## 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 |
| 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 |
| 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 |