

## Ninth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Application)	<b>9.R.1.1 Students can apply example clues to extend vocabulary.</b>

Indicator 2: Students can comprehend and fluently read text.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Evaluation)	<b>9.R.2.1 Students can evaluate text by applying comprehension strategies.</b>
(Application)	<b>9.R.2.2 Students can read fluently to comprehend grade-level text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>9.R.3.1 Students can analyze an author's use of literary elements in fiction.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>9.R.4.1 Students can analyze text to determine the influence of time period, culture, geography, and author's background.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Evaluation)	<b>9.R.5.1 Students can evaluate primary and secondary sources for credibility.</b>
(Application)	<b>9.R.5.2 Students can interpret procedural text to complete a multiple-step task.</b>

**Ninth Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Ninth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• analyze example clues to extend vocabulary;</li><li>• analyze text by incorporating comprehension strategies;</li><li>• read fluently to comprehend above grade-level text;</li><li>• evaluate an author’s use of literary elements in fiction and nonfiction;</li><li>• analyze components of an author’s style in two or more genres;</li><li>• evaluate primary and secondary sources and implement credible sources in text;</li><li>• interpret procedural text to complete a multiple-step task and evaluate the process.</li></ul>
<b>Proficient</b>	<p><b>Ninth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• apply example clues to extend vocabulary;</li><li>• evaluate text by applying comprehension strategies;</li><li>• read fluently to comprehend grade-level text;</li><li>• analyze an author’s use of literary elements in fiction;</li><li>• analyze text to determine the influence of time period, culture, geography and author’s background;</li><li>• evaluate primary and secondary sources for credibility;</li><li>• interpret procedural text to complete a multiple-step task.</li></ul>
<b>Basic</b>	<p><b>Ninth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• identify example clues to extend vocabulary;</li><li>• recognize comprehension strategies;</li><li>• read fluently to comprehend below grade-level text;</li><li>• list some components of an author’s style;</li><li>• identify time period, culture, geography and author’s background found in text;</li><li>• identify primary and secondary sources;</li><li>• interpret procedural text to complete a simple task.</li></ul>

## Tenth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>10.R.1.1 Students can apply contrast clues to extend vocabulary.</b>

Indicator 2: Students can comprehend and fluently read text.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Synthesis)	<b>10.R.2.1 Students can formulate associations between texts and experiences.</b>
(Application)	<b>10.R.2.2 Students can read fluently to comprehend grade-level text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>10.R.3.1 Students can analyze an author's style.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>10.R.4.1 Students can determine the author's purpose in multicultural, geographical, and historical texts.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Comprehension)	<b>10.R.5.1 Students can recognize logical fallacies in sources.</b>

**Tenth Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Tenth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• analyze contrast clues to extend vocabulary;</li><li>• formulate associations between varied texts and varied experiences;</li><li>• read fluently to comprehend above grade-level text;</li><li>• analyze and evaluate text to determine the influence of time period, culture, geography and author’s background;</li><li>• determine and explain the author’s purpose in multicultural, geographical, and historical texts;</li><li>• analyze logical fallacies.</li></ul>
<b>Proficient</b>	<p><b>Tenth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• apply contrast clues to extend vocabulary;</li><li>• formulate associations between texts and experiences;</li><li>• read fluently to comprehend grade-level text;</li><li>• analyze an author’s style;</li><li>• determine the author’s purpose in multicultural, geographical, and historical texts;</li><li>• recognize logical fallacies in sources.</li></ul>
<b>Basic</b>	<p><b>Tenth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• identify contrast clues to extend vocabulary;</li><li>• identify associations between text and experiences;</li><li>• read fluently to comprehend below grade-level text;</li><li>• identify an author’s use of literary elements in fiction and nonfiction;</li><li>• examine the author’s purpose in multicultural, geographical, or historical texts;</li><li>• locate logical fallacies.</li></ul>

## Eleventh Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Application)	<b>11.R.1.1 Students can apply cause and effect clues to extend vocabulary.</b>

Indicator 2: Students can comprehend and fluently read text.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>11.R.2.1 Students can analyze how diction affects the interpretation of text.</b>
(Application)	<b>11.R.2.2 Students can read fluently to comprehend grade-level text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>11.R.3.1 Students can analyze and explain literary devices within text.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>11.R.4.1 Students can analyze a text within cultural, geographical, and historical context.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>11.R.5.1 Students can analyze factors that influence the credibility of informational sources.</b>

**Eleventh Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Eleventh grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• analyze cause and effect clues to extend vocabulary;</li><li>• modify diction to change the interpretation of the text;</li><li>• read fluently to comprehend above grade-level text;</li><li>• compare literary devices in two or more texts;</li><li>• critique a text within its cultural, geographical, and historical context;</li><li>• evaluate factors that influence the credibility of informational sources.</li></ul>
<b>Proficient</b>	<p><b>Eleventh grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• apply cause and effect clues to extend vocabulary;</li><li>• analyze how diction affects the interpretation of the text;</li><li>• read fluently to comprehend grade-level text;</li><li>• analyze and explain literary devices within text;</li><li>• analyze a text within cultural, geographical, and historical context;</li><li>• analyze factors that influence the credibility of informational sources.</li></ul>
<b>Basic</b>	<p><b>Eleventh grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• identify cause and effect clues to extend vocabulary;</li><li>• examine differences in diction;</li><li>• read fluently to comprehend below grade-level text;</li><li>• identify literary devices within text;</li><li>• match a text to its cultural, geographical, or historical context;</li><li>• identify factors that influence the credibility of informational sources.</li></ul>

## Twelfth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Synthesis)	<b>12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.</b>

Indicator 2: Students can comprehend and fluently read text.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Evaluation)	<b>12.R.2.1 Students can evaluate how style affects the meaning of text.</b>
(Application)	<b>12.R.2.2 Students can read fluently to comprehend grade-level text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Evaluation)	<b>12.R.3.1 Students can evaluate text for the author's style.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Evaluation)	<b>12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Synthesis)	<b>12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research.</b>

**Twelfth Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<b>Twelfth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• analyze context clues to extend vocabulary;</li><li>• alter the author’s style to demonstrate its effect on the text;</li><li>• read fluently to comprehend above grade-level text;</li><li>• analyze author’s style in different genres;</li><li>• relate human experience depicted in literary works to current cultural contexts;</li><li>• evaluate information from multiple sources to analyze issues to make decisions for research.</li></ul>
<b>Proficient</b>	<b>Twelfth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• interpret the meaning of unfamiliar words by selecting context clues;</li><li>• evaluate how style affects the meaning of text;</li><li>• read fluently to comprehend grade-level text;</li><li>• evaluate text for author’s style;</li><li>• evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods;</li><li>• synthesize information from multiple sources to analyze issues and to make decisions for research.</li></ul>
<b>Basic</b>	<b>Twelfth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• identify context clues to extend vocabulary;</li><li>• explain how style affects the meaning of text;</li><li>• read fluently to comprehend below grade-level text;</li><li>• describe an author’s style;</li><li>• list human experience depicted in literary works from diverse cultures or locations or time periods;</li><li>• organize information from multiple sources.</li></ul>

## Reading

Indicator 1: Students can recognize and analyze words.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
9.R.1.1 (Application) Students can apply example clues to extend vocabulary.	10.R.1.1 (Analysis) Students can apply contrast clues to extend vocabulary.	11.R.1.1 (Application) Students can apply cause and effect clues to extend vocabulary.	12.R.1.1 (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.

Indicator 2: Students can comprehend and fluently read text.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
9.R.2.1 (Evaluation) Students can evaluate text by applying comprehension strategies.	10.R.2.1 (Synthesis) Students can formulate associations between texts and experiences.	11.R.2.1 (Analysis) Students can analyze how diction affects the interpretation of text.	12.R.2.1 (Evaluation) Students can evaluate how style affects the meaning of text.
9.R.2.2 (Application) Students can read fluently to comprehend grade-level text.	10.R.2.2 (Application) Students can read fluently to comprehend grade-level text.	11.R.2.2 (Application) Students can read fluently to comprehend grade-level text.	12.R.2.2 (Application) Students can read fluently to comprehend grade-level text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
9.R.3.1 (Analysis) Students can analyze an author's use of literary elements in fiction.	10.R.3.1 (Analysis) Students can analyze an author's style.	11.R.3.1 (Analysis) Students can analyze and explain literary devices within text.	12.R.3.1 (Evaluation) Students can evaluate text for the author's style.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
9.R.4.1 (Analysis) Students can analyze text to determine the influence of time period, culture, geography, and author's background.	10.R.4.1 (Analysis) Students can determine the author's purpose in multicultural, geographical, and historical texts.	11.R.4.1 (Analysis) Students can analyze a text within cultural, geographical, and historical context.	12.R.4.1 (Evaluation) Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
9.R.5.1 (Evaluation) Students can evaluate primary and secondary sources for credibility.	10.R.5.1 (Comprehension) Students can recognize logical fallacies in sources.	11.R.5.1 (Analysis) Students can analyze factors that influence the credibility of informational sources.	12.R.5.1 (Synthesis) Students can synthesize information from multiple sources to analyze issues and to make decisions for research.
9.R.5.2 (Application) Students can interpret procedural text to complete a multiple-step task.			