

Reading Extended Grade Band Objectives and Achievement Descriptors



Wisconsin Extended Standards and Instructional Achievement Descriptors

Reading - Grade Band 3-4

Model Academic Standard:
A. Reading

Objectives:
1. Determine the meaning of words and phrases in context.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Reading 1A Match words to pictures.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Use words or pictures to determine meaning. EX: Given a picture of a stove with boiling water, choose “hot” from a choice of hot and cold. EX: Asked “what is a word for something that flies,” say “bird” or “plane.”
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Match words to pictures. EX: Given three pictures, match spoken words to pictures of objects. such as (but not limited to): <ul style="list-style-type: none"> ○ Dog, cat, and bird matched to the correct animal. ○ Color names (blue, red, green) to blue ball, red block, green box.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify correct object when given two word choices. EX: Given an object, identify the correct name from a choice of two words.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify one picture or object from a set of two. EX: Identify objects upon request. EX: Gaze at picture upon request.

Model Academic Standard:

A. Reading

Objectives:

2. Understand text.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
<p>Reading 2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.</p> <p>Reading 2B Sequence beginning and end from text.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Recall basic facts and/or main ideas from a short paragraph of 5 sentences in length. EX: Story: John has two dogs. One dog is brown and the other is white. Both dogs love to play outside. John likes to play too. John walks with his dogs every day. Then answer WH questions (who, what, when, where) about the paragraph. • Sequence three events from text 5 sentences in length. EX: Sequence a series of 3 pictures related to the text. EX: Recall what happened first, next, and last. <hr/> <p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length. EX: Story: John has a dog. The dog is brown. The dog runs. Now answer these WH questions (who, what, when, where): What does John have? Who has a dog? What does the dog do? • Sequence beginning and end of text. EX: After listening to a story tell what happened at beginning and end.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Recall basic facts and/or main ideas from a short paragraph of 2 simple sentences. EX: Story: John has a dog. The dog is brown. Now answer these WH questions (who, what): Who has a dog? What color is the dog? • Recall one event that occurred in a 3-sentence story. EX: Tell me one thing that you remember from the story.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recall basic facts and/or main idea from 1 simple sentence. EX: Story: John has a dog. Show two pictures (a dog and a flower); point to the correct picture to answer the question: What does John have?

Model Academic Standard:

A. Reading

Objectives:

3. Analyze text.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Reading 3A Given a series of events, predict what will happen next.	Advanced students perform without support the following: <ul style="list-style-type: none">• Make a prediction before, during, and after reading a text. EX: Shown book cover, pictures in a book, and the title (picture walk), predict what the book will be about. EX: During the reading of the book predict what will happen next. EX: After finishing the book, predict what might happen next (draw a picture, select a picture from a group of pictures or tell the instructor).
	Proficient students perform without support the following: <ul style="list-style-type: none">• Given a series of events, predict what will happen next. EX: Given a partial sequence, predict what will happen next. EX: Given a picture of a dog and another picture of a bath tub, tell what will happen given three picture choices (e.g., a dog in a bath tub, a boy playing ball, and a car on a street).
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Predict what activity they will be doing next in a known routine. EX: Match pictures to their schedule prior to the event to predict what they will be doing next.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Demonstrate understanding of simple cause/effect related to a routine action. EX: Use a switch to activate a toy. EX: Use a switch to continue an activity. EX: Push a button to make a choice.

Model Academic Standard:

A. Reading

Objectives:

4. Evaluate and extend text.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Reading 4A Connect text to self.	Advanced students perform without support the following: <ul style="list-style-type: none">• Connect text to self and text to text. EX: Read two stories related to the same topic and have kids make connections between them. Read a story about how blowing bubbles are blown and a poem about blowing bubbles and relate the two. Then the kids get to blow bubbles.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Connect text to self. EX: Identify how a story relates to their surroundings. Read one story with the color red in it and then identify what is red in the classroom. “Who in our class is wearing a red shirt?”
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Connect text to pictures. EX: Select pictures to go with a story.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Make connections between related pictures. EX: Select two pictures that go together. A picture of a boat and a picture of a lake. A picture of snow and a picture of a snowman.

Reading Extended Grade Band 3-4 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Use words or pictures to determine meaning. • Recall basic facts from a short paragraph of 5 sentences in length. • Sequence three events from text 5 sentences in length. • Make a prediction before, during, and after reading a text. • Connect text to self and text to text.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Match words to pictures. • Recall basic facts from a short paragraph of 3 simple sentences. • Identify beginning and end of text. • Given a series of events, predict what will happen next. • Connect text to self.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Identify correct object when given two word choices. • Recall basic facts from a short paragraph of 2 simple sentences. • Identify one event that occurred in a 3-sentence story. • Predict next activity in a known routine. • Connect text to pictures.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Identify one picture or object from a set of two. • Recall one fact from a simple sentence. • Make connections between related pictures.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Reading - Grade Band 5-6

Model Academic Standard:

A. Reading

Objectives:

- 1. Determine the meaning of words and phrases in context.**

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Reading 1A Use picture or sound clues to determine word meaning.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Use clues to identify the meaning of words and phrases in context. EX: State the meaning of words and phrases. EX: Match words with basic definitions. EX: Use a basic elementary dictionary to determine word meaning.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Use picture or sound clues to determine word meaning. EX: Use pictures of words (e.g., a picture of ice) to determine their meaning (e.g., cold). EX: Use sound clues (e.g., sound of a bell, whistle, dog barking) to determine word meaning. EX: Use a basic picture dictionary to determine word meaning.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • With prompts use clues to determine word meaning. EX: Match pictures to pictures with the same meanings. EX: Match a simple word to pictures. EX: Use a basic picture dictionary to locate the word. EX: Using single picture/word/object, identify the meaning. EX: Match the object with the picture or purpose.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Communicate basic personal needs and wants. EX: Use AT to communicate needs and wants. EX: Use PECS, signs, gestures or verbal cues to communicate needs and wants.

Model Academic Standard:
A. Reading

Objectives:
2. Understand text.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
<p>Reading 2A Identify the story elements of characters (who), setting (where/when), and sequence of events (what happened) within a story.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Identify the story elements of main characters (who), setting (where/when), events (what happened), and problem/solution. EX: Identify sequence of events in the story. EX: Given choices, identify the problem/solution in the story. (e.g., <i>It was raining and the girl did not have an umbrella, she got wet. What should the girl do so she does not get wet?</i>)
<p>Reading 2B Follow steps in a process.</p>	<ul style="list-style-type: none"> • Follow a multistep process. EX: Follow a 2-step recipe from a packaged product. EX: Follow the steps in performing prevocational/school-related jobs with text only (no more than 4 steps).
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Identify the story elements of characters (who), setting (where/when), and sequence of events (what happened) within a story. EX: Use pictures or words to identify story elements. EX: Communicate what happens at the beginning, in the middle, and at the end of a story. • Follow steps in a process. EX: Follow simple steps in a recipe using pictures and text. EX: Follow the steps in performing prevocational/school-related jobs, with text and pictures.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify the story elements of characters (who) and one event (what happened) within a story. EX: When given choices, will use pictures, words, or drawings to identify who or what the story is about and what happened.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"><li data-bbox="491 302 1184 396">• Follow basic steps in a process. EX: Will follow pictured bathroom routines. EX: Will follow practiced, pictured classroom routines.

**Model Academic Standard:
B. Reading**

**Objectives:
3. Analyze text.**

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Reading 3A Identify the topic of written content.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Identify the topic sentence of written content. EX: Given 3 choices for a topic sentence, select the correct sentence.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Identify the topic of written content. EX: Given 3 choices, choose the word that describes the passage.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Given choices, identify the topic of the content. EX: Given 3 pictures or objects, choose the correct picture/object to represent the topic.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Choose a book on a given topic. EX: Choose a book about dogs when directed.

Model Academic Standard:

A. Reading

Objectives:

4. Evaluate and extend text.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Reading 4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none">• Make connections to text: text-to-self, and text-to-text. EX: Name another story with the similar idea (i.e., After reading a story about dogs, the student says “<i>We read a story about dogs last week</i>”). EX: Sharing common experiences and/or events with the story (i.e., After reading or listening to a story about Disney World, the student says, “<i>My family went to Disney World.</i>”)• Predict things that might happen in the story including at least 2-3 story elements (who, where, when, and/or what). EX: Given the book title, predict who, where, when, and/or what within a story. EX: Using a familiar book series, predict who (characters) and where (environment). EX: Predict an appropriate ending to a short story.• Explain why something is fact or fantasy. EX: State the reason something is real or fantasy (e.g., <i>Animals don’t really talk, houses don’t fly, people don’t fly</i>). <p>Proficient students perform without support the following:</p> <ul style="list-style-type: none">• Make connections between text and self. EX: Share a personal connection between self and a person, place, or thing in the story (i.e., Story is about a dog and they have a dog.)• Make predictions. EX: When looking at a story title, do a picture walk: <i>What do you think will happen in this story?</i> EX: After reading/listening to part of the story, tell what will come next in the story.• Distinguish between fact and fantasy. EX: Answer the questions: Is it real or not? “<i>Do animals really talk?</i>”

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Answer teacher questions about connections to text: Text-to-Self. EX: The teacher introduces a story and asks students if they have ever experienced the same thing. (e.g., <i>This is a story about swimming. Have any of you been swimming?</i>) • Classify fact and fantasy. EX: Categorize pictures or objects as real or unreal. <p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Indicate like or dislike of a story. EX: Use communicative function such as facial expression, AT, words, gestures, behaviors to demonstrate opinion about a story.

Reading Extended Grade Band 5-6 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Identify word meanings, at least 4 story elements, and topic sentence. • Sequence events including detail and/or over more than a week time span. • Follow a multistep process. • Make connections, including text-to-text and text-to-self, and predict using 2-3 story elements. • Explain why something is fact or fantasy.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Identify word meaning using cues, at least 3 story elements, the topic, and sequence of events. • Follow 2-3 steps in a process. • Make text-to-self connections, and make simple predictions. • Distinguish between fact and fantasy.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Given choices, determine word meaning, 2 story elements (character and event), and the topic. • Sequence 2 events. • Participate in steps to follow a process. • Answer directed questions about text-to-self connections and predictions. • Classify fact and fantasy.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Communicate basic personal needs and wants. • Follow basic steps in daily living skills. • Choose a book on a given topic. • Indicate like or dislike of a story.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Reading - Grade Band 7-8

Model Academic Standard:

A. Reading

Objectives:

- 1. Determine the meaning of words and phrases in context.**

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Reading 1A Use context clues to understand meaning of words.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Use and apply context clues to understand meaning of words and phrases. EX: Identify the correct definition for an underlined word or phrase. EX: Find the synonym for an underlined word or phrase in a sentence. EX: Use a basic elementary dictionary and thesaurus to determine word meaning.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Use context clues to understand meaning of words. EX: Select a pair of synonyms from a list of four words (hot, warm). EX: When given a list of two or three clues, choose the word to fill in the blank with the correct response (e.g., The ____ is made of wood and lead and used to write). EX: Use a basic elementary dictionary or picture dictionary to determine word meaning.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Use verbal or picture clues to understand word meaning. EX: Select a pair of related ideas from a list of three picture situations (on the beach, at the pool, in the snow). EX: Identify the correct word when read a sentence. (The teacher will read a sentence with a word left out. The teacher will give the student three word choices to fill in the blank. Student will select the correct answer). EX: Use a basic picture dictionary to determine word meaning. EX: Match everyday symbols to words (e.g., stop sign, restroom, poison).

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize that words or symbols have meaning. <ul style="list-style-type: none"> EX: Use a communication device to indicate a physical or emotional need. EX: Point to a picture of an object (symbolic representation). EX: When asked for a specific item, student retrieves item from given set. EX: Identify name from given choices.

Model Academic Standard:

A. Reading

Objectives:

2. Understand text.

Analyze text.

(Note: The above general education grade-level objectives were combined because the skills linked to them in the extended grade band objectives are prerequisite to both.)

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Reading 2A Identify stated information and main ideas in literary and informational text. Reading 2B Identify stated sequence of events in literary and informational text.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none">• Identify story elements, main ideas and supporting details, and text features from stated information. EX: Identify the main idea of a story and two supporting details. EX: Identify story elements: main characters (who), setting (where/when) and plot (what happened) within a story, and identify one feature for one of the story elements. EX: Given a recipe, identify specific directions and specific ingredients.• Identify a five-step sequence of events in an oral, visual, or written text. EX: Identify a five-step sequence of events in performing prevocational/school-related jobs with text and pictures. <p>Proficient students perform without support the following:</p> <ul style="list-style-type: none">• Identify stated information and main ideas in literary and informational text. EX: Identify the story elements: main characters (who), setting (where/when), and what happened within a story. EX: Given a recipe, identify one specific direction and one specific ingredient.• Identify stated sequence of events in literary and informational text. EX: Identify four sequences of events in an oral, visual, or written text. EX: Use sequence words: first, next, then, and last. EX: Identify four events from a sequence in performing prevocational/school-related jobs with text and pictures.

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify stated information in either literary and/or informational text. EX: Identify the story elements: main characters (who) and setting (where/when). EX: Given a recipe, identify one specific direction or one specific ingredient. • Identify first and last events in either a literary or informational text. EX: Identify the first and last events in performing prevocational/school-related jobs with text and pictures. <hr/> <p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize who from a literary text or what from an informational text. EX: Point to or indicate a main character in story. EX: Given a picture recipe, point to one specific ingredient (teacher says point to the egg and the student points to the egg).

Model Academic Standard:

A. Reading

Objectives:

3. Evaluate and extend text.

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
<p>Reading 3A Make connections to text, predictions, and draw conclusions.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Evaluate and extend literary and informational text through connections to text, predictions, drawing conclusions, and distinguishing between fact and opinion. EX: A passage (3-5 simple sentences) is read aloud by the student or teacher; the student identifies the way the story relates to the world. EX: A passage (3-5 simple sentences) is read by the student or teacher; the student predicts what will happen next. EX: Two statements are read by the student or teacher; the student identifies fact versus opinion using key words such as all, never, I think, I believe, I feel (e.g., The earth is a planet vs. I think that people should take better care of the earth).
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Make connections to text, predictions, and draw conclusions. EX: A passage (3 simple sentences) is read by the student or teacher, the student identifies three ways the story relates to their life. EX: A passage (3 simple sentences) is read by the teacher; the student predicts what will happen next.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Make connections to text and draw conclusions. EX: A passage (3 simple sentences) is read aloud by the teacher; the student identifies two ways the story relates to their life. EX: When looking at a picture within the story, draw conclusions about what happened in this story.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Make one connection from text-to-self. EX: A passage (1-2 sentences with picture) is read by the teacher; the student identifies one way the story relates to their life.

Reading Extended Grade Band 7-8 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Use and apply context clues to understand meaning of words and phrases. • Identify story elements, main ideas and supporting details, text features, and five sequenced events from stated information. • Connect to text, predict outcomes, draw conclusions, and distinguish between fact and opinion from literary and informational text.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Use context clues to understand meaning of words. • Identify stated information and events in sequence in literary and informational text. • Connect to text, make predictions, and draw conclusions from literary and informational text.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Use verbal or picture clues to understand word meaning. • Identify stated information from either literary and/or informational text and identify first and last events. • Connect to text and make predictions from literary and/or informational text.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Recognize that words or symbols have meaning. • Identify stated information in text. • Connect text to self.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Reading - Grade 10

Model Academic Standard:

A. Reading

Objectives:

- 1. Determine the meaning of words and phrases in context.**

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Reading 1A Interpret word meanings within a passage according to connotation (tone) or context.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Complete sentences within a passage using words with appropriate connotation (tone) or context. EX: When shown a letter to a potential employer, choose appropriate salutation from choices given (i.e., Yo, Hey You, Dear). EX: When read a passage addressing a specific social situation (such as a funeral), choose the appropriate greeting from choices given.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Interpret word meanings within a passage according to connotation (tone) or context. EX: Choose the correct meaning of a word in a passage that describes the feelings of a character. EX: Locate and identify words on forms to fill in personal information such as name, address, and phone.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify words and their meanings. EX: Locate or follow a direction based on an environmental sign, such as bathroom, road, and store signs, bus stop. EX: Identify sight words connected to the student, such as library, café, bus, work, computer, pizza (as applicable).
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Use visual or picture clues to understand the meaning of words and symbols. EX: Point to the two pictures that are similar (e.g., hamburger, hotdog, car). EX: Given three pictures, identify the one that is asked for. EX: Shown a picture of an event such as a carnival, point to different features such as popcorn, clown, and ride.

Model Academic Standard:

A. Reading

Objectives:

2. Understand text.

Analyze text.

(Note: The above general education grade-level objectives were combined because the skills linked to them in the extended grade band objectives are prerequisite to both.)

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Reading 2A Interpret text by classifying information and distinguishing different viewpoints.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none">• Interpret text by classifying information about the text and distinguishing multiple viewpoints. EX: Tell if passage uses formal or informal language. EX: Differentiate between narrative and dialogue by categorizing each sentence in a passage. EX: After reading a passage with three different characters, tell what each one thinks or feels. EX: Using a graphic organizer, sort words or pictures representing a text into multiple categories. EX: Sort pictures of story details into categories based on a story or picture.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none">• Interpret text by classifying information and distinguishing different viewpoints. EX: Complete the two missing items in a graphic organizer, such as sorting pictures representing a text. EX: Based on information from the story, tell what two different characters think or feel (e.g., character cried-was sad). EX: After reading a passage about two teams winning or losing, decide how each team feels. EX: Given a passage about pizza, identify which topping each character likes. EX: Tell what one character thinks or feels based on information from the story.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none">• Interpret text by organizing information and recognizing a viewpoint. EX: Based on information from the story, tell what one character thinks or feels. EX: Sort pictures of story details into categories based on a story or picture.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize feelings in text or pictures. EX: Looking at a picture, determine if a character feels happy or sad. EX: Using a real-life social story read to them, point to a picture showing what the character did.

Model Academic Standard:

A. Reading

Objectives:

3. Evaluate and extend text.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Reading 3A Draw conclusions from literary and informational text.	Advanced students perform without support the following: <ul style="list-style-type: none">• Draw and justify conclusions from literary and informational text. EX: Agree or disagree with the character’s choice or viewpoint and give one reason for the opinion. EX: Tell if a commercial or advertisement is believable and give one reason for the opinion. EX: Use the outcome of story to project future possibilities. EX: Decide if a character is believable and justify why.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Draw conclusions from literary and informational text. EX: Distinguish between important and unimportant facts. EX: Agree or disagree with the character’s choice or viewpoint. EX: When given several options in a passage, decide which option the character would choose (e.g., go bowling or watch a movie). EX: Tell if a commercial is believable. EX: Decide if a character is believable.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Connect text with self and world. EX: Tell about something from the story you like. EX: Identify (via pictures or spoken word) a choice made by the character in the passage.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Connect text-to-self. EX: Choose a fruit that they like from a story. EX: Touch a picture from the story.

Reading Extended Grade 10 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: <ul style="list-style-type: none"> • Apply varied word meanings. • Classify information about the text and distinguish multiple viewpoints. • Draw and justify conclusions from literary and informational text.
Proficient	Students performing at the Proficient Level: <ul style="list-style-type: none"> • Interpret word meanings within a passage according to context. • Classify information and distinguish different viewpoints. • Draw conclusions from literary and informational text.
Basic	Students performing at the Basic Level: <ul style="list-style-type: none"> • Identify words and their meanings. • Organize information and recognize a viewpoint. • Connect text with self and world.
Minimal	Students performing at the Minimal Level: <ul style="list-style-type: none"> • Use visual or picture clues to understand the meaning of words and symbols. • Recognize feelings in text and pictures. • Connect text to self.

