

## FOCUS AREA COMPILATION SHEET: KINDERGARTEN

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</b></p> <ul style="list-style-type: none"> <li>○ identify phonemes and words in spoken language;</li> <li>○ match letters and sounds;</li> <li>○ retell with prompting a story read aloud;</li> <li>○ identify the upper- and lower-case letters and sounds in their first and last names with automaticity;</li> <li>○ identify some concepts of print in text;</li> <li>○ identify that there are other cultures from literature read-aloud;</li> <li>○ can locate informational text at school when prompted; say the alphabet.</li> </ul>	<p><b>PROFICIENT – Students can:</b></p> <ul style="list-style-type: none"> <li>○ identify and manipulate phonemes and words in spoken language;</li> <li>○ match letters and sounds and use them in decoding and making C-V-C words;</li> <li>○ comprehend and use vocabulary from text read aloud;</li> <li>○ comprehend and respond to text read aloud;</li> <li>○ identify all upper-case and lower-case letters and matching sounds with automaticity;</li> <li>○ read sight words and high-frequency words with automaticity;</li> <li>○ identify concepts of print in text;</li> <li>○ tell what authors and illustrators do;</li> <li>○ distinguish fiction from nonfiction;</li> <li>○ recognize that literature from various cultures shows differences;</li> <li>○ locate informational text at school; alphabetize letters.</li> </ul>	<p><b>ADVANCED - Students can:</b></p> <ul style="list-style-type: none"> <li>○ read and manipulate words with blends, digraphs and short vowels;</li> <li>○ comprehend and use vocabulary from text read independently;</li> <li>○ comprehend and respond to text read independently;</li> <li>○ use concepts of print in text;</li> <li>○ compare and contrast other cultures and their own; apply alphabetical order words to the first letter.</li> </ul>
---	--	---

***K.R.3.1 Students can identify concepts of print in text.*** (Bloom's: Knowledge)

**Learning Targets:** Using the following concepts of print:

- identify the front cover, back cover, and title page of a book
- track print from left to right and from top to bottom on the printed page
- turn pages in the correct direction
- distinguish between upper-case and lower-case letters
- identify upper-case letters by name
- identify lower-case letters by name
- identify ending punctuation

**Verbs Defined:** Identify – show what I know by pointing, writing, speaking, or drawing

**Key Terms Defined:** Concepts of print (see glossary)

---

***K.R.3.2 Students can tell what authors and illustrators do.*** (Bloom's: Knowledge)

**Learning Targets:** Point out author's and illustrator's names when reading

**Key Terms Defined:**

- Authors – people who write the story
  - Illustrators – people who create the pictures for a story
- 

***K.R.3.3 Students can distinguish fiction from nonfiction.*** (Bloom's: Application)

**Learning Targets:** Identify whether books and stories are fiction or nonfiction

**Verbs Defined:** Distinguish – tell the difference between

**Key Terms Defined:**

- Fiction – make-believe
  - Nonfiction – real
- 

***K.R.5.1 Students can locate informational text at school.*** (Bloom's: Knowledge)

**Learning Targets:** Point or locate labeled printed materials including symbols

**Verbs Defined:** Locate – find

**Key Terms Defined:** Informational text – words or symbols that inform

**Possible resources/references:** bulletin boards, word walls, number lines, calendars, environmental print, big books, stories, magazines, other printed material

---

***K.R.5.2 Students can alphabetize letters.*** (Bloom's: Knowledge)

**Learning Targets:**

- Say the alphabet
- Recognize the letter that comes before and after a letter

**Verbs Defined:** Alphabetize – put letters in A B C order

## FOCUS AREA COMPILATION SHEET: *FIRST GRADE*

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</b></p> <ul style="list-style-type: none"> <li>○ identify short vowel sounds in isolation;</li> <li>○ blend beginning, middle, and ending sounds in isolation;</li> <li>○ separate a two part word orally in isolation;</li> <li>○ read words when –s and –ing are added;</li> <li>○ interpret vocabulary when text is read aloud;</li> <li>○ comprehend and respond to text read aloud;</li> <li>○ identify literary elements in text when prompted;</li> <li>○ identify similarities or differences in text written by the same author;</li> <li>○ identify fiction and nonfiction text;</li> <li>○ recognize that literature from various cultures reflects differences;</li> <li>○ locate the table of contents; alphabetize letters.</li> </ul>	<p><b>PROFICIENT – Students can:</b></p> <ul style="list-style-type: none"> <li>○ decode words using short vowel sounds;</li> <li>○ read text by decoding word parts;</li> <li>○ blend sounds of words to read text;</li> <li>○ separate two part words orally and in text;</li> <li>○ identify root words and their inflectional forms in text;</li> <li>○ interpret vocabulary when reading independently;</li> <li>○ read high-frequency words in text;</li> <li>○ comprehend text by applying reading strategies;</li> <li>○ utilize comprehension strategies;</li> <li>○ read fluently to comprehend text;</li> <li>○ identify major literary elements in text;</li> <li>○ identify similarities and differences in text written by the same author;</li> <li>○ identify the difference between genres including fiction, nonfiction, and poetry;</li> <li>○ compare text from different cultures as read aloud by teacher;</li> <li>○ locate and utilize a table of contents; alphabetize words to the first letter.</li> </ul>	<p><b>ADVANCED – Students can:</b></p> <ul style="list-style-type: none"> <li>○ decode words with long vowels and double vowel teams;</li> <li>○ decode word parts with multiple word parts;</li> <li>○ read and identify root words when -es, -ed, and is added;</li> <li>○ apply learned vocabulary in other learning situations;</li> <li>○ utilize comprehension strategies to interpret text;</li> <li>○ identify the plot/theme of the text;</li> <li>○ contrast texts from different cultures;</li> <li>○ locate and distinguish between a glossary, index, and table of contents; alphabetize words to the second letter.</li> </ul>
--	---	--

**1.R.3.1 Students can *identify major literary elements in text.*** (Bloom's: Knowledge)

**Learning Targets:** Identify character, problem/solution, setting

**Verbs Defined:** Identify – show what I know by pointing, writing, speaking, or drawing

**Key Terms Defined:** Literary elements – characters, setting, problem/solution (see glossary)

**1.R.3.2 Students can *identify similarities and differences in text written by the same author.*** (Bloom's: Analysis)

**Learning Targets:**

- Name repeated phrases, sequencing, rhyming pattern
- Name similarities and differences of illustrations by the same author
- Determine difference between author and illustrator
- See 1.R.3.1

**Verbs Defined:** Identify – show what I know by pointing, writing, speaking, or drawing

**Key Terms Defined:** Similarities and differences – how things are alike and not alike

**1.R.3.3 Students can *identify the differences between genres including fiction, nonfiction, and poetry.*** (Bloom's: Analysis)

**Learning Targets:**

- Distinguish between fiction and non-fiction
- Recognize the differences between a poem and a story

**Verbs Defined:** Identify – show what I know by pointing, writing, speaking, or drawing

**Key Terms Defined:**

- Genres – categories of literature
- Fiction – make-believe
- Nonfiction – real
- Poetry – see glossary

**1.R.5.1 Students can *locate and utilize a table of contents.*** (Bloom's: Application)

**Learning Targets:** Identify, locate and use the table of contents to find information regarding a specific topic

**Verbs Defined:** Locate – find; utilize – put into use

**1.R.5.2 Student can *alphabetize words to the first letter.*** (Bloom's: Analysis)

**Learning Targets:**

- Use informational text and index
- Alphabetize words in isolation

**Verbs Defined:** Alphabetize – put letters in A B C order

## FOCUS AREA COMPILATION SHEET: SECOND GRADE

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</b></p> <ul style="list-style-type: none"> <li>○ decode words using short vowels sounds;</li> <li>○ read contractions;</li> <li>○ use strategies to read and comprehend when prompted;</li> <li>○ recognize characteristics of fairy tale/folk tale;</li> <li>○ identify character and setting in literature;</li> <li>○ identify rhyme or rhythm in poetry;</li> <li>○ compare different stories from various time periods or from different cultures;</li> <li>○ use text features with assistance to comprehend information; apply alphabetical order to the first letter when using dictionaries and encyclopedias.</li> </ul>	<p><b>PROFICIENT – Students can:</b></p> <ul style="list-style-type: none"> <li>○ decode to read and recognize words;</li> <li>○ read simple contractions and identify two words which are combined in text;</li> <li>○ apply strategies to read and comprehend text;</li> <li>○ read aloud fluently to comprehend text;</li> <li>○ recognize different genres of literature;</li> <li>○ identify the literary elements of character, setting, plot, and theme in literature;</li> <li>○ identify rhyme, rhythm, alliteration, and a simple pattern in poetry;</li> <li>○ compare and contrast different versions of literature from different cultures;</li> <li>○ compare and contrast different stories from various time periods;</li> <li>○ identify and utilize text features to comprehend informational text; apply alphabetical order to the second letter when using dictionaries and encyclopedias.</li> </ul>	<p><b>ADVANCED – Students can:</b></p> <ul style="list-style-type: none"> <li>○ choose strategies to read fluently;</li> <li>○ compare or contrast different genres of literature;</li> <li>○ compare literary elements in two stories;</li> <li>○ identify rhyme, rhythm, alliteration in various patterns in poetry;</li> <li>○ analyze stories from various time periods and cultures that are the same and different; apply alphabetical order to the third letter when using dictionaries and encyclopedias.</li> </ul>
--	---	--

**2.R.3.1** Students can *recognize different genres* of literature. (Bloom's: Analysis)

**Learning Targets:** Recognize that different genres have different characteristics

**Verbs Defined:** Recognize – show by pointing or explain by speaking, drawing, or writing

**Key Terms Defined:** Genres – categories of literature (see glossary)

**2.R.3.2** Students can *identify the literary elements* of character, setting, plot, and theme in literature. (Bloom's: Analysis)

**Learning Targets:**

- Recognize characters, plot and main idea in stories
- Name the setting in stories

**Verbs Defined:** Identify – show what I know by pointing, speaking, drawing, or writing

**Key Terms Defined:** Literary elements – structures that contribute to the whole of a story

**2.R.3.3** Students can *identify rhyme, rhythm, alliteration, and a simple pattern* in poetry. (Bloom's: Application)

**Learning Targets:**

- Listen for rhyme in literature
- Listen and respond to rhythm by using movement
- Listen and recognize alliteration in literature
- Listen and recognize patterns in poetry

**Verbs Defined:** Identify – show what I know by pointing, speaking, drawing, or writing

**Key Terms Defined:**

- Rhyme – the ending part of a word that sounds like the ending part of another word
- Rhythm – the beat of a poem
- Alliteration – using words with repeated initial sound
- Pattern – the ending part of the line that matches or rhymes the ending of another line

**2.R.5.1** Students can *identify and utilize text features to comprehend informational texts*. (Bloom's: Application)

**Learning Targets:**

- Use title page, index, table of contents, body of book and glossary to locate information
- Identify and use text features (see glossary)
- Identify a non-fiction book

**Verbs Defined:** Utilize – put into use

**Key Terms Defined:** Informational texts – non-fiction texts intended to inform

**2.R.5.2** Students can *apply alphabetical order to the second letter* when using dictionaries and encyclopedias. (Bloom's: Application)

**Learning Targets:**

- Use encyclopedias and dictionaries to locate information
- Use guide words, ABC order to the 1<sup>st</sup> and 2<sup>nd</sup> letter, to locate information
- **Verbs Defined:** Apply - use for a purpose

## FOCUS AREA COMPILATION SHEET: *THIRD GRADE*

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

***Fifty percent of the questions on the Dakota STEP reading assessment are at or above the proficient level.***

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</b></p> <ul style="list-style-type: none"> <li>○ decode words to build vocabulary;</li> <li>○ read aloud and silently applying comprehension strategies;</li> <li>○ identify literary elements: character, setting, and problem;</li> <li>○ recognize genres;</li> <li>○ recognize similarities and differences in various cultures in text;</li> <li>○ identify text organizational features: choose reference materials, with guidance, to locate information.</li> </ul>	<p><b>PROFICIENT – Students can:</b></p> <ul style="list-style-type: none"> <li>○ decode using word recognition skills;</li> <li>○ apply comprehension strategies to read and interpret text;</li> <li>○ fluently read aloud and silently to comprehend text;</li> <li>○ identify and describe literary elements and devices in literature;</li> <li>○ compare and contrast different genres;</li> <li>○ respond to ideas and attitudes expressed in multicultural and historical texts by making connections;</li> <li>○ determine and utilize organizational features of informational text;</li> <li>○ choose reference materials to locate information; collect information from two reference materials.</li> </ul>	<p><b>ADVANCED – Students can:</b></p> <ul style="list-style-type: none"> <li>○ analyze complex word patterns;</li> <li>○ apply comprehension strategies and read using expression and inflection;</li> <li>○ read using expression and inflection;</li> <li>○ compare and contrast literary elements, literary devices and a variety of genres;</li> <li>○ interpret and respond to ideas and attitudes expressed in multicultural and historical texts by making connections;</li> <li>○ utilize and apply organizational features of informational text; collect and organize information from reference materials.</li> </ul>
---	--	---

***3.R.3.2 Students can compare and contrast different genres.*** (Bloom's: Analysis)

#### Learning Targets:

- Compare and contrast fiction and nonfiction text
- Read a poem for meaning
- Identify the lesson in a fable
- Recognize a folktale
- Recognize that a text written about someone's life is a biography

#### Verbs Defined:

- Compare – show how things are the same by writing and/or speaking
- Contrast – show how things are different by writing and/or speaking

**Key Terms Defined:** Genres – categories of literature

***3.R.5.1 Students can determine and utilize organizational features of text.*** (Bloom's: Application)

**Learning Targets:** Identify the purpose and use of text organizational features: title page, table of contents, glossary and index; diagrams, maps, photos, illustrations, captions, graphs; bold and italics; headings

#### Verbs Defined:

- Identify – recognize by telling or explaining in writing speaking and/or drawing
- Utilize – make use of

**Key Terms Defined:** Organizational features of text – ways to organize or emphasize text (see glossary)

## FOCUS AREA COMPILATION SHEET: *FOURTH GRADE*

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

***Fifty percent of the questions on the Dakota STEP reading assessment are at or above the proficient level.***

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</b></p> <ul style="list-style-type: none"> <li>○ identify word parts;</li> <li>○ read aloud and silently to construct meaning from text using a guided comprehension strategy;</li> <li>○ identify genres and text features;</li> <li>○ identify time period, multicultural or historical texts;</li> <li>○ identify organizational features of text; research a topic by gathering information from a single source.</li> </ul>	<p><b>PROFICIENT – Students can:</b></p> <ul style="list-style-type: none"> <li>○ analyze complex word patterns;</li> <li>○ identify meanings of unfamiliar vocabulary;</li> <li>○ construct meaning from text by applying comprehension strategies;</li> <li>○ develop fluency by utilizing fluency strategies independently;</li> <li>○ utilize fluency strategies to comprehend literature and other materials;</li> <li>○ identify organizational and text structures within genres;</li> <li>○ identify, explain, and use text features;</li> <li>○ determine how word choice affects meaning;</li> <li>○ identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts;</li> <li>○ use organizational features of text; research a topic by gathering information from at least two sources.</li> </ul>	<p><b>ADVANCED – Students can:</b></p> <ul style="list-style-type: none"> <li>○ analyze and classify complex word patterns;</li> <li>○ construct meaning from text by applying and defending comprehension strategies;</li> <li>○ read fluently using multiple strategies;</li> <li>○ compare and contrast literary genres based on characteristics, structures and text features;</li> <li>○ compare and contrast the characteristics of time period, multicultural and historical texts;</li> <li>○ use and explain organizational features of text; research a topic by gathering information from multiple sources.</li> </ul>
--	--	--

**4.R.3.1** *Students can identify organizational and text structures within genres.* (Bloom's: Knowledge)

#### Learning Targets:

- Genres: nonfiction, fiction, poetry, drama, realistic, historical
- Text Structures: cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support
- Literary Elements: character, setting, plot, problem/solution, theme, goal/action/outcome

**Verbs Defined:** Identify - show what is known through writing and/or speaking

#### Key Terms Defined:

- Text structures – patterns an author uses to structure ideas in text (see glossary)
- Organizational structure – arrangement of text

**Possible resources/references:** NAEP (National Assessment of Educational Progress 2005)

---

**4.R.3.2** *Students can identify, explain, and use text features.* (Bloom's: Analysis)

**Learning Targets:** Text features: Numbering, bold text, boxing, italicizing, listing, bulleting

#### Verbs Defined:

- Identify – show what I know through writing and/or speaking
- Explain – describe in writing and/or speaking

**Key Terms Defined:** Text features – different ways of drawing attention to important points on a page

**Possible resources/references:** NAEP (National Assessment of Educational Progress 2005)

## FOCUS AREA COMPILATION SHEET: FIFTH GRADE

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

***Fifty percent of the questions on the Dakota STEP reading assessment are at or above the proficient level.***

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</b></p> <ul style="list-style-type: none"> <li>○ identify meaning by using word parts and context clues;</li> <li>○ identify word meaning using prior knowledge or context clues;</li> <li>○ use individual comprehension strategies to construct meaning;</li> <li>○ apply some fluency strategies to gain meaning from text;</li> <li>○ distinguish among fiction, non-fiction and poetry;</li> <li>○ identify character, setting, and sequence of events;</li> <li>○ locate a literary device within a text;</li> <li>○ identify the culture, time period, and geographical location within a given text;</li> <li>○ retrieve specified information from a single source;</li> <li>○ identify a persuasive and/or argumentative text; use a single reference within a task.</li> </ul>	<p><b>PROFICIENT – Students can:</b></p> <ul style="list-style-type: none"> <li>○ construct meaning by using word parts and categories;</li> <li>○ determine word meaning using prior knowledge and context clues;</li> <li>○ utilize comprehension strategies while constructing meaning;</li> <li>○ apply fluency strategies to gain meaning from text;</li> <li>○ distinguish literary genres based on characteristics, structures, and patterns;</li> <li>○ interpret literary elements of character, setting, plot, theme, point of view, and mood;</li> <li>○ identify literary devices within text;</li> <li>○ examine and compare texts from various cultures, time periods, and geographical locations;</li> <li>○ select information from two or more reference sources to meet a goal;</li> <li>○ identify the author's purpose in argumentative and persuasive text; choose references to meet the needs of an assigned task.</li> </ul>	<p><b>ADVANCED – Students can:</b></p> <ul style="list-style-type: none"> <li>○ construct word meaning using word patterns, word categories and context clues;</li> <li>○ explain the comprehension strategies used to construct meaning;</li> <li>○ apply and explain when to use fluency strategies to gain meaning from text;</li> <li>○ describe the characteristics, structures, and patterns of literary genre;</li> <li>○ analyze how elements of character, setting, plot, theme, point of view and mood effect meaning of text;</li> <li>○ explain how literary devices enhance meaning of text;</li> <li>○ analyze text from various cultures, time periods, and geographical locations;</li> <li>○ retrieve, determine the importance of, and communicate the findings of information found in text;</li> <li>○ analyze argumentative and persuasive text to determine the author's purpose; use multiple references within a task.</li> </ul>
---	--	---

**5.R.3.1 Students can *distinguish literary genres* based on *characteristics, structures, and patterns*. (Bloom's: Analysis)**

#### Learning Targets:

- Identify and distinguish within fiction genres
- Identify and distinguish within non-fiction genres
- Identify and distinguish within poetry genres
- Identify rhyme, rhythm, repetition, pattern, and stanza within poetry
- Identify and distinguish the characteristics of drama

**Verbs Defined:** Distinguish – separate into categories

#### Key Terms Defined:

- Genres – categories of literature
- Characteristics – distinguishing traits
- Structures – arrangements
- Patterns – repeated works or ideas

**5.R.3.2 Students can *interpret literary elements* of character, setting, plot, theme, point of view, and mood. (Bloom's: Evaluation)**

#### Learning Targets:

- Identify character traits
- Plot (problem/rising action/climax/solution)
- Determine setting (time and place)
- Identify point of view
- Determine the author's meaning (theme) and purpose
- Determine the feeling the author creates for the reader (mood)

**Verbs Defined:** Interpret – understand

**Key Terms Defined:** Literary elements – structures that contribute to a whole story

## FOCUS AREA COMPILATION SHEET: SIXTH GRADE

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

***Fifty percent of the questions on the Dakota STEP reading assessment are at or above the proficient level.***

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</b></p> <ul style="list-style-type: none"> <li>○ identify word meanings using word categories and word parts;</li> <li>○ define words to comprehend;</li> <li>○ utilize direct meaning to comprehend text;</li> <li>○ demonstrate the elements of fluency;</li> <li>○ identify text structures in fiction, nonfiction, and poetry;</li> <li>○ identify literary elements to determine meaning in fiction, nonfiction, and poetry;</li> <li>○ identify literary devices to determine meaning in fiction, nonfiction, and poetry;</li> <li>○ compare text from different time periods, cultures, and historical events;</li> <li>○ use two sources to compare or contrast information;</li> <li>○ distinguish fact from opinion in informational texts; utilize one source to locate information.</li> </ul>	<p><b>PROFICIENT – Students can:</b></p> <ul style="list-style-type: none"> <li>○ expand word meanings using word categories and word parts;</li> <li>○ utilize context to comprehend words with multiple meanings;</li> <li>○ utilize direct and implied meaning to comprehend text;</li> <li>○ demonstrate the elements of fluency to comprehend text;</li> <li>○ describe text structures to determine meaning in fiction, nonfiction, and poetry;</li> <li>○ describe literary elements to determine meaning in fiction, nonfiction, and poetry;</li> <li>○ describe literary devices to determine meaning in fiction, nonfiction, and poetry;</li> <li>○ compare and contrast text from different time periods, cultures, and historical events;</li> <li>○ compare and contrast information on one topic from multiple informational texts;</li> <li>○ evaluate the credibility of informational texts; utilize sources to locate information.</li> </ul>	<p><b>ADVANCED – Students can:</b></p> <ul style="list-style-type: none"> <li>○ analyze word meanings using word categories and word parts;</li> <li>○ analyze context to comprehend words with multiple meanings;</li> <li>○ analyze the context of a passage to support direct and implied meaning;</li> <li>○ apply the elements of fluency to comprehend;</li> <li>○ analyze text structures to determine meaning in fiction, nonfiction, and poetry;</li> <li>○ analyze literary elements to determine meaning in fiction, nonfiction, and poetry;</li> <li>○ analyze literary devices to determine meaning in fiction, nonfiction, and poetry;</li> <li>○ compare, contrast, and evaluate text from different time periods, cultures, and historical events;</li> <li>○ synthesize multiple sources to compare and contrast information when reading informational texts; utilize and evaluate the credibility of texts to locate information.</li> </ul>
--	---	---

**6.R.5.1 Students can *compare and contrast* information on one topic from multiple informational texts.** (Bloom's: Synthesis)

#### Learning Targets:

- Locate, gather, and organize information from multiple print and electronic sources
- Identify similarities in information from multiple print and electronic sources
- Identify differences in information from multiple print and electronic sources
- Use expository, persuasive, and procedural text

#### Verbs Defined:

- Compare – show in writing and/or speaking how information is alike
- Contrast – show in writing and/or speaking how information is different

**Key Terms Defined:** Informational texts – nonfiction

**Possible resources/references:** historical documents, essays, research reports, letters to the editor, editorials, bus schedules, instruction manuals, order forms, graphs, tables, illustrations, graphic organizers

**6.R.5.2 Students can *evaluate the credibility of informational texts*.** (Bloom's: Evaluation)

#### Learning Targets:

- Distinguish fact from opinion
- Determine author's purpose
- Determine credibility of various sources
- Use expository, persuasive, and procedural text

**Verbs Defined:** Evaluate – determine the importance or quality of

#### Key Terms Defined:

- Informational – nonfiction (see glossary)
- Credibility – truthfulness

**Possible resources/references:** tabloids, newspapers, internet sites, magazines

## FOCUS AREA COMPILATION SHEET: SEVENTH GRADE

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

***Fifty percent of the questions on the Dakota STEP reading assessment are at or above the proficient level.***

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</b></p> <ul style="list-style-type: none"> <li>○ identify word parts;</li> <li>○ recognize that words have different meanings;</li> <li>○ identify comprehension strategies;</li> <li>○ read fluently below grade-level text;</li> <li>○ describe literary elements to create meaning;</li> <li>○ describe how authors use literary devices to create meaning;</li> <li>○ identify the characteristics of fiction, nonfiction, drama, or poetry;</li> <li>○ read to understand other cultures and time periods;</li> <li>○ classify information about a topic from limited sources;</li> <li>○ identify information to answer questions from informational text;</li> <li>○ determine the credibility of information; identify the author's purpose in text.</li> </ul>	<p><b>PROFICIENT – Students can:</b></p> <ul style="list-style-type: none"> <li>○ analyze word parts to determine meaning and context;</li> <li>○ infer how word choice affects meaning;</li> <li>○ interpret text using comprehension strategies;</li> <li>○ read fluently to comprehend grade-level text;</li> <li>○ examine text structures for characteristics of fiction, nonfiction, drama, and poetry;</li> <li>○ identify how authors use literary elements to create meaning;</li> <li>○ identify how authors use literary devices to create meaning;</li> <li>○ identify recurring themes in text from diverse cultures, time periods, and historical events;</li> <li>○ determine which reference sources will provide the best information for the assigned task;</li> <li>○ analyze and organize data from informational text;</li> <li>○ evaluate the accuracy and credibility of information about a topic contained in multiple sources; analyze the author's purpose in text.</li> </ul>	<p><b>ADVANCED – Students can:</b></p> <ul style="list-style-type: none"> <li>○ formulate new words using word parts;</li> <li>○ justify how word choice affects meaning;</li> <li>○ evaluate text using comprehension strategies;</li> <li>○ read fluently above grade-level text;</li> <li>○ evaluate how authors use literary elements to create meaning;</li> <li>○ evaluate how authors use literary devices to create meaning;</li> <li>○ evaluate the characteristics of fiction, nonfiction, drama, and poetry;</li> <li>○ identify and evaluate recurring themes in text from diverse cultures, time periods, and historical events;</li> <li>○ synthesize information about a topic contained in multiple sources;</li> <li>○ synthesize data from informational text;</li> <li>○ combine new information with existing knowledge to form new interpretations; evaluate the author's purpose in text.</li> </ul>
---	---	--

**7.R.3.2** Students can **identify** how authors use literary elements to create meaning. (Bloom's: Comprehension)

**Learning Targets:** Identify and discuss the author's use of literary elements: Setting, characterization, main idea, supporting ideas, plot, theme, point of view

**Verbs Defined:** Identify – recognize in writing and/or speaking

**Key Terms Defined:** Literary elements – features that contribute meaning to text (see glossary)

**Possible resources/references:** Great Source's *Reader's Handbook: A Student Guide for Reading and Learning* ([www.greatsource.com](http://www.greatsource.com))

**7.R.3.3** Students can **identify** how authors use literary devices to create meaning. (Bloom's: Comprehension)

**Learning Targets:** Identify and apply literary devices: figurative language (see glossary), idiom, onomatopoeia, alliteration, flashback, foreshadowing, imagery, mood, tone

**Verbs Defined:** Identify – recognize in writing and/or speaking

**Key Terms Defined:** Literary devices – techniques used to convey or enhance the text

## FOCUS AREA COMPILATION SHEET: *EIGHTH GRADE*

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

***Fifty percent of the questions on the Dakota STEP reading assessment are at or above the proficient level.***

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</b></p> <ul style="list-style-type: none"> <li>○ formulate new words using word parts;</li> <li>○ justify how word choice affects meaning;</li> <li>○ evaluate text using comprehension strategies;</li> <li>○ read fluently above grade-level text;</li> <li>○ evaluate how authors use literary elements to create meaning;</li> <li>○ evaluate how authors use literary devices to create meaning;</li> <li>○ evaluate the characteristics of fiction, nonfiction, drama, and poetry;</li> <li>○ identify and evaluate recurring themes in text from diverse cultures, time periods, and historical events;</li> <li>○ synthesize information about a topic contained in multiple sources;</li> <li>○ synthesize data from informational text;</li> <li>○ combine new information with existing knowledge to form new interpretations;</li> <li>○ evaluate the author's purpose in text.</li> </ul>	<p><b>PROFICIENT – Students can:</b></p> <ul style="list-style-type: none"> <li>○ apply contextual knowledge of word origins to extend vocabulary;</li> <li>○ analyze text using comprehension strategies;</li> <li>○ read fluently to comprehend grade-level text;</li> <li>○ examine the author's use of literary elements in fiction, nonfiction, drama, and poetry;</li> <li>○ examine the effects of the author's use of literary devices;</li> <li>○ compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts;</li> <li>○ evaluate information and author's purpose about a topic gathered from informational text;</li> <li>○ recognize expository, persuasive, and procedural text; combine new information with existing knowledge to enhance understanding.</li> </ul>	<p><b>ADVANCED – Students can:</b></p> <ul style="list-style-type: none"> <li>○ analyze word origins and derivations to extend vocabulary;</li> <li>○ interpret text using comprehension strategies across genres;</li> <li>○ read fluently to comprehend above grade-level text;</li> <li>○ evaluate the author's use of literary elements in text.</li> <li>○ evaluate the effect of the author's use of literary devices;</li> <li>○ compare and contrast themes and conflicts in literature from different time periods and cultures.</li> <li>○ evaluate information and author's purpose for accuracy and credibility;</li> <li>○ differentiate between expository, persuasive, and procedural text; synthesize valid information across a variety of sources to enhance understanding.</li> </ul>
--	--	--

***8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.*** (Bloom's: Analysis)

**Learning Targets:** Examine literary elements: Characterization, setting, plot, point of view, theme, conflict (external and internal)

**Verbs Defined:** Examine – evaluate in writing or speaking

**Key Terms Defined:** Literary elements – features that contribute meaning to text (see glossary)

***8.R.3.2 Students can examine the effects of the author's use of literary devices.*** (Bloom's: Analysis)

**Learning Targets:** Examine literary devices: figurative language (see glossary), alliteration, idioms, onomatopoeia, imagery, rhyme scheme, rhythm, repetition, irony, mood, tone

**Verbs Defined:** Examine – evaluate in writing or speaking

**Key Terms Defined:** Literary devices – techniques used to convey or enhance meaning (see glossary)

## FOCUS AREA COMPILATION SHEET: *NINTH GRADE*

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</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; interpret procedural text to complete a simple task.</li> </ul>	<p><b>PROFICIENT – Students can:</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; interpret procedural text to complete a multiple-step task.</li> </ul>	<p><b>ADVANCED – Students can:</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; interpret procedural text to complete a multiple-step task and evaluate the process.</li> </ul>
---	--	---

*9.R.2.2 Students can read fluently to comprehend grade-level text.* (Bloom's: Application)

**Learning Targets:** Apply the elements of fluency: accuracy, rate, phrasing, and expression

**Key Terms Defined:** Fluently – using accuracy, rate, phrasing, and expressions

---

*9.R.3.1 Students can analyze an author's use of literary elements in fiction.* (Bloom's: Analysis)

**Learning Targets:** Students can recognize and evaluate the literary elements within fiction: Characterization, setting, plot, point of view, theme, conflict

**Verbs Defined:** Analyze – examine critically the parts to determine the nature of the whole

**Key Terms Defined:** Literary elements – the commonly accepted structures that contribute to the whole of a text (see glossary)

## FOCUS AREA COMPILATION SHEET: TENTH GRADE

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</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; locate logical fallacies.</li> </ul>	<p><b>PROFICIENT – Students can:</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; recognize logical fallacies in sources.</li> </ul>	<p><b>ADVANCED – Students can:</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; analyze logical fallacies.</li> </ul>
--	---	--

**10.R.2.2** Students can read fluently to comprehend grade-level text. (Bloom's: Application)

#### Learning Targets:

- Apply the elements of fluency
- Apply fluency strategies: skimming, scanning, predicting, using contextual clues, rereading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

**Key Terms Defined:** Fluently – using accuracy, rate, phrasing, and expression

---

**10.R.3.1** Students can analyze an author's style. (Bloom's: Analysis)

**Learning Targets:** Demonstrate knowledge of what constitutes style: diction, sentence structure, tone, figurative language, dialogue, connotation and denotation, imagery, point of view

**Verbs Defined:** Analyze – examine the parts so as to determine the nature of the whole

**Key Terms Defined:** Style – the manner in which an author chooses and arranges words (see glossary)

#### Possible resources/references:

- William Shakespeare (*Macbeth*)
- Kurt Vonnegut ("Harrison Bergeron")
- Harper Lee (*To Kill a Mockingbird*)
- John Steinbeck (*Of Mice and Men*), John Knowles (*A Separate Peace*)
- Martin Luther King, Jr.

## FOCUS AREA COMPILATION SHEET: ELEVENTH GRADE

Includes: Focus Area Standards, Unpacked Standards and Grade-level Performance Descriptors

***Fifty percent of the questions on the Dakota STEP reading assessment are at or above the proficient level.***

### READING PERFORMANCE DESCRIPTORS:

<p><b>BASIC – Students can:</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; identify factors that influence the credibility of informational sources.</li> </ul>	<p><b>PROFICIENT – Students can:</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; analyze factors that influence the credibility of informational sources.</li> </ul>	<p><b>ADVANCED – Students can:</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; evaluate factors that influence the credibility of informational sources.</li> </ul>
---	--	--

**11.R.2.2** Students can read fluently to comprehend grade-level text. (Bloom's: Application)

#### Learning Targets:

- Apply the elements of fluency
- Apply fluency strategies: skimming, scanning, predicting, using contextual clues, rereading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

**Key Terms Defined:** Fluently – using accuracy, rate, phrasing, and expressions

**11.R.3.1** Students can analyze and explain literary devices within text. (Bloom's: Analysis)

**Learning Targets:** Recognize literary devices and communicate their effect within text: Allusion, onomatopoeia, alliteration, assonance, consonance, metaphor, simile, personification, foreshadowing, flashback

#### Verbs Defined:

- Analyze – separate into parts to determine the nature of the whole
- Explain – assign meaning to

**Key Terms Defined:** Literary devices – techniques used to enhance a text (see glossary)

#### Possible resources/references:

- Edgar Allen Poe - *The Fall of the House of Usher*
- Robert Frost - *Out, Out...*
- Emily Dickinson - *I Heard a Fly Buzz When I Died*
- William Faulkner - *The Bear*
- James Thurber - *Secret Life of Walter Mitty*
- Stephen Crane - *The Red Badge of Courage*