

READING STANDARD ARTICULATED BY GRADE LEVEL

Kindergarten

Instruction for students identified as having a significant cognitive disability should be developed from Arizona's Alternate Academic Standards. Only those performance objectives that have an identified alternate are required. When developing lessons or activities aligned to the grade level alternate standards, teachers should consider individual student abilities and their need for accommodations, cues, manipulatives/objects, augmentative devices, and communication systems. In addition the depth and breadth of the alternate academic standard can be simplified based on the student's current cognitive abilities. Teachers can also develop lessons using performance objectives without alternates for those students who have developed those specific skills.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

- PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs).
- PO 2. Hold a book right side up and turn pages in the correct direction.
- PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.
- PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.
Alternate: Identify a book.
- PO 5. Distinguish between printed letters and words.
- PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.
- PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.
- PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.
Alternate: Demonstrate the one-to-one correlation between a spoken word and a symbol.

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

- PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).
- PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)
- PO 3. Orally produce groups of words that begin with the same initial sound alliteration).
- PO 4. Blend two or three spoken syllables to say words.
- PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).
- PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).
- PO 7. Identify the initial and final sounds (not the letter) of a spoken word.
Alternate: Identify the initial sound of a spoken word.
- PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., dog makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

- PO 1. Identify letters of the alphabet (upper and lower case).
Alternate: Identify letters in student's name (upper and lower case).
- PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.
- PO 3. *Say letter sounds represented by the single-lettered consonants and vowels.*
Alternate: Match letter sounds to letter symbols.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

- PO 1. Determine what words mean from how they are used in a sentence, heard or read.
Alternate: Match manipulatives to a word used in a sentence.
- PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).
- PO 3. Describe familiar objects and events in both general and specific language.
Alternate: Select one identifying characteristic of a familiar object or event.

Concept 5: Fluency

Read fluently.

(Grades 1-12)

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1. Make predictions based on title, cover, illustrations, and text.

Alternate: Make predictions based on title, cover, and illustrations.

PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.

PO 2. Identify elements of a story, including characters, setting, and key events.
Alternate: Identify the main character of a story.

PO 3. Retell or re-enact a story, placing the events in the correct sequence.
Alternate: Identify one event from a story.

PO 4. Determine whether a literary selection, that is heard, is realistic or fantasy.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

(Grades 1-12)

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Identify the purpose for reading expository text.

PO 2. Restate facts from listening to expository text.

Alternate: Recall one fact from listening to expository text.

PO 3. Respond appropriately to questions based on facts in expository text, heard or read.

Alternate: Answer questions based on facts in expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.

Alternate: Follow a direction.

PO 2. Identify signs, symbols, labels, and captions in the environment.

Alternate: Identify signs, symbols, and labels found in the school environment.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

(Grades 3-12)

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 1

Instruction for students identified as having a significant cognitive disability should be developed from Arizona's Alternate Academic Standards. Only those performance objectives that have an identified alternate are required. When developing lessons or activities aligned to the grade level alternate standards, teachers should consider individual student abilities and their need for accommodations, cues, manipulatives/objects, augmentative devices, and communication systems. In addition the depth and breadth of the alternate academic standard can be simplified based on the student's current cognitive abilities. Teachers can also develop lessons using performance objectives without alternates for those students who have developed those specific skills.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

- PO 1. Alphabetize a series of words to the first letter.
Alternate: Identify the letters of the alphabet, in or out of order.
- PO 2. Distinguish between uppercase and lowercase letters.
- PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).
- PO 4. Identify the title, author, and table of contents of a book.
Alternate: Identify the front and back cover, title, and author of a book.

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

- PO 1. Generate a series of rhyming words, including consonant blends.
Alternate: Identify words that rhyme.
- PO 2. Orally segment a multi-syllable word into its syllables.
- PO 3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change cow to how, pan to an).
- PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.
Alternate: Identify the initial sound of single-syllable words.

PO 5.	Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).
PO 6.	Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.
PO 7.	Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).
PO 8.	Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

PO 1.	Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: <ul style="list-style-type: none"> • Single letters (consonants and vowels), • Consonant blends (e.g., bl, st, tr), • Consonant digraphs (e.g., th, sh, ck), and • Vowel digraphs and diphthongs (e.g., ea, ie, ee). <p>Alternate: Match letter sounds to letter symbols.</p>
PO 2.	Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.
PO 3.	Use knowledge of base words to identify compound words.
PO 4.	Read words with common spelling patterns (e.g., -ite, -ill, -ate).
PO 5.	Recognize high frequency words and irregular sight words. Alternate: Recognize commonly used words or symbols within the school environment.
PO 6.	Read common contractions fluently (e.g., I'm, I'll, can't).
PO 7.	Use knowledge of word order (syntax) and context to confirm decoding.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

PO 1	Recognize base words and their inflections (e.g., look, looks, looked, looking).
PO 2.	Classify common words into conceptual categories (e.g., animals, foods, toys). Alternate: Classify common words into categories.
PO 3.	Identify the words that comprise contractions (e.g., can't=cannot, it's=it is, aren't=are not).
PO 4.	Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).

Concept 5: Fluency

Read fluently.

PO 1. Consistently read grade-level text with at least 90 percent accuracy.

Alternate: Read functional and environmental print.

PO 2. Read aloud with fluency in a manner that sounds like natural speech.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1. Predict what might happen next in a reading selection.

Alternate: Make predictions on a reading selection.

PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Identify the plot of a literary selection, heard or read.

Alternate: Identify one event from a story.

PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.

Alternate: Identify the main character from a story.

PO 3. Sequence a series of events in a literary selection, heard or read.

PO 4. Determine whether a literary selection, heard or read, is realistic or fantasy.

PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- PO 1. Identify the topic of expository text presented to the student.
Alternate: Identify the topic of expository text.
- PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.
Alternate: Answer questions (who, what, where, when, and why) about expository text.
- PO 3. Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- PO 1. Follow a set of written multi-step directions with picture cues to assist.
Alternate: Follow a set of multi-step directions.
- PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.
Alternate: Indicate whether a specific 2-step activity is completed in order.
- PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).
Alternate: Identify the meaning of specific signs.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

(Grades 3-12)

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 2

Instruction for students identified as having a significant cognitive disability should be developed from Arizona's Alternate Academic Standards. Only those performance objectives that have an identified alternate are required. When developing lessons or activities aligned to the grade level alternate standards, teachers should consider individual student abilities and their need for accommodations, cues, manipulatives/objects, augmentative devices, and communication systems. In addition the depth and breadth of the alternate academic standard can be simplified based on the student's current cognitive abilities. Teachers can also develop lessons using performance objectives without alternates for those students who have developed those specific skills.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

PO 1. Alphabetize a series of words to the second letter.

Alternate: Identify the letters of the alphabet, in or out of order.

PO2. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

PO 1. Orally segment a multi-syllable word into its syllables.

PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t.../i.../g.../er/ makes tiger).

PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., tiger makes /t.../i.../g.../er/ while student moves one block for each phoneme).

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

- PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.
Alternate: Match letter sounds to letter symbols.
- PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).
- PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.
- PO 4. Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.
- PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.
Alternate: Match common abbreviations to pictures and symbols.
- PO 6. Recognize high frequency words and irregular sight words
Alternate: Recognize commonly used words or symbols within the school environment.
- PO 7. *Read common contractions fluently (e.g., haven't, it's, aren't).*
- PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- PO 9. *Use knowledge of word order (syntax) and context to confirm decoding.*

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

- PO 1. Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.
- PO 2. Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.
- PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.
- PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.
Alternate: Use simple suffixes to create new words.
- PO 5. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).
- PO 6. *Identify the words that comprise contractions (e.g., can't = cannot, it's = it is, aren't = are not).*
- PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).

Concept 5: Fluency

Read fluently.

- PO 1. *Consistently read grade level text with at least 90 percent accuracy.*
Alternate: Read functional and environmental print.
- PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.
- PO 3. Use punctuation, including commas, periods, and question marks to guide reading for fluency.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

- PO 1. *Predict what might happen next in a reading selection.*
Alternate: Make predictions on a reading selection.
- PO2. Compare a prediction about an action or event to what actually occurred within a text.
- PO 3. Ask relevant questions in order to comprehend text.
- PO 4. *Relate information and events in a reading selection to life experiences and life experiences to the text.*

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.

Alternate: Identify one event from a story.

PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.

Alternate: Identify the main character from a story.

PO 3. Sequence a series of events in a literary selection.

PO 4. Identify cause and effect of specific events in a literary selection.

PO 5. Identify words that the author selects in a literary selection to create a graphic visual experience.

PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.

PO 7. Identify differences between fiction and nonfiction.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. *Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.*

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- PO 1. Identify the main idea in expository text.
Alternate: Identify the topic of expository text.
- PO 2. Locate facts in response to questions about expository text.
- PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (Connected to Research Strand in Writing)
Alternate: Locate specific information by using organizational features found in expository text.
- PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. (Connected to Research Strand in Writing)
Alternate: Identify other sources of reading material.
- PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- PO 1. Follow a set of multi-step directions.
Alternate: Follow a set of multi-step directions.
- PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.
Alternate: Indicate whether a specific task is complete.
- PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).
Alternate: Identify the meaning of specific signs, graphics, and symbols.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

(Grades 3-12)

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 3

Instruction for students identified as having a significant cognitive disability should be developed from Arizona's Alternate Academic Standards. Only those performance objectives that have an identified alternate are required. When developing lessons or activities aligned to the grade level alternate standards, teachers should consider individual student abilities and their need for accommodations, cues, manipulatives/objects, augmentative devices, and communication systems. In addition the depth and breadth of the alternate academic standard can be simplified based on the student's current cognitive abilities. Teachers can also develop lessons using performance objectives without alternates for those students who have developed those specific skills.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

PO 1. Alphabetize a series of words to the third letter.

Alternate: Identify the letters of the alphabet, in or out of order.

PO 2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

(Grades K-2)

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.

Alternate: Match letter sounds to letter symbols.

PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).

Alternate: Identify consonant-vowel-consonant (CVC) word families.

PO 3. Apply knowledge of the following common spelling patterns to read words:

- that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable)
- with final consonants that need to be doubled when adding an ending (e.g., hop/hopping)
- that require changing the final y to i (e.g., baby/babies)
- that end in -tion, -sion, (e.g., election, vision)
- with complex word families (e.g., -ight, -ought); and
- that include common prefixes, suffixes and root words.

- PO 4. *Read common abbreviations (e.g., Wed., Sept.) fluently.*
Alternate: Match common abbreviations to pictures and symbols.
- PO 5. *Recognize high frequency words and irregular sight words.*
Alternate: Recognize commonly used words or symbols within the school environment.
- PO 6. *Use knowledge of word order (syntax) and context to confirm decoding.*

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

- PO 1. *Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.*
- PO 2. *Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.*
Alternate: Use simple suffixes to create new words.
- PO 3. *Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).*
- PO 4. *Identify the words that comprise a contraction (e.g., can't=cannot, it's=it is, aren't=are not).*
- PO 5. *Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).*
- PO 6. *Determine the meaning of common synonyms, antonyms, and homonyms.*
Alternate: Identify common synonyms.
- PO 7. *Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet.*

Concept 5: Fluency

Read fluently.

- PO 1. *Consistently read grade level text with at least 90 percent accuracy.*
Alternate: Read functional and environmental print.
- PO 2. *Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.*

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

- PO 1. *Predict events and actions, based upon prior knowledge and text features.*
Alternate: Make predictions on a reading selection.
- PO2. *Compare a prediction about an action or event to what actually occurred within a text.*
- PO 3. *Ask relevant questions in order to comprehend text.*
- PO 4. *Answer clarifying questions in order to comprehend text.*
- PO 5. *Extract information from graphic organizers to comprehend text.*
Alternate: Use graphic organizers.
- PO 6. *Connect information and events in text to experience and to related text and sources.*

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

- PO 1. Compare (and contrast) literary elements across stories, including plots, settings, and characters.
Alternate: Identify events from a story.
- PO 2. *Describe characters (e.g., traits, roles, similarities) within a literary selection.*
Alternate: Identify the main character from a story.
- PO 3. *Sequence a series of events in a literary selection.*
- PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.
Alternate: Identify cause and effect in a story.
- PO 5. Identify the speaker or narrator in a literary selection.
- PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.
- PO 7. Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

- PO 1. *Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.*

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- PO 1. Identify the main idea and supporting details in expository text.
Alternate: Identify the main idea in expository text.
- PO 2. *Locate facts in response to questions about expository text.*
Alternate: Use familiar vocabulary or picture and symbols to answer questions about expository text.
- PO 3. *Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (Connected to Research Strand in Writing).*
Alternate: Locate specific information by using organizational features found in expository text.
- PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (Connected to Research Strand in Writing)
Alternate: Answer questions using multiple sources.
- PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)
Alternate: Answer questions using graphic features (charts, maps, pictures) of expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- PO 1. *Follow a set of written multi-step directions.*
Alternate: Follow a set of multi-step directions.
- PO 2. Provide multi-step directions.
- PO 3. Evaluate written directions for sequence and completeness.
Alternate: Indicate whether a specific task is complete.
- PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.
Alternate: Demonstrate understanding of functional documents (maps, schedules).

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

- PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).
- PO 2. Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 4

Instruction for students identified as having a significant cognitive disability should be developed from Arizona's Alternate Academic Standards. Only those performance objectives that have an identified alternate are required. When developing lessons or activities aligned to the grade level alternate standards, teachers should consider individual student abilities and their need for accommodations, cues, manipulatives/objects, augmentative devices, and communication systems. In addition the depth and breadth of the alternate academic standard can be simplified based on the student's current cognitive abilities. Teachers can also develop lessons using performance objectives without alternates for those students who have developed those specific skills.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

(Grades K-3)

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

(Grades K-2)

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

(Grades K-3)

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

- PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.
- PO 2. Use context to determine the relevant meaning of a word.
- PO 3. Determine the difference between figurative language and literal language.
- PO 4. Identify figurative language, including similes, personification, and idioms.
- PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.
Alternate: Determine the meanings of new words using multiple sources.
- PO 6. Identify antonyms, synonyms, and homonyms for given words within text.
Alternate: Identify common synonyms.

Concept 5: Fluency

Read fluently.

- PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.
Alternate: Read functional and environmental print.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

- PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).
Alternate: Make predictions on a reading selection.
- PO 2. Confirm predictions about text for accuracy.
- PO 3. Generate clarifying questions in order to comprehend text.
- PO 4. Use graphic organizers in order to clarify the meaning of the text.
Alternate: Use graphic organizers to answer questions.
- PO 5. *Connect information and events in text to experience and to related text and sources.*
- PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.
Alternate: Identify cause and effect.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

- PO 1. Identify the main problem or conflict of a plot.
Alternate: Identify a problem in a story.
- PO 2. Identify the resolution of a problem or conflict in a plot.
Alternate: Identify the resolution of a problem or conflict in a plot.
- PO 3. Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).
- PO 4. Distinguish between major characters and minor characters.
Alternate: Describe the main characters.
- PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).
Alternate: Describe a character's traits.
- PO 6. *Identify the speaker or narrator in a literary selection.*
- PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).
Alternate: Identify the setting.
- PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.
- PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.
- PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

- PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- PO 1. *Identify the main idea and supporting details in expository text.*
Alternate: Identify the main idea in expository text.
- PO 2. Distinguish fact from opinion in expository text.
- PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.
- PO 4. *Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)*
Alternate: Locate specific information by using organizational features found in expository text.
- PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose. (Connected to Research Strand in Writing)
Alternate: Answer questions using multiple sources.
- PO 6. *Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)*
Alternate: Answer questions using graphic features (charts, maps, pictures) of expository text.
- PO 7. Distinguish cause and effect.
- PO 8. Draw valid conclusions based on information gathered from expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).
Alternate: Locate information from functional text (e.g., menus, schedules, recipes, labels).
- PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).
Alternate: Follow a set of multi-step directions.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Determine the author's position regarding a particular idea, subject, concept, or object.

PO 2. Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 5

Instruction for students identified as having a significant cognitive disability should be developed from Arizona's Alternate Academic Standards. Only those performance objectives that have an identified alternate are required. When developing lessons or activities aligned to the grade level alternate standards, teachers should consider individual student abilities and their need for accommodations, cues, manipulatives/objects, augmentative devices, and communication systems. In addition the depth and breadth of the alternate academic standard can be simplified based on the student's current cognitive abilities. Teachers can also develop lessons using performance objectives without alternates for those students who have developed those specific skills.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

(Grades K-3)

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

(Grades K-2)

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

(Grades K-3)

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

- PO 1. *Use knowledge of root words and affixes to determine the meaning of unknown words.*
- PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).
- PO 3. *Determine the difference between figurative language and literal language.*
- PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.

PO 5. *Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.*

Alternate: Determine the meanings of new words using multiple sources.

PO 6. *Identify antonyms, synonyms, and homonyms for given words within text.*

Alternate: Identify common synonyms and antonyms.

Concept 5: Fluency

Read fluently.

PO 1. *Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.*

Alternate: Consistently read functional school and environmental print.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1. *Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).*

Alternate: Make predictions on a reading selection.

PO 2. *Confirm predictions about text for accuracy.*

PO 3. *Generate clarifying questions in order to comprehend text.*

PO 4. *Use graphic organizers in order to clarify the meaning of the text.*

Alternate: Use graphic organizers to answer questions.

PO 5. *Connect information and events in a text to experience and to related text and sources.*

PO 6. *Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.*

Alternate: Identify cause and effect and sequencing.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

- PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).
Alternate: Identify a problem in a story.
- PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.
- PO 3. Distinguish between major characters and minor characters.
Alternate: Identify the characters in a story.
- PO 4. Analyze how a character's traits influence that character's actions.
Alternate: Describe a character's traits.
- PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.
- PO 6. Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.
Alternate: Identify the setting.
- PO 7. Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.
- PO 8. Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).
- PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

- PO 1. *Describe the historical and cultural aspects found in cross-cultural works of literature.*

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- PO 1. *Identify the main idea and supporting details in expository text.*
Alternate: Identify the main idea in expository text.
- PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text.
- PO 3. *Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.*
- PO 4. *Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)*
Alternate: Locate specific information using organizational features found in expository text.
- PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. *(Connected to Research Strand in Writing)*
Alternate: Answer questions using multiple sources.
- PO 6. *Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)*
Alternate: Answer questions using graphic feature(s) (charts, maps, pictures) of expository text.
- PO 7. Identify cause and effect relationships (stated and implied).
- PO 8. *Draw valid conclusions based on information gathered from expository text.*

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- PO 1. *Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).*
Alternate: Locate information from functional text (e.g., menu, schedules, recipes, labels).
- PO 2. *Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).*
Alternate: Follow a set of multi-step directions presented written or symbolically.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of

persuasive strategies.

- PO 1. Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.
- PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.
- PO 3. Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 6

Instruction for students identified as having a significant cognitive disability should be developed from Arizona's Alternate Academic Standards. Only those performance objectives that have an identified alternate are required. When developing lessons or activities aligned to the grade level alternate standards, teachers should consider individual student abilities and their need for accommodations, cues, manipulatives/objects, augmentative devices, and communication systems. In addition the depth and breadth of the alternate academic standard can be simplified based on the student's current cognitive abilities. Teachers can also develop lessons using performance objectives without alternates for those students who have developed those specific skills.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

(Grades K-3)

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

(Grades K-2)

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

(Grades K-3)

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant context

- PO 1. Determine the effect of affixes on root words.
- PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).
Alternate: Use context to identify unfamiliar words.
- PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).
- PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.
Alternate: Determine the meaning of new words using multiple sources.

Concept 5: Fluency

Read fluently.

PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).
Alternate: Read functional and environmental print.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1. *Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).*

Alternate: Make predictions on a reading selection.

PO 2. *Confirm predictions about text for accuracy.*

Alternate: Confirm predictions about text for accuracy.

PO 3. *Generate clarifying questions in order to comprehend text.*

PO 4. *Use graphic organizers in order to clarify the meaning of the text.*

Alternate: Use graphic organizers to answer questions.

PO 5. *Connect information and events in text to experience and to related text and sources.*

PO 6. *Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.*

Alternate: Sequence events in chronological or time-sequence order.

PO 7. *Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.*

Alternate: Use cause and effect, sequencing, and drawing conclusions to comprehend text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

- PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).
Alternate: Identify the problem and solution of a story.
- PO 2. Identify the theme in works of prose, poetry, and drama.
- PO 3. Describe the motivations of major and minor characters.
Alternate: Identify the characters in a story.
- PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.
- PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution
Alternate: Identify the setting.
- PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.
- PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).
- PO 8. *Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.*

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

- PO 1. *Describe the historical and cultural aspects found in cross-cultural works of literature.*
- PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.
Alternate: Identify the main idea in expository text.
- PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.
- PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.
- PO 4. Identify the author's stated or implied purpose(s) for writing expository text.
- PO 5. *Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)*
Alternate: Locate specific information using organizational features found in expository text.
- PO 6. *Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)*
Alternate: Answer questions using multiple sources.
- PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)
Alternate: Answer questions using graphic features (charts, maps, pictures) of expository text.
- PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.
- PO 9. *Draw valid conclusions about expository text, supported by text evidence.*

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.
Alternate: Follow a set of multi-step directions.
- PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.
Alternate: Locate the text features (e.g., directions, legend, illustrations, diagram, bold face print, headings) of functional text.

- PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).
Alternate: Locate information from functional text (e.g., menu, schedules, recipes, labels) for a specific purpose.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

- PO 1. Determine the author's specific purpose for writing the persuasive text.
- PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.
- PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 7

Instruction for students identified as having a significant cognitive disability should be developed from Arizona's Alternate Academic Standards. Only those performance objectives that have an identified alternate are required. When developing lessons or activities aligned to the grade level alternate standards, teachers should consider individual student abilities and their need for accommodations, cues, manipulatives/objects, augmentative devices, and communication systems. In addition the depth and breadth of the alternate academic standard can be simplified based on the student's current cognitive abilities. Teachers can also develop lessons using performance objectives without alternates for those students who have developed those specific skills.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

(Grades K-3)

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

(Grades K-2)

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

(Grades K-3)

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

- PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).
- PO 2. *Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).*
Alternate: Use context to identify unfamiliar words.
- PO 3. *Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).*
Alternate: Identify words with multiple meanings.
- PO 4. *Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.*

PO 5. *Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.*
Alternate: Determine the meanings of new words using multiple sources.

Concept 5: Fluency

Read fluently.

PO 1. *Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).*
Alternate: Read functional and environmental print.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1. *Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).*

Alternate: Make predictions on a reading selection.

PO 2. *Confirm predictions about text for accuracy.*

Alternate: Confirm predictions about text for accuracy.

PO 3. *Generate clarifying questions in order to comprehend text.*

PO 4. *Use graphic organizers in order to clarify the meaning of the text.*

Alternate: Use graphic organizers to answer questions.

PO 5. *Connect information and events in text to experience and to related text and sources.*

Alternate: Connect information and events in text to experience.

PO 6. *Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.*

Alternate: Sequence events in chronological or time-sequence order.

PO 7. *Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.*

Alternate: Use cause and effect, sequencing, and drawing conclusions to comprehend text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

- PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.
Alternate: Identify the problem and solution of a story.
- PO 2. Recognize multiple themes in works of prose, poetry, and drama.
- PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.
Alternate: Describe a character from a story.
- PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.
- PO 5. *Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.*
Alternate: Identify the setting.
- PO 6. *Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.*
- PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.
- PO 8. *Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.*

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

- PO 1. *Describe the historical and cultural aspects found in cross-cultural works of literature.*
- PO 2. *Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.*

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- PO 1. *Restate the main idea (explicit or implicit) and supporting details in expository text.*
Alternate: Identify the main idea in expository text.
- PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.
- PO 3. *Distinguish fact from opinion in expository text, providing supporting evidence from text.*
- PO 4. *Identify the author's stated or implied purpose(s) for writing expository text.*
- PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)
Alternate: Locate specific information using organizational features found in expository text.
- PO 6. *Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)*
Alternate: Answer questions using multiple sources.
- PO 7. Differentiate between primary and secondary source material. (Connected to Research Strand in Writing)
- PO 8. *Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)*
Alternate: Answer questions using graphic features (charts, maps, pictures) of expository text.
- PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.
- PO 10. Make relevant inferences about expository text, supported by text evidence.
- PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.
- PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- PO 1. *Use information from text and text features to determine the sequence of activities needed to carry out a procedure.*
Alternate: Follow a set of multi-step directions.
- PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.
- PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).
Alternate: Locate information from functional text (e.g., menu, schedules, recipes, labels) for a specific purpose.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

- PO 1. *Determine the author's specific purpose for writing the persuasive text.*
- PO 2. *Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.*
- PO 3. *Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.*

READING STANDARD ARTICULATED BY GRADE LEVEL

Grade 8

Instruction for students identified as having a significant cognitive disability should be developed from Arizona's Alternate Academic Standards. Only those performance objectives that have an identified alternate are required. When developing lessons or activities aligned to the grade level alternate standards, teachers should consider individual student abilities and their need for accommodations, cues, manipulatives/objects, augmentative devices, and communication systems. In addition the depth and breadth of the alternate academic standard can be simplified based on the student's current cognitive abilities. Teachers can also develop lessons using performance objectives without alternates for those students who have developed those specific skills.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

(Grades K-3)

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

(Grades K-2)

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

(Grades K-3)

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

- PO 1. *Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).*
- PO 2. *Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).*
Alternate: Use context to identify unfamiliar words.
- PO 3. *Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, contrast).*
Alternate: Identify words with multiple meanings.
- PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.

PO 5. *Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.*
Alternate: Determine the meanings of new words using multiple sources.

Concept 5: Fluency

Read fluently.

PO 1. *Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).*
Alternate: Read functional and environmental print.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text

PO 1. *Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).*

Alternate: Make predictions on a reading selection.

PO 2. *Confirm predictions about text for accuracy.*

Alternate: Confirm predictions about text for accuracy.

PO 3. *Generate clarifying questions in order to comprehend text.*

PO 4. *Use graphic organizers in order to clarify the meaning of the text.*

Alternate: Use graphic organizers to answer questions.

PO 5. *Connect information and events in text to experience and to related text and sources.*

Alternate: Connect information and events in text to experience.

PO 6. *Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.*

Alternate: Sequence events in chronological, time-sequence, or logical order.

PO 7. *Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.*

Alternate: Use cause and effect, sequencing, and drawing conclusions to comprehend text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature

- PO 1. *Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.*
Alternate: Identify the problem and solution of a story.
- PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.
- PO 3. *Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.*
Alternate: Describe a character as compared to another character.
- PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.
Alternate: Identify who is telling the story.
- PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.
Alternate: Identify the setting.
- PO 6. *Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.*
- PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

- PO 1. *Describe the historical and cultural aspects found in cross-cultural works of literature.*
- PO 2. *Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.*

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- PO 1. *Restate the main idea (explicit or implicit) and supporting details in expository text.*
Alternate: Identify the main idea in expository text.
- PO 2. *Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.*
- PO 3. *Distinguish fact from opinion in expository text, providing supporting evidence from text.*
Alternate: Identify opinion.
- PO 4. *Identify the author's stated or implied purpose(s) for writing expository text.*
- PO 5. *Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)*
Alternate: Locate specific information using organizational features found in expository text.
- PO 6. *Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)*
Alternate: Answer questions using multiple sources.
- PO 7. *Differentiate between primary and secondary source materials. (Connected to Research Strand in Writing)*
- PO 8. *Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)*
Alternate: Answer questions using graphic features (charts, maps, pictures) of expository text.
- PO 9. *Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.*
- PO 10. *Make relevant inferences about expository text, supported by text evidence.*
- PO 11. *Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.*
- PO 12. *Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.*

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- PO 1. *Use information from text and text features to determine the sequence of activities needed to carry out a procedure.*
Alternate: Follow multi-step directions.
- PO 2. *Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.*
Alternate: Determine what information is missing in functional text.
- PO 3. *Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).*
Alternate: Locate information from functional text (e.g., charts, maps, pictures, menu, schedules, recipes, labels) for a specific purpose.
- PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

- PO 1. *Determine the author's specific purpose for writing the persuasive text.*
- PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.
- PO 3. *Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.*
- PO 4. Identify specific instances of bias in persuasive text.

READING STANDARD ARTICULATED BY GRADE LEVEL

High School

Instruction for students identified as having a significant cognitive disability should be developed from Arizona's Alternate Academic Standards. Only those performance objectives that have an identified alternate are required. When developing lessons or activities aligned to the grade level alternate standards, teachers should consider individual student abilities and their need for accommodations, cues, manipulatives/objects, augmentative devices, and communication systems. In addition the depth and breadth of the alternate academic standard can be simplified based on the student's current cognitive abilities. Teachers can also develop lessons using performance objectives without alternates for those students who have developed those specific skills.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

(Grades K-3)

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

(Grades K-2)

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

(Grades K-3)

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

- PO 1. *Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).*
- PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
Alternate: Use context to identify unfamiliar words.
- PO 3. Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).
- PO 4. Identify the meaning of metaphors based on common literary allusions.

PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.
Alternate: Determine the meanings of new words using multiple sources.

Concept 5: Fluency

Read fluently.

PO 1. *Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).*
Alternate: Read functional and environmental print.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

- PO 1. *Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).*
Alternate: Make predictions on a reading selection.
- PO 2. *Generate clarifying questions in order to comprehend text.*
- PO 3. *Use graphic organizers in order to clarify the meaning of the text.*
Alternate: Use graphic organizers to answer questions.
- PO 4. *Connect information and events in text to experience and to related text and sources.*
Alternate: Connect information and events in text to experience.
- PO 5. *Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.*
Alternate: Sequence events in chronological, time-sequence, or logical order.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

- PO 1. Analyze the author's use of literary elements:
- theme (moral, lesson, meaning, message, view or comment on life),
 - point of view (e.g., first vs. third, limited vs. omniscient),
 - characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),
 - setting (time of day or year, historical period, place, situation), and
 - plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).
- Alternate: Identify the characters, setting, problem, and solution of a story.**
- PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.
- PO 3. Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).
- PO 4. Identify how an author's choice of words and imagery sets the tone and advances the work's theme.
- Alternate: Recognize emotions within or related to a text.**

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

- PO 1. *Describe the historical and cultural aspects found in cross-cultural works of literature.*
- PO 2. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).
- PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.
- PO 2. Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.
- PO 3. *Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)*
Alternate: Answer questions using organizational features found in expository text.
- PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks. (Connected to Research Strand in Writing)
- PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)
Alternate: Answer questions using graphic features (charts, maps, pictures) of expository text.
- PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.
- PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.
- PO 8. Support conclusions drawn from ideas and concepts in expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.
Alternate: Use information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.
- PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.
Alternate: Use information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.
- PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).
Alternate: Identify the purpose of functional text (e.g., menus, bus schedules, job applications, warranties).

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

- PO 1. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.
- PO 2. Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.
- PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.