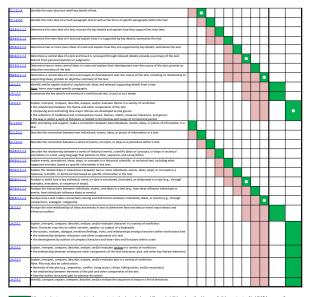
iontent Code	Eligible Content	K 1 2 3	Grades 4 5 6	7 8 Module 1 Module 2 Piction Nonfiction	Content Code	Eligible Content	K 1 2	Grades	6 7	8 Module Fiction	erature 1 Module 2 Nonfiction	Content Code	Eligible Content	K 1	Gra	rades 4 5 6	7 8	8 Mot Fic
y Ideas and E erature Text					Craft and Literature	Structure, and Integration of Knowledge and Ideas:							ary Acquisition and Usage: re Text					
150 Answer q	ventions about kay details in a text.		TTT		C13KD	Name the author and Bustrator of a story and define the role of each in telling the story.						CC13.KI	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level	reading				T
	nswer questions about key details in a text.				001310	Identify who is telling the story at various points in a text.						C 1811	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level	rading				+
	nswer questions such as who, what, where, when, why, and how to demonstrate understanding of key de				CC1320	Acknowledge differences in the points of views of characters, including by speaking in a different voice for eac character when reading dialogue aloud. Explain the point of view Hore witch a story is narrated, including the difference between finst- and third-persc						C1321	and content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level and content, choosing from a range of strategies and tools.	ading				
	inswer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the				01A-C 2 1.1	narrations.	·					(03.A-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 real content, choosing flexibly from a range of strategies.	ng and				
the text.	details and examples in a text when explaining what the text says explicitly and when drawing inferences for curstely from a text when explaining what the text says explicitly and when drawing inferences and/or ma	from			04A-C21.1	Compare and contrast the point of view from which different stories are namated, including the difference bet limit- and tabled-person namations. Describe how a marrator's or speaker's point of view influences how events are described; describe an author's	ven					(04.A-V.4.1.1	Determine or classly the meaning of unknown and multiple-meaning words and phrases based on grade 4 reau content, choosing Beobly from a range of strategies. Determine or classly the meaning of unknown and multiple-meaning words and phrases based on grade 5 reau				\square	
generaliz	ations from the text.	ing			05A-CZ11	of a text and explain how it is conveyed in the text.						105.A-V.4.1.1	content, choosing flexibly from a range of strategies.		+++			⊥
A-X 1 11 Dite texts drawn fro	al evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations on the text.	·			054-6211	Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author deve point of view; describe the effectiveness of the point of view.	opsthe					00.47.41.1	Determine or clarify the measing of unknown and multiple-meaning words and phrases based on grade 6 measures, context, choosing Resby from a range of strategies. Unknown of the days by overall contexing of a instance or paragraph; a word's position or function in a sentem to the context, pade appropriate Creek or Latin affless and roots as class to the meaning of a word (e.g., to worknow, motifs).	e) as a				
													clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., or writem - works)	Jence,				
A-X 1 1.1 Cite seve	ral pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, rs, and/or generalizations drawn from the text.				107.A-C 2.1.1	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.						(07.A-V.4.1.1	sufficiency satisfield. Betterrows or clarify the reasoing of unknown, and multiple-massing scott and phrases based or grade 7 are to another the source final behavior of the starting starts. C Luc controls (e.g., bhe scored massing of a starting score paragraphy, a word's position or furction in a samitron Sam to the massing of a scott oprions. D and control score paragraphysical scores for ration allows and notes as class to the massing of a word (e.g., b	ng and	\square			+
													a. Use context (e.g., the overall meaning of a seritence or paragraph; a word's position or function in a sentem clue to the meaning of a word or phrase.)asa				
AX111 Ote the t	actual accleance that must strongly surroughs an anabols of what the tast says availability as well as inferences				08A-C21.1	Analyze how differences in the rolets of sizes of the characters and the autience or reader is a "created through	hthe					08.A-V.4.1.1			+++		4	-
conclusie	extual evidence that most strongly supports an analysis of what the text says explicitly as well as inference on, and/or generalizations drawn from the text.	<u> </u>				Newlyze how differences in the points of view of the characters and the audience or reader (e.g., created throu saie of dramatic irony) create such effects as suspense or humor.							Lettermont or canny tom maning or unitorian into manape-maning worse or private states on greate a tradi- tontext, choosing labely from a range of a tention or sprangerby, a word's position or function in a senterer is use common, gradi-sporprist Greeker Latin affloes and roots as class to the maning of a word (e.g., p recerct, second).	1) as a				
													due to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., pro- served example.	zedir,				
11 Make infi	erences and/or draw conclusions based on analysis of a test.				J.111	Identify and/or analyze the author's intended purpose of a text.				•		1122	identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an	aftx	+++	++	++	
12 Cite evide	ence from a text to support generalizations.				5112	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.						1123	from a text. Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	++	+++		++	
15A With pro	mpting and support, retell familiar stories including key details.				1.2.2.1	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.					•	103.A-V.4.1.2	Demonstrate understanding of word relationships and nuances in word meanings.	++		++	+++	-
11A Retell sto	ries, including key details, and demonstrate understanding of their central message.				17.2.1.6	Explain, interpret, compare, describe, analyze, and/or evaluate <u>goint of view</u> in a variety of fiction: • the point of view of the narrator as first person or third person point of view						(08.A-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	++			++	+
124 Recount:	stories and determine their central message, lesson, or moral.				106 A-C 2 1.2	 the impact of point of view on the meaning of the text as a whole 	hes to					105 A.V. 4 1 2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	$\rightarrow \rightarrow$	+++		++	+
	poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the cent	tral			07A-C 2.1.2	Kealyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contrib the development of the theme, setting, or plot. Realyze how a derma's or poem's form or structure (e.g., soliloguy, sonnet) contributes to its meaning.				_		(06.A-V.4.1.2	Demonstrate understanding of fleurative language, word relationships, and nuances in word meanings.	$\rightarrow \rightarrow \rightarrow$	+++		++	+
message,	lesson, or moral and explain how it is conveyed through key details in the text.												a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context. b. Use the relationship between particular words (e.g., caus/effect, part/whole, item/category, synonym/ant better understand each of the words.	aym) to				
														5				
A-K.1.1.2 Determin	e a theme of a story, drama, or poem from details in the test; summarize the test.				10EA-C 2.1.2	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.						07.A-V.4.1.2	koringsing, econsenicol, unavolet/ol, threffyr). Demonstrata understanding of fligurative language, word relationships, and ruances in word mearings. In Interpret fligures of spech (e.g., knew y and mythological allusions) in context. In Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each					Т
													words.					
AX112 Determin	e a theme of a story, drama, or poem from details in the text, including how characten in a story or drama to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			+++-1	10111	Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communical	an	+++				(08.A-V.4.1.2	respectful, polite, diplomatic, condescending). Demonstrate understanding of figurative language, word relationships, and maances in word meanings.		+++		F	┢
respond	to challenges or how the speaker in a poem reflects upon a topic; summarize the text.					idea or concept.				•			- consignition and give consistence productions of waters were mean annual to encode the presentation of the presentation o	enter				
A-K 1.1.2 Determin	e a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of	the		<u>++</u> +-1	17.2.2.1	Analyze how literary form relates to and/or influences meaning of a text.	-+++	+++				1121	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., built wilf ul, firm, persistent, resolute). denotify and/or apply a synonym or antonym of a word used in a text.		+++	++	+	♣
	nt from personal opinions or judgments. ie a theme or central idea of a text and analyze its development over the course of the text; provide an				1222	Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.												д.,
objective	summary of the text.												ary Acquisition and Usage: tional Text					
A-X 1.1.2 Determin relationsi	e a theme or central idea of a text and analyze its development over the course of the text, including its hip to the characters, setting, and plot; provide an objective summary of the text.				5.2.2.3	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.						C 1 2 K K	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-leve and content.	vading 💽			TT	Т
11 Identify a target sp	ind/or explain stated or implied main ideas and relevant supporting details from a text. <u>Note</u> : Items may ecific paragraphs.				17.2.2.4	Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.					•	CC1218	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level and content.	eading			++	
Summari	ze the key details and events of a fictional text, in part or as a whole.				15.2.5.1	dentify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion and irony in a test.	satire,				•	CC12.2.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level and content, choosing from a range of strategies and tools.	ading	•		++	T
14 Deplain, i • the rela	reterpret, compare, describe, analyze, and/or evakaate theme in a variety of fiction: ticoship between the there and other components of the test ing and contrasting how major themes are developed across genres ection of traditional and contemporary taxes, themes, motifs, universal characters, and genres				15252	identify, explain, and analyze the structure of poems and sound devices.						03.0-9.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reas content, choosing flexibly from a range of strategies.	og and			++	T
 compare the refl 	ing and contrasting how major themes are developed across genres ection of traditional and contemporary issues, themes, motifs, universal characters, and genres			•							•							
Mth pro	in which a work of literature is related to the thermes and issues of its historical period mpting and support, identify characters, settings, and major events in a story.				5253	Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.						04.8-9.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 real content, choosing flexibly from a range of strategies.	ng and			++	+
11C Describe	characters, settings, and major events in a story, using key details.				106A-C 2.1.1	Analyze the impact of a specific word choice on meaning and tone.						05.8-9.4.1.1	Datermine or clatify the meaning of unknown and multiple meaning words and phrases based on grade 5 read	ing and			++	-
12C Describe	how characters in a story respond to major events and challenges.				107.A-C 2 1.1	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanin analyze the impact of rhymes and other repetitions of sounds.	3					105.8-9.4.1.1	notest, chosing facely from a range of an alongs. Selections or a clear bit means of an along and malpine meaning such and pleases have far grade to an obstat, chosing facely from a range of a bit alongs. A such as the selection of the selection of the selection of a selection of a selection of a has to the means, grade appropriate face face or a star allows and can to the meaning of a world (e.g., a starbarr, and/ab).	ng and				
													a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a senten clus to the meaning of a word or phrase.	jasa				
													c. Determine its marring of technical words and phrases used in a test.	unte,				
A-K.1.1.1 Describe sequence	characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to th of events.	7			108.A-C.2.1.3	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text						107.8-9.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 rear content, choosing flexibly from a range of strategies.	bra gr				Т
													a. Use context (e.g., the overall meaning of a serbence or paragraph; a word's position or function in a senten clue to the meaning of a word or phrase. b. Use common, erade-acororated Greek or Latin afftees and roots as clues to the meaning of a word (e.g., be) as a liperent				
													hadfore, analysis, and an analysis and hadfore and hadfore an and in a test. Contention that have been get a hardware and have meaning action and phreases based on gade 7 rates instead, choosing thesholy from as range of instances and testers or paragraphy, a work of phrease based on gade 7 rates that and the second parameters of the stread on the second parameters of the second parameters of the last test have an end of phrease. The common game and proprieting directive contrast flat have and notes and also the meaning of a word (e.g., bu philoses, read).					
AX111 Describe	in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e. er's thoughts, words, or actions).	18-			5.12.4	Draw conclusions about connotations of words.						08.8-9.4.1.1	Networks on the second of the second	g and	+++	++		
a charact	er's choughts, words, of actions).									•			consent, choosing nexts provide a range or strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word?s position or function in a senter play to the meaning of a word or phrase.	e) as a				
													b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., pr recede, second).	xedie,				
A-X111 Compare	and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific the toot (e.g., how characters interact).				1.2.1.5	Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: the relationship between the tone, style, and/or movel and other components of the test						LN 122	a. One controls, grade-appropriate served care more and node as control of the meaning of a word (e.g., per per cond), and physical served. b. Determine the meaning of technical words and physical served in a text. denoty how the meaning of a word is changed when an affia is added; identify the meaning of a word with an form a text.	afts	+++			
						Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: the relationship between the tons, style, and/or mood and other components of the text how volce and choice of spaker (paramity) affect the mood, tone, and/or meaning of the text how diction, write, figurative language, sentence variety, etc., determine the asthor's style Termoran and correct the advancement of moderneous variety and the sentence that the sentence of the se					•							
A-X 1 1.1 Describe plot mov	how the plot of a particular story or drama unfolds, as well as how the characters respond or change as the es toward a resolution.	~	•		CLIKH		•					LN 123	Die context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.					
	iow particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).				C131H	Compare and contrast the adventures and experiences of characters in stories.	•					103 8-9:4 1 2	Demonstrate understanding of word relationships and nuances in word meanings.					
Archaracter	ow particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a , or provoke a decision.			•	CC1.1.2.H	Compare and contrast two or more versions of the same story by different authors or from different cultures.						104.8-9.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
11 Explain, i Note: Ch • the acti	or provide a decision. statist may advecting a subject evaluate character in a workty of fiction: statist may advecting a subject marker. on, molten, dalages, moltonikyleings, statist, und eriktionskips among characters within fictional lexit titorihip between characters and other component of all statist designed by advector and statistic and statistic and statistic statistics a take designed, company, describes, analyse, analyse vestionis <u>addings</u> and work of the lexit statistics and the statistic and the component of the tot [financian, statistics and the statistics] between statistics and the component of the tot [financian, statistics] as to statistics.				101A-C 11.1	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or characters (e.g., in books from a series).	ittear					(05.B-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
• the relation	tionship between characters and other components of a test elopment by authors of complex characters and their roles and functions within a test																	\perp
12 Explain, i • the rela	merpert, compare, describe, analyze, and/or evaluate <u>setting</u> in a variety of fiction: tionship between setting and other components of the text [character, plot, and other key literary element	nts)			104.A-C.3.3.3	Compare and contrast the treatment of similar thermes and topics (e.g., opposition of good and evil) and patter events (e.g., the quest) in stories, myths, and traditional iterature from different cultures.	is or					106.B-V.4.1.2	Denominate antientunding of ligarative language, war of altatuships, and association and meanings. Non-statistical antipole of the statistical antipole of the statistica	envm) te				
				•									b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/ant better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., ating	5 F				
	stream analysis dealer adaptation and a second state of the second		+++			Compare and contrast stories in the same gene on their approaches to similar themes and topics.							terimping, economical, unwasteful, thrifty).	$\rightarrow \downarrow \downarrow$	$\downarrow \downarrow \downarrow$	41	4	\perp
3.3 Explain, i Note: Plo • elemen	nempers, versperse, deficition, analyze, andpor evaluate plot in a variety of fiction: trany also be called action. is of the plot (e.g., exposition, coeffict, riving action, climax, failing action, and/or resolution).				05A-C 111	exception was constant stories in the same genre on their approaches to similar therees and topics.						07.0-9.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A Interpret figures of speech (e.g., Iterary and mythological allusions) in context. Is: Use the relationship between particular words (e.g., synonym, Antorym, analogy) to better understand each	of the				
 the relation how the 	rderpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: may also be called action. 6 of the plot (e.g., exposition, conflict, riving action, calling, action, and/or resolution) forming between elements of the plot and other components of the text activator structures plot to advance the action.												words. Distinguish among the connectations (associations) of words with similar depotations (definitions) (a.g., refer	rd				
v Ideas and [05A-C31.1	Compare and contrast texts in different forms or genres (e.g., stories, poems, historical novels, fantasy stories) of their approaches to similar themes and topics.	s terms					08.8-7.4.1.2	expected/i, politic adjustments: condencenting). Summaritate uncertainning of digrammer benganga, word eviationships, and ruances is word meanings. In Integrate fliperse of speech (e.g. webai lenor, pum) in content. b. De the relationship between particular words to better understand each of the words. C. Delinguish more give convestions (associations) of words with similar deviations(of definitions) (e.g., solid).	++	\vdash			
ormational T													b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., built	raded,				
2.K.0 With pro	mpting and support, answer questions about key details in a text.				107.A-C.3.3.3	Compare and contrast a fictional pertrayal of a time, place, or character and a historical account of the same p a means of understanding how authors of fiction are or alter history.	riod as				+	<u>N 1 2 1</u>		++		++	++	
Z 1.0 Ask and a	newer questions about key details in a test.	•		++++	08A-C31.1	a means of understanding how authors of liction use or alter history. Analyze how a modem work of fiction draws on themes, pattern of events, or character types from myths and radional stories, including describing how the material is rendered new.	-+++				+	L	Į					
2.2.B Askanda	nswer questions such as who, what, where, when, why, and how to demonstrate understanding of key de	etails		++++	15.2.4.1	traditional stories, including describing how the material is rendered new. Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.					•							
n a text <u> -K.1.1.1</u> Answer q	uestions to demonstrate understanding of a test, referring explicitly to the test as the basis for the answers			-++-+	17.2.2.3	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.												
E-K.1.1.1 Refer to a	details and examples in a text when explaining what the text says explicitly and when drawing inferences for	from		+++-1	Craft and	Structure, and Integration of Knowledge and Ideas:												
the text.					Informati	onal Text												
generaliz	curately from a text when explaining what the text says explicitly and when drawing inferences and/or ma ations from the text.		•			Explain the point of view from which a text is written.												
B-K 1.1.1 Dite texts drawn fro	al evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations on the text.	•	•		104.8-C.2.1.1	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference focus and the information provided.	in .											
E-K.1.1.1 Cite seve conclusio	rm the text. car places of textsual excidence to support analysis of what the text says explicitly as well as inferences, rm, and/or generalizations drawn from the text.				105.0-C.2.1.1	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point they represent.	of view											
KILL Cite the t	extual evidence that most strongly supports an analysis of what the text says explicitly as well as inference rea, and/or generalizations drawn from the text. rences and/or drawn conclusions haved on analysis of a text.	n,			105.5-C.2.1.1 107.6-C.2.1.1	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her pu			•									
	rences and/or draw conclusions based on analysis of a text.					Determine an author's point of view or purpose in a text and analyze how the author distinguishes bis or her pe from that of others. Determine an author's point of view or purpose in a text and analyze how the author authowledges and respo			•									
	nce from a text to support generalizations. Iate between fact and opinion.			•	108.8-C.2.1.1	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and respo conflicting evidence or viewpoints. Identify and/or analyze the author's intended purpose of a text.		+										
	late between fact and opinion.	+++		•	N111	Mentify and/or analyze the author's intended purpose of a text. Explain, describe, and/or analyze examples of a text that support the author's intended purpose.												
	sh essential from nonessential information. mpting and support, identify the main idea and retell key details of text.			•	N112	Explain, describe, and/or analyse examples of a text that support the author's intended purpose. Explain, interpret, compare, describe, analyse, and/or evaluate <u>point of view</u> in a variety of nonfiction:		+++		•								
2.KA With pro					LN 23.5	Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of nonfiction: • the point of view of the namator as first person or third person point of view												



When students are expected to demonstrate the knowledge, skills, and abilities described by an eligible content - No VMC is currently available.

• When students are expected to demonstrate the knowledge, skills, and abilities described by an eligible content – VMC is currently available.

When grade appropriate instruction pertaining to an eligible content or standard should begin.

C1288	Identify parts of a book (title, author) and parts of a text (beginning, end, details).	•										
C1218	Use various text features and search tools to locate key facts or information in a text.		•									
C1228	Use various test features and search tools to locate key facts or information in a test efficiently.											-
010:02.12	Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to locate											
04.8-02.1.2	information relevant to a given topic efficiently.				•							
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.											
105.8-C.2.1.2	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, deas, concepts, or information and test features in two or more tests.						۰					
105.8-C.2.1.2	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.											
07.0-C.2.1.2	Analyze the structure an author uses to organize a text, including how major sections, graphics, and charts contribute to the whole and to the development of the ideas.											
08.0-0.2.1.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing											_
N111	and refining a key concept. Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an											
N 2 2 1	idea or concept. Analyze how literary form relates to and/or influences meaning of a text.										•	
	source to a new years to an even a state of the second strength of the second second second second second second											
N222	Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.											
N 2 2 3	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.											•
N241	dentify, analyze, and evaluate the structure and format of complex informational texts.											· ·
<u>N243</u>	Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.											
058-02.13	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.											
07.0-C.2.1.3	Analyze the impact of a specific word choice on meaning and tone.											
08.8-0.2.1.3	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.											
N114	Explain how an author's use of key words or phrases in text informs and influences the reader.	-		-		\vdash						
N124	Draw conclusions about connotations of words.	-		-								
N235											•	
N215	Explain, interpret, compare, describe, analyze, and/or evakuate tone, style, and/or mood in a variety of monfliction: It for relationship between the tone, style, and/or mood and other component of the tont I how volke and otholise of spakark (marriad) affect the mood, cone, and/or meaning of the text											•
C12XH	 now voice and choice of spasaer (summary arrest net mode, tone, and/or meaning or the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style With prompting and support, identify the reasons an author gives to support points in a text. 											
	with prompting and support, identity the reasons an author gives to support points in a text.											
C121H	identify the reasons an author gives to support points in a text.											
	dentity the reasons an autror gives to support points in a text.											
<u>сс.1.2.2.н</u>	Describe how reasons support specific points the author makes in a text.											
018-C 3.11												
<u></u>	Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).											
04.0-C.3.1.1	Explain how an author uses reasons and evidence to support particular points in a test.											
058-03.11	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).											
058-C3.11	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).											
07.0-C.3.1.1	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.								•			
010-0111	evolution is relevant and summers to support the claims. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when implevant evidence is introduced.											
N252	evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.											
N254	dentify, explain, and/or interpret bias and propaganda techniques in nonfictional text.											•
N255	Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.											•
N256	Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in preferitional text											•
C12KI	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the											
<u>C.1.2.11</u>	same topic. Identify basic similarities in and differences between two texts on the same topic.			-		\vdash	\vdash	\vdash	\vdash	\vdash		
(6122)	Compare and contrast the most important points presented by two texts on the same topic.				\vdash	\vdash		\vdash		\square		
010-0112	Compare and contrast the most important points and key details presented in two tests on the same topic.			•								
010-0112												
	integrate information from two texts on the same topic in order to demonstrate subject knowledge.											
05.8-C.3.1.2	integrate information from several texts on the same topic in order to demonstrate subject knowledge.						٠					
058-0312	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).											
07.8-C.3.1.2	unigraphy or one same pennon. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different exidence or advancing different interpretations of facts.			-								
08.8-C.3.1.2	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the		\vdash	-	\vdash	\vdash						
N 2 2 3	texts disagree on matters of fact or interpretation. Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.		\vdash	-	\vdash	\vdash						
C1286	Answers questions to describe the relationship between illustrations and the text in which they appear.											•
C1216		۰										
	Ose the illustrations and details in a test to describe its key ideas.		٠									
<u>C1226</u>	Explain how graphic representations contribute to and clarify a text.											
010-011	Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key seven's occur).				•							
048-0313	Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the context of text features.											
058-0313	and the content of text features. Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text	\vdash	\vdash	-				\vdash	\vdash	\vdash		-
N244	features. Make connections between the text and the content of graphics and charts.	\vdash	\vdash	-	\vdash							
N245	Realyze and evaluate how graphics and charts clarify, simplify, and organize complex informational tests.											
	 provide a second second provide a second seco											