

<b>READING ASSESSMENT FRAMEWORK</b>		<b>BOLD=Eligible for Assessment</b>
<b>Grade 3</b>		<i>Italics=Classroom Assessment Only</i>
<p style="text-align: center;">Underlining=Performance Standard moved to another Benchmark  ALL CAPS=Performance Standard moved from another Benchmark  <b>DOK</b> = Depth of Knowledge</p>		
<b>STRAND I: Reading and listening for comprehension.</b>		
<b>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.</b>		
<b>REPORTING CATEGORY 1</b>		
<b>DOK</b>	<b>K-4 Benchmark 1-A: Listen to, read, react to and retell information</b>	
2		
2	<b>1. Interact with text before, during and after reading, <i>listening or viewing</i> to comprehend by:</b> <ol style="list-style-type: none"> <li>a. setting a purpose,</li> <li>b. previewing the text,</li> <li>c. making predictions,</li> <li>d. asking questions,</li> <li>e. locating information for a specific purpose,</li> <li>f. making connections, and</li> <li>g. using story structure and text organization.</li> </ol>	
2	<b>2. Summarize main idea(s) from written or spoken text succinctly.</b> 3. <i>Employ active listening skills.</i> 4. <i>Increase vocabulary through reading, listening and interacting.</i>	
<b>REPORTING CATEGORY 2</b>		
<b>DOK</b>	<b>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information <i>across the curriculum.</i></b>	
2		
1	<b>1. Use reference materials (e.g., glossary, dictionary, thesaurus) to <i>confirm decoding skills, verify spelling, discover and extend meaning of words.</i></b>	
2	<b>2. Use encyclopedias, dictionaries and electronic resources to gather information.</b>	
<b>DOK</b>	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.</b>	
3		
3	<b>1. Draw conclusions, make generalizations, gather support by referencing the text.</b>	
2	<b>2. Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions).</b>	
4	<b>3M. RESPOND TO <i>fiction, NON-FICTION, poetry, and drama</i> USING INTERPRETIVE, CRITICAL, AND EVALUATIVE PROCESSES BY:</b> <ul style="list-style-type: none"> <li>• <b>Considering the differences among genres (Moved from III-b.2.a)</b></li> </ul>	
<b>REPORTING CATEGORY 3</b>		
<b>DOK</b>	<b>K-4 Benchmark I-D: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.</b>	
2		
1	<b>1. Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks).</b>	
1	<b>2. Apply context clues to decode unknown words.</b>	
	3. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling and discover and extend meaning of words.	



<b>READING ASSESSMENT FRAMEWORK</b>		BOLD=Eligible for Assessment
<b>Grade 4</b>		<i>Italics</i> =Classroom Assessment Only
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		ALL CAPS=Performance Standard moved from another Benchmark
		DOK = Depth of Knowledge
<b>STRAND I: Reading and listening for comprehension.</b>		
<b>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.</b>		
<b>REPORTING CATEGORY 1</b>		
<b>DOK</b>	<b>K-4 Benchmark 1-A: Listen to, read, react to and retell information</b>	
2		
2	1. Use <i>meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</i>	
1	2. <i>Visualize and recall story details, including characterization and sequence.</i>	
	3. <i>Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., auto-biographies, informational books, diaries, and journals), poetry, drama.</i>	
	4. <i>Increase vocabulary through reading, listening and interacting.</i>	
<b>DOK</b>	<b>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum.</b>	
2		
1	1. Use key words, indices, cross-references and letters on volumes to find information.	
2	2. Use multiple representations of information (e.g., maps, charts, photos) to find information.	
<b>REPORTING CATEGORY 2</b>		
<b>DOK</b>	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.</b>	
3		
3	1. Respond to non-fiction, poetry, and drama using interpretive, critical and evaluative processes by:	
	a. analyzing author's word choice and context,	
	b. examining reasons for characters' actions,	
	c. identifying and examining characters' motives, and	
	d. considering a situation or problems from different characters' perspectives. (Same as III-B.5)	
3	2. Respond to non-fiction using interpretive, critical and evaluative processes.	
	3. <i>Analyze characters, events and plots from different texts and cite supporting evidence. (Moved to III-B position 6M.</i>	
	4. <i>Analyze how language and visuals bring characters to life, enhance plot development and produce a response. (Moved to III-B position 7M.)</i>	
3	5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.	
<b>REPORTING CATEGORY 3</b>		
<b>DOK</b>	<b>K-4 Benchmark I-D: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.</b>	
1		
1	1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).	
	2. Identify key words and discover their relationships.	
	3. Adjust speed of reading to suit purpose and difficulty of material.	

	<p>4. <i>Read aloud with fluency, accuracy and comprehension when presented with a grade level passage of connected text.</i></p> <p>5. <b>Increase vocabulary through reading</b>, listening and interacting.</p>
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**Strand III: Literature and Media**  
**Content Standard III: Students will use literature and media to develop an understanding of people, societies and the self.**

K-4 Benchmarks III-A: *Use language, literature and media to gain and demonstrate awareness of cultures around the world.*

1. *Examine the reasons for characters' actions.*
2. *Identify and examine characters' motives.*
3. *Consider a situation or problem from different characters' point of view.*
4. *Trace the exploits of character types across literature and media depicting various cultures.*

**REPORTING CATEGORY 4**

<b>DOK</b>	<b>K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function.</b>
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<b>3</b>	
1	<b>1. Identify beginning, middle and end of a story.</b>
2	<b>2. Describe the contextual differences of various forms of literature.</b>
3	<b>3. Describe the reasons why an author would choose a particular genre.</b>
	4. <i>Compose fiction, non fiction, poetry and drama, using self-selected or assigned topics and forms.</i>
3	<b>5. Respond to fiction, poetry, and drama using interpretive, critical and evaluative processes by:</b>
	a. analyzing author's word choice and context,
	b. examining reasons for characters' actions,
	c. identifying and examining characters' motives, and
	d. considering a situation or problems from different characters' perspectives.
3	<b>6M. ANALYZE CHARACTERS, EVENTS AND PLOTS FROM DIFFERENT TEXTS AND CITE SUPPORTING EVIDENCE. (Moved from I-C.3.)</b>
3	<b>7M. ANALYZE HOW LANGUAGE AND VISUALS BRING CHARACTERS TO LIFE, ENHANCE PLOT DEVELOPMENT AND PRODUCE A RESPONSE. (Moved from I-C.4)</b>

<b>READING ASSESSMENT FRAMEWORK</b> <b>Grade 5</b>		<b>BOLD=Eligible for Assessment</b> <i>Italics=Classroom Assessment Only</i> <u>Underlining=Performance Standard moved to another Benchmark</u> ALL CAPS=Performance Standard moved from another Benchmark <b>DOK = Depth of Knowledge</b>
<b>STRAND I: Reading and Listening for Comprehension</b> <b>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b>		
<b>DOK</b>	5-8 Benchmark I-A: Listen to, read, react to, and interpret information	
<b>3</b>		
<b>3</b>	1. <i>Listen actively and critically by:</i> a. <i>asking questions;</i> a. <i>delving deeper into the topic;</i> b. <i>elaborating on the information and the ideas presented;</i> <i>evaluating information and ideas;</i> c. <i>making inferences and drawing conclusions; and</i> d. <i>making judgments.</i> 2. <i>Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message. (Moved to III-B, position 6M)</i> 3. <i>Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</i> 4. <i>Follow oral instructions that provide information about a task or assignment.</i>	
<b>REPORTING CATEGORY 1</b>		
<b>DOK</b>	5-8 Benchmark I-B: Gather and use information for research and other purposes	
<b>3</b>		
<b>2</b>	<b>1. Understand concept of primary source.</b>	
<b>3</b>	<b>2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by:</b>	
	a. <b>conducting research</b> (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks); and b. <b>evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics.</b>	
<b>3</b>	<b>3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.</b>	
<b>REPORTING CATEGORY 2</b>		
<b>DOK</b>	5-8 Benchmark I-C: Apply critical thinking skills to analyze information	
<b>3</b>		
<b>3</b>	<b>1. Evaluate text to determine author's purpose and opinion by:</b>	
	a. <i>evaluating inferences, conclusions, and generalizations; and</i> b. <b>identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification. (Moved to III-B, position 4M.)</b>	
<b>3</b>	<b>2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.</b>	
<b>2</b>	<b>3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</b>	
	a. <b>analyzing word choice and content;</b> b. <i>examining reasons for a character's actions;</i> c. <i>creating and presenting a product that demonstrates a personal response; and</i> d. <b>examining alternative perspectives.</b>	
<b>4</b>	<b>4. Make informed judgments about bias, propaganda, stereotyping, and media techniques.</b>	
	<b>5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects</b>	

2 2	<b>to predict a logical outcome based on the information in the selection.</b> (Moved to III-B, position 5M) 6. Distinguish between fact and opinion.
<b>REPORTING CATEGORY 3</b>	
<b>DOK</b>	<b>5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process</b>
2	
2	<p><b>1. Apply enabling strategies and skills to read by:</b></p> <ul style="list-style-type: none"> <li>a. <b>expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author’s craft;</b></li> <li>b. <b>using word reference materials;</b></li> <li>c. <b>selecting key vocabulary critical to the text and applying appropriate meanings for understanding; and</b></li> <li>d. <i>reading independently to increase fluency and build background knowledge.</i></li> </ul>
3	<p><b>2. Interact with the text by:</b></p> <ul style="list-style-type: none"> <li>a. <b>making predictions;</b></li> <li>b. <b>formulating questions;</b></li> <li>c. <b>supporting answers from textual information, using previous experience, or other sources;</b></li> <li>d. <i>drawing on personal, literary, and cultural understandings; and seeking additional information.</i></li> </ul>
2	<p><b>3. Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, drama)</b></p> <p><b>4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.</b></p>
<b>Strand: Literature and Media</b>	
<b>Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.</b>	
5-8 Benchmarks III-A: <i>Use language, literature, and media to understand various social and cultural perspectives</i>	
1. <i>Explain why similar character types are found in multiple cultures.</i>	
2. <i>Identify social/cultural values and beliefs reflected in literature and media.</i>	
3. <i>Identify archetypal patterns and symbols depicted through literature and media of various cultures.</i>	
<b>REPORTING CATEGORY 4</b>	
<b>DOK</b>	<b>5-8 Benchmarks III-B: Identify ideas and make connections among literary works</b>
3	
2	<b>1. Identify main conflict in a plot and describe how it is resolved.</b>
3	<b>2. Contrast the actions and motives of characters in literary works.</b>
2	<b>3. Explain the importance of a character’s actions to the plot and theme of a literary work.</b>
3	<b>4M. EVALUATE TEXT TO DETERMINE AUTHOR’S PURPOSE AND OPINION BY:</b>
	<b>1. IDENTIFYING ELEMENTS OF FICTION and non-fiction THAT SUPPORT PLOT DEVELOPMENT, CHOICE OF WORDS, EFFECTIVENESS OF FIGURATIVE LANGUAGE AND PERSONIFICATION. (Moved from I-C.51.b.)</b>
2	<b>5M. ANALYZE CAUSE AND EFFECT RELATIONSHIPS, COMPARE AND CONTRAST INFORMATION, FACTS, CHARACTERS, AND OBJECTS TO PREDICT A LOGICAL OUTCOME BASED ON THE INFORMATION IN THE SELECTION. (Moved from I-C.5.)</b>
3	<b>6M. MAKE CONNECTIONS BETWEEN TEXTS BY RECOGNIZING SIMILARITIES AND DIFFERENCES BASED ON A COMMON THEME, LESSON, OR MESSAGE.</b>

<b>READING ASSESSMENT FRAMEWORK</b>		<b>BOLD=Eligible for Assessment</b>
<b>Grade 6</b>		<i>Italics=Classroom Assessment Only</i>
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		ALL CAPS=Performance Standard moved from another Benchmark
		<b>DOK = Depth of Knowledge</b>
<b>STRAND I: Reading and Listening for Comprehension</b>		
<b>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b>		
5-8 Benchmark I-A: Listen to, read, react to, and interpret information		
<ol style="list-style-type: none"> <li>1. Narrate a fictional or autobiographical account.</li> <li>2. <u>Relate details, main ideas, setting, action, and main character(s).</u> (<i>Moved to III-B, position 4M.</i>)</li> <li>3. Explore expressive materials that are read, heard, or viewed.</li> <li>4. Identify and interpret figurative language in an oral selection.</li> <li>5. Interact appropriately in group settings.</li> <li>6. Reflect on learning experiences by describing personal learning growth and change in perspective.</li> <li>7. Interpret how personal circumstances and background shape interaction with text.</li> </ol>		
<b>REPORTING CATEGORY 1</b>		
<b>DOK</b>	<b>5-8 Benchmark I-B: Gather and use information for research and other purposes</b>	
<b>3</b>		
<b>4</b>	<ol style="list-style-type: none"> <li>1. Interpret and synthesize information from a variety of sources by:               <ol style="list-style-type: none"> <li>a. reviewing the characteristics of informational works;</li> <li>b. restating and summarizing information;</li> <li>c. determining the importance of information;</li> <li>d. making connections to related topics and information;</li> <li>e. monitoring comprehension;</li> <li>f. drawing inferences; and</li> <li>g. generating questions.</li> </ol> </li> </ol>	
<b>2</b>	<ol style="list-style-type: none"> <li>2. Use <i>multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:</i> <ol style="list-style-type: none"> <li>a. exploring a variety of sources that provide information (e.g., books, newspapers, Internet, <i>electronic databases, CD-ROMs</i>); and</li> <li>b. distinguishing between primary and secondary sources.</li> </ol> </li> <li>3. Organize information gathered for a research topic into major components based on appropriate criteria.</li> </ol>	
<b>REPORTING CATEGORY 2</b>		
<b>DOK</b>	<b>5-8 Benchmark I-C: Apply critical thinking skills to analyze information</b>	
<b>3</b>		
<b>3</b>	<ol style="list-style-type: none"> <li>1. Use critical thinking skills <i>and create criteria</i> to evaluate text and multimedia by:               <ol style="list-style-type: none"> <li>a. determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques</li> <li>b. identifying and exploring the underlying assumptions of the author</li> </ol> </li> </ol>	
<b>3</b>	<ol style="list-style-type: none"> <li>2. Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations.</li> </ol>	
<b>4</b>	<ol style="list-style-type: none"> <li>3. Develop and apply appropriate criteria to evaluate the quality of communication by:               <ol style="list-style-type: none"> <li>a. using knowledge of language structure and literary <i>or media</i> techniques;</li> <li>b. drawing conclusions based on evidence, reasons, or relevant information; and</li> </ol> </li> </ol>	

	<b>c. considering the implications, consequences, or impact of those conclusions.</b>
<b>REPORTING CATEGORY 3</b>	
<b>DOK</b>	<b>5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process</b>
<b>2</b>	
	<p><u>1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:</u></p> <ul style="list-style-type: none"> <li>a. <i>using effective reading strategies to match type of text;</i></li> <li>b. <i>reading self-selected literature and other materials of individual interest;</i></li> <li>c. <i>reading selections and other materials assigned;</i></li> <li>d. <i>discussing selections in teacher-student discussions and small groups;</i></li> <li>e. <i>taking an active role in whole-class seminars;</i></li> <li>f. <u><i>discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback;</i></u></li> <li>g. <u><i>interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style;</i></u></li> <li>h. <u><i>investigating examples of distortion and stereotype; and</i></u></li> <li>i. <u><i>recognizing underlying messages in order to identify recurring themes.</i></u> <i>(Moved to III-B, position 5M.)</i></li> </ul> <p><b>2. Generate questions to be answered while reading and reflect on what has been learned after reading.</b></p> <p><b>3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).</b></p> <p><b>4. Follow oral and written directions for a procedure</b></p> <p><b>5. Use knowledge of punctuation to assist in comprehension.</b></p>
<b>2</b>	
<b>2</b>	
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<b>2</b>	
<b>Strand: Literature and Media</b>	
<b>Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.</b>	
<i>5-8 Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives</i>	
<p>1. <i>Describe how characters' actions reflect their cultures.</i></p> <p>2. <i>Respond to historically or culturally significant works of literature to develop an awareness of perspective(s).</i></p> <p>3. <i>Examine connections between cultures worldwide and American society as depicted through literature and media.</i></p>	
<b>REPORTING CATEGORY 4</b>	
<b>DOK</b>	<b>5-8 Benchmarks III-B: Identify ideas and make connections among literary works</b>
<b>3</b>	
<b>3</b>	<b>1. Describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives.</b>
<b>2</b>	<b>2. Identify the various themes in literary works.</b>
<b>3</b>	<b>3. Compare and contrast print and non-print versions of a literary work.</b>
<b>3</b>	<b>4M. RELATE DETAILS, MAIN IDEAS, SETTING, ACTION, AND MAIN CHARACTER(S).</b> <i>(Moved from I-A.2.)</i>
<b>3</b>	<b>5M. INCREASE FLUENCY, COMPREHENSION, AND INSIGHT THROUGH MEANINGFUL AND COMPREHENSIVE READING INSTRUCTION BY:</b>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li><b>f. DISCUSSING AND ANALYZING THE EFFECTS ON TEXTS OF LITERARY DEVICES, SUCH AS FIGURATIVE LANGUAGE, DIALOGUE AND FLASHBACK;</b></li><li><b>g. INTERPRETING TEXT BY EXPLAINING ELEMENTS SUCH AS PLOT, THEME, POINT OF VIEW, CHARACTERIZATION, MOOD, AND STYLE;</b></li><li><b>h. INVESTIGATING EXAMPLES OF DISTORTION AND STEREOTYPE; AND</b></li><li><b>i. RECOGNIZING UNDERLYING MESSAGES IN ORDER TO IDENTIFY RECURRING THEMES. (Moved from I-D.1.f-i.)</b></li></ul> |
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<b>READING ASSESSMENT FRAMEWORK</b>		<b>BOLD</b> =Eligible for Assessment
<b>Grade 7</b>		<i>Italics</i> =Classroom Assessment Only
		<u>Underlining</u> =Performance Standard moved to another Benchmark
		ALL CAPS=Performance Standard moved from another Benchmark
		<b>DOK</b> = Depth of Knowledge
<b>STRAND I: Reading and Listening for Comprehension</b>		
<b>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b>		
<b>REPORTING CATEGORY 1</b>		
<b>DOK</b>	<b>5-8 Benchmark I-A: Listen to, read, react to, and interpret information</b>	
<b>2</b>		
<b>2</b>	<p>1. <i>Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and that orients and engages the reader.</i></p> <p><b>2. Respond to informational materials that are read, heard, or viewed by:</b></p> <ul style="list-style-type: none"> <li>a. <b>summarizing the information;</b></li> <li>b. <b>determining the importance of the information;</b></li> <li>c. <b>making connections to related topics/information;</b></li> <li>d. <i>monitoring comprehension;</i></li> <li>e. <b>drawing inferences; and</b></li> <li>f. <b>generating questions.</b></li> </ul> <p><u>3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.</u> (Moved to III-B, position 4M.)</p>	
<b>DOK</b>	<b>5-8 Benchmark I-B: Gather and use information for research and other purposes</b>	
<b>2</b>		
<b>3</b>	<p>1. <i>Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.</i></p> <p><b>2. Interpret and synthesize information by responding to information that is read, heard, or viewed.</b></p> <p>3. <i>Develop informational products and/or presentations that cite multiple print and non-print sources by:</i></p>	
<b>2</b>	<ul style="list-style-type: none"> <li>a. <i>identifying and using appropriate primary and secondary sources;</i></li> <li>b. <i>comparing, contrasting, and evaluating information from different sources about the same topic; and</i></li> <li>c. <i>evaluating information for extraneous details, inconsistencies, relevant facts, and organization.</i></li> </ul> <p><b>4. Examine critical relationships between and among elements of a research topic.</b></p>	
<b>REPORTING CATEGORY 2</b>		
<b>DOK</b>	<b>5-8 Benchmark I-C: Apply critical thinking skills to analyze information</b>	
<b>3</b>		
<b>4</b>	<p><b>1. Use the problem-solving process to refine understanding by:</b></p> <ul style="list-style-type: none"> <li>a. <b>analyzing problems and solutions within various texts and situations;</b></li> <li>b. <b>utilizing the problem-solving process within various contexts and situations; and</b></li> </ul>	

4	<p>c. <i>constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details.</i></p> <p><b>2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:</b></p> <p>a. <b>stating a firm judgment;</b></p> <p>b. <b>justifying the judgment with logical, relevant reasons, clear examples, and supporting details; and</b></p> <p>c. <b>creating an organizing structure appropriate to purpose, audience, and context.</b></p> <p><u>3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author’s intent. (Moved to III-B, position 5M.)</u></p> <p><u>4. Interpret universal themes, values, and conflicts in a selection. (Moved to III-B, position 6M.)</u></p>
<b>REPORTING CATEGORY 3</b>	
<b>DOK</b> 3	<b>5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process</b>
3  3 3 2	<p><b>1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:</b></p> <p>a. <b><u>reading a variety of literary and other texts</u></b>(e.g., mysteries, novels, science fiction, <b>historical documents, newspapers, skits, lyric poems</b>);</p> <p>b. <i>analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work; and</i></p> <p>c. <i>analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution; (Moved to II-B, position 7M)</i></p> <p><b>2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.</b></p> <p><b>3. Accurately identify author’s purpose and perspective.</b></p> <p><b>4. Use knowledge of context and vocabulary to understand informational text.</b></p>
<b>Strand: Literature and Media</b>	
<b>Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.</b>	
<i>5-8 Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives</i>	
<p>1. <i>Identify and analyze recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures.</i></p> <p>2. <i>Analyze themes and central ideas in literature and media in relation to personal issues and experiences.</i></p> <p>3. <i>Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.</i></p>	
<b>REPORTING CATEGORY 4</b>	
<b>DOK</b> 3	<b>5-8 Benchmarks III-B: Identify ideas and make connections among literary works</b>
3 3 4	<p><b>1. Identify examples of distortion and stereotype in literary works.</b></p> <p><b>2. Identify recurring themes in literary works.</b></p> <p><b>3. Critique the credibility of characterization and the degree to which a plot is contrived</b></p>

**or realistic.**

3

**4M. IDENTIFY THE EFFECT OF LITERARY DEVICES SUCH AS FIGURATIVE LANGUAGE, DICTION, DIALOGUE, AND DESCRIPTION. (Moved from I-A.3)**

3

**5M. DETERMINE HOW THE USE OF LITERARY DEVICES, SUCH AS PERSONIFICATION, METAPHOR, SIMILE, AND ALLITERATION, CONVEY THE AUTHOR'S INTENT. (Moved from I-C.3.)**

2

**6M. INTERPRET UNIVERSAL THEMES, VALUES, AND CONFLICTS IN A SELECTION. (Moved from I-C.4.)**

3

**7M. RESPOND TO VARIOUS TEXTS AND LITERARY SELECTIONS USING INTERPRETIVE AND EVALUATIVE READING PROCESSES BY:**

- a. **READING A VARIETY OF LITERARY AND OTHER TEXTS (E.G., MYSTERIES, NOVELS, SCIENCE FICTION, HISTORICAL DOCUMENTS, NEWSPAPERS, SKITS, LYRIC POEMS);**
- b. **ANALYZING WHAT SPECIFIC CHARACTERISTICS OF LITERARY WORKS (FICTION, NONFICTION, DRAMA, AND POETRY) HAVE ON THE MEANING OF THE WORK; AND**
- c. **ANALYZING WHAT IMPACT LITERARY ELEMENTS HAVE ON THE MEANING OF THE TEXT, SUCH AS THE INFLUENCE OF SETTING ON THE PROBLEM AND ITS RESOLUTION. (Moved from I-D.a-c.)**

**READING ASSESSMENT FRAMEWORK**  
**Grade 8**

**BOLD**=Eligible for Assessment

*Italics*=Classroom Assessment Only

Underlining=Performance Standard moved to another Benchmark

ALL CAPS=Performance Standard moved from another Benchmark

**DOK** = Depth of Knowledge

**STRAND I: Reading and Listening for Comprehension**

**Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

*5-8 Benchmark I-A: Listen to, read, react to, and interpret information*

1. Narrate a personal account that:
  - a. *establishes a point of view and sharpens focus;*
  - b. *uses remembered feelings;*
  - c. *selects details that best illuminate the topic; and*
  - d. *connects events to self and society.*
2. Interact in group activities and/or seminars to:
  - a. *share personal reactions to questions raised;*
  - b. *give reasons and cite examples from texts to support opinions;*
  - c. *clarify, illustrate, or expand on a response; and*
  - d. *ask classmates for similar expansion.*
3. From oral selections, compare, contrast, and evaluate for details, main ideas, themes, actions, and main character.

**REPORTING CATEGORY 1**

**DOK 3** 5-8 Benchmark I-B: Gather and use information for research and other purposes

- |          |   |
|----------|---|
| <b>3</b> |   |
| <b>4</b> | <ol style="list-style-type: none"> <li>1. Use information for specific tasks by:           <ol style="list-style-type: none"> <li>a. <b>analyzing and evaluating information</b> to extend ideas;</li> <li><b>analyzing and evaluating themes and central ideas</b> in relation to personal and societal issues; and</li> <li>b. <i>creating a research product in both written and presentation form.</i></li> </ol> </li> <li>2. Use images, videos, and visual representations as informational research tools.</li> </ol> |
| <b>2</b> |   |

**REPORTING CATEGORY 2**

**DOK 3** 5-8 Benchmark I-C: Apply critical thinking skills to analyze information

- |          |  |
|----------|--|
| <b>3</b> |  |
|          | <ol style="list-style-type: none"> <li>1. Create a research product in both written and presentation form by:           <ol style="list-style-type: none"> <li>a. <i>determining purpose, audience, and context;</i></li> <li>b. <i>choosing a relevant topic;</i></li> <li>c. <i>selecting a presentation format (e.g., video, essay, interactive technology);</i></li> <li>d. <i>evaluating information for extraneous detail, inconsistencies, relevant facts, and organization;</i></li> </ol> <i>researching and organizing information to achieve purpose using notes and memory aides to structure information;</i> <ol style="list-style-type: none"> <li>e. <i>supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources;</i></li> </ol> </li> </ol> |

3	<p>f. <i>citing sources used; and</i></p> <p>g. <i>employing graphics, charts, diagrams, and graphs to enhance communication.</i></p> <p>2. Analyze the <b>(Draw) inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.</b> (Moved to III-B, position 5M.)</p>
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**REPORTING CATEGORY 3**

<b>DOK</b>	<b>5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process</b>
3	
4	<p>1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying assumptions of a variety of texts and media.</p> <p>2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues. (Moved to III-B, position 6M.)</p>
3	3. Recognize when information presented in a text is new knowledge and describe how it can be used.
2	4. Use the various parts of a text to locate specific information (index, table of contents, glossary)
1	5. Identify the topic sentence in a reading selection.
3	6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and structures of those works to understand main elements, perspective, and style.

**Strand: Literature and Media**

**Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.**

*5-8 Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives*

1. Demonstrate familiarity with selected:
  - a. classic literature;
  - b. mythology;
  - c. classic fiction and non-fiction; and
  - d. drama.
2. Use literature and media to reflect on learning experiences by:
  - a. evaluating personal perspectives and how they are influenced by society, cultural differences, and historical issues;
  - b. appraising learning as change in perspective; and
  - c. evaluating personal circumstances and background that shape interaction with literature and media.
3. Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

**REPORTING CATEGORY 4**

<b>DOK</b>	<b>5-8 Benchmarks III-B: Identify ideas and make connections among literary works</b>
3	
3	1. Identify conflict, rising action, and resolution of conflict in a literary work.
3	2. Describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

3	<b>3. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author’s meaning and perspective.</b>
2	<b>4. Identify the defining characteristics of classic literature and themes.</b>
3	<b>5M. ANALYZE THE INFERENCES AND CONCLUSIONS FROM FICTIONAL and non-fictional CONTEXTS, EVENTS, CHARACTERS, SETTINGS, AND THEMES. (Moved from I-C.2.)</b>
3	<b>6M. ANALYZE AND EVALUATE THEMES AND CENTRAL IDEAS IN LITERARY AND OTHER TEXTS IN RELATION TO PERSONAL AND SOCIETAL ISSUES. (Moved from I-D.2)</b>

Notes: 1) The use of parenthetical examples throughout the document are intended to provide useful examples, not to be all-encompassing, prescriptive definitions of specific elements that must be mastered. 2) Strands II Language and IV Writing can be found in the Writing Assessment Framework.

<b>READING ASSESSMENT FRAMEWORK</b>		BOLD=Eligible for Assessment
<b>Grade 11</b>		<i>Italics</i> =Classroom Assessment Only
		<b>DOK</b> = Depth of Knowledge
<b>REPORTING CATEGORY 1</b>		
<b>STRAND I: Reading</b>		
<b>Content Standard I: Students read and understand a variety of materials.</b>		
<b>DOK</b>	<b>Benchmark I-A: Use comprehension strategies for unfamiliar vocabulary.</b>	
<b>2</b>		
<b>1</b>	1. Use etymology, the principles behind spelling and usage of words to determine meaning.	
<b>2</b>	2. Differentiate shades of meaning and multiple meanings of words, including the significance of both connotation and denotation.	
<b>2</b>	3. Analyze the context of sentences and larger sections of text to clarify the meaning of unknown or ambiguous words, detect nuances, make inferences and differentiate among possible meanings of words.	
<b>2</b>	4. Analyze texts to identify specialized terminology or jargon needing clarification or definition.	
<b>DOK</b>	<b>Benchmark I-B: Use comprehension strategies to understand the meaning of a text.</b>	
<b>1</b>		
<b>1</b>	1. Recognize and recall the use of literary devices and rhetorical modes in texts (e.g., illustration, classification, persuasion, comparison/contrast, cause/effect).	
<b>DOK</b>	<b>Benchmark I-C: Infer, analyze, and synthesize to increase comprehension.</b>	
<b>2</b>		
<b>3</b>	1. Make reasonable inferences from implied ideas to predict outcomes, derive reasonable generalizations, differentiate fact from opinion, and differentiate literal from figurative meanings.	
<b>2</b>	2. Recognize how history and culture influence[s] text.	
<b>1</b>	3. Recognize the types of claims made in a text (e.g., factual, value judgment).	
<i>Benchmark I-D: Use meta-cognitive strategies to increase comprehension.</i>		
1. Use multiple strategies to monitor one's pace and comprehension.		
2. Draw conclusions from information in texts to arrive at new knowledge.		
3. Evaluate texts by determining the value to oneself.		
4. Analyze texts to determine how much prior and specialized knowledge is needed.		
<b>STRAND III: Communication</b>		
<b>Content Standard III: Students communicate effectively through listening and speaking.</b>		
<b>Benchmark III-A: Give spoken instructions to perform specific tasks, to answer questions or to solve problems.</b>		
<b>Grade</b>	<b>Performance Indicators</b>	
9-12	1. Identify purposes and audience to determine the important information to communicate and the language needed to convey it.	
	2. Use specific strategies to improve the effectiveness of spoken instructions (e.g., repeating the instructions to ensure recall, following a process, emphasizing key points, and employing appropriate diction).	
<b>Benchmark III-B: Make oral presentations with a logical structure appropriate to the audience, context and purpose, using effective speaking skills.</b>		
<b>Grade</b>	<b>Performance Indicators</b>	
11	1. Evaluate and adapt strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, and speaking factually).	
	2. Create logical messages using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies, and making emotional appeals when appropriate (e.g., to fear or affection).	

	<p>3. Monitor audience feedback in real time and make inferences about audience engagement, understanding, and agreement; adjust for effectiveness and what changes to make in future presentations.</p> <p>4. Strategically use figurative language to achieve specific effects (e.g., metaphor, irony, personification, hyperbole, symbolism, word play, puns).</p>
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**Benchmark III-C:** Follow spoken instructions to perform tasks, to answer questions or to solve problems.

Grade	Performance Indicators
9-12	<p>1. Consider the purpose and the speaker in order to understand what is being communicated and the language being used to convey the message.</p> <p>2. Use strategies such as repeating instructions to oneself to ensure recall and identifying key points.</p>

**Benchmark III-D:** Summarize and paraphrase information presented orally by others.

Grade	Performance Indicators
11-12	<p>1. Use a variety of response strategies to clarify, elaborate, and synthesize the explicit and implicit meanings of messages given orally or in writing (e.g., integrating new learning with prior knowledge; asking questions to guide and clarify inferences and interpretations; asking the speaker to extend or elaborate ideas; and paraphrasing meaning back to the speaker).</p>

**Benchmark III-E:** Identify the thesis of a speech and determine the essential elements that elaborate it, including logos, ethos, and pathos.

Grade	Performance Indicators
11	<p>1. Draw on one's prior knowledge and experience to make connections with the speaker's message and analyze the speaker's values and beliefs to guide interpretation.</p> <p>2. Evaluate the speaker's argument including the use of logos, ethos, and pathos (e.g., mentally anticipating direction and significance of arguments; attending to the entirety of the message before forming conclusive judgments; taking notes when appropriate; reviewing standards of evidence and reasoning; asking oneself questions about the speakers' implicit and explicit messages; relating the message to one's personal beliefs, values and experiences).</p>

**Benchmark III-F:** Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, write or critique a proposal, solve a problem or make a decision).

Grade	Performance Indicators
11	<p>1. Analyze internal variables (e.g., prior knowledge, experiences, interests, opinions, values, needs, feelings) in order to participate in, reflect on, and evaluate group processes.</p> <p>2. Elicit feedback and analyze others' internal variables to enhance group effectiveness, to frame and adapt messages, to build group cohesion and to achieve group goals.</p> <p>3. Analyze contextual variables (e.g., the type of group, its purposes and goals, its progress toward those goals, the roles and relationships within the group, group norms and discussion conventions) in order to monitor and adjust discussion strategies, agenda setting, responding to questions, building consensus, checking for understanding and encouraging participation.</p>

## REPORTING CATEGORY 2

### STRAND V: Research

#### Content Standard V: Students utilize the research process to produce a variety of products.

<b>DOK</b>	<b>Benchmark V-A: Define and narrow a problem or research topic.</b>
<b>3</b>	
<b>3</b>	<b>1. Form and refine a question for investigation based on a literary, historical, or cultural movement or a complex contemporary issue.</b>
<b>Benchmark V-B: Gather relevant information for a research topic from a variety of print and electronic sources, as well as from direct observation, interviews, or surveys.</b>	
<p>1. Use creative or critical research strategies (e.g., field studies, oral histories, interviews, experiments).</p> <p>2. Use a variety of techniques for researching topics, including cross-referencing while gathering information.</p> <p>3. Synthesize a variety of types of visual information, including pictures and symbols.</p>	
<b>DOK</b>	<b>Benchmark V-C: Make distinctions about the credibility, reliability, consistency, strengths and limitations</b>

<b>3</b>	<b>of various resources, including those on the internet.</b>
<b>3</b>	<b>1. Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.</b>
<i>Benchmark V-D: Report research findings in an effective manner appropriate to a designated audience.</i>	
<ol style="list-style-type: none"> <li>1. Identify an audience for whom one's researched findings might be meaningful.</li> <li>2. Develop written or oral presentations of appropriate length that effectively report one's research findings.</li> </ol>	
<i>Benchmark V-E: Compose a researched project to be shared with an appropriate audience.</i>	
<ol style="list-style-type: none"> <li>1. Synthesize information from multiple research studies to draw conclusions that go beyond those found in any individual study.</li> <li>2. Produce a research project on a well-defined topic (e.g., formal paper, multi-genre research paper, speech).</li> <li>3. Examine complex issues by sharing and evaluating personal response, researching and summarizing data, and developing a framework for discussion prior to writing the final draft.</li> <li>4. Cite sources correctly and document quotations, paraphrases, and other information, employing an accepted academic manuscript style such as MLA or APA.</li> </ol>	

## STRAND VI: Logic

### Content Standard VI: Students employ critical thinking and abstract reasoning to make and assess inferences, conclusions, and predictions.

<b>DOK</b>	<b>Benchmark VI-A: Distinguish facts and opinions, evidence and inferences, true and false premises.</b>
<b>3</b>	
<b>4</b>	<b>1. Evaluate the ideas of others by identifying clear, reasonable criteria for evaluation and applying those criteria.</b>
<b>2</b>	<b>2. Analyze similarities and differences in false statements and the role they play in specific types of persuasive arguments. I</b>
<b>3</b>	<b>3. Identify and evaluate logical fallacies and propaganda devices in written and oral communication products.</b>
<i>Benchmark VI-B: Describe the structure of a given argument; identify its claims and evidence; evaluate connections among evidence, inferences and claims.</i>	
<ol style="list-style-type: none"> <li>1. Identify and analyze personal, social, historical, or cultural influences, contexts, or biases.</li> <li>2. Identify and analyze rhetorical strategies that support proposals.</li> <li>3. Evaluate evidence for timeliness, relevance, and believability.</li> </ol>	
<i>Benchmark VI-C: Evaluate the range and quality of evidence used to support or oppose an argument (including the use of logos, ethos, pathos).</i>	
<ol style="list-style-type: none"> <li>1. Create a rubric to evaluate the quality and effectiveness of evidence used in oral or written arguments.</li> <li>2. Analyze multiple perspectives on issues (including logos, ethos, and pathos) and use a systematic method for tracking sources.</li> <li>3. Use a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organization map, reading the draft from the perspective of the intended audience) to evaluate whether: <ol style="list-style-type: none"> <li>a. one's progression of ideas is coherent and smooth;</li> <li>b. the thesis claim is clear and substantive;</li> <li>c. claims and opinions are supported by evidence;</li> <li>d. the sources display bias;</li> <li>e. organization patterns are clear and developed; and</li> <li>f. the conclusion is appropriate.</li> </ol> </li> </ol>	
<b>DOK</b>	<b>Benchmark VI-D: Recognize common fallacies used in an argument.</b>
<b>2</b>	
<b>2</b>	<b>1. Recognize how the medium of a presentation (print, visual, etc.) can affect perception.</b>
<b>1</b>	<b>2. Identify basic logical fallacies (e.g., appeal to pity, personal attack, false dilemma) and propaganda devices (e.g., bandwagon, glittering generalities, testimonial).</b>
<b>3</b>	<b>3. Evaluate ways a writer or speaker may be trying to influence an intended audience (e.g., by using false assumptions, errors, loaded terms, caricature, sarcasm, leading questions, faulty reasoning).</b>

<b>DOK</b> <b>3</b>	<b>Benchmark VI-E: Understand the distinction between a deductive argument and an inductive argument in order to evaluate an argument's effectiveness.</b>
	<b>1. Address concerns of the opposition within an argument using logical strategies (e.g., deduction, inductive reasoning, syllogisms, analogies).</b>
<i>Benchmark VI-F: Construct oral and written arguments that demonstrate clear and knowledgeable judgment.</i>	
<ol style="list-style-type: none"> <li><i>Address counter arguments through a variety of methods (e.g., examples and details, commonly accepted beliefs, expert opinions, quotations and citations, cause-effect and compare-contrast reasoning).</i></li> <li><i>Structure ideas in a sustained and logical fashion (e.g., using a range of strategies to elaborate and persuade, including anecdotes, case studies, analogies and illustrations; clarifying and defending positions with relevant evidence, including facts, expressions of commonly accepted beliefs, logical reasoning).</i></li> </ol>	

### REPORTING CATEGORY 3

#### STRAND VII: Informational Text

**Content Standard VII: Students read and interpret a wide range of reference materials and other informational documents that may contain technical information.**

<b>DOK</b> <b>3</b>	<b>Benchmark VII-A: Follow instructions in informational or technical text to perform specific tasks, answer questions, or solve problems.</b>
<b>3</b>	<b>1. Use written technical information in order to complete multi-step instructions, perform complex tasks, or solve problems.</b>
<b>DOK</b> <b>2</b>	<b>Benchmark VII-B: Summarize informational and technical texts and explain the visual components that support them.</b>
<b>2</b> <b>2</b> <b>2</b>	<ol style="list-style-type: none"> <li><b>Summarize complex relationships among ideas in informational and technical texts.</b></li> <li><b>Produce accurate summaries and effective critiques of informational and technical texts.</b></li> <li><b>Describe the advantages and disadvantages of alternative methods of presenting information.</b></li> <li><i>Evaluate the relevance of graphic information to information presented textually</i></li> </ol>
<b>DOK</b> <b>3</b>	<b>Benchmark VII-C: Synthesize information from a variety of informational and technical sources or texts.</b>
<b>3</b>	<b>1. Make connections across sources to develop new insights and determine the need for further research.</b>
<b>DOK</b> <b>3</b>	<b>Benchmark VII-D: Analyze the ways in which an informational or technical text's organizational structure supports or confounds its meaning or purpose.</b>
<b>3</b>	<b>1. Pose questions prompted by an informational or technical text, prioritizing and organizing information to produce complete and reasonable explanations.</b>
<b>DOK</b> <b>3</b>	<b>Benchmark VII-E: Evaluate informational and technical texts and presentations for their clarity, simplicity and coherence, and for the appropriateness of their graphic and visual appeal.</b>
<b>3</b>	<b>1. Evaluate content, format, structure, and visual appeal used in informational or technical print, non-print, and oral presentations.</b>

#### STRAND VIII: Media

**Content Standard VIII: Students create and evaluate a variety of media for particular purposes.**

*Benchmark VIII-A: Evaluate aural, visual, and written images and other special effects used in television, radio, film, and the internet for their ability to inform, persuade and entertain.*

- Identify conventional uses of production elements (e.g., layout, pictures and typeface in newspapers, magazines and print advertisements; camera shots, lighting, editing, dialogue, setting and sound in television; sound, dialogue and programming in radio; layout, navigation, dynamic and interactive elements on the internet).*
- Evaluate the effectiveness of conventional uses of production elements to achieve special effects.*
- Describe how production elements establish narrative in media productions (e.g., camera shots, montage, camera movements, sound, lighting, editing, casting, acting).*
- Establish criteria to evaluate how well elements of media productions inform, persuade, or entertain.*

*Benchmark VIII-B: Evaluate the effectiveness of a particular medium (e.g., verbal, visual, photographic, television and the internet) in achieving a particular purpose.*

1. Evaluate how effectively communication goals, aesthetic goals and usability goals for a media communication have been achieved (e.g., ease of access to the communication, ease of navigation of sites, diction, layout.).
<i>Benchmark VIII-C: Create coherent media productions using effective images, text, graphics, music and sound effects to present a distinctive point of view on a topic.</i>
1. Select credible sources and present multiple points of view (if appropriate) within a media production.

## REPORTING CATEGORY 4

### STRAND IX: Literature

**Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.**

<b>DOK</b>	<b>Benchmark IX-A: Demonstrate knowledge of significant literary works from around the world.</b>
<b>2</b>	
<b>2</b>	1. Analyze literary works and movements for their historical and literary significance, including key U.S. documents and significant modern and pre-20 <sup>th</sup> century works of American literature, as well as Hispanic and Native American literary works.
<b>DOK</b>	<b>Benchmark IX-B: Interpret significant literary elements across all forms of literature; use understanding of genre characteristics to allow deeper and subtler interpretations of texts.</b>
<b>2</b>	
<b>2</b>	1. Recognize culturally specific customs, traditions, and symbols in literary works.
<b>2</b>	2. Analyze ways in which writers use lingual patterns in dialogue and narration (e.g., repetition, dialect, slang formality).
<b>2</b>	3. Analyze ways in which writers play with language (e.g., the use of pun, euphemism, oxymoron, verbal irony, hyperbole, understatement).
<b>2</b>	4. Analyze the ways in which writers utilize narrative forms and features (e.g., chronological narratives, framed narratives, episodic or picaresque plots, character- or situation-driven plots, multiple narrators).
<b>DOK</b>	<b>Benchmark IX-C: Analyze setting, plot, theme, characterization, and narration in literary prose, particularly in classic and contemporary short stories and novels.</b>
<b>3</b>	
<b>3</b>	1. Assess the reliability of various narrators in literary works.
<b>3</b>	2. Identify characteristics of common non-fiction forms (e.g., memoir, essay, biography, autobiography, documentary and history).
<b>3</b>	3. Analyze the overall style of prose works, including narration, imagery, diction, dialogue, plot, and characterization.
<b>DOK</b>	<b>Benchmark IX-D: Demonstrate knowledge of the common elements of poetry: metrics, rhyme, rhythm, structure, diction, devices, and other conventions.</b>
<b>3</b>	
<b>3</b>	1. Analyze specific elements of poetry from different eras, particularly from American literary movements (e.g., humor, symbolism, and use of figurative or literal language; basic forms of meter, such as, iambic pentameter; assonance, consonance, euphony, cacophony [and similar sound devices]; particular forms for particular purposes [i.e., an inaugural poem]; forms as they relate to historical/literary movements [e.g., jazz and Harlem Renaissance]; the use of formal section breaks or unconventional capitalization and punctuation [e.g., Dickinson, e.e. cummings]; extended metaphor, allusion [and other devices]; how poetic structure and style pertain to a poem's meanings and the poet's purpose).
	<i>Benchmark IX-E: Identify how elements of dramatic literature articulate a playwright's vision.</i>
	1. Analyze the connections among set/setting, costume, lighting and other production elements, and the theme or intended meaning of a particular drama.
	2. Identify elements of comedy and comic form (e.g., farce, situational comedy, high and low comedy, absurdism/surrealism, slapstick).
	3. Evaluate a live performance (or a live recording) of drama for the director's correspondence with the playwright's vision and the production's effectiveness at conveying a particular theme or vision.
<b>DOK</b>	<b>Benchmark IX-F: Analyze works of literature for what they suggest about the time period and social or cultural context in which they were written.</b>
<b>4</b>	
	1. Analyze how a particular piece of literature has changed societal and cultural attitudes.