

**Minnesota
Comprehensive
Assessments
Series II
(MCA-II)**

**Test Specifications
for
Reading**

December 1, 2009

MINNESOTA DEPARTMENT OF EDUCATION

MCA-II Test Specifications for Reading

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THE MINNESOTA COMPREHENSIVE ASSESSMENTS-- SERIES II

Introduction

The 1997 legislature enacted into law Minnesota Statutes section 121.113, Statewide Testing and Reporting System, which established annual testing of all students in grades 3, 5, 7, 8 and high school. The Minnesota Comprehensive Assessments (MCAs) in reading and mathematics fulfilled the requirements for statewide testing at grade 3. The MCAs in reading, mathematics and writing fulfilled the testing requirement in grade 5. The Basic Skills Tests (BSTs) in reading and mathematics, first given in grade 8, fulfilled the requirement for high school graduation. The grade 10 writing test served as both BST and an MCA. The MCA reading test in grade 10 and the MCA mathematics test in grade 11 were implemented in 2002. Finally, the grade 7 MCAs in reading and mathematics were field tested in 2003 and implemented in 2004.

MCA test results are used to compare school sites and districts across the state and to provide feedback on curriculum and instruction in the new standards-based system. All students, including students in special education who are capable of testing and students designated with Limited English Proficiency (LEP), must take the MCAs regardless of anticipated test scores. Unlike the BSTs where students must earn a minimum score to earn a high school diploma, there is no required minimum MCA score for individual students.

The passage of the No Child Left Behind Act (2000) required that the MCAs be expanded to include reading and mathematics in grades 4, 6 and 8. The second generation of Reading and Mathematics MCAs, the MCA-IIs, are aligned with the 2003 academic standards and became operational in 2006. The 2004 and 2005 administrations of the MCAs gave schools and districts the opportunity to transition to the new academic standards.

Following the 2009 Minnesota Legislative Session, House File 2 was signed into law. Among the numerous education policy and funding provisions in this bill was a qualification in how state funds can be used to support the assessment program. House File 2 prohibits the use of state funds in hand-scoring constructed-response items (CRs) on the Minnesota Comprehensive Assessments-Series II (MCA-II) in reading, science and mathematics, with the exception of

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mathematics grades 3–8 of the 2009–2010 school year. In Reading, constructed-response items are scheduled to be eliminated beginning in the 2009–2010 school year.

The test specifications for each grade of the MCA-IIs are presented in this document. The reader is encouraged to read the introductory information carefully because many important concepts are presented, including the purpose of the MCA-II, a description of the cognitive levels and other information about the format of the test specifications.

The Purpose of the Test Specifications

All tests, from off-the-shelf, norm-referenced tests (NRT) to customized, standards-based tests like those given in Minnesota, have test specifications. The primary purpose of a set of test specifications is to help test developers build a test that stays consistent over time. Test specifications indicate which strands, sub-strands, standards and benchmarks will be assessed on the test and in what proportions. In addition, test specifications provide the number of items, the type of items to be included and constraints on cognitive levels. Test specifications also clarify, define and/or limit how test items will be written to any given strand, sub-strand, standard or benchmark.

Test specifications do not indicate **what** should be taught: the Minnesota K–12 Academic Standards do. Test specifications do not indicate **how** children should be taught: the classroom teacher does.

The test specifications presented in this document were developed over the course of many days by Minnesota teachers, many of whom were recommended by various education organizations, school districts and other stakeholder groups. The substantive parts of this document are true to their work. The Department thanks these people for their hard work and continued involvement.

The test specifications achieve the goal of a technically sound test that respects teachers' concern for the time students spend taking tests. These test specifications have taken into account the grade and age of the students involved as well as various pedagogical concerns.

As with any test, the MCA-II is a sampling of student knowledge and does not test every standard or benchmark. There are standards and benchmarks that cannot be assessed with a written standardized test. That does not mean that these skills should not be taught or assessed. Teachers

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need to instruct and assess their students on all of the Minnesota K–12 Academic Standards. The following example illustrates standards that are not included in the MCA-II.

An Example from Grade 5 Reading

Strand I. Reading and Literature

Sub-strand A. Word Recognition, Analysis and Fluency

Standard: The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.

Benchmark 1: Read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis.

The Purpose of the MCA-II

The purpose of the MCA-II is to measure Minnesota students' achievement with regard to the Minnesota K–12 Academic Standards.

In addition, the MCA-II results can be used to inform curriculum decisions at the district and school level, inform instruction at the classroom level and demonstrate student academic growth from year to year.

Cognitive Levels

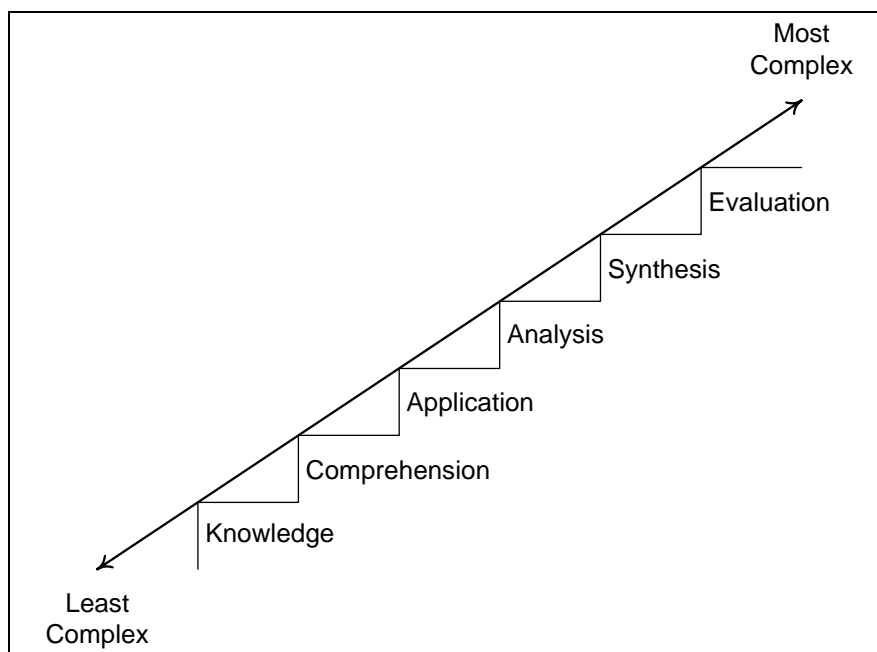
Using a taxonomy or framework to classify items and/or standards helps the test development process and helps teachers understand what students should learn, know and demonstrate at the end of instruction. One such taxonomy is that developed by Benjamin Bloom.¹

Bloom developed a classification of the levels of intellectual behavior. His taxonomy contained three overlapping domains: cognitive, psychomotor and affective. Within the cognitive domain, Bloom identified six levels of complexity ranging from simple recall or recognition of facts to more complex and abstract mental levels. Bloom found that over 95 percent of the test questions he looked at require students to think only at the lowest level, recall of information.

¹ Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.

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The following figure depicts Bloom's six levels of cognitive complexity. This structure provides a basis for the cognitive levels used in the MCA-II.



Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce and state.

Comprehension (Understanding)* : classify, describe, discuss, explain, express, identify, indicate, locate, report, restate, review, select and translate.

Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use and write.

Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question and test.

Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up and write.

* These Item Specifications use *Understanding* in Level B instead of *Comprehension*. The term *comprehension* is a more global skill necessary at all cognitive levels of reading. *Understanding* is used to avoid confusion with the cognitive skill *comprehension* that is necessary for any level of reading.

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Evaluation: appraise, argue, assess, attach, choose, compare, defend, estimate, evaluate, judge, predict, rate, score, select, support and value.

The department uses this adaptation to align test items with academic standards. It also provides a familiar framework for understanding what students in Minnesota are expected to know and do in reading and mathematics upon the completion of a grade. Minnesota uses the following adaptation of Bloom's Taxonomy to classify both the academic standards and the items on the MCA-II.

Cognitive Level A: consists of Knowledge

Cognitive Level B: consists of Understanding*

Cognitive Level C: consists of Application, Analysis, Synthesis and Evaluation

This alignment will provide the most flexibility when developing the MCA-IIs.

* These Item Specifications use *Understanding* in Level B instead of *Comprehension*. The term *comprehension* is a more global skill necessary at all cognitive levels of reading. *Understanding* is used to avoid confusion with the cognitive skill *comprehension* that is necessary for any level of reading.

Reading

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READING

Introduction

As stated in the **Purpose of Test Specifications**, the test specifications indicate which strands, sub-strands, standards and/or benchmarks will be assessed. The following points specifically address the reading test specifications of the MCA-II.

Overall Considerations in Reading

Overall considerations are broad item development issues that should be addressed during the development of test items. Each of these issues should be considered for all of the items developed for MCA-IIs in reading.

Passage Selection:

1. Reading level of each passage should be at the grade level for which the passage is intended. Selections for a given grade should represent a range, with reading levels appropriate for both the beginning and end of the grade. See the chart on page 10 that delineates passage Degree of Reading Power (DRP) levels and the number of passages per level.
2. Passage length should vary within grade levels. The table on page 13 specifies the target number of words per test.
3. Paired passages may be included in the MCA-IIs. This is limited to one pairing per operational test. Fiction or nonfiction passages may be paired. Two poems may not be paired. (Additional paired passages may be used for field-testing.) When formatting items for paired passages, items must be listed in the following order:
 - a. Items related to passage #1.
 - b. Items related to passage #2.
 - c. Items related to both passages #1 and #2.
4. Benchmarks related to *comparison* and *contrast* may assess these skills within a single passage as well as between paired passages.
5. Passages used in an operational test will be limited to one poem. (Additional poems may be used for field-testing.)

Reading

6. After the initial passage selection, reading passages are reviewed for content characteristics, potential bias and any issues that may be of concern. Concerns expressed during the reviews must be resolved satisfactorily before item development commences.
 - a. Review for Content: Minnesota educators with experience and expertise in language arts and reading instruction at the appropriate grade levels review reading passages for use on the MCA-IIIs. During the passage review process, the appropriateness of reading levels for the test is determined by the professional judgment of the Minnesota educators. Each criterion for content is considered during the review.
 - b. Review for Potential Bias: Reading passages are also reviewed by groups of Minnesota citizens generally representative of Minnesota's regions and culturally diverse population. Passages are reviewed for the following kinds of bias: gender, racial/ethnic, linguistic, religious, geographic, socioeconomic and issues related to individuals with disabilities.
 - c. Review of the Data: Minnesota educators with experience and expertise in language arts and reading instruction at the appropriate grade levels review the field test data for each item that has been tested by each grade level. Each item will be reviewed in terms of its passing rate, bias and psychometric data.

Item Writing and Selection:

1. Each item should be written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item content. When benchmarks are combined for assessment, the individual specification indicates which benchmarks are combined.
2. Items should be appropriate for students in terms of grade-level difficulty, life experiences and reading level.
3. Items should not disadvantage or disrespect any segment of the population in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability or geographic region.
4. Each item should be written in order to clearly and unambiguously elicit the desired response.
5. Items may assess benchmarks using fiction, nonfiction or poetry unless specifically restricted within the content limit.
6. Items will not ask students to provide a definition of a specific literary term. Literary terms listed in the benchmark may be used sparingly in grades 3 and 4 so long as the item

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- has enough context for the student to understand the meaning of the literary term. In grades 5 and above, items may use a specific literary term without defining it so long as that literary term is identified in the benchmark.
7. Items that assess vocabulary must be passage-based using context. Items must assess grade-level appropriate words in passages. Items will not require students to define the meaning of a word solely on the basis of prefix, suffix or root word.
 8. It is at times desirable to include graphics with passages. Graphics may include such items as maps, charts, graphs, etc. All text included within the graphic must be the same font as the passage text. All graphics must be clear black on white, void of shading. All graphics should help the students understand the text from which the items are derived. No item will solely use the graphic as stimuli.
 9. Items are also reviewed for content characteristics, potential bias and any issues that may be of concern. Minnesota educators with experience and expertise in language arts and reading instruction at the appropriate grade levels review the items for each passage in terms of content, bias (gender, racial/ethnic, linguistic, religious, geographic, socioeconomic and issues related to individuals with disabilities) and psychometric data collected from field-testing.

Cognitive Levels in Reading

As stated in the introduction of the test specifications, items for the MCA-II are written to assess three distinct cognitive levels: A, B and C (see pages 3–5). Using these cognitive levels to categorize items ensures that the complexity of the test items matches the complexity of the content domain assessed. Based on the benchmarks included in MCA-II in reading, the following table indicates the target minimum percent of test items at Cognitive Levels A, B and C included in the test for each grade.

Cognitive Level Target Minimum Distribution of Items in Reading

Grades	Level A	Level B	Level C
3–8 and 10	5%	30%	5%

Degree of Reading Power

The Minnesota Department of Education uses the Degree of Reading Power (DRP) readability formula developed by John R. Bormuth to establish the readability levels of the text used in

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MCA-II.² Using correlation and regression methods, Bormuth explored more than 100 structural variables related to comprehension difficulty before settling on his formula.³ The DRP formula can also be used to determine the comprehension difficulties of each word, independent clause and sentence within each passage.

The Bormuth formula has a relatively low standard error of measurement. The validity of the Bormuth formula is higher than that of other readability formulas. The DRP scale ranges, in theory, from 0 to 100. In practice, commonly encountered English text composed of lengthy passages runs from about 30 DRP units (primer level) to about 85 DRP units (advanced professional level). For example, children's magazines range from DRP 48-57 (2nd to 6th grade level), teen magazines range from 58-64 (6th to 9th grade level), and adult general interest magazines range from 62-72 (8th to 12th grade level).

DRP Ranges for Passages

This table provides the readability range and the number of passages for each range in the MCA-II. When a poem is selected for an operational test, it shall count toward the median passage range total.

GRADE	Bottom DRP Passage Range	Median DRP Passage Range	Top DRP Passage Range
3	40–46 DRP 1 passage	43–50 DRP 3–4 passages	51–56 DRP 1 passage
4	42–48 DRP 1 passage	45–53 DRP 3–4 passages	54–59 DRP 1 passage
5	44–50 DRP 1 passage	47–56 DRP 3–5 passages	57–62 DRP 1 passage
6	46–52 DRP 1 passage	49–59 DRP 3–5 passages	60–65 DRP 1 passage
7	48–54 DRP 1 passage	51–63 DRP 4–6 passages	64–69 DRP 1 passage
8	49–56 DRP 1 passage	53–65 DRP 4–6 passage	66–72 DRP 1 passage
10	52–60 DRP 1 passage	57–69 DRP 3–6 passages	70–75 DRP 1 passage

² Bormuth, J. (1966). Readability: A new approach. *Reading Research Quarterly*, 1(3), 79-132.

³ Readability (R) = .886593 -.083640 (LET/W) +.161911 (DLL/W)3 - .021401 (W/SEN)+.00577 (W/SEN)² -.000005 (W/SEN)³ where LET= letter, W= words, DLL = Dale Long List, and SEN = sentences in the passage.

Reading

Below are examples of types of passages used on the MCA-II.

Nonfiction	Fiction
Subject/Content area text Magazine and newspaper articles Diaries Editorials Informational essays Biographies and autobiographies Primary sources (e.g., Bill of Rights) Consumer materials How-to articles Advertisements Tables and graphical presentations of text (e.g., illustrations, photographs, and captions) Expository articles	Short stories Literary essays (e.g., critiques, personal narratives) Excerpts Poetry Historical fiction Fables and folk tales Plays

Passage Ranges and Corresponding Mean DRP Example Texts

DRP Range	Fiction Examples by Mean DRP	DRP Level	Nonfiction Examples by Mean DRP
Grade 10 (52-75)	73 <i>The Adventures of Don Quixote</i> 71 <i>Robinson Crusoe</i>	71-75	75 <i>Great Republic</i> 74 <i>Chemical & Engineering News</i>
Grade 8 (49-72)	67 <i>Scarlet Letter</i> 66 <i>The Last of the Mohicans</i>	66-70	69 <i>St. Paul Pioneer Press</i> 67 <i>Star Tribune</i>
Grade 7 (48-69)	63 <i>The Legend of Sleepy Hollow</i> 61 <i>Jane Eyre</i>	61-65	64 <i>Newsweek</i> 62 <i>Average High School Textbook</i>
Grade 6 (46-65)	60 <i>Animal Farm</i> 57 <i>The Hobbit</i>	56-60	60 <i>TIME for Kids</i> 56 <i>Average Middle School Textbook</i>
Grade 5 (44-62)	54 <i>To Kill a Mockingbird</i> 51 <i>Maniac Magee</i>	51-55	53 <i>Ranger Rick</i> 53 <i>Highlights for Children</i>
Grade 4 (42-59)	48 <i>Sarah Plain and Tall</i> 46 <i>The Frog Prince</i>	46-50	50 <i>Average Elementary Textbook</i> 50 <i>American Girl</i>
Grade 3 (40-56)	43 <i>Amelia Bedelia</i> 41 <i>Frog and Toad Are Friends</i>	41-45	44 <i>Thomas Alva Edison, Inventor</i> 45 <i>Benjamin Franklin: Young Printer</i>

Degrees of Reading Power® and DRP™ are registered trademarks of Questar Assessments, Inc., 4 Hardscrabble Hgts, PO Box 382, Brewster, NY 10509.

Reading

Reading Item Percentages by Strand and Sub-strand

This table provides an overview of percentage by item of the strand (Roman numeral) and sub-strands (letters) assessed in reading.

Strand I: Reading and Literature Sub-strand B: Vocabulary Expansion Sub-strand C: Comprehension Sub-strand D: Literature
--

Grade	Strand I		
	B	C	D
3	100%		
	14–18%	20–41%	34–55%
4	100%		
	13–17%	23–41%	30–50%
5	100%		
	12–16%	38–49%	33–47%
6	100%		
	11–15%	35–46%	27–48%
7	100%		
	11– 14%	39–53%	28–44%
8	100%		
	11– 14%	47–65%	19–33%
10	100%		
	10–14%	41–66%	15–31%

Reading

Reading Test Design by Grade Level

This table provides for each grade the DRP level, target word count, number of passages, types of passages, as well as the total number of items and points for each grade.

Grade Level	Degrees of Reading Power Range	Target Word Count Including Poetry	Total Passages (Min-Max)	Fiction or Poetry Passages (Min-Max)	Nonfiction Passages (Min-Max)	Vocabulary Items	Comprehension Items	Literature Items	TOTAL ITEMS	TOTAL POINTS
						MC Items	MC Items	MC Items		
3	40 – 56	1800–2000	5 – 6	3 – 4	2	6 – 8	9 – 18	15 – 24	44	44
4	42 – 59	2000–2400	5 – 6	3 – 4	2	6 – 8	11 – 19	14 – 23	46	46
5	44 – 62	2400–3000	5 – 7	3 – 4	2 – 3	6 – 8	19 – 24	16 – 23	49	49
6	46 – 65	3000–3500	5 – 7	2 – 3	3 – 4	6 – 8	19 – 25	15 – 26	54	54
7	48 – 69	3500–4000	6 – 8	2 – 3	3 – 6	6 – 8	22 – 30	16 – 25	57	57
8	49 – 72	4000–4200	6 – 8	2 – 3	3 – 6	6 – 8	27 – 37	11 – 19	57	57
10	52 – 75	4000–4200	5 – 8	2 – 3	4 – 6	6 – 8	24 – 39	9 – 18	59	59

MC: multiple-choice response

PTS: points assigned

Vocabulary items may come from fiction, poetry or nonfiction passages.

Literature passage may include poetry. Degrees of Reading Power are not calculated for poetry.

Reading

A Guide to the Reading Grade Level Tables

The Test Specifications that follow provide information about how the Minnesota K–12 Academic Standards will be assessed on the MCA-II. The diagram below explains the format of the Reading Test Specifications.

Strand I - Reading and Literature	Item Totals
Sub-strand B. Vocabulary Expansion Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	By Sub-strand 6 – 8
Benchmarks	By Benchmark
I.B.1 The student will acquire, understand and use new vocabulary through explicit instruction and independent reading. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
I.B.2 The student will identify and correctly use antonyms, synonyms, homonyms and multiple-meaning words. <i>Content Limit:</i> Items will include only the concepts of antonyms, synonyms and homonyms. <i>Multiple-meaning words</i> are the same as <i>synonyms</i> for this benchmark. Only one concept may be assessed in an item. Items do not require definition of the specific literary terms.	1 – 2
I.B.3 and I.B.4 The student will use context and word structure to determine the meaning of unfamiliar words. The student will use knowledge of prefixes and suffixes to determine the meaning of unknown words. <i>Content Limit:</i> Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). Word structure may only assist in determining meaning and may include prefixes and suffixes.	4 – 6
I.B.5 The student will use dictionaries and glossaries to understand the meaning of new words. <i>Content Limit:</i> Assessed only at the classroom level.	N/A

Sub-strand
The second level of strand organization

Strand
The general category of content organization

Standard
The third level that identifies general student learning

Item Total by Sub-strand
The number of items that test this sub-strand for this grade

Benchmark
The specific knowledge or skills that students should acquire by the end of that grade level

This benchmark is not assessed on the MCA-II. It is assessed in the classroom.

Item Code
I. Strand
B. Sub-strand
5. Benchmark

Item Total by Benchmark
The number of items that test this benchmark for this grade

Content Limit
The clarification, definition or restriction of items assessing this benchmark

This benchmark is not assessed on the MCA-II. No items are on the test in this grade.

Reading

An Explanation of Terms on the Reading Grade Level Tables

Strand: This is the most general categorization of content in the Minnesota Academic Standards. Only one language arts strand is assessed on the MCA-IIs: Reading and Literature.

Sub-strand: This is a subcategory of a strand in the Minnesota K–12 Academic Standards. Reading has three sub-strands in the Reading and Literature strand (Vocabulary Expansion, Comprehension and Literature).

Standard: This statement explains the general goal of student learning within each sub-strand. One standard exists in each sub-strand.

Benchmark: Each standard is divided into several benchmarks. The benchmark identifies the specific knowledge or skills that students should acquire by the end of that grade level.

Item Code: Test developers use this code to identify the strand, sub-strand and benchmark to which a test item is aligned.

Content Limit: These statements provide more specific clarifications, definitions or restrictions for the benchmark as it is assessed on the MCA-II.

Item Totals*

By Sub-strand: This number is the total number of items measuring the sub-strand that could be on the test for the indicated standard. For example, in Grade 5 reading, there will be 49 items on the operational test (Strand I). Of those 49 items, 14–24 items will be from Sub-strand C (I.C).

By Benchmark: The number of items on the operational MCA-II is listed next to each benchmark.

*Item Totals by Strand are not listed in the Reading Grade Level Tables. Unlike mathematics, where items are aligned to four different strands, reading items are aligned only to one strand: Reading and Literature. The number of items by strand on the reading test is the same as the number of items on the entire operational test. Therefore, this total would be redundant and is not listed. The total number of points on the entire operational test for a grade level is found on page 12.

**Reading
Grade 3**

Grade 3

Strand I - Reading and Literature		Item Totals
Sub-strand B. Vocabulary Expansion Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.		By Sub-strand
		6–8
Benchmarks		By Benchmark
I.B.1 The student will acquire, understand and use new vocabulary through explicit instruction and independent reading. <i>Content Limit:</i> Assessed only at the classroom level.		N/A
I.B.2 The student will identify and correctly use antonyms, synonyms, homonyms and multiple-meaning words. <i>Content Limit:</i> Items will include only the concepts of antonyms, synonyms and homonyms. <i>Multiple-meaning words</i> are the same as <i>synonyms</i> for this benchmark. Only one concept may be assessed in an item. Items do not require definition of the specific literary terms.		1–2
I.B.3 and I.B.4 The student will use context and word structure to determine the meaning of unfamiliar words. The student will use knowledge of prefixes and suffixes to determine the meaning of unknown words. <i>Content Limit:</i> Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). Word structure may only assist in determining meaning and may include prefixes and suffixes.		4–6
I.B.5 The student will use dictionaries and glossaries to understand the meaning of new words. <i>Content Limit:</i> Assessed only at the classroom level.		N/A

**Reading
Grade 3**

Strand I - Reading and Literature	Item Totals
<p>Sub-strand C. Comprehension Standard: The student will understand the meaning of texts using a variety of comprehension strategies and will demonstrate literal, interpretive and evaluative comprehension.</p>	By Sub-strand
	9–18
Benchmarks	By Benchmark
<p>I.C.1 The student will read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.2 The student will recall and use prior learning and preview text, using title, headings and illustrations, to prepare for reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.3 The student will generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. <i>Content Limit:</i> Items require information obtained solely from the text given. These items may include the identification of main idea and/or relevant details. Items for this benchmark must assess main idea and relevant details in fiction text. (Main idea and relevant details in other genres may be assessed in I.C.5).</p>	4–8
<p>I.C.4 The student will retell, restate or summarize information orally, in writing and through graphic organizers. <i>Content Limit:</i> Item responses will only require retelling or restating information in writing. Items require information obtained solely from the passage given.</p>	0–3

Reading
Grade 3

<p>I.C.5 Students will infer and identify main idea and determine relevant details in nonfiction text. <i>Content Limit:</i> Items will require the identification of the main idea and/or its relevant details solely from the nonfiction text given. Items for this benchmark must assess main idea and relevant details in nonfiction text. (Main idea and relevant details in other genres may be assessed in I.C.3).</p>	1–4
<p>I.C.6 The student will monitor comprehension and use strategies to self-correct when needed. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.7 The student will follow three-step written directions. <i>Content Limit:</i> Multi-step instructions will be no more than three steps in response to an item. Items may require organization and sequencing of information.</p>	0–3

**Reading
Grade 3**

Strand I - Reading and Literature	Item Totals
<p>Sub-strand D. Literature Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p>	By Sub-strand
	15–24
Benchmarks	By Benchmark
<p>I.D.1 Students will read from and listen to American literature, as well as literature from other countries. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.2 Students will identify, describe and respond to literary elements of characterization, plot, setting and theme. <i>Content Limit:</i> An item may require the identification and the description of a literary element. Only literary elements of characterization, plot and setting are contained in items. The terms <i>character</i>, <i>plot</i> and <i>setting</i> may be used sparingly in items when supported by item context. Items do not require definition of the specific literary terms. Theme will be assessed only at the classroom level.</p>	4–8
<p>I.D.3 Students will identify and describe patterns of sounds such as rhyme and rhythm in poetry. <i>Content Limit:</i> Rhyme scheme may include describing rhyme and will contain internal or end rhyme. Rhythm in poetry will be assessed only at the classroom level.</p>	0–3
<p>I.D.4 Students will compare and contrast similar works by different authors in the same genre or the same theme. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.5 Students will compare and contrast two works by the same author. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

**Reading
Grade 3**

<p>I.D.6 Students will identify and determine the meanings of similes and metaphors. <i>Content Limit:</i> Items will assess understanding of the concepts simile and metaphor. Success on the item cannot be dependent on knowing the definition of the literary term. Individual items will not refer to both a simile and a metaphor. Definition of similes and metaphors as vocabulary terms are assessed only at the classroom level.</p>	0–3
<p>I.D.7 Students will critically read and examine text to determine author’s purpose. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.8 Students will respond to literature using ideas and details from the text to support reactions and make literary connections. <i>Content Limit:</i> Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to the passage(s) provided.</p>	8–13
<p>I.D.9 Students will read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

Reading
Grade 4

Grade 4

Strand I - Reading and Literature		Item Totals
Sub-strand B. Vocabulary Expansion Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.		By Sub-strand
		6–8
Benchmarks		By Benchmark
I.B.1 The student will acquire, understand and use new vocabulary through explicit instruction and independent reading. <i>Content Limit:</i> Assessed only at the classroom level.		N/A
I.B.2 The student will identify and understand root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to comprehend texts. <i>Content Limit:</i> Items will include only the concepts of antonyms, synonyms and homonyms. <i>Multiple-meaning words</i> are the same as <i>synonyms</i> for this benchmark. Only one concept may be assessed in an item. Items do not require definition of the specific literary terms. Root words, idioms and derivations are assessed only at the classroom level.		1–2
I.B.3 The student will use dictionaries or glossaries to find the meaning of new words. <i>Content Limit:</i> Assessed only at the classroom level.		N/A
I.B.4 and I.B.5 The student will use context and word structure to determine word meanings. The student will use knowledge of prefixes and suffixes to determine the meaning of unknown words. <i>Content Limit:</i> Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). Word structure may only assist in determining meaning and may include prefixes and suffixes.		4–6

**Reading
Grade 4**

Strand I - Reading and Literature	Item Totals
<p>Sub-strand C. Comprehension Standard: The student will understand the meaning of texts using a variety of comprehension strategies and will demonstrate literal, interpretive and evaluative comprehension.</p>	By Sub-strand
	11–19
Benchmarks	By Benchmark
<p>I.C.1 The student will read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.2 The student will recall and use prior learning and preview text to prepare for reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.3 Students will generate and answer literal, inferential, interpretive and evaluative questions about what is read to demonstrate understanding. <i>Content Limit:</i> An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Items will require a demonstration of understanding solely from the text given.</p>	5–9
<p>I.C.4 Students will summarize and paraphrase what is read. <i>Content Limit:</i> Items will require a summary or paraphrase solely from the text given. Items for this benchmark must assess main idea and/or relevant details in fiction text. (Main idea and relevant details in other genres may be assessed in I.C.5).</p>	1–4

**Reading
Grade 4**

<p>I.C.5 Students will infer and identify main idea and determine relevant details in nonfiction text. <i>Content Limit:</i> Items will require the identification of the main idea and/or its relevant details solely from the nonfiction text given. Items for this benchmark must assess main idea and/or relevant details in nonfiction text. (Main idea and relevant details in other genres may be assessed in I.C.4.)</p>	2–5
<p>I.C.6 Students will distinguish fact from opinion, determine cause and effect and draw conclusions. <i>Content Limit:</i> Individual items may require more than one skill (e.g., an item may require a conclusion based on determining the cause and effect). Items may require identification of fact and/or opinion.</p>	2–5
<p>I.C.7 Students will demonstrate relationships between ideas or events in the texts using graphic organizers. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.8 Students will monitor comprehension, notice when reading breaks down and use strategies to self-correct. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.9 Students will follow multiple-step written instructions. <i>Content Limit:</i> Multi-step instructions will be no more than four steps in response to an item. Items may require organization and sequencing of information.</p>	0–3
<p>I.C.10 The students will compare and contrast information on the same topic from two sources. <i>Content Limit:</i> Comparison and contrast may assess these skills within a single passage as well as between paired passages. Paired passages are based on the same theme or topic.</p>	1–4

**Reading
Grade 4**

Strand I - Reading and Literature	Item Totals
<p>Sub-strand D. Literature Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p>	By Sub-strand
	14–23
Benchmarks	By Benchmark
<p>I.D.1 Students will read and respond to a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.2 Students will identify, respond to, and compare and contrast the literary elements of characterization, plot, setting and theme. <i>Content Limit:</i> An item may require the identification and/or the comparison/contrast of literary elements. Only literary elements of characterization, plot and setting are contained in items. The terms <i>character</i>, <i>plot</i> and <i>setting</i> may be used sparingly in items when supported by item context. Items do not require definition of the specific literary terms. <i>Theme</i> will be assessed only at the classroom level.</p>	4–8
<p>I.D.3 Students will identify patterns of sounds such as rhyme and rhythm in poetry. <i>Content Limit:</i> Rhyme scheme may include describing rhyme and will contain internal or end rhyme. Rhythm in poetry will be assessed only at the classroom level.</p>	0–3
<p>I.D.4 Students will compare and evaluate similar works by different authors in the same genre or theme. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.5 Students will compare and evaluate two works by the same author. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

**Reading
Grade 4**

<p>I.D.6 Students will identify first-person and third-person point of view. <i>Content Limit:</i> Identification is limited to first person and third-person. Items will not require the distinction between limited and omniscient. Definitions of first- and third-person as vocabulary terms are assessed only at the classroom level.</p>	0–3
<p>I.D.7 Students will identify and determine the meanings of similes and metaphors. <i>Content Limit:</i> Items will assess understanding of the concepts simile and metaphor. Success on the item cannot be dependent on knowing the definition of the literary term. Individual items will not refer to both a simile and a metaphor. Definition of similes and metaphors as vocabulary terms are assessed only at the classroom level.</p>	1–4
<p>I.D.8 Students will critically read, and evaluate text to determine author's purpose and point of view. <i>Content Limit:</i> <i>Point of view</i> refers to that of the author. Items may require identification of the author's purpose and/or support for that purpose. The term <i>message</i> may be used in place of <i>author's purpose</i>.</p>	0–3
<p>I.D.9 Students will respond to literature using ideas and details from the text to support reactions and make literary connections. <i>Content Limit:</i> Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to the passage(s) provided.</p>	8–13
<p>I.D.10 Students will read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

Reading
Grade 5

Grade 5

Strand I - Reading and Literature		Item Totals
<p>Sub-strand B. Vocabulary Expansion Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.</p>		By Sub-strand
		6–8
Benchmarks		By Benchmark
<p>I.B.1 The student will acquire, understand and use new vocabulary through explicit instruction as well as independent reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>		N/A
<p>I.B.2 The student will use knowledge of root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to understand texts. <i>Content Limit:</i> Items will include only the concepts of antonyms, synonyms and homonyms. <i>Multiple-meaning words</i> are the same as <i>synonyms</i> for this benchmark. Only one concept will be assessed in an item. Items do not require definition of the specific literary terms. Root words, idioms and derivations are assessed only at the classroom level.</p>		1–2
<p>I.B.3 The student will use word reference materials, such as dictionaries, thesauruses, to understand and express word meanings. <i>Content Limit:</i> Assessed only at the classroom level.</p>		N/A
<p>I.B.4 The student will analyze word structure and use context clues in order to understand new words. <i>Content Limit:</i> Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). Word structure may only assist in determining meaning and may include prefixes, suffixes, syllabication or root words.</p>		4–6

*Reading
Grade 5*

Strand I - Reading and Literature	Item Totals
<p>Sub-strand C. Comprehension Standard: The student will understand the meaning of texts using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.</p>	By Sub-strand
	19–24
Benchmarks	By Benchmark
<p>I.C.1 Students will read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.2 Students will recall and use prior learning and preview text to prepare for reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.3 Students will summarize and paraphrase key ideas from text. <i>Content Limit:</i> Items will require a summary or paraphrase solely from the text given.</p>	1–4
<p>I.C.4 Students will identify main idea and supporting details in fiction text. <i>Content Limit:</i> Items will require the identification of the main idea and/or its relevant details solely from the text given. Items for this benchmark must use fiction. (Nonfiction main idea and relevant details are in I.C.5.)</p>	3–7
<p>I.C.5 Students will infer main idea and determine relevant details in nonfiction text. <i>Content Limit:</i> Items will require the inference of the main idea and/or its relevant details solely from the text given. Items for this benchmark must use nonfiction. (Fiction main idea and relevant details are in I.C.4.)</p>	2–6
<p>I.C.6 Students will generate graphic organizers to enhance comprehension of texts and to describe text structure and organization. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

**Reading
Grade 5**

<p>I.C.7 Students will generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. <i>Content Limit:</i> An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Items will require a demonstration of understanding solely from the text given.</p>	6–10
<p>I.C.8 Students will distinguish fact from opinion and provide evidence to support conclusions. <i>Content Limit:</i> Items may require students to provide evidence of support from the text given.</p>	2–5
<p>I.C.9 Students will determine cause and effect and draw conclusions. <i>Content Limit:</i> Individual items may require more than one skill (e.g., an item may require a conclusion based on determining the cause and effect).</p>	2–5
<p>I.C.10 Students will compare and contrast information on the same topic from multiple sources. <i>Content Limit:</i> Comparison and contrast may assess these skills within a single passage as well as between paired passages. Items require comparison and/or contrast from no more than two sources on the same theme or topic.</p>	2–5
<p>I.C.11 Students will critically read and evaluate text to identify author's point of view and purpose. <i>Content Limit:</i> <i>Point of view</i> refers to that of the author. Items may require identification of the author's purpose and/or support for that purpose.</p>	1–4
<p>I.C.12 Students will notice when comprehension breaks down, reread and use strategies to self-correct. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.13 Students will follow multiple-step written directions. <i>Content Limit:</i> Multi-step instructions will be no more than four steps in response to an item. Items may require organization and sequencing of information.</p>	0–3

**Reading
Grade 5**

Strand I - Reading and Literature	Item Totals
<p>Sub-strand D. Literature Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p>	By Sub-strand
	16–23
Benchmarks	By Benchmark
<p>I.D.1 Students will read a variety of high-quality traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.2 Students will identify and analyze literary elements and devices in works of fiction including characterization, plot, tone, and theme and the ways they convey meaning. <i>Content Limit:</i> An item may require the identification and/or analysis of literary elements. Only literary elements of characterization, plot and/or setting are contained in items. The terms <i>character</i>, <i>plot</i> and <i>setting</i> may be used in items. <i>Tone</i> and <i>theme</i> will be assessed only at the classroom level.</p>	4–10
<p>I.D.3 Students will evaluate nonfiction texts by analyzing structure, concept development, design and style. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.4 Students will interpret literature by answering questions that ask for analysis and evaluation. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.5 Students will distinguish among various literary genres and subgenres. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

**Reading
Grade 5**

<p>I.D.6 Students will distinguish between third-person omniscient and first-person point of view. <i>Content Limit:</i> Identification is limited to first-person and third-person omniscient. Items will not require the distinction between limited and omniscient. Definitions of first- and third-person as vocabulary terms are assessed only at the classroom level.</p>	1–4
<p>I.D.7 Students will identify and determine the meanings of similes and metaphors. <i>Content Limit:</i> Items will assess understanding of the concepts simile and metaphor. Success on the item cannot be dependent on knowing the definition of the literary term. Individual items will not refer to both a simile and a metaphor. Definition of similes and metaphors as vocabulary terms are assessed only at the classroom level.</p>	1–4
<p>I.D.8 Students will respond to literature using ideas and details from the text to support reactions and make literary connections. <i>Content Limit:</i> Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to the passage(s) provided.</p>	10–15
<p>I.D.9 Students will read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

Reading
Grade 6

Grade 6

Strand I - Reading and Literature		Item Totals
<p>Sub-strand B. Vocabulary Expansion Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.</p>		By Sub-strand
		6–8
Benchmarks		By Benchmark
<p>I.B.1 The student will acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>		N/A
<p>I.B.2 and I.B.4 The student will analyze word structure and use cueing systems to understand new words. The student will determine the meaning of unknown words using knowledge of common Greek and Latin roots, suffixes and prefixes. <i>Content Limit:</i> Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). Word structure may only assist in determining meaning and may include prefixes, suffixes, syllabication or root words.</p>		6–8
<p>I.B.3 The student will determine pronunciations, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools. <i>Content Limit:</i> Assessed only at the classroom level.</p>		N/A
<p>I.B.5 The student will recognize and interpret similes, metaphors and words with multiple meanings. <i>Content Limit:</i> This benchmark is assessed in the context of I.D.5.</p>		

**Reading
Grade 6**

Strand I - Reading and Literature	Item Totals
<p>Sub-strand C. Comprehension Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.</p>	By Sub-strand
	19–25
Benchmarks	By Benchmark
<p>I.C.1 Students will summarize and paraphrase what is read. <i>Content Limit:</i> Items will require a summary or paraphrase solely from the text given.</p>	1–4
<p>I.C.2 Students will recall and use prior learning and preview text to prepare for reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.3 Students will generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. <i>Content Limit:</i> An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Items will require a demonstration of understanding solely from the text given.</p>	5–10
<p>I.C.4 Students will apply a range of monitoring strategies and self-correction methods. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.5 Students will identify the main idea and supporting details. <i>Content Limit:</i> Items will require the identification of the main idea and/or its relevant details solely from the text given.</p>	3–8

**Reading
Grade 6**

<p>I.C.6 Students will retell significant sequences of events and ideas. <i>Content Limit:</i> A sequence of events will have no more than five in response to an item. Items may require organization and sequencing of information.</p>	1–4
<p>I.C.7 Students will distinguish fact from opinion and give examples from text. <i>Content Limit:</i> Items may require identification of fact and/or opinion. Items may require an explanation of why a statement is fact and/or opinion.</p>	3–6
<p>I.C.8 and I.C.13 Students will identify the author's purpose (stated or implied), audience and message. Students will critically read and evaluate to determine the author's purpose, point of view, audience and message. <i>Content Limit:</i> Items may require identification of the author's purpose and/or support for that purpose. <i>Point of view</i> refers to that of the author. Items addressing <i>audience</i> refer to the reader(s) for whom the text was most likely intended. <i>Message</i> is synonymous with <i>main idea(s)</i> in these items.</p>	3–6
<p>I.C.9 Students will create outlines, logical notes and summaries across content areas. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.10 Students will use texts' structural features, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings across a range of subject areas to enhance comprehension. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

Reading
Grade 6

<p>I.C.11 Students will utilize texts' organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall and summarize content. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.12 Students will compare and contrast information from different sources on the same topic. <i>Content Limit:</i> Comparison and contrast may assess these skills within a single passage as well as between paired passages. Items require comparison and/or contrast from no more than two sources on the same theme or topic.</p>	3-7

**Reading
Grade 6**

Strand I - Reading and Literature	Item Totals
<p>Sub-strand D. Literature Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p>	By Sub-strand
	15–26
Benchmarks	By Benchmark
<p>I.D.1 Students will read a variety of high-quality traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.2 Students will identify and describe the characteristics of various genres. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.3 Students will identify and describe the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme and tone. <i>Content Limit:</i> An item may require the identification and/or analysis (i.e., description of relationships) of literary elements. <i>Relationships among</i> compares literary elements (e.g., how setting affects the plot or tone; how a character affects a conflict; how a character affects the plot and/or resolution of a conflict). Only literary elements of setting, characterization, plot, conflict/resolution, theme and/or tone are contained in items. The terms <i>setting, character, plot, conflict, resolution, theme</i> and <i>tone</i> may be used in items. <i>Tone</i> is defined as author’s attitude toward topic. Items may include the use of the term <i>feeling</i> (not <i>mood</i>) to indicate the intended effect on the reader. Items may require identification of first- and third-person omniscient.</p>	6–12
<p>I.D.4 Students will analyze characters through identifying thoughts, words, actions and narrator’s description. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

**Reading
Grade 6**

<p>I.D.5 Students will describe how figurative language (such as simile and metaphor) and literary devices contribute to the meaning of text. The student will recognize and interpret similes, metaphors and words with multiple meanings. (I.B.5) <i>Content Limit:</i> Items will assess understanding of figurative language or literary devices. Success on the item cannot be dependent on knowing the definition of figurative language or a literary device. Individual items will not refer to both a simile and a metaphor. Definition of similes and metaphors as vocabulary terms are assessed only at the classroom level.</p>	2-7
<p>I.D.6 Students will relate a given literary work to historical events (place, time and custom). <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.7 Students will describe how meaning is conveyed in poetry through the author’s stylistic choices. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.8 Students will respond to literature using ideas and details from the text to support reactions and make literary connections. <i>Content Limit:</i> Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to the passage(s) provided.</p>	7-13
<p>I.D.9 Students will read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

Reading
Grade 7

Grade 7

Strand I - Reading and Literature		Item Totals
Sub-strand B. Vocabulary Expansion		By Sub-strand
Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.		6–8
Benchmarks		By Benchmark
I.B.1 The student will acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading. <i>Content Limit:</i> Assessed only at the classroom level.		N/A
I.B.2 and I.B.3 Students will analyze word structure and use context clues to understand new words. Students will recognize and interpret words with multiple meanings. <i>Content Limit:</i> Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). Word structure may only assist in determining meaning and may include prefixes, suffixes, syllabication or root words.		6–8
I.B.4 The student will recognize the influences of other languages on the English language. <i>Content Limit:</i> Assessed only at the classroom level.		N/A
I.B.5 The student will apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content-area vocabulary and assist pronunciation. <i>Content Limit:</i> Assessed only at the classroom level.		N/A

Reading
Grade 7

<p>I.B.6 Students will identify and explain analogies, similes and metaphors. <i>Content Limit:</i> This benchmark is assessed in the context of I.D.5.</p>	
<p>I.B.7 The student will determine pronunciation, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

**Reading
Grade 7**

Strand I - Reading and Literature	Item Totals
<p>Sub-strand C. Comprehension Standard: The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretative, inferential and evaluative comprehension.</p>	By Sub-strand
Benchmarks	22–30
<p>I.C.1 Students will comprehend, interpret and evaluate text by asking and answering questions. <i>Content Limit:</i> These items may require the identification of the explicit or inferred main idea and/or its relevant details. Comparison/contrast items may also be assessed under this benchmark. Comparison and contrast may assess these skills within a single passage as well as between paired passages. Items require comparison and/or contrast from no more than two sources on the same theme or topic.</p>	8–13
<p>I.C.2 Students will recall and use prior learning and preview text to prepare for reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.3 Students will use knowledge of narrative and expository text structures and subject specific texts to summarize content. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.4 Students will make inferences and draw conclusions based on explicit and implied information from text. <i>Content Limit:</i> Items will require inferences and a subsequent conclusion solely from the text given. Items may require a summary or paraphrase solely from the text given. Items for this benchmark must assess main idea and relevant details in text.</p>	5–10

**Reading
Grade 7**

<p>I.C.5 Students will create outlines, logical notes and summaries across content areas. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.6 Students will use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings to aid comprehension. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.7 Students will distinguish statements of fact from opinion and give examples from the text. <i>Content Limit:</i> Items may require identification of fact and/or opinion. Items may require an explanation of why a statement is fact and/or opinion.</p>	3–6
<p>I.C.8 Students will critically read and evaluate to determine the author's purpose, point of view, audience and message. <i>Content Limit:</i> Items may require identification of the author's purpose and/or support for that purpose. <i>Point of view</i> refers to that of the author. Items addressing <i>audience</i> refer to the reader(s) for whom the text was most likely intended. <i>Message</i> is synonymous with <i>main idea(s)</i> in these items.</p>	3–6
<p>I.C.9 Students will follow written directions in technical reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.10 Students will scan a passage to determine relevant information and skim the text to locate specific information. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.11 Students will identify devices used in persuasive text. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

*Reading
Grade 7*

Strand I - Reading and Literature	Item Totals
<p>Sub-strand D. Literature Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p>	By Sub-strand
	16–25
Benchmarks	By Benchmark
<p>I.D.1 The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.2 Students will identify and analyze various genres and subgenres as forms with distinct characteristics and purposes. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.3 and I.D.4 Students will identify and analyze the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme and tone. Students will identify and analyze the effects of characters' traits on the plot and the resolution of the conflict. <i>Content Limit:</i> An item may require the identification and/or analysis of (i.e., <i>relationships among</i>) literary elements. <i>Relationships among</i> compares literary elements (e.g., how setting affects the plot or tone; how a character affects a conflict; how a character affects the plot and/or resolution of a conflict). Only literary elements of setting, characterization, plot, conflict/resolution, theme and/or tone are contained in items. The terms <i>setting, character, plot, conflict, resolution, theme</i> and <i>tone</i> may be used in items. <i>Tone</i> is defined as author's attitude toward topic.</p>	5–10

**Reading
Grade 7**

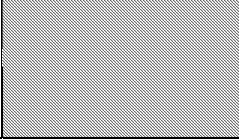
<p>I.D.5 Students will analyze how figurative language and literary devices contribute to the meaning of a text. Students will identify and explain analogies, similes and metaphors. (I.B.6)</p> <p><i>Content Limit:</i> Items will assess understanding of figurative language or literary devices. Success on the item cannot be dependent on knowing the definition of figurative language or a literary device. Individual items will not refer to both a simile and a metaphor. Items assessing analogies will use the concept of <i>comparison</i>. Formal analogy structures will not be assessed (e.g., Happy : Smile :: Sad : Frown). Definitions of analogies, similes and metaphors as vocabulary are assessed only at the classroom level.</p>	2–6
<p>I.D.6 Students will identify and discuss the effect of the speaker and recognize the difference between first- and third-person point of view.</p> <p><i>Content Limit:</i> Identification is limited to third-person (limited and/or omniscient) and first-person. Items will not require knowledge of the terms <i>limited</i> and <i>omniscient</i>.</p>	2–5
<p>I.D.7 Students will relate a given literary work to historical events (place, time and custom).</p> <p><i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.8 Students will explain how form and stylistic devices convey the meaning of a poem.</p> <p><i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.9 Students will identify and understand recurring themes across literary works, citing evidence from the texts.</p> <p><i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.10 Students will respond to literature using ideas and details from the text to support reactions and make literary connections.</p> <p><i>Content Limit:</i> Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to the passage(s) provided.</p>	7–12

**Reading
Grade 8**

Grade 8

Strand I - Reading and Literature	Item Totals
<p>Sub-strand B. Vocabulary Expansion Standard: The student will apply a variety of strategies to expand reading, listening and speaking vocabularies.</p>	By Sub-strand
	6–8
Benchmarks	By Benchmark
<p>I.B.1 The student will acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.B.2 and I.B.3 Students will determine the meaning of unknown words by using a dictionary or context clues. Students will recognize and interpret words with multiple meanings. <i>Content Limit:</i> Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). Word structure may only assist in determining meaning and may include prefixes, suffixes, syllabication or root words. Dictionary clues are provided in the item when required. No more than one dictionary item exists on an operational test. <i>Multiple-meaning words</i> are the same as <i>synonyms</i> for this benchmark.</p>	6–8
<p>I.B.4 The student will describe the influences of other languages in the English language. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.B.5 The student will apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content-area vocabulary. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

Reading
Grade 8

<p>I.B.6 The student will determine word meanings by using definition, restatement, example, comparison or contrast. <i>Content Limit:</i> Assessed only at the classroom level.</p>	<p>N/A</p>
<p>I.B.7 Identify and explain analogies, similes and metaphors. <i>Content Limit:</i> This benchmark is assessed in the context of I.D.4.</p>	

**Reading
Grade 8**

Strand I - Reading and Literature	Item Totals
<p>Sub-strand C. Comprehension Standard: The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.</p>	By Sub-strand
	27–37
Benchmarks	By Benchmark
<p>I.C.1 Students will summarize and paraphrase main idea and supporting details. <i>Content Limit:</i> Items will require a summary or paraphrase solely from the text given. Items will require the identification of the explicit or inferred main idea and/or its relevant details solely from the text given.</p>	10–15
<p>I.C.2 Students will recall and use prior learning and preview text to prepare for reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.3 Students will comprehend, interpret and evaluate information in a variety of texts using a combination of strategies before, during and after reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.4 Students will make inferences and draw conclusions based on explicit and implied information from text. <i>Content Limit:</i> Items may require inferences and/or a subsequent conclusion solely from the text given.</p>	10–15
<p>I.C.5 Students will trace the development of an author’s argument, point of view or perspective. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

**Reading
Grade 8**

<p>I.C.6 Students will evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text. <i>Content Limit:</i> <i>Adequacy</i> and <i>appropriateness</i> are synonymous in these items. Items do not require verification of accuracy outside the text given. <i>Persuasive text</i> can be an element of persuasive text found in any genre.</p>	1–4
<p>I.C.7 Students will use knowledge of narrative and expository text structures in a variety of content areas to summarize information. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.8 Students will create outlines, logical notes, and summaries of text in various content areas. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.9 Students will use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings, to aid comprehension. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.10 Students will monitor comprehension and use strategies to clarify understanding of selections. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.11 Students will distinguish fact from opinion in two selections on the same topic and give evidence. <i>Content Limit:</i> Items may require identification of fact and/or opinion within one or two passages. <i>Give evidence</i> means items may require an explanation of why a statement is fact and/or opinion. If two selections are presented, the two must be on the same theme or topic. Comparison/contrast items may also be assessed under this benchmark. Comparison and contrast may assess these skills within a single passage as well as between paired passages. Items require comparison and/or contrast from no more than two sources on the same theme or topic.</p>	3–6

**Reading
Grade 8**

I.C.12 Students will follow written directions in technical reading. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
I.C.13 Students will identify and utilize a variety of sources to compare and contrast information. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
I.C.14 Students will critically read and evaluate to determine the author's purpose, point of view, audience and message. <i>Content Limit:</i> Items may require identification of the author's purpose and/or support for that purpose. <i>Point of view</i> refers to that of the author. Items addressing <i>audience</i> refer to the reader(s) for whom the text was most likely intended. <i>Message</i> is synonymous with <i>main idea(s)</i> in these items. Items may require identification of first- and third-person omniscient. Items will not require knowledge of the terms <i>limited</i> and <i>omniscient</i> .	3–7

Reading
Grade 8

Strand I - Reading and Literature	Item Totals
<p>Sub-strand D. Literature Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p>	By Sub-strand
	11–19
Benchmarks	By Benchmark
<p>I.D.1 Students will read a variety of high quality; traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.2 Students will analyze and evaluate the relationships among elements of fiction. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.3 Students will analyze a character's traits, emotions or motivation and give supporting evidence from the text. <i>Content Limit:</i> An item may require the identification and/or analysis of emotion or motivation. Items will require analysis and/or support for that analysis solely from the text given.</p>	2–6

**Reading
Grade 8**

<p>I.D.4 and I.D.7 Students will analyze and evaluate how figurative language and literary devices contribute to the meaning of the text. Students will respond to and analyze the effects of sound, form, figurative language and graphics in order to uncover meaning in poetry. Identify and explain analogies, similes and metaphors. (I.B.7) <i>Content Limit:</i> Items will assess understanding of figurative language or literary devices. Success on the item cannot be dependent on knowing the definition of figurative language or a literary device. Individual items will not refer to both a simile and a metaphor. Items may require students to understand the author’s selection of particular words or phrases that may include literary techniques referencing <i>sound</i> (e.g., “buzzzzzz”, “feathery, fresh, flowers”). Items will only require students to understand <i>form</i> as author’s craft such as line and verse structure, word choice and placement. Items will not require students to understand form as a visual layout on the page (e.g., a poem in the shape of an <i>S</i> will not be assessed). Items assessing analogies will use the concept of <i>comparison</i>. Formal analogy structures will not be assessed (e.g., Happy : Smile :: Sad : Frown). Definitions of analogies, similes and metaphors as vocabulary terms are assessed only at the classroom level.</p>	2–6
<p>I.D.5 Students will contrast points of view (such as first- and third-person, limited and omniscient, subjective and objective) in narrative texts and explain how they affect the overall theme of the works. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.6 Students will relate a given literary work to historical events (place, time and custom). <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.8 Students will identify and understand recurring themes across literary works, citing evidence from texts. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

**Reading
Grade 8**

I.D.9 Students will identify and analyze structural elements particular to dramatic literature. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
I.D.10 Students will compare and evaluate recurring themes across literary works and historic eras. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
I.D.11 Students will identify and analyze structural elements particular to dramatic literature. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
I.D.12 Students will respond to literature using ideas and details from the text to support reactions and make literary connections. <i>Content Limit:</i> Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to the passage(s) provided. Items may require identification of the author’s purpose and/or support for that purpose.	7–10
I.D.13 Students will read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment. <i>Content Limit:</i> Assessed only at the classroom level.	N/A

Reading
Grade 10

Grade 10

Strand I - Reading and Literature	Item Totals
Sub-strand B. Vocabulary Expansion Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	By Sub-strand
Benchmarks	By Benchmark
I.B.1 The student will acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
I.B.2 The student will determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books. <i>Content Limit:</i> Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). Word structure may only assist in determining meaning and may include prefixes, suffixes, syllabication or root words. Dictionary clues are provided in the item when required. No more than one dictionary item exists on an operational test. <i>Metaphors</i> are assessed in I.D.4.	6–8
I.B.3 The student will identify and analyze analogies. <i>Content Limit:</i> This benchmark is assessed in I.D.4.	
I.B.4 The student will apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content-area vocabulary. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
I.B.5 The student will understand the meaning of unknown words using derivations, such as word roots and word origins. <i>Content Limit:</i> Assessed only at the classroom level.	N/A

*Reading
Grade 10*

Strand I - Reading and Literature	Item Totals
<p>Sub-strand C. Comprehension Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.</p>	By Sub-strand
	24–39
Benchmarks	By Benchmark
<p>I.C.1 Students will monitor comprehension and know when and how to use strategies to clarify the understanding of a selection. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.2 Students will comprehend and evaluate the purpose, accuracy, comprehension and usefulness of informational materials. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.C.3 Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other information sources, selected from labels, warning manuals, directions, applications and forms in order to complete specific tasks. <i>Content Limit:</i> Items will require analysis and/or subsequent conclusions solely from the text given. Items refer only to technical sources provided.</p>	0–4
<p>I.C.4 Students will analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

**Reading
Grade 10**

<p>I.C.5 Students will summarize and paraphrase main idea and supporting details. <i>Content Limit:</i> Items will require a summary or paraphrase solely from the text given. Items will require the identification of the explicit or inferred main idea and/or its relevant details solely from the text given.</p>	4–9
<p>I.C.6 and I.C.9 Students will trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy and appropriateness of the author's evidence in a persuasive text. Students will identify, understand and explain the various types of fallacies in logic. <i>Content Limit:</i> <i>Adequacy</i> and <i>appropriateness</i> are synonymous in these items. Items do not require verification of accuracy outside the text given. Items may require identification, analysis and/or evaluation of the author's purpose. Items may require identification of the elements of the author's argument and/or support for that argument. <i>Point of view</i> refers to that of the author. These items must be based on the persuasive text provided. Items may require identification of fact and/or opinion. Items may require an explanation of why a statement is fact and/or opinion. An item may require the identification and/or analysis of a fallacy in logic. Items do not require the use of definitions for specific fallacies of logic in the response. <i>Persuasive text</i> can be an element of persuasive text found in any genre.</p>	3–8
<p>I.C.7 Students will make inferences and draw conclusions based on explicit and implied information from texts. <i>Content Limit:</i> Items will require inferences and/or subsequent conclusions solely from the text given. Comparison/contrast items may also be assessed under this benchmark. Comparison and contrast may assess these skills within a single passage as well as between paired passages. Items require comparison and/or contrast from no more than two sources on the same theme or topic.</p>	10–16

**Reading
Grade 10**

<p>I.C.8 Students will evaluate clarity and accuracy of information, as well as the credibility of sources. <i>Content Limit:</i> Items do not require verification of accuracy outside the text given. <i>Clarity of information</i> is defined as the text’s consistency (i.e., information provided in the text is not contradicted elsewhere in the text). <i>Credibility of sources</i> may require the evaluation of the relative trustworthiness of publications (e.g., national newspaper vs. tabloid) or people (e.g., expert vs. novice).</p>	2–7
<p>I.C.10 Students will synthesize information from multiple selections in order to draw conclusions, make predications and form interpretations. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

Reading
Grade 10

Strand I - Reading and Literature	Item Totals
<p>Sub-strand D. Literature Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p>	By Sub-strand
	9–18
Benchmarks	By Benchmark
<p>I.D.1 Students will read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.2 Students will read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.3 Students will read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.4 Students will evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements. The student will identify and analyze analogies. (I.B.3) <i>Content Limit:</i> Items will assess understanding of figurative language or literary devices. An item may require the identification and/or the analysis of word choice, point of view, style and literary elements. Success on the item cannot be dependent on knowing the definition of literary devices. Items do not require the use of definitions for specific literary elements in the response. <i>Point of view</i> is limited to third-person (limited and/or omniscient) and first-person. Items will not require knowledge of the terms <i>limited</i> and <i>omniscient</i>. Items assessing analogies will use the concept of <i>comparison</i>. Formal analogy structures will not be assessed (e.g., Happy : Smile :: Sad : Frown).</p>	1–4

**Reading
Grade 10**

<p>I.D.5 Students will analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire. <i>Content Limit:</i> An item may require the identification and/or evaluation of a figurative language and imagery. Only literary elements of symbolism, tone, irony and satire are contained in items. <i>Tone</i> is defined as author’s attitude toward topic. Items do not require the use of definitions for specific literary elements in the response.</p>	1–4
<p>I.D.6 and I.D.10 Students will analyze and evaluate the relationship between and among elements of literature, character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution. Students will interpret the effect of literary devices. <i>Content Limit:</i> An item may require the identification and/or analysis (i.e., <i>relationship between and among</i>) of literary elements. <i>Relationships among</i> compares literary elements (e.g., how setting affects the plot or tone; how a character affects a conflict; how a character affects the plot and/or resolution of a conflict). Only literary elements of character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution are contained in items. The terms <i>character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution</i> may be used in items. <i>Tone</i> is defined as author’s attitude toward topic. <i>Point of view</i> is limited to first person and third person. Items may use the terms <i>limited</i> and <i>omniscient</i> when referring to <i>point of view</i>.</p>	3–7
<p>I.D.7 Students will evaluate a literary selection from several critical perspectives. <i>Content Limit:</i> <i>Critical perspective</i> is defined as the ability to understand a given selection from multiple interpretations, authors or readers (e.g., political, religious, social or environmental).</p>	1–4
<p>I.D.8 Students will analyze classic and contemporary poems for poetic devices. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

**Reading
Grade 10**

<p>I.D.9 Students will analyze the characteristics of literary forms. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.11 Students will demonstrate how literary works reflect the historical contexts that shaped them. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.12 Students will synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.13 Students will read, analyze and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<p>I.D.14 Students will respond to literature using ideas and details from the text to support reactions and make literary connections. <i>Content Limit:</i> Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to the passage(s) provided.</p>	3–7
<p>I.D.15 Students will identify and analyze structural elements particular to dramatic literature. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

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