

Comprehension Strategies	Elements of Literature	Expository Text	Fluency	Functional Text	Historical and Cultural Aspects of Literature	Persuasive Text	Phonemic Awareness	Phonics	Print Concepts	Vocabulary
____ I can predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	____ I can identify the main problem or conflict of a plot.	____ I can identify the main idea and supporting details in informational text.	____ I can consistently read grade level text with at least 90% accuracy.	____ I can follow a set of written multi-step directions.	____ I can describe the historical and/or cultural aspects found in cross-cultural works of literature.	____ I can tell the author's ideas about a particular idea, subject, concept, or object.				____ I can use context to determine the relevant meaning of a word.
____ I can confirm predictions about text for accuracy	____ I can identify the theme (moral, lesson, theme, message, view, or comment on life) of a literary selection.	____ I can distinguish fact from opinion in informational text.	____ I can read from familiar prose and poetry at grade level with fluency and appropriate rhythm, pacing, intonation, and expression.	____ I can provide multi-step directions.		____ I can identify persuasive language (e.g., emotional words).				____ I can use knowledge of root words and affixes to determine the meaning of unknown words.
____ I can create clarifying questions in order to comprehend text.	____ I can identify the resolution of a problem or conflict in a plot.	____ I can determine the author's main purpose (e.g., to inform, to describe, to explain) for writing the informational text.		____ I can locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).						____ I can determine the difference between figurative language and literal language.
____ I can clarify the meaning of the text.	____ I can identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).	____ I can 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 informational text. (Connect to research strand in writing).		____ I can interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).						____ I can identify figurative language, including similes, personification, and idioms.
____ I can connect information and events in text to life experiences and to related text and sources.	____ I can tell the difference between major characters and minor characters.	____ I can identify appropriate sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbook, website) needed for a specific purpose. (Connected to research strand in writing)								____ I can find the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids. (dictionary, thesaurus, glossary, and technology when available).

