

Stage V AZCCRS Literacy and ELPS Connection

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
V-R-4:HI-3: formulating and confirming predictions about text for accuracy.
V-R-4:HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.
V-R-4:HI-5: generating clarifying questions.
V-R-4:HI-7: explaining connections made to text while reading. (*text-to-text, text-to-self, and text-to-world*)
V-R-4:HI-8: summarizing the main idea (*explicit or implicit*) and supporting details in text.
V-R-4:HI-32: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
V-R-4:HI-8: summarizing the main idea (*explicit or implicit*) and supporting details in text.
V-R-4:HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
V-R-4:HI-9: locating sequential/ chronological order signal words in text. (*e.g., first, next, finally, today, now, meanwhile, not long ago*)
V-R-4:HI-10: locating signal words that indicate comparison/contrast. (*e.g., similarly, on the other hand, however, yet, in spite of*)
V-R-4:HI-11: identifying signal words that indicate cause and effect. (*as a result of, consequently, so that, because of, since*)
V-R-4:HI-21: applying understanding of content area vocabulary within math, science, and social studies texts.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
V-R-4:HI-9: locating sequential/ chronological order signal words in text. (*e.g., first, next, finally, today, now, meanwhile, not long ago*)
V-R-4:HI-10: locating signal words that indicate comparison/contrast. (*e.g., similarly, on the other hand, however, yet, in spite of*)
V-R-4:HI-11: identifying signal words that indicate cause and effect. (*as a result of, consequently, so that, because of, since*)

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V-R-4:HI- 26: explaining the purpose of print (font) features on a page in nonfiction text.

V-R-4:HI-27: explaining the purpose of organizational features on a page of nonfiction text.

V-R-4:HI-28: locating information from an organizational feature of a book for a specific purpose.

6. Assess how point of view or purpose shapes the content and style of a text.

V-R-4:HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).

V-R-4:HI-32: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

V-R-4:HI-23: locating information in print and electronic reference sources for a specific purpose. (e.g., *encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.*)

V-R-4:HI-25: interpreting external text within nonfiction text for a specific purpose.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

V-R-4:HI-32: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

V-R-4:HI-7: explaining connections made to text while reading. (*text-to-text, text-to-self, and text-to-world*)

V-R-4:HI-8: summarizing the main idea (*explicit or implicit*) and supporting details in text.

V-R-4:HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

V-R-3:HI-1: reading grade-level text aloud fluently with 90% comprehension.

V-R-3:HI-2: reading grade-level text silently with 90% comprehension.
