

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 analyze the plot and its components (e.g. main events, conflict, rising action, climax, falling action, resolution).	____ I can restate the main idea (explicit or implicit) and supporting details in informational/expository text.	____ I can read from a variety of genres with accuracy, automaticity (immediate recognition), prosody (expression).	____ I can use information from text and text features to determine the sequence of activities needed to carry out a procedure.	____ I can describe the historical and/or cultural aspects found in cross-cultural works of literature.	____ I can determine the author's specific purpose for writing the persuasive text.				____ I can use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, <u>synonym</u> , <u>contrast</u>).
____ I can confirm predictions about text for accuracy.	____ I can recognize the theme in works of prose, poetry, and drama.	____ I can summarize the main idea and critical details of informational text, maintaining chronological, sequential or logical order.		____ I can interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	____ I can identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	____ I can evaluate the effectiveness of the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.				____ I can use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).
____ I can generate clarifying questions in order to comprehend text.	____ I can compare and contrast themes across works of prose, poetry, and drama.	____ I can distinguish fact from opinion in informational text using supporting evidence from text.		____ I can evaluate the adequacy of details and facts from functional text to achieve a specific purpose.		____ I can evaluate the effectiveness of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.				____ I can determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.
____ I can use graphic organizers in order to clarify the meaning of text.	____ I can describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	____ I can identify the author's stated or implied purpose(s) for writing expository text.				____ I can identify specific instances of bias in persuasive text.				____ I can 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 technology when available.

