

# Progression by Grade

## Strand: Reading

### Key for Progression Chart

| Standard Introduction Level  | Symbol |
|--|--------|
| The skill has not been introduced.   | -      |
| The skill is introduced and appears in the grade-level reading standards.  | I      |
| The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. | P      |

### Progression Chart

| Standard  | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Relate previous experiences to what is read.  | I            | I       | I       | P       | P       | P       | P       | P       | P       | P       | P        | P        | P        |
| Identify text features.   | I            | I       | I       | I       | P       | P       | P       | P       | P       | P       | P        | P        | P        |
| Set a purpose for reading.  | -            | I       | I       | I       | P       | P       | P       | P       | P       | P       | P        | P        | P        |
| Make and confirm predictions.   | -            | I       | I       | I       | P       | P       | P       | P       | P       | P       | P        | P        | P        |
| Identify theme.   | -            | I       | I       | I       | P       | P       | P       | P       | P       | P       | P        | P        | P        |
| Identify the main idea.   | -            | I       | I       | I       | P       | P       | P       | P       | P       | P       | P        | P        | P        |
| Ask and answer questions using the text for support.                                  | -            | -       | I       | I       | I       | I       | P       | P       | P       | P       | P        | P        | P        |
| Describe characters, setting, and plot events in fiction and poetry.                  | -            | -       | I       | I       | I       | I       | P       | P       | P       | P       | P        | P        | P        |
| Identify the conflict and resolution.   | -            | -       | I       | I       | I       | P       | P       | P       | P       | P       | P        | P        | P        |
| Summarize stories and events with beginning, middle, and end in the correct sequence. | -            | -       | I       | I       | I       | P       | P       | P       | P       | P       | P        | P        | P        |
| Draw conclusions based on the text.   | -            | -       | I       | I       | I       | P       | P       | P       | P       | P       | P        | P        | P        |
| Make connections between reading selections.  | -            | -       | -       | I       | I       | I       | I       | P       | P       | P       | P        | P        | P        |
| Compare and contrast settings, characters, and plot events.                           | -            | -       | -       | I       | I       | I       | P       | P       | P       | P       | P        | P        | P        |
| Differentiate between fiction and nonfiction.   | -            | -       | -       | I       | I       | P       | P       | P       | P       | P       | P        | P        | P        |
| Identify the author's purpose.  | -            | -       | -       | I       | I       | I       | P       | P       | P       | P       | P        | P        | P        |
| Summarize information found in nonfiction texts.                                      | -            | -       | -       | I       | I       | I       | P       | P       | P       | P       | P        | P        | P        |
| Identify supporting details.  | -            | -       | -       | I       | I       | I       | P       | P       | P       | P       | P        | P        | P        |

| <b>Standard</b>   | <b>Kindergarten</b> | <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Grade 6</b> | <b>Grade 7</b> | <b>Grade 8</b> | <b>Grade 9</b> | <b>Grade 10</b> | <b>Grade 11</b> | <b>Grade 12</b> |
|---|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Describe how the choice of language, setting, and characters contributes to the development of plot.  | -                   | -              | -              | -              | I              | I              | P              | P              | P              | P              | P               | P               | P               |
| Identify genres.  | -                   | -              | -              | -              | I              | I              | P              | P              | P              | P              | P               | P               | P               |
| Draw conclusions/make inferences about text using the text as support.  | -                   | -              | -              | -              | I              | I              | P              | P              | P              | P              | P               | P               | P               |
| Compare/contrast details in literary and informational nonfiction texts.  | -                   | -              | -              | -              | I              | I              | P              | P              | P              | P              | P               | P               | P               |
| Identify cause-and-effect relationships.  | -                   | -              | -              | -              | I              | I              | P              | P              | P              | P              | P               | P               | P               |
| Distinguish between fact and opinion.   | -                   | -              | -              | -              | I              | I              | P              | P              | P              | P              | P               | P               | P               |
| Discuss the impact of setting on plot development.  | -                   | -              | -              | -              | -              | I              | I              | P              | P              | P              | P               | P               | P               |
| Describe character development.   | -                   | -              | -              | -              | -              | I              | I              | I              | P              | P              | P               | P               | P               |
| Differentiate between first and third person point of view.   | -                   | -              | -              | -              | -              | I              | I              | I              | P              | P              | P               | P               | P               |
| Differentiate between free verse and rhymed poetry.   | -                   | -              | -              | -              | -              | I              | I              | P              | P              | P              | P               | P               | P               |
| Explain how an author's choice of vocabulary contributes to the author's style.   | -                   | -              | -              | -              | -              | I              | I              | I              | P              | P              | P               | P               | P               |
| Skim materials to develop a general overview of content and to locate specific information.   | -                   | -              | -              | -              | -              | I              | I              | I              | P              | P              | P               | P               | P               |
| Identify organizational pattern(s).   | -                   | -              | -              | -              | -              | I              | I              | I              | P              | P              | P               | P               | P               |
| Identify transitional words and phrases that signal an author's organizational pattern.   | -                   | -              | -              | -              | -              | I              | I              | I              | P              | P              | P               | P               | P               |
| Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.  | -                   | -              | -              | -              | -              | -              | I              | I              | I              | P              | P               | P               | P               |
| Describe how word choice and imagery contribute to the meaning of a text.   | -                   | -              | -              | -              | -              | -              | I              | I              | I              | P              | P               | P               | P               |
| Identify and analyze the author's use of figurative language.   | -                   | -              | -              | -              | -              | -              | I              | I              | I              | P              | P               | P               | P               |
| Analyze ideas within and between selections providing textual evidence.   | -                   | -              | -              | -              | -              | -              | I              | I              | I              | I              | P               | P               | P               |
| Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. | -                   | -              | -              | -              | -              | -              | -              | I              | I              | I              | P               | P               | P               |
| Identify the source, viewpoint, and purpose of texts.   | -                   | -              | -              | -              | -              | -              | -              | I              | I              | I              | P               | P               | P               |
| Explain the use of symbols and figurative language.   | -                   | -              | -              | -              | -              | -              | -              | -              | I              | I              | P               | P               | P               |
| Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.                                  | -                   | -              | -              | -              | -              | -              | -              | -              | I              | I              | P               | P               | P               |
| Compare and contrast authors' styles.   | -                   | -              | -              | -              | -              | -              | -              | -              | I              | I              | P               | P               | P               |
| Analyze details for relevance and accuracy.   | -                   | -              | -              | -              | -              | -              | -              | -              | I              | I              | P               | P               | P               |
| Identify the characteristics that distinguish literary forms.   | -                   | -              | -              | -              | -              | -              | -              | -              | -              | I              | P               | P               | P               |
| Analyze the cultural or social function of a literary text.   | -                   | -              | -              | -              | -              | -              | -              | -              | -              | I              | I               | P               | P               |
| Explain the influence of historical context on the form, style, and point of view of a written work.  | -                   | -              | -              | -              | -              | -              | -              | -              | -              | I              | I               | P               | P               |
| Identify characteristics of expository, technical, and persuasive texts.  | -                   | -              | -              | -              | -              | -              | -              | -              | -              | I              | I               | P               | P               |

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|---|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Identify a position/argument to be confirmed, disproved, or modified.   | -                   | -              | -              | -              | -              | -              | -              | -              | -              | I              | I               | P               | P               |
| Evaluate clarity and accuracy of information.   | -                   | -              | -              | -              | -              | -              | -              | -              | -              | I              | I               | P               | P               |
| Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.       | -                   | -              | -              | -              | -              | -              | -              | -              | -              | I              | I               | P               | P               |
| Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. | -                   | -              | -              | -              | -              | -              | -              | -              | -              | I              | I               | P               | P               |
| Examine a literary selection from several critical perspectives.  | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | I               | I               | P               |
| Compare and contrast character development in a play to characterization in other literary forms.                                       | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | I               | I               | P               |
| Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.  | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | I               | I               | P               |
| Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.                       | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | I               | I               |
| Analyze the use of dramatic conventions.  | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | I               | I               |
| Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).    | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | I               | I               |
| Read and correctly interpret an application for employment, workplace documents, or an application for college admission.               | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | I               | I               |
| Analyze technical writing for clarity.  | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | I               | I               |
| Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.  | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | I               | I               |
| Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.              | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | I               | I               |
| Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.                                       | -                   | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -               | I               |