	▲ Compares and contrasts information, (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.	▲ Compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts.	▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.	▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts.	▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques) in one or more appropriate-level texts.	▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.
			▲ Links causes and effects in appropriate-level narrative and expository texts.	▲ Links causes and effects in appropriate-level narrative and expository texts.	▲ Links causes and effects in appropriate-level narrative, expository, and technical texts,	▲ Explains cause-effect relationships in appropriate-level narrative, expository,	▲ Explains cause-effect relationships in appropriate-level narrative, expository,	▲ Explains cause-effect relationships in appropriate-level narrative, expository,	▲ Explains and analyzes cause-effect relationships in appropriate-level narrative,

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					and identifies signal words related to cause-effect relationships.	technical, and persuasive texts.	technical, and persuasive texts.	technical, and persuasive texts.	expository, technical, and persuasive texts.
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**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
	▲ Retells or role plays important events and main ideas from narrative and expository texts.	▲ Retells or determines important events and main ideas from narrative and expository texts.	▲ Retells main ideas or events as well as supporting details in narrative and expository texts.	▲ Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.	▲ Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, technical, and persuasive texts.	▲ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order.	▲ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.	▲ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.	▲ Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent.
		▲ Identifies topic, main idea, and supporting details in appropriate-level texts.	▲ Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	▲ Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.	▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.

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**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
				▲ Identifies the author's purpose (e.g., to persuade, ▲ to entertain, ▲ to inform).	▲ Identifies the author's purpose (e.g., to persuade, to entertain, to inform).	▲ Identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose.	▲ Explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.	Explains the relationship between an author's use of literary devices in a text (e.g., foreshadowing, flashback, irony, symbolism, tone, mood) and his or her purpose for writing the text.	Analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text.
						▲ Identifies or describes evidence that supports conclusions in persuasive text.	▲ Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).	▲ Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).	▲ Identifies the author's position in a persuasive text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided.

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**Standard 1 - Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
				▲ Distinguishes between fact and opinion in various types of appropriate-level texts.	▲ Distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.	▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media), bias, and stereotypes in various types of appropriate-level texts.	▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.	▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.	▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

**K-12 Scope and Sequence of TESTABLE Indicators ( ▲ 's ONLY)**

**Standard 2 - Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
		▲ Identifies and describes character(s) in literature.	▲ Identifies and describes characters' physical traits, basic personality traits, and actions.	▲ Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	▲ Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	▲ Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.	▲ Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.	▲ Describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.	▲ Identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.
		▲ Identifies and describes setting.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).	▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).	▲ Analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.

**K-12 Scope and Sequence of TESTABLE Indicators ( ▲ 's ONLY)**

**Standard 2 - Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
				▲ Identifies or describes the major conflict in a story and how it is resolved	▲ Identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).	▲ Identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.	▲ Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	▲ Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	▲ Analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.